

ATTITUDES OF COLLEGE STUDENTS  
TOWARD LIFE INVOLVEMENT AND  
SOCIETAL RESPONSIBILITY

By

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State University College

Buffalo, New York

1964

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1968

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## ACKNOWLEDGEMENTS

I wish to express my gratitude to the numerous persons who through their guidance, help and support have assisted in the completion of this study. Special mention should be made of the following staff members in the Family Relations and Child Development Department.

Deepest gratitude is extended to my adviser Dr. Nick Stinnett for his time, guidance, positive attitude and encouragement.

To Dr. Frances Stromberg, and Dr. Josephine Hoffer, I express appreciation for their help and suggestions. I am also grateful to Dr. Stanley E. Fowler for his assistance in helping to formulate my thoughts about the thesis topic.

Acknowledgement is also made to Dr. Fowler, Mrs. Lorene Keeler, and the students who commented critically on the life involvement situations as they were being finalized. Further thanks go to the students in the Scott-Parker-Wentz Complex for their overwhelming response; to the student counselors and to the Director of Single Student Housing, Mr. Lewis Wolfe, for their cooperation.

Sincere appreciation is expressed to Dr. Alma Roudebush for her inspiration. I wish to thank my family and mother for their faith in me. To my husband, Pat, I am very grateful for his fortitude, encouragement, assistance and the sacrifices he has made to enable me to complete my graduate work.

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

In recent years mass media - television, radio, newspapers and magazines - have continually recounted examples of man's lack of involvement with other human beings. Evidences of this include: beatings occur within view of spectators who ignore them; witnesses to crimes refuse to report what they saw; accident victims lie by the road for hours before care arrives; and neighbors do not know or talk to each other. Research has not substantiated how prevalent these incidents are or whether the majority of the population has this lack of regard for their fellow beings.

It seems apparent that there is a tendency in many people to become indifferent bystanders. People tend toward a fragmentary encounter in the way they associate with other persons or respond to important happenings. By not reacting to the person or event many people remain more or less remote observers (Pappenheim, 1959).

Cavan (1953, 1963), Elliott and Merrill (1941), Fromm (1941), Hobart (1963), Keniston (1965), MacIver (1950), Pappenheim (1959), and Weinberg (1958) believe American society's urban life with its anonymity and isolation, has helped foster loose and impersonal relations between people. According to Acuff (1966), as well as Elliott and Merrill (1941),

one finds a disappearance of the network of relationships that formerly held together a family, a neighborhood, a community, a city, a state, and a country.

The impersonal attitude and severance of relationships within a society has been depicted in the film "The Detached Americans" (1965). The film, originally broadcast as a television program, was an attempt to inform the public about the severity of the decreasing personal involvement in American society. The film portrays family members as uninvolved with each other; not caring, not communicating, not acting as a family group but only playing roles. The emphasis is put on the family as a beginning factor in the process of involvement with others and suggests the need for research in this area.

Stress on the need for research related to the impersonal modern society, as in the study of life involvement versus alienation, has been reiterated by Wood (1953). With the rapid changes occurring today the author believes it is desirable to discover what is making the individual more isolated and alone. There has been very little previous research in this area. There is, then, a need for investigations of the concept of life involvement and social responsibility; also the important factors which may be related to the presence or absence of life involvement.

#### Concept of Life Involvement

In the present study life involvement has been defined to include involvement with others, such as helping others when a crisis has arisen in their lives and giving of time and inconveniencing oneself to assist



a person in a crisis. The concept of life involvement assumes it is a societal responsibility for the individual to help other persons. This assumption is based on the underlying thought in America that we believe one should help and take care of his fellow man, therefore it is part of man's responsibility to become involved.

### Purpose

The general purpose of this study was to investigate the concept of life involvement as it applied to college students. The more specific purposes were to:

1. Develop an instrument to measure life involvement and also develop an instrument to measure family unity.
2. Determine if there is a significant relationship in the measurement of life involvement of selected individuals according to:  
(a) sex, (b) year in college, (c) religious preference, and  
(d) residence.
3. Ascertain if there is a significant relationship in the measurement of life involvement of these individuals and:  
(a) sibling status, (b) sibling position, (c) employment of mother, (d) level of education of primary income earner, and  
(e) socio-economic status.
4. Discover if there is a significant association between life involvement scores and: (a) family unity scores, and (b) purpose in life scores.

## CHAPTER II

### REVIEW OF THE LITERATURE

The review of the literature reflects the lack of empirical research in the area of life involvement and alienation. Unless otherwise specified the information reported is of a philosophical nature and represents the various authors' thoughts, rather than research.

#### Involvement With Others

"People need people" (Schutz, 1958, p. 1). This short statement by one author would find endorsement by Dodge (1933), Frick (1967), Fromm (1941), Mowrer (1932), Rutledge (1961), Storr (1961) and numerous other persons. The need of people for each other is basic to the research and writings concerned with the individual and his involvement with others.

Storr (1961) wrote that man is incomplete if he does not have satisfying personal relationships. Man was not meant to develop in a vacuum. Storr also maintains the more isolated a man is the less we are able to discern qualities that distinguish one man from another. He appears less independent and more like other persons. As Fromm (1941) also pointed out, individuals need to avoid aloneness because only in relationship to others can mental and physical disintegration be avoided.

People need others to give to and receive from, both in behavior and personality (Schutz, 1958). Rutledge (1961) feels relationships

with others meets a basic human need, that of nearness or the desire to be near to another person. Although we need to be individuals, we need this in relationship to others. The concept of nearness has also been used much earlier by Dodge (1933). Whereas, Rutledge speaks of being near to another person, Dodge prefers to think of nearness as the identification of one individual with another. Thinking of nearness or identification strictly in emotional terms one might phrase it as the amount of empathy a person has with another person (Dymond, 1950).

A healthy interpersonal relationship is created when there is active concern on the part of the individual for the welfare, happiness and growth of the "other" person. Concern refers to the idea that the person wants some end obtained; that it matters what happens to the "other" person. This may be an active or a disinterested concern but in either case it helps fulfill part of the "self." Correlated with this is the assumption that if one is concerned for "self" he will also be concerned for others (Jourard, 1963).

There seems to be a need for man to become involved with his fellow man, yet mass media are telling us many people do not become involved in modern society. Research on the specific subject of involvement with others outside the immediate family is quite limited. Thus, in order to find background information about man's involvement it became necessary to take the opposite viewpoint and examine the literature concerning alienation and anomie. The works of Fromm (1941, 1955) have been instrumental in bringing to many persons' attention the concept of alienation. Despite the wide usage of the term alienation, confusion results when reading on the subject due to the variety of meanings ascribed to it.

As the next step, it seems appropriate to define alienation and a related term, anomie.

### Alienation and Meaning in Modern Society

#### Meaning of Alienation

The alienated man and all the themes which lie behind his existence are a major part of our contemporary intellectual lives. Writers of current problems seem very concerned about this subject of alienation and it underlies Karl Marx's essays (Pappenheim, 1959), Fromm's book The Sane Society (1955), Riesman's The Lonely Crowd (1950) and others.

Despite the wide use of alienation as a theme there is considerable confusion concerning the meaning of the term. In an effort to clarify the meaning Seeman (1959) distinguished five types of alienation from the point of view of the individual, as characterized by feelings of:

1. Powerlessness, which refers to the belief by an individual that his own behavior cannot reinforce what he seeks or determine his future.
2. Meaninglessness, which is present when an individual is unclear about what he ought to exist for or believe.
3. Normlessness, a condition in which the individual believes socially unacceptable behavior is required to achieve goals and appears to be similar to Merton's (1957) anomie.
4. Isolation, which results when the individual assigns a low value to goals and beliefs valued highly by society.
5. Self-estrangement, which refers to the loss of meaningful satisfactions from life by the individual, as his behavior

becomes regulated only by anticipated future rewards instead of by the process of attaining such goals and rewards.

To aid in clarifying the meaning of the term alienation, Mizruchi (1964) has designated two spheres of human action in his study of meaninglessness; the objective sphere and the subjective sphere. Objective sphere refers to clearly observable, concrete behavior of both the members of the group and the outside observer. This includes what people do. The mental states and feelings are involved in the subjective sphere. In accord with the division Mizruchi believes alienation is part of the subjective sphere and anomie is part of the objective sphere. Most writers have distinguished between these terms, but confusion about the objective and subjective aspects has arisen because some parts of alienation may be viewed as objective and parts of anomie as subjective. As in any dealings with human behavior it is difficult to make distinct divisions. If Mizruchi's distinction between the subjective and objective is retained, the reader's thinking can be clarified during the review of literature and research.

Nettler (1957) reported a careful empirical analysis of alienation, which he termed estrangement from society. By examining behavioral outcomes of alienation he distinguished between the objective and the subjective aspects of the term. Nettler, in agreement with McClosky and Scharr (1965), theorizes that anomie and alienation are correlated. These authors feel it would be difficult to have some degree of anomie that would not result in some amount of alienation.

### Meaning of Anomie

The breakdown of the individual's attachment to society is indicated by anomie. Anomie denotes the state of mind of one who has been pulled up from his moral roots, and who no longer has any standards, only disconnected urges (MacIver, 1950). McClosky and Scharr (1965) used MacIver's definition in their study of anomie and they believe the feeling of anomie is a result of a blocking of the socialization process. McClosky and Scharr and MacIver are defining and using anomie from the socio-psychological viewpoint or as Mizruchi would say, in the subjective sense.

Mizruchi (1964) reports Durkheim, who originally coined the term, viewed anomie in a sociological or objective sense. Durkheim thought of anomie as a social state in which the norms and goals of society were no longer capable of exerting social control over individuals (Mizruchi, 1964). Anomie, as employed by Merton, refers to "a breakdown in the cultural structure, occurring particularly when there is an acute disjunction between the cultural norms and goals and the socially structured capacities of members of the group to act in accord with them" (1957, p. 162). Thus both Durkheim and Merton are speaking of the sociological or objective part of anomie.

Lasswell (1952) has attempted to become psychologically oriented with Durkheim's sociological anomie. Lasswell defined anomie as the absence of identification on the part of the primary ego of the individual with a "self" that includes other persons. Modern man feels alone, cut off, unloved, unvalued and unwanted. In a sense he appears to be suffering from "psychic isolation," according to Lasswell.

### Alienation and Meaning

The twentieth century has wrought a society substantially different from the ones preceding it. A major part of the changes seem to stem from the increasing industrialization and urbanization of our society. Technological changes are frequently blamed for any current societal problems, however Fromm (1967), Gardner (1963), Keniston (1965) and Pappenheim (1959) have pointed out that the changes themselves are not the source of the problems, rather man's response to the changes. According to these authors the numbers of problems today have developed because of the willingness of human beings to serve technology, instead of requiring that technology serve the human beings. By placing the ultimate value on technology as a process and result Gardner and the others believe we have abandoned emphasis on previously important human values.

Depersonalization has become quite common in today's world (Fromm, 1955; Pappenheim, 1959). Stein and Vidich (1960) write that some businesses believe the human being is so pliable they can change or mold him into any identity they desire. Fromm (1955), Lasswell (1952) and Strodbeck (1958) relate, in order for man to achieve in most parts of society he needs to conform to the organization's demands. Successful achievement may mean one has accepted the impersonal, bureaucratic system. However, accepting and living in the impersonal system is contrary to man's basic need to live in relationship to other people and to find satisfaction in these relationships. Pappenheim (1959) recounts that man becomes estranged from himself and others in the impersonal system. Fromm (1941, 1955) calls man alienated from society and himself.

Halmos (1953) and Wood (1953) speak of man's loneliness as a result of his lack of relatedness to others and to the world. All of these authors express the belief that man needs his fellow man but has become less and less involved with him as society changes and values shift.

A theory of interpersonal behavior by Schutz (1958) terms one group of individuals the "undersocial." Two characteristics of these undersocial individuals are their lack of involvement and lack of commitment to life. These characteristics may be closely tied to the individual's lack of motivation for living. "Association with people is a necessary condition for a desire to live" (Schutz, 1958, p. 26). This desire to live or degree of meaning or purpose in life may be linked to an individual's life involvement.

Seeman (1959) has pointed out that meaninglessness is a part of alienation. Anomie also is closely connected with meaning in life as Durkheim originally believed when he studied suicide rates. "Man's search for meaning is a primary force in his life" (Frankl, 1959, p. 154). In accord with all the thoughts on meaning in life it seems advisable when studying life involvement to ascertain some information about the individual's purpose in life. This is part of the subjective sphere of the individual's life (Mizruchi, 1964).

### The Family

The cultural standards and values of a society are transmitted to new generations of individuals primarily through the family unit (Bell, 1963; Frank, 1948; Hobart, 1963; Kemper, 1963; Keniston, 1965; Merton, 1957; and Rodman, 1965). However, in our rapidly changing, increasingly technological world it has become more and more difficult for the



American family to accomplish its transmission role. Several changes may help account for this difficulty. Our present families are relatively isolated in comparison to the extended family of generations ago. Extended families no longer live together, but increased mobility has helped in this area. What is more important is that families no longer are tied to their relatives emotionally and psychologically and thus parents do not get support in their roles. The rapidity of changes in society has caused people to feel confusion in values, standards and family roles. Parents are compelled to live in modern society but do not have distinct patterns for their roles and often do not know how to cope with the changes. Changes in the family's economic function with the decrease in the family as a production unit has also created difficulty. Internal confusion about "self" and roles, as well as external societal pressures have resulted in a generation of insecure parents and a gap between the parents and children (Keniston, 1965).

Cooley (1902) and Mead (1934) have written that relationships with others are basic to the development of a concept of "self." Burgess (1926) views the family as a unity of interacting personalities which has a major function in the development of the "self." In this manner, Fromm (1941) believes the family is the psychological agent of the society.

The family may be related to alienation and anomie, although research has not substantiated this relationship. Nettler's (1957) work reveals a lack of value for familism among the alienated persons who were studied. A lack of family unity has been detected by Reimanis (1966) when he found a relationship between anomie, childhood experiences and interest in others. Persons experiencing anomie had cold,

rejecting parents, did not have good sibling relationships and had unsatisfactory social relationships with other persons outside the home. Reimanis concluded that memories of childhood experiences that interfere with the development of social interest relate positively to anomie.

It would appear that involvement with others would be associated with empathy as both are concerned with feelings and are in the subjective sphere of human action. According to Dymond (1950) highly empathetic persons are from families where interpersonal relations were close and conversely, poor family relations were characteristic of those with low empathy scores.

Keniston's (1965) extensive study of alienated college students discovered the alienation of the youth was directly associated with the extreme careerism of the father, the mother's confusion and ambivalent feelings about her role and these two things resulted in severely strained family ties. Keniston writes that it is difficult to find where the cycle of family problems began; whether family difficulties led to problems with the individual family members or whether the individual's problems helped cause family troubles. The interrelationships between problems of the alienated youth and his parent's problems are difficult to separate, but the family as a partial cause of the student's alienation has been discovered by Keniston.

"The Detached Americans" (1965) emphasizes that the lack of involvement we see in society begins at home. The film portrays families who do not care, do not feel concern for each other, and this lack is reflected in society also. MacIver's (1950) writings also suggest that man is less close, less attached to his family than he was in the past. While loosening the ties that bind the individual to his tradition and

family, modern society may have given man greater freedom or fostered in him alienation and a loss of a sense of community (Gardner, 1963; Hobart, 1963). Research is still needed to substantiate these views but some authors do feel there is a relationship between alienation, anomie and the unity of the family.

#### Summary

Undoubtedly agreement could be reached on the fact that man does need his fellow man. The individual's self develops in relationship with others in his family and society. When this reciprocal relationship is a positive, healthy one, concern and feeling for other human beings develops. This concern would seem to be at the basis of life involvement.

The review of literature suggests the following in relation to the alienation of man.

1. Many individuals today appear to be suffering from "psychic isolation," feeling cut off, alone, unwanted and unloved.
2. Numerous problems in society are the result of man's willingness to serve technology, foregoing previously important human values.
3. There may be an association between an individual's feeling of lack of meaning or purpose in life and the degree to which that individual is alienated from society.
4. Lack of respect and value for the family and strained family ties appear to have a relationship to alienation.

It does appear desirable to investigate aspects of family relationships and purpose in life in conjunction with life involvement to determine if there are any correlations between these factors.

## CHAPTER III

### PROCEDURE

#### Subjects

##### Selection of Subjects

The participants for this study were undergraduate students at Oklahoma State University during second semester of 1968; all lived on campus in the Scott-Parker-Wentz Complex of residence halls. A random selection of the residents of these halls yielded a sample of 500; 231 of these were males and 269 were females.

Questionnaires numbering 500 were distributed and 420 (84%) were returned. Eliminated from those returned were 23 which had not been completed. The final sample was composed of 398 students.

##### Background Information Concerning the Respondents

Background information about the respondents was obtained in the questionnaire concerning the following: (a) age, (b) sex, (c) year in college, (d) religious preference, (e) residence, (f) presence of both parents at home, (g) if a one-parent family, the resulting family composition, (h) sibling status, (i) sibling position, (j) employment of mother, (k) primary source of income for the family, (l) educational level of primary earner, and (m) socio-economic status (McQuire-White, 1955).

### Description of the Sample

The college students ranged in age from 17 to 22 years of age, with the largest percentage (64.57%) in the 19 to 20 years of age bracket. The 23 years of age and over category included only two persons and this group was omitted from analysis because of the small number. Freshman and sophomores composed 69.60% of the total number, juniors, 21.61% and seniors, 8.79%. Religious preferences were predominantly Protestant (80.90%), while Catholics were second largest (14.07%). The small number of subjects in the religious categories of Jewish, Mormon and "other" led to the omission of these groups from analysis. Although slightly less than half the sample (42.21%) were residents of cities of over 50,000, the remainder of the sample was somewhat equally distributed and small towns of less than 3,000 ranked the lowest (6.53%).

Families were composed of both parents (90.20%) and more than one child (89.95%) in the majority of the subjects studied. Information concerning one-parent families was omitted from analysis because of the small number. Sibling position was spread between the oldest with 38.94%, intermediate with 22.86% and the youngest with 28.14%. The largest percentage (72.11%) of the mothers were not employed outside the home. An analysis of the highest educational level attained by the principal earner revealed those who had completed grade 8 but not grade 9 included 22.11% and those who attended but did not graduate from high school included 19.35%. Approximately one-third (32.66%) of the sample indicated the principal earner had graduated from high school. Socio-economic status, as measured by the McQuire-White Index of Social Status (1955), revealed 46.23% were in the upper-middle class. The lower-middle

class held the second largest representation with 30.15%. Table I gives a more detailed description of the subjects.

### The Research Instruments

#### Life Involvement Scale

The writer developed a scale to measure life involvement by constructing hypothetical problem situations in which the subjects expressed the degree to which they would become involved in these situations. Since there was little research in this area, the film "The Detached Americans" (1965), and newspaper and magazine clippings helped stimulate thought about what type of incidents to include.

The eighteen situations which were devised fell into two general categories: those involving strangers, and those involving acquaintances or friends. Three general criteria for the situations were: (a) each must be applicable to both males and females, (b) race and age of the person in the situation need not be indicated, and (c) the reader should be able to determine his own degree of involvement, rather than reacting to a bias toward one extreme of involvement or the other, as a result of the way the situations were worded. An example of a situation follows.

As you are driving on a city street, accompanied by your date, you become aware of a person being beaten by one other person. You could stop and help or ignore the situation.

Five students and two professors commented critically regarding the clarity of the situations and any noticeable bias in the situations before final revisions were written.

TABLE I  
CHARACTERISTICS OF THE SUBJECTS

Variables	Classification	No.	%
Age in Years	17-18	70	17.59
	19-20	257	64.57
	21-22	69	17.34
	23 and over	2	0.50
-----			
Sex	Males	174	43.72
	Females	224	56.28
-----			
Year in College	Freshman	124	31.16
	Sophomore	153	38.44
	Junior	86	21.61
	Senior	35	8.79
-----			
Religious Preference	Catholic	56	14.07
	Jewish	1	0.25
	Protestant	322	80.90
	Mormon	1	0.25
	None	12	3.02
	Other	5	1.26
-----			
Residence	On a farm or in country	56	14.07
	Small town of less than 3,000	26	6.53
	Town of 3,000 to 25,000	72	18.09
	City of 25,000 to 50,000	74	18.59
	City of over 50,000	168	42.21
-----			
Parents Both at Home	Yes	359	90.20
	No	39	9.80
-----			
Only Child	Yes	40	10.05
	No	358	89.95
-----			
Sibling Position	Oldest child in family	155	38.94
	Intermediate child in family	91	22.86
	Youngest child in family	112	28.14
-----			



TABLE I (Continued)

Variables	Classification	No.	%
Employment of Mother	Yes	110	27.64
	No	287	72.11
-----			
Educational Level of Principal Earner	Less than grade 8	46	11.56
	Completed grade 8 but did not attend beyond grade 9	88	22.11
	Attended high school but did not graduate	77	19.35
	High school graduate	130	32.66
	Attended college or university two or more years	28	7.04
	Graduated from four year college	19	4.77
	Completed graduate work for profession	9	2.26
-----			
Socio-economic Status	Upper	15	3.77
	Upper-middle	184	46.23
	Lower-middle	120	30.15
	Upper-lower	58	14.57
	Lower-lower	11	2.76

Five alternative responses to each situation, representing the degree of involvement, were as follows: (a) very great degree, (b) great degree, (c) some degree, (d) small degree, and (e) not at all. The greatest involvement was given the highest score (5). Although aware of the possibility of a "response set" due to the consistency of the order of the answers, no provisions for this set were made. Sub-scores for each type of situation (stranger and acquaintance) were obtained as well as a total life involvement score. The total life involvement scores were ranked and upper and lower quartiles separated from the group. All subjects who fell in the upper quartile were considered to have a high degree of life involvement; conversely the group whose scores fell in the lower quartile were considered to show a low degree of life involvement.

A chi-square test was used for an item analysis of the instrument, to determine those items which significantly differentiated between the upper and lower quartile groups. A split-half reliability coefficient was also obtained using the Spearman-Brown Correction Formula, as an indication of the reliability of the instrument.

### Family Unity Scale

Research in the area of alienation revealed a possible connection between alienation and family life. In order to examine family unity it was necessary to develop another instrument, the Family Unity Scale. A ten item scale was devised to provide a family unity score for each subject.

Burgess and Locke (1953) characterized the family unity of the

companionship family as comprised of the following factors: (a) emotional interdependence, (b) mutual affection, (c) sympathetic understanding, (d) consensus of family objectives and values, (e) temperamental compatibility, (f) family events, celebrations and ceremonies, and (g) interdependence of family roles.

In the development of the Family Unity Scale, negative and positive statements were constructed to represent most of those areas mentioned by Burgess and Locke as representing family unity. One example is:

When I was younger, my parents  
were seldom around when I needed  
to talk to them or get advice.

The rated responses to these questions were (a) strongly agree, (b) agree, (c) neutral, (d) disagree, and (e) strongly disagree. In all statements a high rating of five was given for the most positive response. Provisions were made to prevent a "response set" for the answers.

To determine those items on the instrument which significantly differentiated between the upper and lower quartiles, an item analysis utilizing the chi-square test was made. A split-half reliability coefficient was obtained using the Spearman-Brown Correction Formula as an indicator of the reliability of the instrument.

#### Purpose in Life Test

To investigate any possible relationship between life involvement and perceived purpose in life, the Purpose in Life Test (Crumbaugh and Maholick, 1964) was administered. This instrument was developed to discern the degree to which a person experiences purpose in life. Answers on a seven-point scale are combined to yield a total score which

is the sum of all the responses circled. A sample question is as follows:

In life I have:						
1	2	3	4	5	6	7
no goals or			(neutral)	very clear		
aims at all				goals and aims		

One of the developers, Crumbaugh (1968) in a more recent study found that purpose in life scores were negatively related to depression and anomie.

Crumbaugh and Maholick (1964) have administered the Purpose in Life Test to a wide variety of samples. Results have established that the reliability and concurrent validity are sufficient to suggest that the Purpose in Life Test is a dependable group indicator.

#### Collection of Data

The questionnaires were distributed during April, 1968. The student counselors on each floor of the residence halls cooperated by distributing the questionnaires to those participants residing on their floors. The anonymity of the information was emphasized. The student participants returned the questionnaire to the student counselors or placed them into a return envelope and forwarded them directly to the investigator through Oklahoma State University campus mail.

#### Analysis of the Data

An item analysis of the Life Involvement and Family Unity Scales was applied using the chi-square test. On both scales the reliability of the items was measured by the split-half method.

An analysis of variance was utilized to examine the following null hypotheses:

1. There is no significant relationship between life involvement and: (a) sex, (b) year in college, (c) religious preference, and (d) residence.
2. There is no significant relationship between life involvement and: (a) sibling status, (b) sibling position, (c) employment of mother, (d) level of education of the primary income earner, and (e) socio-economic status.

The Pearson Product-Moment Correlation Coefficient was used to test the following null hypotheses:

3. There is no significant association between the life involvement and: (a) family unity scores and (b) purpose in life scores.

## CHAPTER IV

### RESULTS

#### Item Analysis of the Life Involvement Scale

A chi-square test was utilized in an item analysis to obtain an index of validity of the Life Involvement Scale. Significant differences were noted between those who scored in the upper quartile and lower quartile, on the total scale. All eighteen items included in the Life Involvement Scale were found to be significantly discriminating at the .001 level. Table II gives further information concerning the item analysis.

In obtaining an index of the reliability of the item in the Life Involvement Scale, a split-half reliability coefficient, using the Spearman-Brown Correction Formula, of + 0.97 was secured.

#### Mean Scores

The total mean score for the Life Involvement scale was 68.40. Situations with strangers, questions 1 through 9, yielded a mean score of 33.67. This score was slightly lower than the mean score for situations with acquaintances, questions 10 through 18, which was 34.76. Although not a great difference it indicated support for the writer's belief that the situations with acquaintances would yield a higher mean score than situations with strangers.

TABLE II

ITEM ANALYSIS BASED ON COMPARISONS OF THE UPPER AND LOWER QUANTILES  
OF TOTAL LIFE INVOLVEMENT SCORES

Item	df	$\chi^2$	Level of Sig.
<u>Situations With Strangers</u>			
1. You are stopped at an intersection behind one other car, which holds a person and two young children. The car in front of yours begins to pull into the intersection and gets hit by a car running the stop sign and entering from the side street. It is possible for you to drive away without being noticed. You saw what happened and would be a witness.	4	79.91	.001
2. As you are driving on a city street, accompanied by your date, you become aware of a person being beaten by one other person. You could stop and help or ignore the situation.	4	59.20	.001
3. You are walking on a fairly busy sidewalk in the downtown portion of a city. A person a short distance in front of you falls over, as if in a faint or suffering from an attack of some type.	4	77.63	.001
4. A community organization is asking for nonpaid volunteers to aid in a tutoring project. Someone from the organization approaches you to ask for some type of help.	4	58.30	.001

TABLE II (Continued)

Item	df	$\chi^2$	Level of Sig.
5. You are driving down a highway following a weaving car. This car swerves into the opposite lane occasionally and the driver seems to be ill, sleepy or drunk. His driving is a definite hazard and you have beeped your horn but it hasn't had any effect. In a short distance you pass a public telephone where you could call to inform them about this driver.	4	60.71	.001
6. It is at dusk in the afternoon and you are driving through a residential area. A woman is crossing the street and a car at least one block in front of your car hits her, knocking her down. The car doesn't stop but continues on. You see a pedestrian starting over to help the victim.	4	69.33	.001
7. Driving down the Interstate on the way home for the weekend, you see a woman in a car with a flat tire stopped by the side of the road. She has two small children with her. You realize it is illegal to stop on this Interstate unless it is an emergency, but there are service phones located every mile.	4	67.02	.001
8. You are in an airport waiting for someone's plane to arrive in one-half hour. A woman carrying a suitcase and some smaller things is accompanied by a child about four years old. She is trying to get up the stairs to go to the area of the departure gates, and is struggling to manage the child and the luggage.	4	86.92	.001



TABLE II (Continued)

Item	df	$\chi^2$	Level of Sig.
9. You are shopping with a friend in a fairly busy store; there are quite a few other people around. About ten feet from you a person rushes by a woman and she screams that he took her purse. Meanwhile the person is about to run past you and head out of the store. No one in your immediate area is doing anything about it.	4	58.39	.001
<u>Situations With Acquaintances</u>			
10. It is in the middle of the afternoon and an acquaintance (whom you do not know very well) on your residence hall floor is sick. He (or she) needs someone to help him to the university hospital as he can't make it alone. The person doesn't need an ambulance but no one else will accompany him. The student counselor is not around.	4	70.76	.001
11. You have been dating someone quite frequently (but are not dropped, pinned or engaged). He (or she) learns of a sudden serious illness in his family. You happen to run into him and he seems very upset and in need of someone to talk to. You have a test in two hours and need to study.	4	62.79	.001
12. Your family gets the information to you by letter or phone that a relative of yours is in the hospital in another town and will be in for a lengthy stay. This is not a close relative or immediate family member, but the person would appreciate visitors very much.	4	80.34	.001

TABLE II (Continued)

Item	df	$\chi^2$	Level of Sig.
13. As you are walking past the parking lot a car rounds a corner too sharply and crushes the fender of a car. You recognize the car that is hit as belonging to an acquaintance on your floor. You do not recognize the driver but could take down the license number and attempt to stop the person.	4	65.90	.001
14. A person in a motorized wheel chair is progressing ahead of you down a sidewalk. He reaches a point where it is necessary to go over a small curb and it is possible he might make it without tipping over. However, he could use help or guidance so the chair doesn't pitch forward.	4	104.06	.001
15. It is about 11 o'clock at night and you just happen to look out your window (assume it faces the parking lot). In the parking lot are three men bending down low next to the wheels of three cars. You aren't sure who the cars belong to. The men are doing something very suspicious looking, perhaps letting air out of tires or stealing hubcaps or other car parts.	4	78.54	.001
16. A person from your residence hall floor whom you don't know very well, comes into your room about 7 p.m. He (or she) is from out-of-state and has an emergency at home. He desperately needs a ride to the airport (located in a city 60 miles away) and hasn't been able to find someone to take him. There is no bus available during the next hour. You have a car, but in the morning also have an important exam in a course you are flunking. It would take a couple of hours to make the trip there and back.	4	69.10	.001

TABLE II (Continued)

Item	df	$\chi^2$	Level of Sig.
17. One of your friends has seemed very depressed lately (during the last week). You got this impression from your conversations with him (or her) which included statements that life isn't worth living and he should end it all. Also his whole personality seems changed and he lacks his usual vitality. All this has made you fearful about him trying to end his life.	4	65.12	.001
18. It is quite late at night and you come back to your residence hall floor from a date. Someone else has been out partying and is very drunk. This person is to the point where he (or she) can't walk or do anything for himself, but is not sick. He needs someone to help him to his room and to bed, and no one else has paid any attention so far.	4	52.98	.001

### Item Analysis of the Family Unity Scale

A chi-square test was used in an item analysis to obtain an index of the validity of the Family Unity Scale. Significant differences were noted between those who scored in the upper quartile and lower quartile, on the total scale. All ten items on the Family Unity Scale were significantly discriminating at the .001 level.

The reliability of the items in the Family Unity Scale was obtained with a split-half reliability coefficient. Using the Spearman-Brown Correction Formula a reliability coefficient of + 0.96 was obtained.

### Examination of Major Hypotheses and Discussion of Results

Hypothesis I (a) There is no significant relationship between life involvement scores and sex. To determine if any significant difference existed in life involvement scores according to sex, a one-way classification analysis of variance was utilized. An F score of 4.30 was obtained, which was significant at the .05 level, as shown in Table IV. Females had a higher mean score indicating a higher degree of life involvement than the males. This finding may be explained by the thesis that females have a greater degree of empathy and a greater degree of the nurturant personality factor.

The present investigation suggests that females are more likely to become involved with others than are males.

Hypothesis I (b) There is no significant relationship between life involvement scores and year in college. The one-way classification analysis of variance was applied to discover if there was any significant difference in life involvement scores according to year in

TABLE III  
 ITEM ANALYSIS BASED ON COMPARISONS OF THE UPPER AND LOWER  
 QUARTILES OF TOTAL FAMILY UNITY SCORES

Item	df	$\chi^2$	Level of Sig.
1. We seldom take vacations together as a whole family.	4	89.78	.001
2. I feel free to ask my parents for advice.	4	103.27	.001
3. Everyone in my family enjoys different types of recreation and we seldom do things together.	4	95.42	.001
4. If I were in a situation where I really needed help, I feel my family would readily come to my aid.	4	36.74	.001
5. When I was younger, my parents were seldom around when I needed to talk to them or get advice.	4	93.41	.001
6. My parents have usually enjoyed listening to me about my experiences.	4	73.51	.001
7. I seem to feel little affection toward my parents.	4	117.57	.001
8. I feel my parents enjoy having me around.	4	85.82	.001
9. As I grow older I have less regard for my parents' values.	4	75.63	.001
10. When decisions that affect the entire family are made, everyone gets to discuss the issue and offer their opinion.	4	104.79	.001

TABLE IV  
 F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
 BETWEEN MALES AND FEMALES

Description	No.	$\bar{X}$	F	Level of Sig.
Males	174	67.15	4.30	.05
Females	224	69.37		

TABLE V  
 F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
 ACCORDING TO YEAR IN COLLEGE

Description	No.	$\bar{X}$	F	Level of Sig.
Freshman	124	68.84	.57	n.s.
Sophomore	153	67.71		
Junior	86	68.30		
Senior	35	70.09		

college. Table V indicates an F score of .57 was obtained, which was not significant. The mean score of 70.09 obtained by the seniors does suggest a higher degree of life involvement for them, than the juniors, sophomores or freshman.

The present study indicates that life involvement scores are not significantly related to year in college.

Hypothesis I (c) There is no significant relationship between life involvement scores and religious preference. In order to determine if there was a significant difference in life involvement scores according to religious preference, the one-way classification analysis of variance was utilized. The categories of Jewish, Mormon and "other" were omitted because of the inadequate number of cases. Table VI indicates an F score of 1.39 was not significant.

The low life involvement mean score, 63.37, was reported by the group listing no religious preference, indicating a greater lack of involvement with others. Keniston's (1965) study of severely alienated youth indicated a complete detachment on the part of these youth from the common values and ideologies of American society. The present findings appear to support Keniston's study in that the more uninvolved, possibly alienated student has no formal religious ties.

The present study suggests that religious preference is not significantly related to life involvement scores.

Hypothesis I(d) There is no significant relationship between life involvement scores and residence. The one-way classification analysis of variance was utilized in determining if there was a significant difference in life involvement scores according to place of residence. An F score of .92 was secured which was not significant. As Table VII

TABLE VI

F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
ACCORDING TO RELIGIOUS PREFERENCE

Description	No.	$\bar{X}$	F	Level of Sig.
Catholic	56	69.25		
Protestant	322	68.49	1.39	n.s.
None	12	63.67		

TABLE VII

F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
ACCORDING TO RESIDENCE

Description	No.	$\bar{X}$	F	Level of Sig.
On a farm or in country	56	68.21		
Small town of less than 3,000	26	67.96		
Town of 3,000 to 25,000	72	69.38	.92	n.s.
City of 25,000 to 50,000 population	74	67.81		
City of over 50,000 population	168	68.54		



indicates, the high mean score of 69.38 for the students living in towns from 3,000 to 25,000 suggests a tendency for these students to have slightly higher life involvement scores. The film "The Detached Americans" (1965) implies the small town which people lived in at the turn of the century produced more involved persons than the present urban, detached city life. However this assumption has not been supported in this study.

No significant relationship was found in the present research between life involvement scores and residence.

Hypothesis II (a) There is no significant relationship between life involvement scores and sibling status. When the one-way classification analysis of variance was applied it was found that there was no significant difference in life involvement scores according to whether the student was an only child or not. Table VIII shows the F score as .33.

TABLE VIII

F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
BETWEEN STUDENTS WHO ARE ONLY CHILDREN  
AND THOSE WHO ARE NOT

Description	No.	$\bar{X}$	F	Level of Sig.
Students Who Are Only Children	40	67.48	.33	n.s.
Students Who Are Not Only Children	358	68.50		

This study indicates that the factor of being an only child has little relevance on the degree of life involvement.

Hypothesis II (b) There is no significant relationship between life involvement scores and sibling position. The one-way classification analysis of variance was utilized in discovering if the sibling position in the family was related to life involvement. The F score of .80 was not significant. Table IX reveals the mean score for the intermediate child was higher than for either the oldest or youngest child in the family.

Sibling position in the family does not appear to be significantly related to life involvement scores.

TABLE IX  
F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
ACCORDING TO SIBLING POSITION

Description	No.	$\bar{X}$	F	Level of Sig.
Oldest Child	155	67.87		
Intermediate Child	91	69.86	.80	n.s.
Youngest Child	112	68.28		

Hypothesis II (c) There is no significant relationship between life involvement scores and the employment of the mother. Again the one-way classification analysis of variance was applied to determine if any significant relationship existed between life involvement scores and the employment of the mother. The F score of 2.80 was not significant, as shown in Table X. However, it is noted that those students whose mothers are employed received a higher mean score.

The alienated youth in Keniston's (1965) study revealed a strong mother-son relationship. These mothers were also frustrated because they had been unable to continue the careers they pursued before marriage. The results of this study did not appear to support Keniston's research.

The present study suggests that employment of the mother as a variable is not significantly related to life involvement scores.

TABLE X  
F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
BETWEEN EMPLOYED AND NON-EMPLOYED MOTHERS

Description	No.	$\bar{X}$	F	Level of Sig.
Mothers Employed	110	70.32	2.80	n.s.
Mothers Not Employed	287	67.64		

Hypothesis II (d) There is no significant relationship between life involvement scores and the level of education of the primary income earner. The one-way classification analysis of variance was used in examining this hypothesis. Table XI reveals an F score of .39. This low F score indicates there is no significant relationship between the life involvement scores and the educational level of the primary income earner. The similarity of the mean scores among the seven groups does not lend itself to further statements.

This study indicates that life involvement scores and level of education of primary income earner are not significantly related.

Hypothesis II (e) There is no significant relationship between life involvement scores and socio-economic status. The one-way classification analysis of variance was applied to determine if there was any significant difference in life involvement according to socio-economic status. Table XII gives an F score of .42, which is not significant. Many of the subjects in Keniston's (1965) group of alienated youth were of the upper class socio-economic status; however, the present study indicates that the highest mean life involvement score was reported by the upper class which appears to be inconsistent with Keniston's study.

The present investigation reveals no significant relationship between socio-economic status and life involvement scores.

Hypothesis III (a) There is no significant correlation between life involvement scores and family unity scores. To determine the degree of relationship between the life involvement scores and family unity scores, the Pearson Product-Moment Correlation Coefficient was obtained. Table XIII gives the correlation of .268 which was significant at the

TABLE XI  
 F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
 ACCORDING TO LEVEL OF EDUCATION OF  
 PRIMARY INCOME EARNER

Description	No.	$\bar{X}$	F	Level of Sig.
Less than grade 8	46	69.78		
Completed grade 8 but did not attend beyond 9	88	67.69		
Attended high school, completed grade 9, but did not graduate	77	67.56		
Graduated from high school	130	68.74	.39	n.s.
Attended college or uni- versity two or more years	28	68.75		
Graduated from 4 year college	19	69.74		
Completed graduate work for profession	9	67.56		

TABLE XII  
 F SCORES REFLECTING DIFFERENCES IN LIFE INVOLVEMENT  
 ACCORDING TO SOCIO-ECONOMIC STATUS

Description	No.	$\bar{X}$	F	Level of Sig.
Upper	15	71.13		
Upper-middle	184	68.01		
Lower-middle	120	68.66	.42	n.s.
Upper-lower	58	68.90		
Lower-lower	11	68.36		

TABLE XIII  
 LIFE INVOLVEMENT SCORES CORRELATED WITH  
 FAMILY UNITY SCORES AND WITH  
 PURPOSE IN LIFE SCORES

Description	Pearson r Score Life Involvement	Level of Sig.
Family Unity	.268	.01
Purpose in Life	.204	.01

.01 level, indicating that persons scoring high on family unity also tend to score high on life involvement.

A film "The Detached Americans" (1965), Keniston (1965) and MacIver (1950) express the view that man is becoming detached and uninvolved with his family. These sources go on to explore the area of man's alienation from his fellow man and communicate the idea that the type of family life of the individual is related to his alienation. "The Detached Americans" (1965) emphasizes that the lack of involvement in society begins at home. Although the origins of life involvement have not been investigated in the present study, the findings here support the idea that quality of family life or family unity is directly related to life involvement. In accord with Dymond's (1950) studies on empathy, it is suggested that those persons scoring high on family unity may be highly empathetic individuals and this possibly could be the reason why they become more involved with others.

The correlation between life involvement scores and family unity scores also supports the thesis that man's "self" develops in relationship with others. A major place for the development of "self" is in the family unit, where it appears that concern for others is also transmitted. The significant relationship between life involvement and family unity reinforces the importance of the family as an agent of society for the development of the "self" and for the fostering of concern for other persons. A lack of family unity may help produce the alienated, uninvolved individual.

The present study indicates that there is a significant positive correlation between life involvement scores and family unity scores.

Hypothesis III (b) There is no significant correlation between life involvement scores and purpose in life scores. In determining if a significant relationship existed between life involvement scores and purpose in life scores, the Pearson Product-Moment Correlation Coefficient of .204 was obtained which was significant at the .01 level, as shown in Table XIII. Persons scoring high in life involvement also tended to score high on purpose in life.

This relationship between life involvement scores and purpose in life scores supports Schutz's (1958) thesis that people need associations with others in order to have a desire to live. "The Detached Americans" (1965), Fromm (1941, 1955), Halmos (1953), Pappenheim (1959), and Wood (1953) have expressed the idea that man needs his fellow man but has become less involved with him as values shift and society changes. Seeman's (1959) thesis that meaninglessness is a part of alienation would appear to be verified by the relationship between life involvement and purpose in life.

This study indicates that purpose in life scores and life involvement scores are significantly correlated.



## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The general purpose of this study was to investigate the concept of life involvement as it relates to college students. A more specific purpose was to develop an instrument to measure life involvement and relate life involvement to various other factors.

Comprising the sample were 398 male and female undergraduate college students living in the Scott-Parker-Wentz Complex of residence halls at Oklahoma State University. The students' ages ranged from 17 to 22 years of age and more than half were between 19 and 20 years of age. The families of the students were predominantly Protestant and upper-middle class.

The questionnaire was distributed during April, 1968, and included the following: (a) an information sheet concerning background data, (b) the Family Unity Scale, (c) the Life Involvement Scale, and (d) the Purpose in Life Test.

The chi-square test was used in an item analysis of both the Life Involvement Scale and Family Unity Scale to determine the validity of the items within each scale. The results indicated that all eighteen items in the Life Involvement Scale and all ten items in the Family Unity Scale were significantly discriminating between the upper and lower quartile groups at the .001 level. A split-half reliability coefficient, computed with the Spearman-Brown Correction Formula, of

+ 0.97 was obtained as an index of the reliability of the items in the Life Involvement Scale. Utilizing the same method a reliability coefficient of + 0.96 was obtained for the Family Unity Scale.

The one-way classification analysis of variance was used to determine if there was a significant relationship between life involvement and: (a) sex, (b) year in college, (c) religious preference, (d) residence, (e) sibling status, (f) sibling position, (g) employment of mother, (h) level of education of the primary income earner, and (i) socio-economic status. Following are the results of the analysis:

1. There is a significant relationship between life involvement scores and sex, with females showing higher life involvement scores.

2. There are no significant differences in life involvement scores according to the year in college, religious preference or residence of the student.

3. Sibling status, sibling position, employment of the mother, level of education of the primary income earner and socio-economic status are not significantly related to life involvement scores.

The Pearson Product-Moment Correlation Coefficient was used to determine if there was a significant correlation between life involvement scores and: (a) family unity scores, and (b) purpose in life scores.

The results are as follows:

4. There is a significant association between life involvement scores and family unity scores. Students who rate their families high on unity also tend to have high life involvement scores.

5. A significant correlation exists between life involvement scores and purpose in life scores. Students receiving high purpose in life scores also tend to receive high life involvement scores.

Some conclusions may be made on the basis of these results. Specific social background factors do not appear to be an important influence in life involvement scores. The finding that females showed significantly higher life involvement scores may be due to a greater degree of empathy and a greater degree of the nurturant personality factor among females. Neither the amount of empathy or nurturant factor were investigated here and therefore no definite conclusions about the reasons for the difference in scores can be made.

The correlation between family unity scores and life involvement scores does suggest that family life plays a role in how much concern a student feels toward other persons. It is suggested that a satisfying home life is a more important influence in life involvement than is socio-economic status, place of residence and other such background factors. Life involvement and purpose in life appear to be related. This would support the belief found in the literature that man's degree of alienation from his fellow man is related to the amount of meaning he finds in his life. The meaning in life of an individual may also be related to the type of family life he experienced.

#### Recommendations for Future Research

The present study was restrictive in two ways: (a) it included only college students, a relatively homogenous sample, and (b) it encompassed only a select region of the country. A more heterogenous population, or a population different from the one used here may yield other results. The writer believes a comparison with another region of the country, such as an urban, eastern area may reveal discrepancies not found in this Oklahoma sample.

This study was limited in that it gathered an expressed answer to a variety of hypothetical situations. One cannot be certain that placed in an actual situation such as those portrayed in the Life Involvement Scale, the person would react as he expressed he would. Other possible ways to determine involvement would be to stage real situations or film situations and have the person react as a participant.

If this study were to be repeated by another researcher it would be desirable to ascertain the reasons why people reacted to the situations as they did. Perhaps time or personal danger would be factors some persons considered when expressing their degree of involvement. It might be desirable to investigate further the relationship between life involvement and alienation. Investigation of the relationship between life involvement and personality factors might also be a fruitful area of future research.

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APPENDIX

Oklahoma State University

Department of Family Relations -  
Child Development

## GENERAL INFORMATION

Please check or fill in answers as appropriate to each question. The blanks at the extreme left of the page are for purposes of coding (do not fill in). Begin with item 4.

\_\_\_ 1-3.) \_\_\_\_\_ (do not fill in)

\_\_\_ 4.) Age: \_\_\_\_\_

\_\_\_ 5.) Male: \_\_\_\_\_ Female: \_\_\_\_\_

\_\_\_ 6.) Year in college:

\_\_\_ 1. Freshman                      \_\_\_ 3. Junior

\_\_\_ 2. Sophomore                    \_\_\_ 4. Senior

\_\_\_ 7.) Religious preference:

\_\_\_ 1. Catholic                      \_\_\_ 4. Mormon

\_\_\_ 2. Jewish                        \_\_\_ 5. None

\_\_\_ 3. Protestant                  \_\_\_ 6. Other (specify) \_\_\_\_\_

\_\_\_ 8.) For a major part of your life have you lived:

\_\_\_ 1. On a farm or in country      \_\_\_ 4. City of 25,000 to  
50,000 population

\_\_\_ 2. Small town of less than  
3,000                                  \_\_\_ 5. City of over  
50,000 population

\_\_\_ 3. Town of 3,000 to 25,000

\_\_\_ 9.) Are both your parents at home?

\_\_\_ 1. Yes                              \_\_\_ 2. No

\_\_\_ 10.) If both parents aren't presently at home, check one of the following: (If both are at home omit this question.)

\_\_\_ 1. Mother dead                    \_\_\_ 3. Divorced

\_\_\_ 2. Father dead                    \_\_\_ 4. Separated

\_\_\_ 11.) Are you an only child?

\_\_\_ 1. Yes                              \_\_\_ 2. No

\_\_\_ 12.) If you have brothers and sisters, check one of the following:  
(If you don't have siblings, omit this question.)

- \_\_\_ 1. Oldest child in the family  
\_\_\_ 2. Intermediate child in the family  
\_\_\_ 3. Youngest child in the family

\_\_\_ 13.) Has your mother worked outside the home for a major part of your life?

- \_\_\_ 1. Yes                      \_\_\_ 2. No

\_\_\_ 14.) Who is the main source of income in your family?

- \_\_\_ 1. Father \_\_\_ 2. Mother \_\_\_ 3. Other (specify) \_\_\_\_\_

\_\_\_ 15.) What is the primary source of the above income?

- \_\_\_ 1. Inherited savings and investments  
\_\_\_ 2. Earned wealth, transferable investments  
\_\_\_ 3. Profits, royalties, fees  
\_\_\_ 4. Salary, commissions (regular, monthly or yearly)  
\_\_\_ 5. Hourly wages, weekly checks  
\_\_\_ 6. Odd jobs, seasonal work, private charity  
\_\_\_ 7. Public relief or charity

\_\_\_ 16.) What is the occupation of the principal earner of the above income?

\_\_\_\_\_

\_\_\_ 17.) What is the highest educational attainment of the principal earner of the above income?

- \_\_\_ 7. Less than grade 8  
\_\_\_ 6. Completed grade 8 but did not attend beyond 9  
\_\_\_ 5. Attended high school, completed grade 9, but did not graduate  
\_\_\_ 4. Graduated from high school  
\_\_\_ 3. Attended college or university two or more years

\_\_\_\_\_ 2. Graduated from 4 year college

\_\_\_\_\_ 1. Completed graduate work for profession

\_\_\_\_\_ 18.) (omit)

FAMILY UNITY SCALE

Directions: Circle the rated response that you feel characterizes your family the majority of the time. Responses are: SA - strongly agree; A - agree; N - neutral; D - disagree; SD - strongly disagree. Whenever possible refrain from using neutral - N. The blanks at the left are for coding (do not fill in). Since your name is not required, be as frank in your answers as possible.

- \_\_\_ 1.) SA A N D SD We seldom take vacations together as a whole family.
- \_\_\_ 2.) SA A N D SD I feel free to ask my parents for advice.
- \_\_\_ 3.) SA A N D SD Everyone in my family enjoys different types of recreation and we seldom do things together.
- \_\_\_ 4.) SA A N D SD If I were in a situation where I really needed help, I feel my family would readily come to my aid.
- \_\_\_ 5.) SA A N D SD When I was younger, my parents were seldom around when I needed to talk to them or get advice.
- \_\_\_ 6.) SA A N D SD My parents have usually enjoyed listening to me about my experiences.
- \_\_\_ 7.) SA A N D SD I seem to feel little affection toward my parents.
- \_\_\_ 8.) SA A N D SD I feel my parents enjoy having me around.
- \_\_\_ 9.) SA A N D SD As I grow older I have less regard for my parents' values.
- \_\_\_ 10.) SA A N D SD When decisions that affect the entire family are made, everyone gets to discuss the issue and offer their opinion.
- \_\_\_ 11.) (omit)

## SITUATION SCALE

Directions: A number of hypothetical problems are listed below which depict persons in certain situations. The purpose of this study is to determine how involved you might become in each situation. Please give your honest reactions or feelings, as your name is not required on the questionnaire.

Circle the letter that indicates how involved you would get in the situation: VG - to a very great degree; G - to a great degree; S - to some degree; SM - to a small degree and NO - not at all. The blanks at the left are for coding purposes (do not fill in).

Place yourself in each situation as you read it (even if it is not one that is familiar to you) and then decide to what degree you would be willing to get involved.

- \_\_\_ 1.) VG G S SM NO You are stopped at an intersection behind one other car, which holds a person and two young children. The car in front of yours begins to pull into the intersection and gets hit by a car running the stop sign and entering from the side street. It is possible for you to drive away without being noticed. You saw what happened and would be a witness.
- \_\_\_ 2.) VG G S SM NO As you are driving on a city street, accompanied by your date, you become aware of a person being beaten by one other person. You could stop and help or ignore the situation.
- \_\_\_ 3.) VG G S SM NO You are walking on a fairly busy sidewalk in the downtown portion of a city. A person a short distance in front of you falls over, as if in a faint or suffering from an attack of some type.
- \_\_\_ 4.) VG G S SM NO A community organization is asking for non-paid volunteers to aid in a tutoring project. Someone from the organization approaches you to ask for some type of help.
- \_\_\_ 5.) VG G S SM NO You are driving down a highway following a weaving car. This car swerves into the opposite lane occasionally and the driver seems to be ill, sleepy or drunk. His driving is a definite hazard and you have beeped your horn but it hasn't had any effect. In a short distance you pass a public telephone where you could call to inform them about this driver.

- \_\_\_ 6.) VG G S SM NO It is at dusk in the afternoon and you are driving through a residential area. A woman is crossing the street and a car at least one block in front of your car hits her, knocking her down. The car doesn't stop but continues on. You see a pedestrian starting over to help the victim.
- \_\_\_ 7.) VG G S SM NO Driving down the Interstate on the way home for the weekend, you see a woman in a car with a flat tire stopped by the side of the road. She has two small children with her. You realize it is illegal to stop on this Interstate unless it is an emergency, but there are service phones located every mile.
- \_\_\_ 8.) VG G S SM NO You are in an airport waiting for someone's plane to arrive in one-half hour. A woman carrying a suitcase and some smaller things is accompanied by a child about four years old. She is trying to get up the stairs to go to the area of the departure gates, and is struggling to manage the child and the luggage.
- \_\_\_ 9.) VG G S SM NO You are shopping with a friend in a fairly busy store; there are quite a few other people around. About ten feet from you a person rushes by a woman and she screams that he took her purse. Meanwhile the person is about to run past you and head out of the store. No one in your immediate area is doing anything about it.
- \_\_\_ 10.) VG G S SM NO It is in the middle of the afternoon and an acquaintance (whom you do not know very well) on your residence hall floor is sick. He (or she) needs someone to help him to the university hospital as he can't make it alone. The person doesn't need an ambulance but no one else will accompany him. The student counselor is not around.
- \_\_\_ 11.) VG G S SM NO You have been dating someone quite frequently (but are not dropped, pinned or engaged). He (or she) learns of a sudden serious illness in his family. You happen to run into him and he seems very upset and in need of someone to talk to. You have a test in two hours and need to study.

- \_\_\_12.) VG G S SM NO Your family gets the information to you by letter or phone that a relative of yours is in the hospital in another town and will be in for a lengthy stay. This is not a close relative or immediate family member, but the person would appreciate visitors very much.
- \_\_\_13.) VG G S SM NO As you are walking past the parking lot a car rounds a corner too sharply and crushes the fender of a car. You recognize the car that is hit as belonging to an acquaintance on your floor. You do not recognize the driver but could take down the license number and attempt to stop the person.
- \_\_\_14.) VG G S SM NO A person in a motorized wheel chair is progressing ahead of you down a sidewalk. He reaches a point where it is necessary to go over a small curb and it is possible he might make it without tipping over. However, he could use help or guidance so the chair doesn't pitch forward.
- \_\_\_15.) VG G S SM NO It is about 11 o'clock at night and you just happen to look out your window (assume it faces the parking lot). In the parking lot are three men bending down low next to the wheels of three cars. You aren't sure who the cars belong to. The men are doing something very suspicious looking, perhaps letting air out of tires or stealing hub-caps or other car parts.
- \_\_\_16.) VG G S SM NO A person from your residence hall floor whom you don't know very well, comes into your room about 7 p.m. He (or she) is from out-of-state and has an emergency at home. He desperately needs a ride to the airport (located in a city 60 miles away) and hasn't been able to find someone to take him. There is no bus available during the next hour. You have a car, but in the morning also have an important exam in a course you are flunking. It would take a couple of hours to make the trip there and back.



\_\_\_17.) VG G S SM NO One of your friends has seemed very depressed lately (during the last week). You got this impression from your conversations with him (or her) which included statements that life isn't worth living and he should end it all. Also his whole personality seems changed and he lacks his usual vitality. All this has made you fearful about him trying to end his life.

\_\_\_18.) VG G S SM NO It is quite late at night and you come back to your residence hall floor from a date. Someone else has been out partying and is very drunk. This person is to the point where he (or she) can't walk or do anything for himself, but is not sick. He needs someone to help him to his room and to bed, and no one else has paid any attention so far.

\_\_\_19.) (omit)

\_\_\_20.) (omit)

\_\_\_21.) (omit)



- \_\_\_ 9.) My life is:  
 1 2 3 4 5 6 7  
 empty, filled only (neutral) running over with  
 with despair exciting good things
- \_\_\_ 10.) If I should die today, I would feel that my life has been:  
 7 6 5 4 3 2 1  
 very worthwhile (neutral) completely worthless
- \_\_\_ 11.) In thinking of my life, I:  
 1 2 3 4 5 6 7  
 often wonder why (neutral) always see a reason  
 I exist for my being here
- \_\_\_ 12.) As I view the world in relation to my life, the world:  
 1 2 3 4 5 6 7  
 completely confuses (neutral) fits meaningfully  
 me with my life
- \_\_\_ 13.) I am a:  
 1 2 3 4 5 6 7  
 very irresponsible (neutral) very responsible  
 person person
- \_\_\_ 14.) Concerning man's freedom to make his own choices, I believe  
 man is:  
 7 6 5 4 3 2 1  
 absolutely free to (neutral) completely bound by  
 make all life choices limitations of hered-  
 ity and environment
- \_\_\_ 15.) With regard to death, I am:  
 7 6 5 4 3 2 1  
 prepared and (neutral) unprepared and  
 unafraid frightened
- \_\_\_ 16.) With regard to suicide, I have:  
 1 2 3 4 5 6 7  
 thought of it seri- (neutral) never given it a  
 ously as a way out second thought
- \_\_\_ 17.) I regard my ability to find a meaning, purpose, or mission in  
 life as:  
 7 6 5 4 3 2 1  
 very great (neutral) practically none
- \_\_\_ 18.) My life is:  
 7 6 5 4 3 2 1  
 in my hands and (neutral) out of my hands and  
 I am in control controlled by external  
 of it factors



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