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INITIAL DIFFERENCES BETWEEN ENROLLED AND
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Louise M. Finlayson

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of the requirements for

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INITIAL DIFFERENCES BETWEEN ENROLLED AND
NONENROLLED STUDENTS IN A HIGH
SCHOOL SEX EDUCATION CLASS

By

Louise M. Finlayson

A THESIS

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ABSTRACT

INITIAL DIFFERENCES BETWEEN ENROLLED AND NONENROLLED STUDENTS IN A HIGH SCHOOL SEX EDUCATION CLASS

By

Louise M. Finlayson

Characteristics of persons who participated in an elective Family Life and Reproductive Health (FLRH) course in a mid-sized midwestern high school was the focus of this study. Initial differences between thirty-three enrolled students versus thirty-three nonenrolled students were assessed using Reiss' Attitudes Toward Sexual Behavior Inventory, the Rotter I-E Scale, the short form of the Bem Sex-Role Inventory, and the Texas Social Behavior Inventory. The FLRH students were expected to: (a) have attitudes indicating greater permissiveness regarding sexual behavior, (b) be more internal in locus of control, (c) be more androgynous, and (d) be more socially self-confident than nonenrolled students. Using a 2 x 2 (group x sex) analysis of variance, it was found that FLRH students were significantly more external in locus of control than nonenrolled students. No other group differences were found. Females differed from males in scoring significantly higher on the femininity scale of the Bem Sex-Role Inventory. Possible explanations for these findings are discussed.

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INTRODUCTION

Sex education has been a part of public education since World War I. The purpose of original sex education programs was to help control the spread of venereal disease; placing the emphasis on hygienic and physiologic aspects of sexuality (Kirkendall, 1981). From the beginning, sex education programs have encountered fierce resistance from portions of the population. Despite the vehemence of the resistance to sex education programs, 70-85% of adult Americans polled during the 1970's supported sex education (Kirby, Alter, & Scales, 1979). The opponents to sex education in the schools appear to have succeeded in limiting the implementation of these programs. It is estimated that only 10% of all high school students receive any kind of sex education in public schools (Kirby et al., 1979; Scales, 1981). Other estimates obtained by the National Institute of Education indicate that 36% of public high schools in America offer an elective course in sex education and that less than one-fourth of the students enroll in these courses.

There currently exists relatively little, if any, systematic research on sex education with normal populations below the college level. For example, Kilman, Wanlass, Sabalis, and Sullivan (1981) in their review of thirty-three empirical studies of sex education programs found a total absence of studies evaluating the effects of sex education in the public schools. In reviewing the literature in

other populations (i.e., college students, high-pregnancy risk teens, medical students) outcome findings are reported in three areas: knowledge, attitude, and behavior. There is ample evidence to conclude that gains in sexual knowledge can be attributed to sex education (Bernard & Schwartz, 1977; Darabi, Jones, Varge, & House, 1982; Kilman et al., 1981; Kirby et al., 1979; Voss, 1980). Sexual attitudes generally shift to a more liberal or permissive position following attendance in a sex education course (Bernard & Schwartz, 1977; Darabi et al., 1982; Dearth & Cassell, 1975; Story, 1979; Voss, 1980; Zuckerman, Tushup & Finner, 1976). The resistance of the knowledge and attitude changes reported here has yet to be documented. To date, behavior change has not been adequately researched (Kilman et al., 1981; Voss, 1980). This is partly because behavior change assessment is very difficult, self-report instruments are often inadequate measures of social behavior and observation techniques are clearly unacceptable.

Zuckerman et al. (1976) suggested that attitude and behavior change may be affected by the particular qualities of the students who choose to enroll in such courses. In their study of college students they found initial differences between participating and nonparticipating students. During the first week of class students completed a modified version of the Reiss Attitudes Toward Sexual Behavior Inventory and a Sex Questionnaire which had the following subscales: Parental Attitudes, Heterosexual Experience, Homosexual Experience, Masturbation, and Orgasmic Experience. The students enrolled in the human sexuality course reported having more permissive personal attitudes about sex, and a greater range and quantity of

sexual experience than nonenrolled students. Zuckerman et al. also found that males held generally more permissive attitudes than females. There appears to be a nonrandom sample of college students that register for human sexuality courses. Philliber and Tatum's (1982) findings also support the hypothesis that elective sex education courses attract a select sample of the student population. They retrospectively compared those students who had enrolled in a high school sex and family life course ($n = 190$) to those who had never enrolled in the course ($n = 78$). They found that these nonenrolled students had significantly higher grades than the enrolled students. Further, those students who had not enrolled in the sex education class were more likely to attend college and were opting for more "serious" courses such as those in advanced mathematics or science.

The present study was designed to assess if students who did enroll in a high school sexual education course were initially different from students who did not enroll in such a course. Based on Zuckerman's findings, it was predicted that students who are attracted to the sex education course would be more permissive in their attitudes toward sexual behavior and would also report more dating experience than those not enrolled in the course. Differences between the enrolled and nonenrolled students were also assessed along other dimensions. It was predicted that overt seeking of sexual information in a society which discourages such activities during adolescence would require significant self-confidence and general positive adjustment. Sex education researchers have yet to formally assess these potentially related dimensions and thus

these predictions were somewhat exploratory in nature. Three instruments were administered to assess different aspects of adjustment; locus of control, sex-role, and social self-esteem.

Locus of Control

Locus of control refers to a person's generalized expectancy about the control of reinforcers in the environment. An externally controlled individual perceives that events are generally independent of his or her behavior. The external locus of control individual may lack confidence and feel motivated by external sources. Internal locus of control, involves expectations that one's actions largely determine subsequent events. Internally controlled individuals are more confident and perceive themselves to be self-motivated (Lefcourt, 1966; Rotter, 1966). Adams (1983) administered social knowledge, empathy, peer popularity, and locus of control instruments to persons between the ages of fourteen and eighteen. He found a linear increase in internal locus of control and social knowledge with age suggesting the maturing persons feel increasingly self-responsible. Findley and Cooper (1983) reviewed the literature on the relationship between locus of control and academic achievement in adolescents. They concluded that there was a small to medium relationship between internal locus of control and academic achievement. Spector (1983) found that external locus of control subjects scored significantly higher on a measure of normative conformity than did internal locus of control subjects. Normative conformity was defined as a wish to be like others combined with a hesitancy to act in opposition to others. Given the controversial nature of sex education, an externally controlled adolescent may lack

the individualism and autonomy to enroll in such a course. In a study of female nurses, Repogle, O'Bannon, McCullough, and Cashion (1980) found that subjects who were more internal in their locus of control reported a higher likelihood of engaging in assertive behavior. Similarly, McVicar and Herman (1983) administered a locus of control instrument to middle-aged women who enrolled in an assertiveness training class. They found that these women had a more internal locus of control than the average adult. McVicar and Herman ventured that people who actively seek help may be behaviorally enacting their internal orientation. In a study of career orientation and motivation in college women, Marecek and Frasch (1977) reached similar conclusions. External locus of control subjects engaged in less career planning and were not active in seeking help or information compared to internal locus of control subjects. They also found that external locus of control subjects were more conservative, less career oriented, and less likely to support women's liberation ideology. Given that external locus of control subjects were less career oriented, one might expect less career planning. If this pattern linking external locus of control and conservatism were stable we might expect similar results in the area of sex education. That is, external locus of control students may engage in less information seeking, in general, and the more conservative student may engage in less planning concerning sexual issues. However, for the present, predictions are based on the hypothesis that internally controlled individuals are confident and self-motivated and will actively seek out information on a topic that is highly relevant to adolescents.

Sex-Role

Traditionally in sex-role theory, masculinity and femininity were on opposite ends of a single dimension. Modern sex-role theorists Bem (1974) and Spence, Helmreich, and Stapp (1974, 1975) have reconceptualized masculinity and femininity as independent constructs existing on separate dimensions. According to their theories, individuals have varying levels of masculinity, which is related to instrumentality, and femininity, which is related to expressivity. An individual who is high in instrumentality and expressivity is considered androgynous. There has been much speculation that androgynous individuals are well-adjusted due to their combined qualities which leave a broader range of behaviors at their disposal. This notion was supported by an early set of studies (Bem, 1975; Bem & Lenney, 1976; Bem, Martyna, & Watson, 1976) in which androgynous subjects readily engaged in sex-typed and opposite sex-typed activities with relative ease and comfort compared to their sex-typed cohorts. The research in adult populations which examines the relationships between sex-role orientation and superior adjustment and adaptability falls into two arenas: androgynous individuals are better adjusted (Flaherty & Dusek, 1980; Orlofsky & Windle, 1978; Puglisi & Jackson, 1981) or masculine individuals are better adjusted (Antill & Cunningham, 1979; Alagna, 1982).

The research with adolescents in this area is also divided in its findings. In her study of high school students, Wells (1980) assessed responses to a sex-role inventory and four measures of adjustment. She concluded that androgyny was related to good

adjustment though traditional sex-role identity was almost as positively adaptive. However, while analyzing the relative contributions of masculinity and femininity to adjustment, she found that high masculinity was the most related to girls adjustment and self-esteem. For boys, high femininity played a larger factor in their adjustment, particularly in the area of their social relations. Lamke (1982a) studied a similar population of high school students and administered measures of sex-role orientation and self-esteem. She found that high femininity scores in males were related to high self-esteem and hypothesized that for males, social relations and self-esteem may be related. Lamke also found that high masculinity scores were highly correlated with self-esteem score for females. Overall, Lamke reported that androgynous individuals had higher levels of self-esteem. Small, Teagno, and Selz (1980) similarly found androgyny in adolescents to be related to superior adjustment. They analyzed the responses to seventeen to nineteen year olds to a sex-role inventory and a self-image questionnaire which measured eleven areas of adolescent adjustment. Androgynous subjects followed closely by masculine subjects showed high adjustment scores, particularly in areas of emotional integration, coping skills, and communication skills. Feminine subjects were less adaptive though they were similar in functioning in most areas of adjustment, undifferentiated subjects (low in both masculinity and femininity) were least adjusted. The above studies lend support to the importance of androgyny in mental health. Other studies find high masculinity more advantageous in adjustment. Lamke (1982b) studied a sample of junior high school students using the same design she (1982a) had

used with high school students. She assessed the relation of sex-role orientation and self-esteem, and found that masculinity was most related to high self-esteem for both male and female subjects. Masculine and androgynous students scored similarly high on the self-esteem measure while feminine and undifferentiated subjects scored significantly lower. Studying sixth through twelfth graders, Ziegler, Dusek, and Carter (1984) found that masculine and androgynous subjects scores significantly higher on achievement-leadership and overall adjustment than feminine and undifferentiated subjects. Feminine and androgynous subjects were superior on scales measuring congeniality and sociability.

From all of the research on sex-role there is clear evidence that sex-role orientation is related to adjustment. The debate over the relative contributions of masculinity and femininity to superior adjustment continues unabated. There is little doubt that masculine qualities are substantially related to our current measures of adjustment. The relationship of femininity to adjustment is less clear, and may be clouded by the cultural bias toward positive masculine qualities. This bias likely exists in the instruments currently used to assess adjustment.

It was predicted that students who enroll in a high school sex education course will be more androgynous than those students in a comparison group. The androgyny model was favored over the masculinity model because of the importance of social components within the sex education course, i.e., discussion groups. Instrumentality and expressivity were predicted to be equally necessary bringing behavioral adaptability to a novel situation.

Social Self-Esteem

Social self-esteem is another construct related to psychological adjustment. Self-esteem is multidimensional and social self-esteem is a major element within the larger concept (Fleming & Watts, 1980; Whitley, 1983). Social self-esteem rather than global self-esteem was examined in this study. The decision to enroll in a sex education course which includes discussion with peers about socially sensitive topics was thought to require specific strength and esteem for one's social abilities. Kimble and Helmreich (1972) hypothesized that people with high social self-esteem have a tendency to expect social approval. They selected college undergraduates who scored high, medium, or low on a social self-esteem measure and had them participate in a social approval task. It was found that high social self-esteem subjects actively elicited positive evaluations from others. Moderate social self-esteem subjects seemed generally unconcerned with social approval. Interestingly, the low social self-esteem group actively elicited negative evaluations from others. McFarlin, Baumeister, and Blascovich (1984) similarly predicted that high social self-esteem individuals are accustomed to success and therefore are willing to exert more effort to meet their own high expectations. Using an impossible task situation with college undergraduates, they found that high social self-esteem subjects persisted longer in the face of failure than low social self-esteem subjects. While persistence on an impossible task is not an adaptive activity, the authors pointed out that few situations in life match that type of task. In most life situations,

persistence combined with the expectation to succeed would be quite useful. It was anticipated in this current study, that students participating in the FLRH course would be more self-assured and socially competent. It was also presumed that the more reserved and low self-esteem adolescents would shy away from this experience.

In conclusion, there is little systematic research in the area of adolescent sex education. This study is an attempt to contribute to this literature. Specifically, this study was designed to assess initial differences between students enrolled in a sex education course or in this case a FLRH course and students enrolled in an English class. Initial differences were expected due to previous research findings by Zuckerman et al. (1976) and Philliber and Tatum (1982). Sex education students were expected to be more sexually permissive in their attitudes and dating behavior. Also, they were expected to show significantly higher scores on several adjustment measures.

METHODS

Subjects

Students attending a public high school in East Lansing, Michigan served as subjects in this study. Thirty-six of these students (n males = 14, n females = 22) were enrolled in a one semester elective course called Family Life and Reproductive Health. The course provides information and discussion of such topics as contraception, sexually transmitted diseases, human sexual response, sexual orientation, and pregnancy. The comparison group consisted of thirty-four (n males = 12, n females = 22) students attending a sophomore English class. None of the students in the comparison group were enrolled in the FLRH course.

In order to create a proportionate and equal sample size, four subjects were dropped from the study; three males attending the FLRH course and one male attending the English class. These particular subjects were dropped because a substantial portion of their questionnaire packets had not been completed. This resulted in a sample size of sixty-six with eleven males and twenty-two females in each group.

In the FLRH group there were six fourteen-year-olds, twenty-one fifteen-year-olds, and six seventeen-year-olds. In the comparison group there were three fourteen-year-olds, twenty-three fifteen-year-olds and seven seventeen-year-olds. All subjects were

attending either ninth, tenth, or eleventh grade with five-sixths of the students in tenth grade. Both groups were fairly homogenous consisting mainly of white middle-class teenagers.

Procedures

During the first week of the Fall 1982 and Spring 1983 semesters, test packets were distributed to the identified students. The teachers of each course distributed the packets and answered students' questions. Students were advised that participation was not mandatory. A self-explanatory letter on the front of the packet provided pertinent information about the completion of the questionnaires. After completing the packets at home, the students returned them within a weeks time.

Instruments

Attitudes about sexual behavior. Reiss (1967) developed and standardized the Attitude Toward Sexual Behavior Inventory (SBI) which was used in this study. This checklist has been mainly used with high school and college age populations. It is a seven part instrument that was designed to assess premarital sexual standards (see Appendix A for copy of the instrument). Part I which is demographic in nature was not administered in this study. Part II and Part III assessed attitudes and examined two dimensions of permissiveness; physical acts (kissing, petting, and coitus), and conditions of affection (engagement, love, strong affection, and no affection). Reiss determined that the quality of permissiveness related directly to the amount of affection associated with specific sexual behaviors. A six-point response format was used and ranges from

"Strongly Agrees" which is most permissive to "Strongly Disagree" which is least permissive. Part II consists of sixteen two part questions and Part III consists of twenty-six one part questions. The questions in Part II ask about the behavior of a hypothetical couple in a variety of situations. These situations remain the same in Part III but instead of referring to a couple, they refer to males in general, and females in general. A permissiveness score for each subject was obtained.

While Part IV, V, VI, and VII were administered, only Part V which determines dating history was examined for use in this study. Part V consists of seven questions regarding dating, going steady, engagement, and love. These questions include the frequency of the behavior, the duration in months, and the ages at occurrence.

Locus of control. The Rotter Internal-External Scale (I-E Scale) was used to measure locus of control (Rotter, 1966) (see Appendix B for a copy of the scale). This test measures personal beliefs about one's ability to affect control of reinforcements in the environment. It is a forced-choice format with twenty-nine items which includes six filler items. It is possible for scores to range from 0-23 with higher scores representing external locus of control and lower scores internal locus of control.

Sex-role. The Bem Sex-Role Inventory, Short Form (BSRI) will be used to assess sex-role orientation (Bem, 1981) (see Appendix C for a copy of the inventory).

The BSRI is a self-descriptive instrument which was developed to assess masculinity and femininity as orthogonal domains. It is a thirty-item instrument with ten positive feminine items, ten

positive masculine items, and ten filler items. Instead of using the prescribed seven-point scale, a five-point scale was used. Wells (1980) found that a seven-point scale was difficult for adolescents to use. Subjects respond to adjectives as self-descriptors on a range from "Never or Almost Never" to "Always or Almost Always."

Social self-esteem. The Texas Social Behavior Inventory, Short Form A (TSBI-A) was used to measure social self-esteem (Helmreich & Stapp, 1974) (see Appendix D for a copy of the inventory). It is an objective measure of a person's sense of adequacy in social interactions. The TSBI-A is a thirty-two item self-report instrument which is answered on a five-point scale. Higher scores are indicative of higher self-esteem.

RESULTS

Internal consistencies for each scale were determined (see Table 1). The Cronbach alpha scores for each scale were within acceptable limits, thus the measures were determined to be reliable within this sample.

ANOVA's were performed using a 2 x 2 design (group x sex) with each measure (see Table 2 for these results).

Table 1

Cronbach Alpha Scores

SBI	.96
I-E Scale	.61
BSRI Masculinity	.85
BSRI Femininity	.83
TSBI-A	.69

SBI

Part II and Part III of the SBI were analyzed both separately and together. There were no significant differences between the FLRH students and the comparison students in sexual permissiveness. Also there were no male-female differences on the responses to this measure.

Table 2

Results of Group x Sex ANOVA's

	Sum of Squares	DF	Mean Square	F	Sign of F
<u>Rotter I-E</u>					
<u>Main</u>	88.6	2	44.3	4.003	.023*
<u>Group</u>	87.5	1	87.5	7.907	.007*
<u>Sex</u>	1.1	1	1.9	.099	.755
<u>BSRI</u>					
<u>Masculine</u>					
<u>Main</u>	79.6	2	39.8	1.172	.317
<u>Group</u>	.7	1	.7	.022	.883
<u>Sex</u>	78.8	1	78.8	2.322	.133
<u>BSRI</u>					
<u>Feminine</u>					
<u>Main</u>	354.6	2	177.3	8.373	.001*
<u>Group</u>	4.4	1	4.4	.207	.651
<u>Sex</u>	350.2	1	350.1	16.539	.001*
<u>TSBI</u>					
<u>Main</u>	40.3	2	20.2	.390	.679
<u>Group</u>	32.1	1	32.1	.620	.434
<u>Sex</u>	8.3	1	8.3	.160	.691
<u>SBI</u>					
<u>Main</u>	2306.4	2	1153.2	.664	.518
<u>Group</u>	408.1	1	480.1	.276	.601
<u>Sex</u>	1826.4	1	1826.4	1.052	.309

N = 66.

Part V of the SBI was not analyzed because less than fifty percent of all subjects completed this measure. On closer examination, the scale seems ambiguous in its wording, and it apparently does not supply adequate direction for adolescent respondents. Therefore no information on dating experience was yielded in this study.

I-E Scale

On the Rotter I-E Scale a main effect for group was determined $F(2, 66) = 4.003, p < .05$. Students enrolled in the FLRH course were significantly more external in locus of control than the comparison students. These findings are opposite of the predicted direction. There were no sex differences on this measure.

BSRI

The masculinity and femininity scales on the BSRI were computed separately. The FLRH group and the comparison group exhibited no significant differences in responding to this sex-role inventory. There were, however, the usual sex differences obtained on this measure. Females were significantly more feminine than males ($F(2, 66) = 8.373, p < .01$). Although males were not significantly more masculine than females, there was strong trend in this direction. As can be seen in Table 3, the females in this sample were predominantly androgynous and feminine while males were predominantly masculine and undifferentiated.

TSBI-A

The analysis of the TSBI-A showed no group or sex differences in social self-esteem.

Table 3

BSRI Results

FLRH Students				Comparison Students			
N	Sex-Role	M* Score	F** Score	N	Sex-Role	M* Score	F** Score
<u>FEMALES</u>							
8	Androgynous	47	44	8	Androgynous	42	43
		45	47			47	43
		46	48			42	43
		39	48			47	50
		39	49			48	48
		41	49			40	50
		39	50			42	47
		40	47			46	48
3	Masculine	48	42	2	Masculine	42	41
		40	39			39	34
		40	42				
6	Feminine	38	43	7	Feminine	31	49
		36	48			37	44
		36	46			37	46
		37	44			37	46
		30	45			32	44
		29	45			26	49
						31	43
5	Undifferentiated	36	40	5	Undifferentiated	35	38
		36	42			29	35
		29	41			33	41
		34	41			33	38
		32	37			31	42

(table continues)

FLRH Students				Comparison Students			
N	Sex-Role	M* Score	F** Score	N	Sex-Role	M* Score	F** Score
<u>MALES</u>							
2	Androgynous	42	47	2	Androgynous	44	45
		42	44			44	43
4	Masculine	47	40	6	Masculine	40	38
		45	33			40	38
		43	38			49	42
		47	41			44	36
						39	41
						44	33
1	Feminine	38	47	1	Feminine	33	45
4	Undifferentiated	36	34	2	Undifferentiated	29	42
		31	41			37	37
		33	30				
		36	37				

*Median score on masculinity scale = 38.9.

**Median score on femininity scale = 42.8.

DISCUSSION

None of the original hypotheses was born out. The most expected effect which was a difference in sexual permissiveness between the groups, was not obtained. This prediction had been based on Zuckerman's (1976) findings with college students. The possibility that high school sex education courses and college sex education courses attract different types of students is suggested by these findings. For instance, the high level of conformity on the sexual attitudes measure found in this high school sample leads one to speculate on the pressures of peer conformity during the high school years. It is also possible that the uniform response pattern on this measure of sexual attitudes of this high school sample would be unlikely in a college sample. It would be interesting to look at large urban high school with a diverse student population to see if there is truly a high level of conformity of sexual attitudes during the high school years.

The obtained differences in locus of control were the opposite of the prediction. Sex education students scored more external than the comparison students. There are several possible explanations for this finding. First, internal locus of control students may seek out sex information independently and may feel no need for such instruction. Second, the fact that internal locus of control was related to greater career orientation in females (Marecek &

Frasch, 1977) may reflect a greater emphasis on achievement. In fact, researchers have found a positive relationship between internal locus of control and school achievement (Findley & Cooper, 1983). Philliber and Tatum (1982) found that students who did not enroll in sex education courses were college-bound students with higher grade averages than those who had enrolled in the course. It is possible that elective high school sex education courses are more attractive to lower achievers who are external in their locus of control. It makes intuitive sense that college-bound students may prefer to choose more academically oriented courses for electives and may even avoid sex education courses so that they will not appear on their transcript!

The expected group difference in sex-role orientation was not obtained. The FLRH students did not endorse a higher number of positive masculine and feminine self-descriptors than the comparison students. Sex-role orientation may not be a salient quality in the decision to enroll in a sex education course.

The sex differences obtained on the sex-role orientation measure are consistent with previous findings (Flaherty & Dusek, 1980; Orlofsky & Windle, 1978; Ziegler et al., 1984). In general, females endorse more feminine than masculine items while males endorse more masculine than feminine items.

The choice to enroll in an elective high school education class is likely influenced by multiple factors. In a future study of this type it would be important to study grade point average, future life plans and motivations for taking the course. If high school sex education students are generally not college-bound, it would explain

this researcher's failure to replication Zuckerman's (1976) findings. It would also be important to assess the current level of sexual behavior with a more reliable instrument than was used in this study. Those high school students enrolling in elective sex education courses may be sexually active and in need of information. Another possibility is that students not enrolling in sex education may have more access to sexual information or may be more resourceful in acquiring sexual information through other means. Finally, it is not unfeasible that enrollment in sex education courses may be for reasons completely unrelated to the course content, for instance, an easy "A." Answers to these initial questions will help educators and social reformers to better understand the populations being reached by sex education courses.

PERSONAL STATEMENT

I have learned several things as a result of doing this research. I have become more sophisticated in my approach to doing research in the community and the public schools in particular. I entered this project being naive about the necessity of gaining trust and developing rapport with school officials. I think this lack of foresight on my part prohibited me from having optimal control over my data collection. Ideally, I would have preferred to personally enter the classroom and used class time to administer the questionnaires. Instead, teachers carried out the data collection. I had to rely on them to give instructions and answer questions in a uniform fashion, maintain confidentiality, and collect the data in a timely fashion. While I have no reason to believe that this did not occur, I relinquished control of critical aspects of the data collection.

Because public schools are complex social institutions that serve many functions, researchers planning to do research in the school setting should consider the nature of the system they are entering. This is especially true if the research is controversial in any way.

Schools may appear to have difficulty in accepting the intrusion of researchers. This is partly because schools face pressure from multiple sources. Schools are public institutions and as

institutions they serve to maintain the status quo. The "public" which the school serves is twofold: (a) the community at large, and (b) the parents of the children attending the school. As a community institution, the school must abide by financial and educational guidelines set forth by that community. The community has political authority in the school via the school board which consists of elected representatives.

Schools are also service agencies whose services are provided by teachers and directed at children. Children are not deemed competent to judge the adequacy or appropriateness of the services received. Parents act as agents for their children and therefore must indirectly assess the services rendered by the school. Parents normally have few occasions for direct contact with the teacher and school administrator. However, if a parent is sufficiently disturbed with the school's actions, it raises the probability of a direct contact. This leaves the school in the unfortunate position of having most contact with complaining parents and relatively little contact with satisfied parents. Teachers and school administrators often feel pressure to appease the parent. This is partly because of the politics involved in the school's needing to serve two masters; the school board and the student's parents. Parents are community members and when particularly vocal can impact school board decisions. Given that school administrators must follow school board policies while not provoking parents many choose to adopt a conservative philosophy of maintaining the status quo. In other words, try to offend no one.

Researchers must be aware that as outsiders, they are seen as potential disrupters of the status quo. The researcher must be willing to develop a relationship with the school administrator, teachers, pupils, and parents. Direct or indirect contact with the school board and the community may also be necessary. The researcher may wish to consider these issues before approaching the school system. Through consideration of these issues, strategies for maximizing one's chances of success can be developed.

1. Do you have anything to offer to the school or the community? Does either party have any motivation to help you in your endeavor?

2. What is your commitment to the school and the community?

- a. Are you willing to develop relationships with interested parties?
- b. Are you willing to provide feedback and follow-up?
- c. Are you willing to work with the school in other ways?

3. Is anyone in the school or community likely to perceive your research as harmful or threatening? If so,

- a. Can you discuss your work in a nondefensive manner?
- b. Can you develop support within the system that is adequate to balance these criticisms?

4. What compromises are you willing to make? Also, can you be flexible enough to work around other's needs?



I have also learned about the complexities of sex education as a social issue. A poll taken in East Lansing revealed that the vast majority of parents approve of sex education in the schools. From this poll, one might intuit that the public support of such programs should effectively counter those who oppose sex education. This does not appear to be the case. The majority of the public lends passive support to sex education. This passive support however, is not nearly as effective as the active minority of people who oppose sex education. The opposition is persistent and vocal in their efforts to monitor and dilute the content of these courses. Teachers and administrators are placed in a vulnerable no-win situation. They are expected to carry out the public "will" without public support. Until proponents of sex education go public with their support, sex education is likely to remain a dirty word within the school system.

APPENDICES

APPENDIX A

REISS' ATTITUDES TOWARD SEXUAL
BEHAVIOR INVENTORY



PLEASE NOTE:

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These consist of pages:

27-37, Appendix A.

38-40, Appendix B.

41-42, Appendix C.

43-45, Appendix D.

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APPENDIX A
REISS' ATTITUDES TOWARD SEXUAL BEHAVIOR INVENTORY

Code No _____

Part I

Instructions: Please keep in mind that we are not interested in your behavior or acceptance of other people's behavior, but in the values and standards which you personally hold.

After each question you will find six choices. First decide whether you agree or disagree with the view expressed. Then circle the degree of your agreement or disagreement with the views expressed in the situations described below. Do not feel that you have to check the same degree of agreement or disagreement for both parties involved in the situation, since it may happen that what you feel is acceptable for one person you may not feel is acceptable for the other in that situation. Thus, you may check them the same way or differently.

In order to be clear about the usage of certain terms we will define them as follows:

Petting: Sexually stimulating behavior more intimate than kissing and simple hugging but not including full sexual relations (to be used this way throughout the questionnaire).

Strong affection: Affection which is stronger than physical attraction or average fondness or "liking," but less strong than the emotional state which you would call love.

Love: The emotional state which is more intense than strong affection and which you would define as love.

WE REALIZE THAT MANY OF YOU ARE TOLERANT TOWARD WHAT OTHER PEOPLE DO OR BELIEVE IN THIS SECTION. HOWEVER, WE ARE NOT INTERESTED IN WHETHER OR NOT YOU TOLERATE OTHER PEOPLES' ACTIONS AND BELIEFS. PLEASE ANSWER THESE QUESTIONS ON THE BASIS OF HOW YOU FEEL TOWARD THE VIEWS EXPRESSED.

1. John and Mary are engaged to be married. They kiss, since both feel that kissing is allowable when the couple is engaged.
 - a. How do you feel about John's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight
 - b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight
2. John and Mary are in love. They kiss, since both feel that kissing is allowable when the couple is in love.
 - a. How do you feel about John's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight
 - b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

3. John and Mary have strong affection for each other. They kiss, since both feel that kissing is acceptable when the couple has strong affection.
 - a. How do you feel about John's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
 - b. How do you feel about Mary's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
4. John and Mary have no particular affection for each other. They kiss, since both believe that kissing does not necessitate any particular affection between the couple.
 - a. How do you feel about John's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
 - b. How do you feel about Mary's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
5. John and Mary are engaged to be married. They pet, since both believe that petting is acceptable when the couple is engaged to be married.
 - a. How do you feel about John's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
 - b. How do you feel about Mary's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
6. John and Mary are in love. They engage in petting, since both believe that petting is acceptable when the couple is in love.
 - a. How do you feel about John's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
 - b. How do you feel about Mary's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
7. John and Mary have strong affection for each other. They engage in petting, since both believe that petting is acceptable when the couple is strongly affectionate.
 - a. How do you feel about John's views in this situation?
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight

b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

8. John and Mary have no particular affection for each other. They engage in petting, since both feel that petting does not require any particular affection between the couple.

a. How do you feel about John's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

9. John and Mary are engaged to be married. They have full sexual relations, since they both feel that full sexual relations is acceptable when the couple is engaged to be married.

a. How do you feel about John's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

10. John and Mary are in love. They engage in full sexual relations, since they both feel that full sexual relations is acceptable when the couple is in love.

a. How do you feel about John's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

11. John and Mary feel strong affection for each other. They engage in full sexual relations, since they both think that full sexual relations is acceptable when the couple is strongly affectionate.

a. How do you feel about John's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight

Disagree: (1) Strong, (2) Medium, (3) Slight

12. John and Mary have no particular affection for each other. They engage in full sexual relations since they both feel that having full sexual relations does not require any particular affection between the couple.

a. How do you feel about John's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

13. John and Mary believe that full sexual relations done predominantly for sexual pleasure is just about as good as full sexual relations engaged in for the sake of love or similar emotional feelings.

a. How do you feel about John's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

b. How do you feel about Mary's views in this situation?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

14. I believe that there is something basically nasty and dirty about most sex before marriage.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

15. a. Men should be allowed more freedom than women in sexual behavior before marriage. How do you feel about this attitude?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

b. If you agreed with the above statement, did you do so because you feel that it is morally right or because you feel that this is the way the world is and it's too difficult to change? _____

16. a. Men and women should be allowed to participate equally in sex in accordance with the same standard. How do you feel about this attitude?

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

b. If you disagreed with this statement, was it because you feel it is morally wrong or because you feel it is too difficult to change the way the world is? _____.

Part II

Instructions: Please circle the degree of agreement or disagreement you have with the statements below. The first list contains statements concerning the male; the second contains statements concerning the female. Please read each one carefully and check your degree of agreement or disagreement with each statement in both lists. Remember, WE ARE NOT INTERESTED IN YOUR TOLERANCE OF OTHER PEOPLE'S BEHAVIOR OR BELIEFS. PLEASE ANSWER THESE QUESTIONS, AS BEFORE, ON THE BASIS OF HOW YOU FEEL TOWARD THE VIEWS EXPRESSED.

Male Standards (Both Men and Women Check This Section)

1. I believe that kissing is acceptable for the male before marriage if he is engaged to be married.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
2. I believe that kissing is acceptable for the male before marriage when he is in love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
3. I believe that kissing is acceptable for the male before marriage when he feels strong affection for his partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
4. I believe that kissing is acceptable for the male before marriage when he is not particularly affectionate toward his partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
5. I believe that petting is acceptable for the male before marriage when he is engaged to be married.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
6. I believe that petting is acceptable for the male before marriage when he is in love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
7. I believe that petting is acceptable for the male before marriage when he is strongly affectionate for his partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
8. I believe that petting is acceptable for the male before marriage when he is not particularly affectionate toward his partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight

9. I believe that full sexual relations is acceptable for the male before marriage when he is engaged to be married.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

10. I believe that full sexual relations is acceptable for the male before marriage when he is in love.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

11. I believe that full sexual relations is acceptable for the male before marriage when he is strongly affectionate toward his partner.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

12. I believe that full sexual relations is acceptable for the male before marriage when he is not particularly affectionate toward his partner.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

13. I believe that full sexual relations is acceptable for the male before marriage when there is no particular affection and that this type of relationship is just about as acceptable as full-sexual relations which involve strong affection or love.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

Female Standards (Both Men and Women Check This Section)

1. I believe that kissing is acceptable for the female before marriage when she is engaged to be married.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

2. I believe that kissing is acceptable for the female before marriage when she is in love.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

3. I believe that kissing is acceptable for the female before marriage when she feels strong affection for her partner.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

4. I believe that kissing is acceptable for the female before marriage when she is not particularly affectionate toward her partner.

Agree: (1) Strong, (2) Medium, (3) Slight
Disagree: (1) Strong, (2) Medium, (3) Slight

5. I believe that petting is acceptable for the female before marriage when she is engaged to be married.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
6. I believe that petting is acceptable for the female before marriage when she is in love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
7. I believe that petting is acceptable for the female before marriage when she is strongly affectionate for her partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
8. I believe that petting is acceptable for the female before marriage when she is not particularly affectionate toward her partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
9. I believe that full sexual relations is acceptable for the female before marriage when she is engaged to be married.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
10. I believe that full sexual relations is acceptable for the female before marriage when she is in love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
11. I believe that full sexual relations is acceptable for the female before marriage when she is strongly affectionate for her partner.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
12. I believe that full sexual relations is acceptable for the female before marriage when there is no particular affection and that this type of relationship is just about as acceptable as full sexual relations which involve strong affection or love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight

Part III

1. (a) How do you feel your standards compare with those of your parents?

MOTHER

FATHER

(1) Very similar _____

(1) Very similar _____

(2) Similar _____

(2) Similar _____

(3) Somewhat similar _____

(3) Somewhat similar _____

(4) Somewhat dissimilar _____

(4) Somewhat dissimilar _____

(5) Dissimilar _____

(5) Dissimilar _____

(6) Very dissimilar _____

(6) Very dissimilar _____

- (b) If at all dissimilar, do you feel your standards are more _____
or less _____ strict than those of your parents?

2. (a) How do you feel your standards compare with those standards of others your own age?

(1) Very similar _____

(4) Somewhat dissimilar _____

(2) Similar _____

(5) Dissimilar _____

(3) Somewhat similar _____

(6) Very dissimilar _____

- (b) If at all dissimilar, are your standards more _____ or less
_____ strict than those of others your own age?

3. (a) How do you feel your standards compare with those standards of your very close friends?

(1) Very similar _____

(4) Somewhat dissimilar _____

(2) Similar _____

(5) Dissimilar _____

(3) Somewhat similar _____

(6) Very dissimilar _____

- (b) If at all dissimilar, are your standards more _____ or less
_____ strict than those of your very close friends?

Part IV

1. Are you at present (1) unattached _____, (2) dating fairly regularly with one person _____, (3) going steady _____, (4) in love _____, (5) engaged _____, (6) other _____?
2. Counting the relationship (if any) marked above, have you gone fairly regularly with one person short of going steady? _____
 (a) Number of times _____
 (b) Duration (in months) of each _____
 (c) Ages at occurrence _____
3. Counting the relationship marked above, have you gone steady? _____
 (a) Number of times _____
 (b) Duration in months of each _____
 (c) Ages at occurrence _____
4. Counting the above marked relationship, have you been engaged? _____
 (a) Number of times _____
 (b) Duration of months of each _____
 (c) Ages at occurrence _____
5. Have you been in love? _____
 (a) Number of times _____
 (b) Duration in months of each _____
 (c) Ages at occurrence _____
6. On the average, how many times per month do you date? _____
7. At what age did you begin dating? _____
 (a) At what age did you begin single dating? _____
 (b) At what age did you begin dating regularly, short of going steady? _____
 (c) At what age did you begin dating in cars? _____
 (d) Would you say that most of your dating activities were restricted to
 (1) "playing the field" _____, (2) dating particular individuals
 fairly regularly _____, or (3) about half and half _____?

Part V

Please circle the degree of agreement or disagreement you have with the following statements concerning love relationships between men and women.

1. True love leads to almost perfect happiness.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
2. There is only one real love for a person
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
3. True love is known at once by the people involved.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight

4. Even though one's past love affair was not as strong as the present one, it may still have been a real love relationship.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
5. Doubt may enter into real love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
6. True love is mysterious and cannot be understood by reason. It can only be felt, not explained.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
7. True love will last forever
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
8. Conflict can be a part of real love.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
9. It is possible to love two people at the same time
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight
10. When one is in love, the person whom he/she loves becomes the only goal in his life. One lives almost solely for the other.
 Agree: (1) Strong, (2) Medium, (3) Slight
 Disagree: (1) Strong, (2) Medium, (3) Slight

Part VI

1. Which phrase below best characterizes most of your relations with your family?
 (1) Very happy _____ (4) Somewhat dissatisfactory _____
 (2) Happy _____ (5) Unhappy _____
 (3) Somewhat satisfactory _____ (6) Very unhappy _____
2. Would you say that most of the time you are closer to your mother _____ or your father? _____?
3. Do you feel for the most part that your life goals are being achieved _____ or not being achieved _____?
4. Do you find that there are sufficient pastimes and types of entertainment for your use _____ or that it is difficult to find things to do _____?
5. Do you think that your standards regarding sex before marriage
 (1) are very likely to change in the future? _____
 (2) are somewhat likely to change in the future? _____
 (3) are slightly likely to change in the future? _____
 (4) are slightly unlikely to change in the future? _____
 (5) are somewhat unlikely to change in the future? _____
 (6) are very unlikely to change in the future? _____

6. (a) Have your attitudes toward sexual behavior changed since you have begun dating? Yes _____ No _____
- (b) If yes, have they become more strict _____ or less strict _____?
7. I believe that my sexual behavior and the sexual standards in which I believe are
- in agreement with each other: (1) Strong, (2) Medium, (3) Slight
- in disagreement with each other: (1) Strong, (2) Medium, (3) Slight

APPENDIX B
ROTTER I-E SCALE

APPENDIX B

ROTTER I-E SCALE

Instructions

Read each pair of sentences and then circle either the letter "a" or the letter "b" next to the sentence that you believe and in your opinion is the ~~most~~ true of the two sentences.

1. a. Children get into trouble because their parents punish them too much.
b. The trouble with most children nowadays is that their parents are too easy with them.
2. a. Many of the unhappy things in people's lives are partly due to bad luck.
b. People's misfortunes result from the mistakes they make.
3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
b. There will always be wars, no matter how hard people try to prevent them.
4. a. In the long run people get the respect they deserve in this world.
b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. a. The idea that teachers are unfair to students is nonsense.
b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.
b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. a. No matter how hard you try some people just don't like you.
b. People who can't get others to like them don't understand how to get along with others.
8. a. Heredity plays the major role in determining one's personality.
b. It is one's experiences in life which determines what one is like.
9. a. I have often found that what is going to happen will happen.
b. Trusting to fate has never turned out as well for me as asking a decision to take a definite course of action.

10.
 - a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
 - b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11.
 - a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
 - b. Getting a job depends mainly on being in the right place at the right time.
12.
 - a. The average citizen can have an influence in government decisions.
 - b. This world is run by the few people in power and there is not much the little guy can do about it.
13.
 - a. When I make plans, I am almost certain that I can make them work.
 - b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14.
 - a. There are certain people who are just no good.
 - b. There is some good in everybody.
15.
 - a. In my case getting what I want has little or nothing to do with it.
 - b. Many times we might just as well decision what to do by flipping a coin.
16.
 - a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
 - b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.
17.
 - a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
 - b. By taking an active part in political and social affairs the people can control world events.
18.
 - a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
 - b. There really is no such thing as "luck."
19.
 - a. One should always be willing to admit mistakes.
 - b. It is usually best to cover up one's mistakes.
20.
 - a. It is hard to know whether or not a person really likes you.
 - b. How many friends you have depends on how nice a person you are.

21.
 - a. In the long run the bad things that happen to us are balanced by the good ones.
 - b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22.
 - a. With enough effort we can wipe out political corruption.
 - b. It is difficult for people to have much control over the things politicians do in office.
23.
 - a. Some times I can't understand how teachers arrive at the grades they give.
 - b. There is a direct connection between how hard I study and the grades I get.
24.
 - a. A good leader expects people to decide for themselves what they should do.
 - b. A good leader makes it clear to everybody what their jobs are.
25.
 - a. Many times I feel that I have little influence over the things that happen to me.
 - b. It is impossible for me to believe that chance or luck plays an important role in my life.
26.
 - a. People are lonely because they don't try to be friendly.
 - b. There's not much use in trying too hard to please people, if they like you, they like you.
27.
 - a. There is too much emphasis on athletics in high school.
 - b. Team sports are an excellent way to build character.
28.
 - a. What happens to me is my own doing.
 - b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29.
 - a. Most of the time I can't understand why politicians behave the way they do.
 - b. In the long run the people are responsible for bad government on a national as well as on a local level.

APPENDIX C
BEM SEX ROLE INVENTORY

APPENDIX C

BEM SEX ROLE INVENTORY

Code No. _____

The items below inquire about what kind of person you think you are. Each item consists of a pair of characteristics, with the letters A - E in between. For example:

Not at all artistic A....B....C....D....E Very artistic

Each pair describes contradictory characteristics--that is, you cannot be both at the same time, such as very artistic and not at all artistic.

The letters form a scale between the two extremes. You are to choose a letter which describes where you fall on the scale. For example, if you think you have no artistic ability, you should circle the letter A. If you think you are pretty good, you should circle D. If you are only medium, you might choose C, and so forth.

- | | | |
|--|-----------------------|---------------------------------------|
| 1. Almost never defend my own beliefs | A....B....C....D....E | Almost always defend my own beliefs |
| 2. Not very affectionate | A....B....C....D....E | Very affectionate |
| 3. Not very conscientious | A....B....C....D....E | Very conscientious |
| 4. Not very independent | A....B....C....D....E | Very independent |
| 5. Not very sympathetic | A....B....C....D....E | Very sympathetic |
| 6. Not very moody | A....B....C....D....E | Very moody |
| 7. Not very assertive | A....B....C....D....E | Very assertive |
| 8. Not very sensitive to the needs of others | A....B....C....D....E | Very sensitive to the needs of others |
| 9. Not very reliable | A....B....C....D....E | Very reliable |
| 10. Not a very strong | A....B....C....D....E | Very strong |
| 11. Not very understanding | A....B....C....D....E | Very understanding |
| 12. Not very jealous | A....B....C....D....E | Very jealous |

13.	Not very forceful	A....B....C....D....E	Very forceful
14.	Not very compassionate	A....B....C....D....E	Very compassionate
15.	Not very truthful	A....B....C....D....E	Very truthful
16.	Not much leadership ability	A....B....C....D....E	Much leadership ability
17.	Not too eager to soothe hurt feelings	A....B....C....D....E	Very eager to soothe hurt feelings
18.	Very secretive	A....B....C....D....E	Not very secretive
19.	Not willing to take risks	A....B....C....D....E	Willing to take risks
20.	Not very warm	A....B....C....D....E	Very warm
21.	Not very adaptable	A....B....C....D....E	Very adaptable
22.	Submission	A....B....C....D....E	Dominant
23.	Not very tender	A....B....C....D....E	Very tender
24.	Conceited	A....B....C....D....E	Not conceited
25.	Not willing to take a stand	A....B....C....D....E	Very willing to take a stand
26.	Not very fond of children	A....B....C....D....E	Very fond of children
27.	Not very tactful	A....B....C....D....E	Very tactful
28.	Not very aggressive	A....B....C....D....E	Very aggressive
29.	Not very gentle	A....B....C....D....E	Very gentle
30.	Very conventional	A....B....C....D....E	Not very conventional

APPENDIX D

HELMREICH & STAPP'S TEXAS SOCIAL
BEHAVIOR INVENTORY

APPENDIX D

HELMREICH & STAPP'S TEXAS SOCIAL
BEHAVIOR INVENTORY

Circle the letter that best describes how characteristic or true each of the sentences are of you.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

1. I am not likely to speak to people until they speak to me.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

2. I would describe myself as self-confident.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

3. I feel confident of my appearance.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

4. At a party I am a person who likes and gets along with many different kinds of people.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

5. When in a group of people, I have trouble thinking of the right things to say.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

6. When in a group of people, I usually do what the others want rather than make suggestions.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

7. When I am in disagreement with other people, my opinion usually prevails.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

8. I would describe myself as one who attempts to master situations.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

9. Other people look up to me.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

10. I enjoy social gatherings just to be with people.

A	B	C	S	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

11. I make a point of looking other people in the eye.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

12. I cannot seem to get others to notice me.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

13. I would rather not have very much responsibility for other people.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

14. I feel comfortable being approached by someone in a position of authority.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

15. I would describe myself as indecisive.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

16. I have no doubts about my social competence.

A	B	C	D	E
Not at all characteristic of me	Not very	Slightly	Fairly	Very much characteristic of me

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