

A STUDY OF SOME FAMILY INFLUENCES AND OTHER  
SOCIAL FACTORS AFFECTING PARTICIPATION  
IN RELIGIOUS ACTIVITIES AMONG A  
GROUP OF COLLEGE STUDENTS  
PROFESSING A COMMON  
FAITH

By

THOMAS SIDNEY CUNNINGHAM

Bachelor of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1942

Master of Science  
Oklahoma State University  
Stillwater, Oklahoma  
1944

Submitted to the faculty of the Graduate College of  
the Oklahoma State University  
in partial fulfillment of the requirements  
for the degree of  
DOCTOR OF EDUCATION  
May, 1966

NOV 8 1966

A STUDY OF SOME FAMILY INFLUENCES AND OTHER SOCIAL FACTORS  
AFFECTING PARTICIPATION IN RELIGIOUS ACTIVITIES  
AMONG A GROUP OF COLLEGE STUDENTS  
PROFESSING A COMMON FAITH

Thesis Approved:

*J. Paschal Tuzman*  
Thesis Adviser

*Gerold R. Leslie*

*H. J. Johnson*

*Stanley E. Fowler*

*Josephine Koffer*

*J. M. Boyce*  
Dean of the Graduate College

## PREFACE

A constant challenge to those who work in the field of human relations and development is to discover more about the people with whom they work.

The purpose of this investigation is to make a critical study of some of the religious activities of college students and their reported religious attitudes against the background of a number of personal, social, and family factors as a means of gaining insight into some phases of their behavior.

The writer wishes to express his appreciation and sincere thanks to the chairman of his advisory committee, Dr. Paschal Twyman, under whose supervision this thesis was planned, conducted, and completed. His entire committee, composed of Dr. Paschal Twyman, Dr. H. E. Sorenson, Dr. Josephine Hoffer, Dr. Stanley Fowler, and Dr. Gerald Leslie, has been a source of guidance, encouragement, and invaluable criticism in the preparation and completion of this thesis.

Special thanks are extended to Dr. Carl E. Marshall, Mrs. Donna Eaton, and other personnel of the Oklahoma State University computer center for their assistance in programming and processing the data.

The writer also wishes to express his gratitude to his wife Doris and his children TeLoris and DeVonna, without whose encouragement, understanding, and sacrificing this study could not have been completed.

Appreciation is extended to the 172 students who responded in the study and to Mrs. Jan Womack, who worked so diligently in preparation

of the early draft of the tables, data, and text. Mrs. Margaret Morrison is due special thanks for her careful work in preparation of the final draft of this manuscript.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION AND REVIEW OF LITERATURE . . . . .	1
Introduction ✓ . . . . .	1
Statement of the Problem ✓ . . . . .	1
Importance of the Study . . . . .	2
Definitions and Interpretations . . . . .	3
Review of Literature ✓ . . . . .	4
Literature Summary, Discussion, and Hypotheses . . . . .	11
Hypotheses . . . . .	15
Summary . . . . .	18
II. PROCEDURE . . . . .	19
Sample Selection . . . . .	19
Instruments Used in the Study ✓ . . . . .	20
Student Activity and Attitude . . . . .	20
Students' Perception of Parents . . . . .	21
Item Classification . . . . .	22
Personal Values Test . . . . .	22
Familism Scale . . . . .	23
Test of Academic Ability (ACT) . . . . .	23
Socio-Economic Index . . . . .	24
Procedure Used in the Collection of Data ✓ . . . . .	24
Analysis of Data ✓ . . . . .	25
Grouping of Data . . . . .	25
Tests for Significance . . . . .	26
Reliability and Validity . . . . .	27
III. RESULTS OF THE STUDY . . . . .	28
Variables . . . . .	28
Descriptive Data . . . . .	28
Student Activity . . . . .	29
Student Attitude . . . . .	29
Student Perception of Parents . . . . .	31
Students' Overt Religious Activity . . . . .	31
Student Activity by Perceived Activity of Students' Parents . . . . .	31
Perception of Parental Religious Sincerity . . . . .	40
Family Cohesiveness . . . . .	40
Students' Religious Values . . . . .	43
Personal Religious Attitudes . . . . .	43
School Enrollment . . . . .	46

Chapter	Page
Student Grade Classification . . . . .	48
Academic Ability . . . . .	51
Housing of Students . . . . .	53
Sex Differences . . . . .	53
Socio-Economic Level . . . . .	56
Rural-Urban Background . . . . .	56
Students' Expressed Religious Attitude . . . . .	60
Perceived Religious Attitude of Subjects'	
Parents . . . . .	60
Perceived Religious Sincerity of Students'	
Parents . . . . .	66
Family Cohesiveness and Students' Expressed	
Religious Attitude . . . . .	67
Religious Attitude in Relation to Internalized	
Religious Value . . . . .	67
Student Enrollment in Different Colleges on	
the Campus . . . . .	76
Student Grade Classification . . . . .	80
Academic Ability . . . . .	84
Living Situation - Student Housing . . . . .	84
Sex of Students . . . . .	87
Socio-Economic Level . . . . .	92
Rural-Urban Background . . . . .	96
 IV. SUMMARY AND RECOMMENDATIONS . . . . .	 100
Discussion of Findings . . . . .	100
Nonsupportive Findings . . . . .	116
Summary and Recommendations . . . . .	117
 BIBLIOGRAPHY . . . . .	 125
 APPENDIX A . . . . .	 128
 APPENDIX B . . . . .	 214
 APPENDIX C . . . . .	 219

## LIST OF TABLES

Table	Page
I. Student Religious Activity . . . . .	30
II. Student Religious Attitude . . . . .	32
III. Perceived Religious Activity of Parents . . . . .	33
IV. Perceived Religious Sincerity of Parents . . . . .	35
V. Religious Activity by Perceived Religious Activity of Mothers . . . . .	38
VI. Religious Activity by Perceived Religious Activity of Fathers . . . . .	39
VII. Religious Activity by Perceived Religious Sincerity of Mothers . . . . .	41
VIII. Religious Activity by Perceived Religious Sincerity of Fathers . . . . .	42
IX. Religious Activity by Familism of Students . . . . .	44
X. Religious Activity by Internalized Religious Value . . . . .	45
XI. Religious Activity by Expressed Religious Attitude . . . . .	47
XII. Religious Activity by Schools in Which Students Were Enrolled . . . . .	49
XIII. Religious Activity by Academic Ability (ACT Test) . . . . .	52
XIV. Religious Activity by College Community Housing Facilities . . . . .	54
XV. Religious Activity by Sex of the Students . . . . .	57
XVI. Religious Activity by Socio-Economic Level . . . . .	58
XVII. Religious Activity by Rural and Urban Background . . . . .	61

Table	Page
XVIII. Religious Attitudes by Perceived Religious Activity of Fathers . . . . .	62
XIX. Religious Attitudes by Perceived Religious Activity of Mothers . . . . .	64
XX. Religious Attitudes by Perceived Religious Sincerity of Fathers . . . . .	68
XXI. Religious Attitudes by Perceived Religious Sincerity of Mothers . . . . .	70
XXII. Religious Attitudes by High and Low Family Cohesiveness . . . . .	72
XXIII. Religious Attitudes by Internalized Religious Value . . .	74
XXIV. Religious Attitudes by Enrollment in Different Schools . . . . .	77
XXV. Religious Attitudes by Grade Classification . . . . .	82
XXVI. Religious Attitudes by Academic Ability (ACT Test) . . . .	85
XXVII. Religious Attitudes by Housing Facilities . . . . .	88
XXVIII. Religious Attitudes by Sex of the Students . . . . .	90
XXIX. Religious Attitudes by Socio-Economic Level . . . . .	93
XXX. Religious Attitudes by Rural and Urban Background . . . . .	97
XXXI. Summary of Statistically Significant and Nonsignificant Differences in Students' Religious Activities in Relation to Various Social Factors . . . . .	118
XXXII. Summary of Statistically Significant and Nonsignificant Differences in Students' Expressed Religious Attitudes in Relation to Various Social Factors . . . . .	120

## CHAPTER I

### INTRODUCTION AND REVIEW OF LITERATURE

#### Introduction

Differences in religious activity and thought are commonplace in our culture. Although these differences have been obvious for a long time, this writer has found relatively few empirical studies that focus directly upon factors associated with the different intensities in religious activity and attitude.

The differences in kind and amount of participation in religious activities and in expressed attitudes are the primary concerns of this study. There is no intent to study the effect of religion upon the lives of college students, but rather to examine some aspects of family environment, personal traits, and social factors in relation to the students' overt religious activities and expressed religious attitudes while in the college environment.

#### Statement of the Problem

The problem to be examined is mainly one of differences in religious activity and in intensity of expressed religious attitudes of a selected group of college students. The questions to be answered are: (1) Do subjects scoring high in religious activity differ significantly from those scoring low in religious activity when studied in relationship to

various personal, social, and family factors? (2) Do subjects scoring high in religious attitudes differ significantly from those scoring low in religious attitudes in relation to various personal, social, and family factors? The specific factors to be examined in these relationships are students': (1) perceptions of fathers' and mothers' religious activity; (2) perceptions of fathers' and mothers' religious sincerity; (3) scores on familism; (4) scores on religious values; (5) college; (6) class rank (freshman, sophomore, junior, senior, or graduate); (7) scholastic ability; (8) housing type; (9) socio-economic status; (10) rural or urban background; and (11) sex.

#### Importance of the Study

There is a need to gain more understanding of the underlying factors that have relationship to human behavior. There are so many unknowns about religion as an aspect of life that the potential for increasing knowledge in the area is justification for a study of this type. A specific reason for studying this problem centers upon an often repeated generalization about the detrimental effect of state schools on the religious faith of college students. The writer has heard proponents of religious education say: "Christians should not send their children to state schools, because when they do 50 per cent of them depart from the Church." The inference clearly is that the environmental influence of the state school is responsible for this departure. In his study, "The Religion of the Post-War College Student," Allport (3, pp. 3-33) reported that 58 per cent of the subjects departed from the church of their orientation. He made no assumption or determination of factors relating to this departure.

The present study seeks to explore relationships between personal and social factors in students' lives and their religious activities and attitudes. The study could establish some guidelines and give some direction for a more intensive study of the factors that are related to religious stability and/or instability. Findings of the study could have implications for family life educators if the results show any marked relationship between particular family patterns or behaviors and the religious activities and attitudes of students. Knowledge of the factors that are associated with religious stability or instability could have implications for teachers in religious education. Principally, it would seem that the major value in the study is one of exploration, attempting to delineate some factors related to the students' religious attitudes and religious activity levels and thereby giving direction to other studies probing deeper into the "religious factor" of man's life.

#### Definitions and Interpretations

For the purpose of this study the following definitions are given:

1. Religious activity means the observable behavior of students and parents in nine selected church activities.
2. Religious attitude means the expressed feelings of the students and/or the adjudged feelings of the students' parents concerning nine selected factors relative to their personal relationship to God, the Church, and their fellow man.
3. Scholastic ability means the students' scores on the ACT test.
4. Socio-economic level means the comparative status level of the family as determined by Hollingshead's (19, p. 118) socio-economic index.

5. Urban means a geographic area of concentrated population (city) with 2,500 or more inhabitants.
6. Rural means the geographic area outside of the above-described city limits and may include towns of not more than 2,500 inhabitants.
7. Familism means the degree of cohesiveness of individuals within the family as measured by the familism scale developed by Panos D. Bardis (5).
8. Religiosity is used as a broad, generalized term meaning the religious behaviors or expressions observed in the lives of individuals.

#### Review of Literature

Formal research into the field of religion has been channeled in many directions. This is not surprising, because religious ideologies are often widely different. Also, within an ideological system there are so many aspects to be considered that the problem becomes complex indeed. A systematic study of religion as it operates in the lives of men must take into consideration these differences. Often the basic, underlying differences are not clear-cut. In speaking to this point, Glock (14, p. 98) stated that we still know very little about why people are different religiously. His specific comment was:

There have been attempts to distinguish people religiously and to discover what leads people to be religious or not. But the efforts have been surprisingly few, and on careful examination, incomplete.

Hollingshead (18, pp 243-266) noted differences in participation in religious activities and commented on some of the forces involved in the religious behavior observed. He found that 51 per cent of the high school students within the community had no participation in church activities. Those who did participate did so within a framework of

social cliques, of "in groups" and "out groups," with socio-economic status as an important factor.

Brown and Lowe (6, pp. 103-129) found that Protestant college students were very different in their religious beliefs and practices. Of the subjects in their study, almost two thirds said they seldom to never read the Bible. One third said they seldom to never pray, attend service, or contribute financially, yet 80 per cent felt that they had some to complete religious faith. From a different context, Lenski (22, pp. 533-544) found a decided sex difference. His study involved 860 families (not college students). In this group he reported that 60 per cent more women than men expressed much interest in religion. There was a slightly greater interest in religion indicated by rural than urban people, although the difference was not great enough to be statistically significant. He found a decided difference in relation to socio-economic status. Middle class individuals (based on income) expressed much more interest in religion than those from either the upper or lower class. Differences between social classes were also reported by Davis (10, p. 4272). In the area of religious beliefs, Brown and Lowe (6, pp. 102-129) found differences between the sexes to be negligible but reported that religiosity was manifestly higher among freshmen than among seniors.

The study of religion and its influences in the life of a man presents many problems, due to the diversity of denominational ideologies. Poit (26, p. 216) studied religious beliefs and denominational affiliations. He found wide differences in what individuals and groups believe. This study led him to conclude:

If we wish to establish a man's denominational affiliation on the basis of his religious beliefs, it is important to discover the fundamental differentiating concepts between the denominations in which we are interested.

Thus the differences in denominational concepts must be recognized in any empirical study of religious activity.

Not only have differences in religious life been observed, but changes in religious habits and practices have also been empirically investigated. Ferman (12, p. 347) studied some factors of change in religious values of 944 college students over a two-year period. The findings in this study suggest that: (1) the majority of the students studied retained their initial religious values; (2) the main liberalization of religious values occurred in the precollege period; and (3) the main influences determining stability of religious values are to be found in precollege experiences.

Dudycha (11, pp. 165-169) used a questionnaire containing twenty-five religious propositions in a comparison study of freshman students in 1930 and again in 1949. On the whole, he found their beliefs to be essentially the same. Greatest beliefs in 1930 were in the same propositions as greatest beliefs in 1949. Least beliefs were also much the same. Gilliland (13, pp. 113-116) studied changes in 449 college students over a four-year period. These changes were compared to changes in other students twelve years earlier. He found a regular change toward a more favorable attitude toward God and the Church. In this change there was no sex difference.

In studying patterns of religious thinking of university students, Bryant (7, p. 274) said:

The major conclusion to be drawn from this study is that first year university students of high intellectual ability think religiously more like fourth year students of high and average ability than

they do like first year students of average ability. Second to this conclusion would be that educational advancement from first to fourth year in the university apparently results in changes in the religious concepts of students from conservative to liberal classification.

In a study of 5,600 subjects in three national surveys, Lazerwitz (21, pp. 301-308) reported a definite sex difference in church attendance in favor of women. He found no association of religious activity with age groups except that there was a shift to greater church attendance by Protestants during the family cycle phase when children were of school age. He reported high church attendance associated with a high rate of participation in voluntary organizations.

A number of empirical studies of college students' value patterns, changes, and relationships to parents and other social factors contribute to clarification of the formulations of concepts to be investigated. Putney (27, pp. 85-86) emphasized the need to study in a systematic way the relationship of the religious beliefs of children to those of their parents. His study involved 1,088 students in thirteen colleges and universities. His concern was to study the extent of rebellion from and conformity to parental religious beliefs, to consider sources of influence on the students, and to explore social and personality differences between those who rebel from and those who conform to parents' religious beliefs. His subjects were 70 per cent Protestant, 24 per cent Roman Catholic, 1 per cent Eastern Orthodox, and 5 per cent of no religious faith. He found that students tended to conform to a religious ideology held jointly by their parents. When parents disagreed with each other, students were inclined toward the parent who was closer to the modal position of middle class religious values. There was some tendency for students to be inclined toward the position of the mother

when parents disagreed. He reported a sex difference in that Christian students were predominantly female. Rebel students, whether rebelling against Christian or skeptical parents, scored lower on conservatism than did conformist students. One of his major generalizations concerns patterns of consistency of the students to the ideology of their parents. Not only did students tend to conform to the religious ideology of their parents when the parents were in agreement, but also when both parents were skeptic, a majority of the students were also skeptic. When both parents were modernist, a majority of the students were modernist, and when both parents were conservative, a majority of the students were conservative.

A study of personal "commitment to the Church" was made by Pittard (25, pp. 658-659) in which she analyzed some socio-religious factors influencing commitment. As a working definition she stated: "For the sociologist, commitment is a choice of a line of action that is always observable in overt behavior." Her conclusions were that females were likely to be committed more highly than males. Place of living was not a factor. Frequency in church attendance had a high relationship to commitment. Age at which one joined the church was not a factor, but age itself was a factor in commitment. The factor of age had significance in a study by Vernon (30, pp. 252-254). He reported that orthodoxy was high at ages eighteen and nineteen but tended to drop off from twenty to twenty-nine and began to accelerate again from age thirty to sixty, with a decline after age sixty.

Cooke (8, p. 1103) hypothesized that religious behavior of college students would be related to the subjects' perception of degree of devoutness of each of their parents. He also formulated the hypothesis

that highly religious subjects would score significantly higher in measures of self disclosure to parents and perceived similarity to parents than would subjects who score lower on the religious behavior scale. On the basis of his study, he concluded that the first hypothesis was acceptable for mothers but not for fathers. That is, the amount of religious behavior of the subjects varied in accordance with the subjects' perception of the degree of devoutness of their mothers. The degree of devoutness of the fathers did not vary with the sons' religious behavior. There was partial support for the second hypothesis. The study found that highly religious subjects tended to perceive themselves as more similar to both parents and to like both parents more than did subjects with lower religious behavior scores. Self disclosure was slightly correlated with religious behavior, as was perceived similarity to mothers. Cathexis for mothers and fathers and perceived similarity to fathers were not significantly related to religious behavior.

Hadden (17, pp. 284-285) studied the religious activity of college freshmen on three college campuses (two religiously affiliated schools and one state university). He defined participation as "attendance at religious services." He reported a sharp decline in respondents' participation between their junior and senior years of high school and their initial two months at college. Various reasons were given by students for reduced participation. The analysis of data showed:

The extent of students' religious attendance was closely associated with their parents' pattern of attendance. Participation was greater if both parents participated regularly than if only one parent participated regularly....When the joint effect of both parents' inactivity was taken into account, the rate of participation was only slightly lower than when the mother was inactive, suggesting that the mother's inactivity had a greater impact on

the student than the father's inactivity....We have focused on the religious participation of college students because we believe that if significant changes are occurring in the texture of religion in America, a great share of these changes have their genesis on the college campus.

Out of numerous findings by Cox (9, pp. 252-253), who studied religious practices, values, and attitudes of forty-one families of high educational and socio-economic standing, there are at least two items significant to this study. She found a significant positive relationship between religious values and attitudes and the extent of formal religious activity in the home. There was some positive relationship between the extent of formal religious activity in families of orientation and procreation.

In his chapter on origin of values, Smith (29, pp. 222-223) said:

Children learn the values of their parents.... the religious, economic, theoretical, and aesthetic values of both son and daughter resemble the values of both mother and father.... Children most closely resembled their parents in religious values.

The formation of basic value patterns has its foundations in a child's early life. Goodman (16, p. 109) speaks to this point:

It is now widely accepted among students of child development that the individual acquires his lasting and basic values in early childhood and primarily in his home.

In reporting on an extensive study of character development, Peck and Havighurst (24, p. 178) concluded that parental influence is a potent factor in the development of children's lives. They state:

The general conclusion seems inescapable that a child's character is the direct product, almost the direct reproduction, of the way his parents treat him. As they are to him, so is he to all others.

The quality of child-parent relationship is a major factor in setting the stage for juvenile delinquency eruption. According to the

Gluecks (14, p. 261), it is primarily how the child feels in relation to his parents that determines whether he will follow the path of social order and expectation or become a social deviant, labeled as a juvenile delinquent. In their study, Unraveling Juvenile Delinquency, the Gluecks (14) concluded that there are five social factors that can be used as a reliable predictive scale for locating potential delinquents. Of the many social items examined, those found to be of the most consequence in predicting behavior of the child were: (1) how the child feels about discipline by the father; (2) supervision by the mother; (3) affection of the father; (4) affection of the mother; and (5) cohesiveness of the family unit.

The relative permanency of values established in early childhood has previously been pointed out in studies by Ferman (12) and Putney (27). Jacob (20, p. 56) conducted an extensive survey in his study, Changing Values in College. A rather terse, brief conclusion was made which said:

The main impression, however, is that religious beliefs and the values related thereto have been markedly persistent through college, regardless of institution or the time when students were in college.

This same conclusion was reached by McClintock (23, p. 173), who studied 661 freshman and senior students in ten southern California institutions of higher education. He said:

The results of the preceding analysis indicate that four years of college experience had little, if any, impact upon the political knowledge, involvement, and values of college students.

#### Literature Summary, Discussion, and Hypotheses

The scope of factors included in this study has necessitated a wide range of literature coverage. A major consideration has been in the area

of differences in religious behaviors, since this study is focused primarily upon differences and factors associated with them.

In the studies reporting differences in religious behavior, very little attention has been given in the past to homogeneity of the ideology of the subjects. For the most part, all religious denominations have been lumped together. Hollingshead (19) studied a whole community. Allport (3) included both Catholic and Protestant. Cox (9) included Catholic, Protestant, and Jewish. Glock (14) said: "No study has yet been made of patterns of religious practices either within a particular religious group or within a total population." Poit (26) noted the importance of recognizing the denominational factor in studying religious patterns.

Consequently, this study will be made using only one religious group. The variations found, therefore, will not be confounded with differences due to denominational beliefs and practices.

Hollingshead (19), Lenski (22), and Davis (10) have all found differences in religious behavior to be associated with socio-economic status. Brown (6), Gilliland (13), Lazerwitz (21), Putney (27), and Pittard (25) have all reported that females are more inclined to favorable religious positions than males. Brown (6) and Bryant (7) found seniors to hold more liberal religious views than freshmen. In each of the studies of difference in religiosity, the factor of denominational beliefs has been ignored. In this investigation these factors will be studied within a single religious faith. By holding the theology variable constant, differences that are measured should more clearly represent influences due to individual, interpersonal, and environmental factors. Although Pittard (25) found no evidence of housing as a factor

in religious difference, this area is to be examined for possible relevance as a social force in college students' religious behavior.

Measuring differences is important, but it does not develop understanding about factors that are related to the differences. Other relationships must be considered. Ferman (12), Dudycha (11), Gilliland (13), Hadden (17), and Poit (26) were concerned with religious changes that are taking place in the lives of college students.

Ferman (12) suggests that change has its roots in precollege experience, while Hadden (17) comments that the genesis of religious change is on the campus of the college. This raises a big question about factors that may be related to change. Is change a result of social influences and contacts on the college campus, or does it have its roots in early experiences?

To seek information about this question, the present study takes a look at the college students' perceptions of their parents' religious activity and religious sincerity. The perception instrument was designed for students to express themselves retrospectively to the time when they were students in high school. Instructions in using the instrument (see Appendix C, page 233) contained the statement that the answers given might or might not express current feelings. The thinking here was that this statement would allow the students to express their earlier feelings without feeling guilty about their answers and thus give a better picture of how they felt at an earlier time in their lives.

In looking to early influences upon individual behavior, the study of values offers opportunity for rich exploration. Smith (29), Goodman (16), and Peck and Havighurst (24) present a strong case for the early inculcation of values through the child's interactions within his

home environment. Smith (29) feels that a child's values are very much like those expressed by his parents. Especially is this true in the area of religious values. There are also strong similarities in the areas of economic value, theoretical value, and aesthetic value.

Goodman (16) states that it is now widely accepted that the individual acquires his lasting and basic values in early childhood and primarily in the home. Peck and Havighurst (24) believe that children are almost carbon copies of the kind of treatment their parents give them. This position places strong emphasis upon the parental influence in the formation of basic values. It follows, then, that if basic values are the bases upon which decisions are made, any study of behavior patterns should look closely at value holdings. In this study internalized religious values were examined for relationship to activity and attitude.

The relative permanency of basic values is discussed by a number of researchers. Probably one of the most widely quoted is Jacob (20), who said that religious beliefs and values related to them are markedly persistent through college. McClintock (23) felt, from his study in ten universities, that four years of college experience had little if any impact upon values. Ferman (12) felt that the roots of religious change were in precollege experience, rather than in college experience.

The behavior of college students was seen by Putney (27) to be consistently like that of their parents. In his study he found that, regardless of the belief of parents, students tended to be like their parents. Whether parents were religious, skeptic, modernist, or conservative, students tended to fall into the same category as the parents. Hadden (17) found that college students' attendance at religious affairs followed pretty well the parents' pattern of attendance.

A major concern in this study was to learn if the religious behaviors of college students were strongly related to the kinds of religious behaviors they recall observing in the lives of their parents. Not only was there a concern about parental relationship, but there was also the question as to which parent tends to have the greater influence upon the religious life of the student. Cooke (8), Hadden (17), and Putney (27) found evidence of a greater impact upon religious behavior by mothers than by fathers.

In gaining understanding of behavior, the delinquency studies by the Gluecks (15) indicate the importance of carefully examining the quality of relationship between parents and children.

From the general information gained by reviewing these studies, the following propositions for this study have emerged:

1. Religious activities and attitudes of college students are expressed in relationship to social forces in their past and present environment.
2. Religious behaviors will probably be closely related to perceptions of parental religiosity, but not to the exclusion of other social forces in their environment.

Out of the concepts gained through the review of literature, twenty-three specific hypotheses have been developed, which set the limits of this study.

#### Hypotheses

1. Subjects who perceive their parents to be high in religious activity will be significantly higher in their own religious activity than will students who perceive their parents to be low in religious activity.

2. Subjects who perceive their parents to be high in religious sincerity will be significantly higher in their religious activity than will subjects who perceive their parents to be low in religious sincerity.
3. Subjects who score high in family cohesiveness will be significantly higher in religious activity than will subjects who score low in family cohesiveness.
4. Subjects who score high on the religious value scale will be significantly higher in their religious activity than will subjects who score low on the religious value scale.
5. Students who score high on religious attitudes will be significantly higher in their religious activity than will subjects who score low on religious attitude.
6. There will be significant differences in religious activity of subjects enrolled in different colleges on the campus.
7. There will be significant differences in religious activity between subjects in different grade classifications (freshman, sophomore, junior, senior, and graduate).
8. Subjects who score high in scholastic ability (ACT test) will differ significantly and be higher in religious activity than subjects who score low in scholastic ability.
9. There will be significant differences in religious activity between students domiciled in dormitories, off-campus housing, and Greek letter housing (sororities and fraternities).
10. Female students will be significantly higher in religious activity than will male students.
11. There will be significant differences in religious activity between subjects in different socio-economic levels.

12. Subjects from rural backgrounds will be significantly higher in religious activity than subjects from urban backgrounds.
13. Subjects who perceive their parents to be high in religious activity will be significantly higher in their religious attitudes than subjects who perceive their parents to be low in religious activity.
14. Subjects who perceive their parents to be high in religious sincerity will be significantly higher in their religious attitudes than will subjects who perceive their parents to be low in religious sincerity.
15. Subjects who score high in family cohesiveness will be significantly higher in religious attitudes than will subjects who score low in family cohesiveness.
16. Subjects who score high on the religious value scale will be significantly higher in their religious attitudes than will subjects who score low on the religious value scale.
17. There will be significant differences in religious attitudes of subjects enrolled in different colleges on the campus.
18. There will be significant differences in religious attitudes between subjects in different grade classifications (freshman, sophomore, junior, senior, and graduate).
19. Subjects who score high in scholastic ability (ACT test) will differ significantly and be higher in religious attitudes than subjects who score low in scholastic ability.
20. There will be significant differences in religious attitudes between students domiciled in dormitories, off-campus housing, and Greek letter housing (sororities and fraternities).

21. Female students will be significantly higher in religious attitudes than will male students.
22. There will be significant differences in religious attitudes between subjects in different socio-economic levels.
23. Subjects from rural backgrounds will be significantly higher in religious attitudes than subjects from urban backgrounds.

#### Summary

The differences in extent of participation in religious activity and the differences in religious attitudes among a group of college students professing a common faith are the concerns of this study. Certain factors are being studied to see if the differences are associated with them. Factors studied in this relationship are: (1) students' perception of parents' religious activity; (2) perception of parents' religious sincerity; (3) family cohesiveness; (4) students' religious values; (5) enrollment in different colleges; (6) grade classification; (7) scholastic ability; (8) place of residential housing; (9) sex of students; (10) socio-economic status; and (11) rural or urban background.

## CHAPTER II

### PROCEDURE

#### Sample Selection

Studies in the field of religion are often complicated by including, within the group sampled, individuals having widely divergent ideologies. The purpose of this study has been to examine religious behaviors and attitudes apart from the confounding issues of denominational differences by holding constant as many variables as possible. Efforts, therefore, have been directed toward studying a religious group having fairly homogeneous beliefs and characteristics.

Subjects were selected from the student body enrolled at Oklahoma State University the spring semester of the 1963-64 school year. Only unmarried members of the Church of Christ having residence in the college community were studied.

The student directory for the 1963-64 school year listed 215 students who met the requirements. In making contacts it was found that from the time the directory was issued until the study was made during the second semester many changes had taken place. Some students had married, others had dropped out of school, and some had changed residence and could not be located. Finally, 182 students met the criteria for subjects. Because the number was not large, a concerted effort was made to secure participation of the entire body rather than to use any

statistical type of sampling procedure. For reasons explained on page 25, ten individuals were not used. The total number of subjects included was 172. Ninety-five of these were male and seventy-seven were female.

The students were distributed fairly uniformly in all schools on the campus and in all grade level classifications. They ranged in age from eighteen through twenty-five years. Tables I and II of Appendix A show these distributions. Of the 172 subjects, all of whom are church members, 151 were reared in the church from childhood, 13 became associated with the church later than childhood, and 8 did not answer this particular question. Eighty-six and three-tenths per cent of the males and 89.6 per cent of the females were reared in the church from childhood, with 3.2 per cent and 6.5 per cent, respectively, failing to answer this particular question.

#### Instruments Used in the Study

Three instruments were constructed, and four standardized scales were used to assess particular characteristics of the subjects.

#### Student Activity and Attitude

Student activity and attitude instruments were used to separate students into two groups, designated as high and low. Each instrument contained nine items. The activity instrument was designed to determine the amount of overt religious activity in the campus life of the student. The attitude instrument was designed to determine the asserted intensity of feeling or attitude of the student toward religious factors.

Twelve judges were selected to formulate items of overt religious action and positive religious attitude that would characterize a

theoretically faithful member of the church. These twelve judges (see Appendix B) were a carefully selected cross section of membership in the church, who represent as well as possible the beliefs and understandings of the doctrine subscribed to by the membership of the church as a whole.

Twenty items of activity and twenty items of attitude were formulated by this panel of twelve judges. These items were then presented to a panel of fourteen judges (see Appendix B), who were asked to place these in rank order from most important to least important. The nine highest ranking items in each category were selected to be used in the instrument, which is fully shown in Appendix C.

#### Students' Perception of Parents

This instrument was designed to measure students' perception of (1) parental religious activity; (2) parental religious attitude; and (3) parental religious sincerity.

The instrument had three separate sets of nine questions; however, all twenty-seven questions were randomly placed in one questionnaire. Set one was designed to measure the observed religious activity of parents as perceived by students. Set two was a measure of the expressed perception of the students concerning their parents' religious attitudes. Set three was designed to allow the students to express their feelings about the sincerity of their parents' religious behavior.

Items for the three above sections were selected from a list formulated by twelve judges. Some of the items were very similar to those contained in the student scale.

Each of the three sections contained twenty-one items. These items were presented to a second panel of twelve judges (see Appendix B) who

were asked to place each item in rank order from most important to least important. The nine items for each category with the highest ranking went into the questionnaire (see Appendix C).

#### Item Classification

A panel of five judges, all members of the writer's graduate advisory committee, was asked to judge all items in the five-part schedule and make judgment as to item classification. The judges were asked to classify items into three categories: (1) activity, (2) attitude, or (3) sincerity. They were asked also to judge whether the item was stated in negative or positive form. In cases of disagreement, items were rephrased until all judges were in agreement.

#### Personal Values Test

The Allport, Vernon, Lindzey (4) Study of Values was used to determine the students' internalized religious values. According to its authors, this scale has as its aim the assessment of the relative prominence of six basic interests or motives in personality. These are the theoretical, economic, aesthetic, social, political, and religious. Each value measurement had twenty questions. Reliability of the scale was tested by the split-half reliability test and item analysis.

The Spearman Brown product moment correlations ranged from .84 on the theoretical to .95 on the religious scale. The mean reliability coefficient for all six value areas was .90. Repeat reliability coefficients at one-month and two-month intervals were .89 and .88, respectively.

The item analysis test was administered to 780 subjects of both sexes from six different colleges. This test indicated a positive

correlation of each item to the total score of the value area that is significant at the .01 level of confidence. The scale was validated by establishing norms for many groups whose characteristics were known.

For purposes of this study, the principal interest in the value scale was to determine the religious value score of the subjects as an item to be used in hypothesis testing.

#### Familism Scale

The familism scale developed by Bardis (5, pp. 340-341) contains sixteen items and is designed to measure cohesiveness or "in-group" feelings. Norms and validity were established through testing of groups of Greek gymnasium students; high school students in Detroit, Michigan; Methodist students; and Mennonite students.

Reliability coefficients using the split half (odd-even technique) gave a reliability coefficient of .77 in one test and .68 for men and .81 for women students in another study.

#### Test of Academic Ability (ACT)

The ACT test was not actually administered in this study. The scores were obtained from the Office of Student Affairs. Records of test performance were available only on those students who had enrolled at Oklahoma State University in their freshman year.

The American College Testing (ACT) Test of Academic Ability was developed as a tool to make assessments of the ability of entering students to do college work. The major portion of the battery consists of four tests - English, mathematics, social studies, and natural sciences. A composite, or average, of the four tests provides an over-all estimate of the students' ability to succeed academically in college. (2, p. 3)

The rationale for the ACT test is described in ACT Technical Report, 1965 edition. In a discussion of the assessment of the devices it is stated:

The fundamental idea underlying development of the four tests is that the best way to predict success in college is to measure as directly as possible the abilities the student will have to apply in his college work. This means the tasks presented in the test must be representative of scholastic tasks. (1, p. 4)

Norms for college-bound students on the ACT test were derived by testing 120,307 high school seniors during the school year 1959-60.

#### Socio-Economic Index

A two factor socio-economic index by August B. Hollingshead (19, p. 2) was used to determine socio-economic status of students. In describing the utility of the scale, Hollingshead said:

Occupation and education are the two factors utilized to determine social position. Occupation is presumed to reflect the skill and power individuals possess as they perform the many maintenance functions in the society. Education is believed to reflect not only knowledge, but also cultural tastes. The proper combination of these factors by the use of statistical techniques enable a researcher to determine within approximate limits the social position an individual occupies in the status structure of our society.

The developer of the index used factor analysis in the validation of the instrument.

#### Procedure Used in the Collection of Data

After it was determined that all 182 subjects would be utilized, a date was selected for a general meeting with the subjects. Four individual letters giving the time and location of the general meeting were written to the prospective subjects asking for their cooperation in the study. One letter was written by the Dean of Men at Oklahoma State

University, one was written by the Minister of Students of the Church of Christ, and two were written by the writer (see Appendix B).

Fifty per cent of the students responded to the general request. Those who did not respond by coming to the general meeting were contacted by telephone. An appointment for responding, giving time and place, was made, in which 20 per cent of the students cooperated. The remaining 30 per cent were contacted in person. Only three refused to cooperate, two did not complete the schedules sufficiently to be used, and five could not be contacted before the semester closed. The result was that 172 respondents out of the potential of 182 originally selected were obtained.

### Analysis of Data

#### Grouping of Data

In analyzing the data, the median statistic was used to segregate groups into high and low. Since the data are nonparametric, no scores were totaled to make this segregation. Inability to add scores within the instrument made the location of the median a much more difficult task. Each subject's score was recorded on a large tabulation sheet which listed individual items making up the instrument. Each item had a numerical score possibility range from a high of five to a low of one. This scoring procedure allowed for a high score of five on each of the nine items for a given subject. Conversely, the lowest possible score was a score of one on each of the nine items. Subjects did not respond with the same intensity to each item in the instrument; consequently, subjects' scores appeared with varying combinations of score values of one through five. The median determination was made by making an array

of the subjects' item scores. The first entries in the array were those having a numerical score of five for each of the nine items. The second series of entries were those having a score of five on eight items and a score of four on one. The process of entering diminishing scores in the array was continued until the midpoint of the number of respondents was reached, thus segregating the subjects into the two groups designated as high and low.

### Tests for Significance

The Mann Whitney U Test was used to determine significance of differences reported between the various groupings studied. According to Siegel (28, p. 116), the Mann Whitney U Test is one of the most powerful of the nonparametric tests, and it is a most useful alternate to the parametric  $t$  test when the researcher wishes to avoid the  $t$  test's assumptions, or when the measurement in the research is weaker than interval scaling.

In dealing with large samples ( $N_2$  larger than 20) Siegel (28) points out that as  $N_1$ ,  $N_2$  increase in size, the sampling distribution of U rapidly approaches the normal distribution, and when  $N_2 = 20$  we may determine the significance of an observed value of U by a formula that is solved for z. The  $N_2$  populations in this study were all above 20; therefore, all calculations were made in terms of z scores. A correction factor was also calculated and the formula used that took into account this correction factor. The formula for this calculation was taken from Siegel's book, Nonparametric Statistics for the Behavioral Sciences, page 125.

In viewing the significance of the value of U as determined by the z score, full consideration was given to direction stated and not stated

in the hypotheses. Those hypotheses indicating direction were tested with one-tailed statistical tests, and those with no direction indicated were subjected to a two-tailed test of significance. In both instances acceptability was set at the .05 level of probability. All statistical computations were made on the 1410 computer in the Oklahoma State University computer center.

The basic instruments used in this study were no more than ordinal; therefore, the data required nonparametric procedures in analysis. In the statistical treatment, each of the nine items making up the instrument was individually analyzed for its relationship to the various factors under consideration. In a sense, therefore, instead of a measurement instrument with nine items, there were nine individual measurements within the instrument.

#### Reliability and Validity

Instrument reliability and validity were concerns of the writer. To secure reliability, careful attention was given to wording, phrasing, pretesting, and revising. Mechanical errors were minimized by double checking and cross checking all scores. Instructions were standardized by printing them on the instrument, and items were randomly placed in the schedule to avoid possible response set.

To assure a degree of validity, all schedule items were evaluated by a panel of highly diversified and qualified judges (pp. 20-22). Only those items were included that the judges felt had high relevance to the area of investigation. Further efforts to establish reliability and validity, including statistical and quantitative measures, should be made before the findings are generalized beyond the population studied.

## CHAPTER III

### RESULTS OF THE STUDY

#### Variables

The primary focus in this study was upon two major dependent variables: (1) student overt activity as a religious function; and (2) student asserted feelings, or attitude, about selected religious items. Each dependent variable was composed of nine individual items. Each item was subjected to statistical evaluation in relation to fourteen independent variables.

The task was to determine if measured differences in student religious activity and attitude were statistically significant when examined in relation to each of the fourteen selected independent variables.

#### Descriptive Data

Before an attempt is made to study any of the interrelation of the items, it should be of interest to take a look at some of the basic data collected. The subjects were unmarried; were from eighteen to twenty-five years of age; came from both rural and urban background; lived in college dormitories, sororities, fraternities, and off-campus housing; represented five socio-economic status levels; were enrolled in six colleges within Oklahoma State University; and were distributed sexwise

as ninety-five males and seventy-seven females. These characteristics are shown in tabular form in Appendix A. Two major sets of basic data collected from these students were: their religious activity and their religious attitude. Other sets of data collected were religious values, family cohesiveness, academic ability, and perceptions about their parents' religiosity.

### Student Activity

The activity data reflect frequency of participation in activity measured on a five-point scale. The subjects were asked to indicate the frequency of participation by checking one of five possible choices: (1) always, (2) usually, (3) occasionally, (4) rarely, and (5) never.

The activity item checked most frequently was: "Do you take communion on Sunday?" One hundred-sixteen subjects indicated that they always participated in this activity; only six said they never did. The activity item getting the lowest consistent response was: "Do you attend special and/or evangelistic church services?" Only five subjects answered always, and forty-seven indicated that they never did. Table I shows the variability of response to the nine selected activity items.

### Student Attitude

Student attitude reflects the degree of agreement or disagreement with nine selected items of opinion. Subjects were asked to react to attitude statements on a five-point scale: (1) strong agreement, (2) mild agreement, (3) neutral, (4) mild disagreement, and (5) strong disagreement.

The student attitude answers tended to cluster tightly toward the agreement end of the scale. The highest ranking attitude expressed,

TABLE I  
STUDENT RELIGIOUS ACTIVITY  
(N = 172)

Items of Religious Activity	Reported Levels of Consistency of Participation				
	Always	Usually	Occasionally	Rarely	Never
1. Do you take communion on Sunday?	116	22	9	19	6
2. Do you attend Sunday morning Bible class?	58	34	25	34	21
3. Do you let it be known that you will work in the church?	29	40	20	32	51
4. Do you attend midweek church services?	25	37	32	40	38
5. Do you give a definite percentage of income to the church?	16	50	22	39	45
6. Do you attend Sunday evening services?	30	42	20	48	32
7. Do you attend Sunday morning services?	96	38	15	19	4
8. Do you attend special and/or evangelistic church services?	5	47	40	33	47
9. Do you invite friends to attend church services?	51	40	47	22	12

"One should give God an important place in his life," was accepted in strong agreement by 159 subjects, with none in strong disagreement. There were only four subjects who checked the neutral position. The least selected item was: "One should always study his Bible lesson." A total of 110 subjects were in strong agreement, and only one expressed strong disagreement. Table II shows the variability in student-reported religious attitude.

#### Student Perceptions of Parents

A complete picture of how students perceive the religiosity of their parents is shown in Tables III and IV. The data show that students tend to perceive mothers to be more active than fathers. Although some fathers were perceived to be just as active as mothers, there were more students who rated mothers to be highly active than there were students who rated fathers to be highly active. The same kind of difference is also apparent in the students' perceptions about their parents' religious sincerity. More students reported mothers to be highly sincere than reported fathers to be highly sincere. The significance of these differences will appear in later analysis.

#### Students' Overt Religious Activity

##### Student Activity by Perceived Activity of Students' Parents

Hypothesis one stated that students who perceived their parents to be high in religious activity would be significantly higher in their own religious activity than would students who perceived their parents to be low in religious activity.

The data, in general, force the rejection of this hypothesis for the mothers. Only two items of the nine in the instrument used show any

TABLE II  
STUDENT RELIGIOUS ATTITUDE  
(N = 172)

Items of Religious Attitudes	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
1. One should give God an important place in his life.	159	9	4	0	0
2. One should find comfort and satisfaction in thinking about God.	123	36	9	3	1
3. One should pray to God regardless of the size of his problem.	128	26	11	5	2
4. Teaching others should be a concern of the lay individual.	126	34	11	1	0
5. Personal prayer should be a daily practice.	135	17	18	1	1
6. Christians should encourage and support each other.	142	23	4	2	1
7. One should always study his Bible lesson.	110	42	17	2	1
8. Love should not be restricted to a few who are like minded.	131	29	6	2	4
9. Bible study should not be postponed until after college graduation.	116	33	10	5	8

TABLE III

PERCEIVED RELIGIOUS ACTIVITY OF PARENTS  
(Fathers N = 167, Mothers N = 171)

Items of Parental Activity	Students Perceiving Different Intensity of Religious Activity by Their Parents During Students' High School Days (F = Fathers, M = Mothers)									
	Strong		Mild		Neutral		Mild		Strong	
	Agreement		Agreement		Neutral		Disagreement		Disagreement	
	F	M	F	M	F	M	F	M	F	M
1. Taught us the Bible.	28	61	39	78	33	21	30	7	37	4
2. Studied the Bible often (each week or more frequently).	63	72	18	55	25	19	19	17	42	8
3. Made a special effort to attend church on Sunday night if forced to miss Sunday morning.	103	130	16	12	13	9	12	14	23	6
4. Liberally and freely gave money to support the church.	118	144	18	17	21	6	3	0	7	4
5. Invited and brought friends to church.	59	89	34	47	31	15	20	7	23	13
6. Prayed for the children to my knowledge.	72	105	23	30	32	20	19	8	21	8
7. Often helped other people with their problems.	80	89	53	64	19	10	5	6	10	2
8. Always took communion when possible.	123	149	5	9	19	4	7	2	13	7

TABLE III, Continued

Items of Parental Activity	Students Perceiving Different Intensity of Religious Activity by Their Parents During Students' High School Days (F = Fathers, M = Mothers)									
	Strong		Mild		Neutral		Mild		Strong	
	<u>Agreement</u>		<u>Agreement</u>		<u>Neutral</u>		<u>Disagreement</u>		<u>Disagreement</u>	
	F	M	F	M	F	M	F	M	F	M
9. Was always active in the work of the church.	62	79	29	54	16	13	15	16	46	9

TABLE IV

PERCEIVED RELIGIOUS SINCERITY OF PARENTS  
(Fathers N = 167, Mothers N = 171)

Items of Parental Sincerity	Students Perceiving Different Intensity of Feelings About Parents' Religious Sincerity While Students Were Still in High School (F = Fathers, M = Mothers)									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	F	M	F	M	F	M	F	M	F	M
1. Religious activity was more to please mate than to please God.	6	1	10	4	25	8	16	16	110	142
2. Failed to practice what he preached. Made children go to Bible class but did not go himself.	11	7	17	5	16	3	20	18	103	138
3. Drank alcoholic beverages but tried to keep it a secret from other church members.	3	2	8	3	12	5	15	4	129	157
4. Had a Sunday religion that was not evident any other day in the week.	3	2	12	3	20	5	26	21	106	140
5. Seemed to put on an act of being religious when the preacher or other church members were around.	3	1	7	7	14	7	24	23	119	133
6. Missed church in order to work on Sunday when it was not necessary.	13	3	22	5	7	4	18	18	108	141

TABLE IV, Continued

Items of Parental Sincerity	Students Perceiving Different Intensity of Feelings About Parents' Religious Sincerity While Students Were Still in High School (F = Fathers, M = Mothers)									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	F	M	F	M	F	M	F	M	F	M
7. Practiced religion only for what financial benefit could be obtained from it.	0	1	1	0	4	3	6	4	156	163
8. Preached Christian duties but resented any personal inconveniences when asked to help.	5	1	8	7	25	10	34	35	95	118
9. Was too busy to go to church but found plenty of time to spend on favorite hobby or recreation.	14	4	7	4	12	4	24	15	110	144

relationship between students' activity and the mothers' activity. The reader should note, however, that the same items showing a positive relationship to perceptions about mothers are also discriminating items showing relationship to perceptions about fathers. The discriminating items are concerned with Sunday morning church attendance and taking communion. Students who perceived mothers to be high in religious activity were decidedly more active in Sunday morning church attendance and in taking communion weekly than were students who perceived their mothers to be low in religious activity.

The hypothesis is acceptable for the fathers to a much greater extent than for the mothers. For the fathers, significant differences were found in six of the nine items in the instrument. Students who perceived their fathers to be high in religious activity were significantly higher in six specific activities than were students who perceived their fathers to be low in religious activity. The items that showed discriminations were all above the .05 probability level for a one-tailed test. These six significant items were: (1) taking communion on Sunday; (2) attending Sunday morning Bible class; (3) letting it be known that they wanted to work in the church; (4) giving a definite percentage of their income to the church; (5) attending Sunday morning worship services; and (6) inviting friends to attend religious functions.

Tables V and VI present the specific data about student perceptions in relation to their own religious activity for mothers and fathers, respectively.

Instead of adding all the items within the instrument, each individual item was examined on its own merit. In this context it can be said that hypothesis one is accepted for six student activity items

TABLE V

RELIGIOUS ACTIVITY BY PERCEIVED RELIGIOUS ACTIVITY OF MOTHERS  
(N = 171)

Items of Religious Activity	Intensity of Students' Activity in Relation to Activity of Mothers										z Score	P**
	High Activity					Low Activity						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	64	8	3	9	2	53	13	6	10	4	1.751	.04
2. Attend Bible class on Sunday.	34	16	11	15	10	24	17	14	19	11	1.390	ns
3. Present selves for work in church.	20	22	9	13	22	9	18	11	19	28	0.596	ns
4. Attend midweek church services.	13	15	15	25	18	12	22	17	14	20	0.649	ns
5. Give a definite percentage of income to the church.	12	24	9	19	22	3	26	13	20	23	1.046	ns
6. Attend Sunday evening worship.	18	19	8	26	15	12	23	12	21	17	1.298	ns
7. Attend Sunday morning worship.	58	12	5	9	2	38	25	10	10	2	2.528	.005
8. Attend special and/or evangel- istic services.	5	25	19	17	20	0	22	21	15	27	1.511	ns
9. Invite friends to attend church.	28	22	22	8	6	22	18	25	14	6	0.187	ns

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

ns = Nonsignificant

TABLE VI  
 RELIGIOUS ACTIVITY BY PERCEIVED RELIGIOUS ACTIVITY OF FATHERS  
 (N = 167)

Items of Religious Activity	Intensity of Students' Activity in Relation to Activity of Fathers										z Score	P**
	High Activity					Low Activity						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	67	8	3	4	2	47	14	6	13	3	3.227	.0007
2. Attend Bible class on Sunday.	37	15	10	14	8	21	18	15	17	12	2.284	.01
3. Present selves for work in church.	18	24	9	12	21	11	16	10	19	27	1.794	.03
4. Attend midweek church services.	9	17	16	25	17	16	17	16	15	19	1.048	ns
5. Give a definite percentage of income to church.	7	33	12	16	16	8	17	10	22	26	2.300	.02
6. Attend Sunday evening worship.	16	23	9	24	12	14	17	11	23	18	0.861	ns
7. Attend Sunday morning worship.	59	13	5	6	1	35	25	10	11	2	3.475	.0003
8. Attend special and/or evangelistic services.	2	25	18	17	22	3	20	22	15	23	0.266	ns
9. Invite friends to attend church.	31	20	19	11	3	19	19	27	11	7	1.704	.04

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

and rejected for three items in terms of perception of fathers' religious activity. At the same time, it can be accepted for only two student activity items and rejected on seven activity items in terms of perception of mothers' religious activity.

#### Perception of Parental Religious Sincerity

Hypothesis two postulates that students who perceive their parents to be high in religious sincerity will be significantly higher in their religious activity than will students who perceive their parents to be low in religious sincerity.

In looking at the individual items of student religious activity, there were none that discriminated differences in patterns of religious activity in relation to perceived sincerity of mothers. Therefore, hypothesis two must be rejected in terms of the students' mothers.

Students' perception of fathers gives a slightly different result. Four out of the nine items were found to discriminate between high and low active students. The hypothesis, therefore, is acceptable for four items and is rejected on the basis of five items. The discriminating items were: (1) taking communion on Sunday; (2) presenting self as a willing worker in the church; (3) giving a specified percentage of income to the church; and (4) attending Sunday morning worship services. Tables VII and VIII present the above data.

#### Family Cohesiveness

Hypothesis three proposes that students measuring high in familism (family cohesiveness) will be significantly more active in religious activity than will students who score low in familism. The data in this study fail to confirm this hypothesis. The differences shown in

TABLE VII  
RELIGIOUS ACTIVITY BY PERCEIVED RELIGIOUS SINCERITY OF MOTHERS  
(N = 170)

Items of Religious Activity	Intensity of Students' Activity in Relation to Sincerity of Mothers										z Score	P**
	High Sincerity					Low Sincerity						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	61	7	4	11	2	55	14	5	8	3	0.719	.ns
2. Attend Bible class on Sunday.	33	17	11	16	8	25	16	14	17	13	1.501	ns
3. Present selves for work in church.	19	21	8	19	27	10	19	12	22	22	0.245	ns
4. Attend midweek church services.	13	18	19	20	25	12	19	13	19	22	0.812	ns
5. Give a definite percentage of income to the church.	9	29	12	12	27	6	21	9	27	18	0.466	ns
6. Attend Sunday evening worship.	18	22	8	21	16	12	20	12	25	16	0.686	ns
7. Attend Sunday morning worship.	55	12	6	10	2	41	25	9	8	2	1.602	ns
8. Attend special and/or evangelistic services.	4	25	17	16	23	1	22	23	16	23	0.545	ns
9. Invite friends to attend church.	29	23	18	9	6	21	17	29	12	6	1.008	ns

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

TABLE VIII  
RELIGIOUS ACTIVITY BY PERCEIVED RELIGIOUS SINCERITY OF FATHERS  
(N = 167)

Items of Religious Activity	Intensity of Students' Activity in Relation to Sincerity of Fathers										z Score	P**
	High Sincerity					Low Sincerity						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	64	9	3	4	3	50	13	6	13	2	2.442	.007
2. Attend Bible class on Sunday.	34	16	11	11	11	24	17	14	20	9	1.455	ns
3. Present selves for work in church.	19	22	9	10	23	10	18	10	21	25	1.795	.03
4. Attend midweek church services.	12	15	17	24	15	13	19	15	16	21	0.077	ns
5. Give a definite percentage of income to the church.	9	30	10	17	17	6	20	12	21	25	2.041	.02
6. Attend Sunday evening worship.	17	22	11	21	12	13	18	9	26	18	1.602	ns
7. Attend Sunday morning worship.	56	16	4	5	2	38	22	11	12	1	2.934	.001
8. Attend special and/or evangelistic services.	3	24	17	16	23	2	21	23	16	22	0.177	ns
9. Invite friends to attend church.	28	20	20	9	6	22	19	26	13	4	0.852	ns

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

students' family cohesiveness were not found to differ more than chance when analyzed in relationship to each of the nine items of the student overt religious activity instrument. Hypothesis three, therefore, is rejected. Table IX shows these data.

#### Students' Religious Values

Hypothesis four sets forth the proposition that students whose religious value score was high, as measured on the Allport, Vernon, Lindzey scale of values, would be significantly higher in their religious activity score than would students who scored low in religious value. The data in this study are in support of this hypothesis. All items in the student religious activity instrument did discriminate between high and low scoring students on the Allport, Vernon, Lindzey scale of values. Data shown in Table X support the hypothesis at a high level of confidence. The probability is .01 or greater in eight of the nine items. The last item also makes a positive discrimination, with a z score value of 1.64 with a probability of .05. This is just at the predetermined level of acceptance; therefore, the entire instrument discriminates at an acceptable level.

#### Personal Religious Attitudes

The personal religious attitude refers to the students' expressed attitude in reference to nine religious items. Hypothesis five states that students who score high in expressed religious attitude will be significantly higher in their religious activity than students who score low in personally expressed religious attitude.

The data support this proposition without exception. All nine items of the activity scale discriminate at a high level of confidence

TABLE IX  
RELIGIOUS ACTIVITY BY FAMILISM OF STUDENTS  
(N = 172)

Items of Religious Activity	Intensity of Students' Activity in Relation to Familism Score										z Score	P**
	High Familism					Low Familism						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	60	11	6	6	3	56	11	3	13	3	1.115	ns
2. Attend Bible class on Sunday.	30	16	16	15	9	28	18	9	19	12	0.400	ns
3. Present selves for work in church.	17	19	9	17	24	12	21	11	15	27	0.511	ns
4. Attend midweek church services.	12	17	21	18	18	13	20	11	22	20	0.122	ns
5. Give definite percentage of income to the church.	9	26	12	20	19	7	24	10	19	26	0.831	ns
6. Attend Sunday evening worship.	19	16	14	23	14	11	26	6	25	18	0.879	ns
7. Attend Sunday morning worship.	46	22	7	8	3	50	16	8	11	1	0.579	ns
8. Attend special and/or evangelistic services.	3	23	22	11	27	2	24	18	22	20	0.285	ns
9. Invite friends to attend church.	29	18	25	8	6	22	22	22	14	6	1.027	ns

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

TABLE X

RELIGIOUS ACTIVITY BY INTERNALIZED RELIGIOUS VALUE  
 Basis - Allport, Vernon, Lindzey Scale of Values  
 (N = 169)

Items of Religious Activity	Intensity of Students' Activity in Relation to Internalized Religious Value										z Score	P**
	High Value					Low Value						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	67	7	2	4	3	48	14	7	15	2	3.006	.001
2. Attend Bible class on Sunday.	32	21	12	6	12	25	13	12	27	9	2.278	.01
3. Present selves for work in church.	23	22	11	9	18	6	18	8	23	31	4.080	.00003
4. Attend midweek church services.	20	22	15	16	10	4	15	17	22	28	4.841	.00003
5. Give definite percentage of income to the church.	11	34	7	11	18	4	15	15	28	26	3.058	.001
6. Attend Sunday evening worship.	21	25	12	11	14	9	17	8	34	18	3.107	.001
7. Attend Sunday morning worship.	59	17	1	3	3	36	20	13	16	1	3.690	.0001
8. Attend special and/or evangel- istic services.	4	33	18	13	15	1	14	21	19	31	4.110	.00003
9. Invite friends to attend church.	27	18	29	4	5	24	21	17	17	7	1.644	.05

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

(.003 or less). Therefore, hypothesis five is accepted. Data in Table XI show this relationship.

### School Enrollment

Hypothesis six allowed for inquiry into religious activity in relation to student enrollment in different schools on the campus. The hypothesis proposed that there would be significant differences in religious activity of students in relationship to the school in which the students were enrolled. Since this is a nondirectional hypothesis, a two-tailed test for significance was used. The data agree in part with the hypothesis. Some differences were noted. In reviewing the data, students enrolled in the School of Education seemed to have a tendency to be more active in religious participation than students in other schools. This generalization is made with limitation. In the cases where differences were found to be significant, it was generally in favor of those students enrolled in Education. Out of all possible comparisons of the six schools in relation to the nine items of religious activity, only eight significant differences were found. Seven out of these eight differences involved the School of Education, with students in this school being the most highly active. The only exception was that one significant difference was found between students in Engineering and students in Business. In this case the students in Engineering were more inclined to present themselves as available to work in the church than were students in Business. This difference was significant at the .04 level. Students in Education were found to be more active than students in the School of Arts and Sciences in three activity items:

- (1) taking communion on Sunday .04 level;
- (2) attending Sunday evening

TABLE XI  
RELIGIOUS ACTIVITY BY EXPRESSED RELIGIOUS ATTITUDE  
(N = 172)

Items of Religious Activity	Intensity of Students' Activity in Relation to Expressed Religious Attitude										z Score	P**
	High Attitude					Low Attitude						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	62	11	3	8	2	47	14	8	10	7	3.114	.001
2. Attend Bible class on Sunday.	38	19	10	10	9	30	15	14	24	13	2.976	.001
3. Present selves for work in church.	23	25	6	11	21	7	15	13	22	29	3.388	.0005
4. Attend midweek church services.	20	25	15	16	10	7	13	16	23	27	4.070	.00003
5. Give definite percentage of income to the church.	13	35	9	12	17	4	15	10	28	29	3.477	.0003
6. Attend Sunday evening worship.	20	27	12	14	13	9	14	10	31	22	3.354	.0005
7. Attend Sunday morning worship.	61	15	4	5	1	34	24	11	13	4	3.511	.0002
8. Attend special and/or evangelistic services.	5	30	20	11	20	2	15	20	21	28	2.877	.002
9. Invite friends to attend church.	31	22	26	2	5	19	17	20	20	10	2.741	.003

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

worship services .05 level; and (3) inviting friends to attend church .003 level.

Students in Education were found to be more active than students in Agriculture in three activity items: (1) attendance at midweek church services .05 level; (2) attendance at Sunday evening worship services .009 level; and (3) inviting friends to attend church .02 level.

Students in Education were more highly active than students in Engineering in the activity item of inviting friends to church. This difference was significant at the .005 level. Although students in Education were more active than Engineering students in the above factor, the Engineering students were found to be more active than students in the School of Business when it came to presenting themselves to be available to work in the church. This difference was significant at the .04 level.

Table XII presents only those data from the basic table in which significant differences were found to exist.

On the basis of these data, the hypothesis is neither completely rejected nor completely accepted.

There appear to be some real differences in church-related activity between students enrolled in different schools on the campus for five of the nine activity items.

#### Student Grade Classification

Hypothesis seven states that there will be significant differences in student religious activity between students of freshman, sophomore, junior, senior, and graduate classification.

TABLE XII

RELIGIOUS ACTIVITY BY SCHOOLS IN WHICH STUDENTS WERE ENROLLED  
 (Arts and Sciences N = 47, Agriculture N = 24, Business N = 28, Education N = 25  
 Engineering N = 25, Home Economics N = 21)

Items of Religious Activity	Intensity of Students' Activity in Relation to School Enrollment										z Score	P**	
	Schools with Stu- dents Showing High Activity					Schools with Stu- dents Showing Low Activity							
	*A	B	C	D	E	A	B	C	D	E			
1. Take communion on Sunday.	21	<u>Education</u> 3 0 1 0					<u>Arts and Sciences</u> 30 5 2 7 3					1.986	.047
2. Attend Bible class on Sunday.	No Discriminations.												
3. Present selves for work in church.	3	<u>Engineering</u> 10 5 4 3					<u>Business</u> 4 5 1 7 11					2.014	.044
4. Attend midweek church services.	4	<u>Education</u> 8 5 4 4					<u>Agriculture</u> 2 2 8 4 8					1.967	.05
5. Give definite percentage of income to the church.	No discriminations.												
6. Attend Sunday evening worship.	8	<u>Education</u> 7 2 6 2					<u>Arts and Sciences</u> 10 6 6 14 11					1.960	.05
	8	<u>Education</u> 7 2 6 2					<u>Agriculture</u> 2 5 2 8 7					2.580	.009
7. Attend Sunday morning worship.	No discriminations.												

TABLE XII, Continued

Items of Religious Activity	Intensity of Students' Activity in Relation to School Enrollment										z Score	P**
	Schools with Students Showing High Activity					Schools with Students Showing Low Activity						
	*A	B	C	D	E	A	B	C	D	E		
8. Attend special and/or evangelistic services.	No Discriminations.											
9. Invite friends to attend church.	14	<u>Education</u>				11	<u>Arts and Sciences</u>				2.944	.003
		5	3	2	1		<u>Agriculture</u>					
	14	5	3	2	1	5	7	8	3	1	2.258	.024
	14	<u>Education</u>				3	<u>Engineering</u>				2.819	.005
		5	3	2	1	3	9	7	5	1		

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A two-tailed test. Probability level of .05 or less (z score 1.96 or higher) is considered significant.

Distribution of subjects into the four undergraduate classifications was quite uniform. Beginning with the freshman year and moving progressively to the senior year, there were forty-six, forty-five, forty-three, and thirty-two students, respectively, in each grade classification. There were only six graduate students.

The data do not support the hypothesis. There were no significant differences in religious activities between the different grade classifications. To present the tabular data here would only occupy space and tend to redundancy. The reader is referred to the basic data tables in Appendix A for review of the clusters of loading on each of the activity items under consideration.

#### Academic Ability

ACT test data were available on ninety-eight subjects. Only those students who were enrolled at Oklahoma State University during their freshman year could be included in this phase of the study. ACT test scores were not available on transfer students. Hypothesis eight concerns the academic ability of students as measured by the ACT test. The proposition was that students who scored high in academic ability would be significantly higher in religious activity than would students who scored low in academic ability.

The data do not support the position; therefore, the hypothesis is rejected. There is no significant difference in student religious activity between students who score high in academic ability and students who score low in academic ability. Table XIII shows these data to be quite variable but with no distinct loading in either direction.

TABLE XIII

RELIGIOUS ACTIVITY BY ACADEMIC ABILITY (ACT TEST)  
(N = 98)

Items of Religious Activity	Intensity of Students' Activity in Relation to Academic Ability										z Score	P**
	High Ability					Low Ability						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	33	6	2	6	2	31	6	4	7	1	0.360	ns
2. Attend Bible class on Sunday.	16	5	11	10	7	14	13	8	9	5	1.110	ns
3. Present selves for work in church.	8	12	5	10	14	8	9	3	8	21	0.961	ns
4. Attend midweek church services.	4	12	10	14	9	4	8	6	14	17	0.695	ns
5. Give definite percentage of income to the church.	7	19	4	7	12	2	16	7	10	14	1.211	ns
6. Attend Sunday evening worship.	8	11	6	16	8	5	7	6	16	15	0.497	ns
7. Attend Sunday morning worship.	25	15	3	4	2	24	8	8	7	2	0.143	ns
8. Attend special and/or evangelistic services.	0	15	10	14	10	2	13	9	10	15	0.134	ns
9. Invite friends to attend church.	20	8	15	4	2	14	13	15	5	2	0.270	ns

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

### Housing of Students

Three principal housing arrangements were found to exist among the subjects in this study. Ninety-seven lived in dormitories, sixty lived off campus, and fifteen lived in fraternities or sororities. Hypothesis nine stated that there would be significant differences in religious activity of college students who live in these different housing facilities. This is a nondirectional hypothesis and is, therefore, subjected to a two-tailed test for significance.

The data do not support the hypothesis except in two items of the instrument. Both the students living in dormitories and those living off campus were significantly more active than students who lived in Greek letter housing in attending Sunday evening worship services. This difference was supported at a probability level of .002 and .004, respectively.

Dormitory students were also much more highly active in inviting friends to church service than were students who lived in off-campus housing. This difference was supported at a probability level of .001.

Table XIV presents the data that discriminate these differences. To show all the data in this analysis would require three tables, most of which would involve no difference. The interested reader is referred to basic data tables in Appendix A.

### Sex Differences

Hypothesis ten expressed the prediction that female subjects would score significantly higher in religious activity than would male subjects. This hypothesis was supported in three of the nine activity items. Female subjects were significantly more active than male students in:

TABLE XIV

RELIGIOUS ACTIVITY BY COLLEGE COMMUNITY HOUSING FACILITIES  
(Dormitory N = 97, Off-campus N = 60, Greek Letter N = 15)

Items of Religious Activity	Intensity of Students' Activity in Relation to Housing Facilities										z Score	P**
	Housing with High Active Students					Housing with Low Active Students						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	No Discriminations.											
2. Attend Bible class on Sunday.	No Discriminations.											
3. Present selves for work in church.	No Discriminations.											
4. Attend midweek church services.	No Discriminations.											
5. Give definite percentage of income to church.	No Discriminations.											
6. Attend Sunday evening worship.	<u>Dormitory</u>					<u>Greek Letter</u>					2.986	.002
	21	22	12	26	16	1	0	0	9	5		
	<u>Off-campus</u>					<u>Greek Letter</u>					2.820	.004
	8	20	8	13	11	1	0	0	9	5		
7. Attend Sunday morning worship.	No Discriminations.											
8. Attend special and/or evangelistic services.	No Discriminations.											



(1) attending Sunday morning worship; (2) attending special and/or evangelistic services; and (3) inviting friends to attend services with them. All three differences were significant beyond the .03 level of confidence. Table XV gives the data upon which the findings are based.

#### Socio-Economic Level

Hypothesis eleven sets forth the expectation that students in different socio-economic levels will differ significantly in intensity of overt religious activity. This hypothesis is tested as a nondirectional proposition. A two-tailed test for significance was used. The data tend to confirm the notion, and the hypothesis is, therefore, acceptable with some limitations. Six out of the nine items in the activity instrument made discriminations. In each case discrimination tended toward the middle area of socio-economic levels in that the lower activity was toward the extremes in socio-economic levels. Significant differences were found in the following areas: (1) attendance at Bible class; (2) presenting self available to work in the church; (3) attendance at midweek services; (4) giving a definite percentage of income; (5) attendance at Sunday evening worship services; and (6) attendance at special and/or evangelistic services.

There were five socio-economic classifications. For each of these five there were ten comparisons made. Each was tested by the nine individual activity items, making a total of ninety combinations tested. Only ten were found to show significance in differences. The combinations showing differences are shown in Table XVI.

#### Rural - Urban Background

Hypothesis twelve proposed that students reared in a rural setting

TABLE XV

RELIGIOUS ACTIVITY BY SEX OF THE STUDENTS  
(Male N = 95, Female N = 77)

Items of Religious Activity	Intensity of Students' Activity in Relation to Sex of Students										z Score	P**
	Male Students					Female Students						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	61	10	7	13	4	55	12	2	6	2	1.283	ns
2. Attend Bible class on Sunday.	30	18	12	24	11	28	16	13	10	10	0.941	ns
3. Present selves for work in church.	15	22	12	15	31	14	18	8	17	20	0.601	ns
4. Attend midweek church services.	11	21	20	24	19	14	16	12	16	19	0.264	ns
5. Give definite percentage of income to the church.	5	28	18	21	23	11	22	4	18	22	0.317	ns
6. Attend Sunday evening worship.	12	23	16	26	18	18	19	4	22	14	1.007	ns
7. Attend Sunday morning worship.	48	20	12	12	3	48	18	3	7	1	1.857	.03
8. Attend special and/or evangelistic services.	1	23	21	18	52	4	24	19	15	15	2.240	.01
9. Invite friends to attend church.	18	21	31	15	10	33	19	16	7	2	3.892	.00007

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

TABLE XVI

RELIGIOUS ACTIVITY BY SOCIO-ECONOMIC LEVEL  
 (Level One N = 20, Level Two N = 16, Level Three N = 56  
 Level Four N = 51, Level Five N = 27)

Items of Religious Activity	Intensity of Students' Activity in Relation to Socio-Economic Level										z Score	P**
	Socio-Economic Levels with High Active Students					Socio-Economic Levels with Low Active Students						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	No Discriminations.											
2. Attend Bible class on Sunday.	21	<u>Level Three</u> 14 9 8 4				3	<u>Level Two</u> 2 3 4 4				2.076	.03
3. Present selves for work in church.	13	<u>Level Three</u> 15 6 12 10				5	<u>Level Four</u> 11 5 9 21				2.819	.005
4. Attend midweek church services.	7	<u>Level Three</u> 14 10 11 14				11	<u>Level Two</u> 15 10 12 3				2.044	.04
	11	<u>Level Four</u> 15 10 12 3				2	<u>Level One</u> 2 5 5 6				2.713	.006
	11	<u>Level Four</u> 15 10 12 3				1	<u>Level Two</u> 1 2 5 7				2.580	.009
	11	<u>Level Four</u> 15 10 12 3				7	<u>Level Three</u> 14 10 11 14				2.344	.019
	11	<u>Level Four</u> 15 10 12 3				3	<u>Level Five</u> 4 5 7 8				2.171	.02

TABLE XVI, Continued

Items of Religious Activity	Intensity of Students' Activity in Relation to Socio-Economic Level										z Score	P**	
	Socio-Economic Levels with High Active Students					Socio-Economic Levels with Low Active Students							
	*A	B	C	D	E	A	B	C	D	E			
	<u>Level Three</u>					<u>Level Four</u>							
5. Give definite percentage of income to the church.	6	18	9	14	9	3	9	5	13	21	2.167	.03	
		<u>Level Three</u>					<u>Level Four</u>						
6. Attend Sunday evening worship.	10	14	7	19	6	11	13	3	13	11	2.168	.03	
7. Attend Sunday morning worship.	No Discriminations.												
	<u>Level Three</u>					<u>Level Five</u>							
8. Attend special and/or evangelistic services.	1	18	16	13	8	1	5	8	1	12	2.046	.04	
9. Invite friends to attend church.	No Discriminations.												

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

would be more active religiously than would students reared in urban areas; however, the data do not support this hypothesis. With one exception, there was no significant difference in religious activity between subjects who were reared in urban areas and those subjects reared in rural areas. Rural subjects did show a significantly higher rate of attendance at Sunday morning Bible class than did urban-reared subjects. The hypothesis is acceptable for this one item only and is rejected for the remaining eight items. Table XVII gives the data concerning this proposition.

#### Students' Expressed Religious Attitude

##### Perceived Religious Activity of Subjects' Parents

Hypothesis thirteen states that students who perceive their parents to be high in religious activity will have a significantly higher rated religious attitude than those students who view their parents as being low in religious activity. Three out of nine items were found to discriminate between students of high attitude and those of low attitude in relation to perceptions about their fathers and mothers. Two of the items were in common. One item applied only to fathers, and one item was specific for mothers. In relation to perception about fathers, there was a distinct difference in the feeling that "teaching others should be a concern of the lay individual." In relation to perception about mothers, there was a significant difference in the feeling that "one should pray to God regardless of the size of the problem." The two items that discriminated in common for each parental relationship were: (1) Personal prayer should be a daily practice. (2) One should always study his Bible lesson. Tables XVIII and XIX show the expressed

TABLE XVII

RELIGIOUS ACTIVITY BY RURAL AND URBAN BACKGROUND  
(Rural N = 79, Urban N = 93)

Items of Religious Activity	Intensity of Students' Activity in Relation to Rural and Urban Background										Score	P**
	Rural Background					Urban Background						
	*A	B	C	D	E	A	B	C	D	E		
1. Take communion on Sunday.	56	8	2	10	3	60	14	7	9	3	0.640	ns
2. Attend Bible class on Sunday.	33	11	14	15	6	25	23	11	19	15	1.805	.03
3. Present selves for work in church.	15	20	8	17	29	24	20	12	15	32	1.249	ns
4. Attend midweek church services.	8	18	18	19	16	17	19	14	21	22	0.336	ns
5. Give definite percentage of income to the church.	7	24	8	16	24	9	26	14	23	21	0.538	ns
6. Attend Sunday evening worship.	11	24	7	22	15	19	18	13	26	17	0.192	ns
7. Attend Sunday morning worship.	43	18	6	10	2	53	20	9	9	2	0.388	ns
8. Attend special and/or evangel- istic services.	4	22	20	12	21	1	25	20	21	26	0.940	ns
9. Invite friends to attend church.	18	22	27	9	3	33	18	20	13	9	0.500	ns

\*A = Always, B = Usually, C = Occasionally, D = Rarely, E = Never

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

TABLE XVIII

RELIGIOUS ATTITUDES BY PERCEIVED RELIGIOUS ACTIVITY OF FATHERS  
(N = 167)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Activity of Fathers										z Score	P**
	High Activity					Low Activity						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	77	4	3	0	0	78	4	1	0	0	0.604	ns
2. One should find comfort and satisfaction in thinking about God.	64	17	2	1	0	55	19	6	2	1	1.593	ns
3. One should pray to God regardless of the size of his problem.	68	7	5	2	2	57	17	6	3	0	1.601	ns
4. Teaching others should be a concern of the lay individual.	68	9	6	1	0	55	23	5	0	0	1.876	.03
5. Personal prayer should be a daily practice.	72	5	5	1	1	59	12	12	0	0	2.167	.01
6. Christians should encourage and support each other.	73	6	3	2	0	65	16	1	0	1	0.794	ns
7. One should always study his Bible lesson.	60	15	8	1	0	47	25	9	1	1	1.840	.03
8. Love should not be restricted to a few who are like minded.	60	11	4	0	3	61	17	2	2	1	0.623	ns

TABLE XVIII, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Activity of Fathers											z Score	P**
	High Activity					Low Activity							
	*A	B	C	D	E	A	B	C	D	E			
9. Bible study should not be postponed until after college graduation.	58	13	5	3	5	54	19	5	2	3	0.268	ns	

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement  
 \*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

TABLE XIX

RELIGIOUS ATTITUDES BY PERCEIVED RELIGIOUS ACTIVITY OF MOTHERS  
(N = 170)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Activity of Mothers										z Score	P**
	High Activity					Low Activity						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	81	4	1	0	0	77	5	3	0	0	0.908	ns
2. One should find comfort and satisfaction in thinking about God.	66	14	5	0	1	56	22	4	3	0	1.498	ns
3. One should pray to God regardless of the size of his problem.	66	14	3	3	0	61	12	8	2	2	1.950	.02
4. Teaching others should be a concern of the lay individual.	67	14	5	0	0	58	20	6	1	0	1.414	ns
5. Personal prayer should be a daily practice.	73	8	4	1	0	61	9	14	0	1	2.202	.01
6. Christians should encourage and support each other.	76	8	2	0	0	65	15	2	2	1	0.781	ns
7. One should always study his Bible lesson.	62	18	6	0	0	48	23	11	2	1	2.321	.01
8. Love should not be restricted to a few who are like minded.	68	10	4	0	4	62	19	2	2	0	0.680	ns

TABLE XIX, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Activity of Mothers										z Score	P**
	High Activity					Low Activity						
	*A	B	C	D	E	A	B	C	D	E		
9. Bible study should not be postponed until after college graduation.	62	15	4	1	4	54	17	6	4	4	1.047	ns

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement  
 \*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

religious attitudes of students in relation to their perceived religious activity of their parents.

On the basis of these data, the hypothesis can be accepted for only four items and for only three in relation to either parent individually.

Students who perceived their fathers to be highly active in religious activity were significantly higher in their religious attitudes concerning three of the nine items than were students who perceived their fathers to be low in religious activity.

Students who perceived their mothers to be highly active in religious activity were significantly higher in their religious attitude on three items than were students who perceived their mothers to be low in religious activity.

#### Perceived Religious Sincerity of Students' Parents

Hypothesis fourteen predicted that students who perceived their parents to be high in religious sincerity would be significantly higher in their reported religious attitude than would those students who felt their parents to be low in sincerity. The data in this study do not generally support this hypothesis. There was no relationship found between the students' attitude and the perceived sincerity of the fathers. Four items out of the nine used made a discriminating difference in student-expressed attitude in relation to sincerity of the mothers. Two of the factors were the same as those involved in relationship to the parents' religious activity. These factors were: (1) Personal prayer should be a daily practice. (2) One should always study and prepare for Bible class. The two additional discriminating items were: (1) One should give God an important place in his life. (2) One

should find comfort and satisfaction in thinking about God. Tables XX and XXI show these data. The hypothesis is rejected in respect to the fathers. In reference to the mothers, the hypothesis is acceptable on four items but must be rejected on the basis of five items.

#### Family Cohesiveness and Students' Expressed Religious Attitude

In hypothesis fifteen it was stated that it would be expected that students who rated high in family cohesiveness, as measured on the Bardis Familism Scale, would score significantly higher in religious attitude than would students who score low in family cohesiveness.

This hypothesis is not generally supported by the data. One item out of nine was found to discriminate between high and low attitudes in students. The highly cohesive students were significantly higher in the feeling that one should study and prepare his Bible lesson. Table XXII shows the data for attitudes in relation to family cohesiveness.

#### Religious Attitude in Relation to Internalized Religious Value

The term "internalized religious value" means the religious value of the students as measured by the Allport, Vernon, Lindzey scale of values. In hypothesis sixteen it was postulated that students scoring high on the internalized religious value scale would be significantly higher in expressed religious attitude than would students who score low on the religious value scale.

The data strongly confirm this hypothesis. Every item on the attitude instrument was found to make distinct discriminations between the high and low expressed attitudes of the subjects when analyzed against their internalized religious values. Table XXIII shows these data to be highly significant with all probabilities less than .002.

TABLE XX

RELIGIOUS ATTITUDES BY PERCEIVED RELIGIOUS SINCERITY OF FATHERS  
(N = 167)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Sincerity of Fathers										z Score	P**
	High Sincerity					Low Sincerity						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	77	3	3	0	0	78	5	1	0	0	0.064	ns
2. One should find comfort and satisfaction in thinking about God.	60	17	4	1	1	59	19	4	2	0	0.261	ns
3. One should pray to God regardless of the size of his problem.	64	9	6	2	2	61	15	5	3	0	0.130	ns
4. Teaching others should be a concern of the lay individual.	65	12	5	1	0	58	20	6	0	0	1.230	ns
5. Personal prayer should be a daily practice.	68	6	7	1	1	63	11	10	0	0	0.945	ns
6. Christians should encourage and support each other.	70	8	4	1	0	68	14	0	1	1	0.434	ns
7. One should always study his Bible lesson.	57	15	10	1	0	50	25	7	1	1	0.964	ns
8. Love should not be restricted to a few who are like minded.	67	11	3	0	2	60	17	3	2	2	1.379	ns

TABLE XX, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Sincerity of Fathers										Z	P**
	High Sincerity					Low Sincerity						
	*A	B	C	D	E	A	B	C	D	E		
9. Bible study should not be postponed until after college graduation.	57	14	6	3	3	55	18	4	2	5	0.274	ns

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement  
 \*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

TABLE XXI

RELIGIOUS ATTITUDES BY PERCEIVED RELIGIOUS SINCERITY OF MOTHERS  
(N = 170)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Sincerity of Mothers										Z Score	P**
	High Sincerity					Low Sincerity						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	82	2	1	0	0	76	7	2	0	0	1.780	.03
2. One should find comfort and satisfaction in thinking about God.	68	14	2	0	1	54	21	7	3	0	1.703	.04
3. One should pray to God regardless of the size of his problem.	72	7	3	3	0	55	18	8	2	2	1.287	ns
4. Teaching others should be a concern of the lay individual.	66	14	5	0	0	59	20	5	1	0	1.181	ns
5. Personal prayer should be a daily practice.	73	5	6	1	0	61	12	11	0	1	2.168	.01
6. Christians should encourage and support each other.	74	10	1	0	0	67	13	3	1	1	0.437	ns
7. One should always study his Bible lesson.	62	15	8	0	0	48	26	8	2	1	2.159	.01
8. Love should not be restricted to a few who are like minded.	67	12	4	0	2	63	16	2	2	2	0.687	ns

TABLE XXI, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Sincerity of Mothers										z	P**
	High Sincerity					Low Sincerity						
	*A	B	C	D	E	A	B	C	D	E		
9. Bible study should not be postponed until after college graduation.	66	10	4	2	3	50	22	6	3	4	0.321	ns

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

TABLE XXII

RELIGIOUS ATTITUDES BY HIGH AND LOW FAMILY COHESIVENESS  
(N = 172)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Family Cohesiveness										z Score	P**
	High Cohesiveness					Low Cohesiveness						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	81	3	2	0	0	78	6	2	0	0	1.085	ns
2. One should find comfort and satisfaction in thinking about God.	65	14	5	2	0	58	22	4	1	1	1.183	ns
3. One should pray to God regardless of the size of his problem.	63	13	6	2	2	65	13	5	3	0	0.362	ns
4. Teaching others should be a concern of the lay individual.	66	13	6	1	0	60	21	5	0	0	0.795	ns
5. Personal prayer should be a daily practice.	69	7	9	1	0	66	10	9	0	1	0.529	ns
6. Christians should encourage and support each other.	76	7	2	1	0	66	16	2	1	1	0.860	ns
7. One should always study his Bible lesson.	61	18	5	1	1	49	24	12	1	0	2.082	.01
8. Love should not be restricted to a few who are like minded.	63	15	3	2	3	68	14	3	0	1	0.486	ns

TABLE XXII, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Family Cohesiveness											z	P**
	High Cohesiveness					Low Cohesiveness					Score		
	*A	B	C	D	E	A	B	C	D	E			
9. Bible study should not be postponed until after college graduation.	60	13	6	2	5	56	20	4	3	3	0.404	ns	

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

TABLE XXIII

RELIGIOUS ATTITUDES BY INTERNALIZED RELIGIOUS VALUE  
 (Basis - Allport, Vernon, Lindzey Scale of Values)  
 (N = 169)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Internalized Religious Value											z Score	P**
	High Religious Value					Low Religious Value							
	*A	B	C	D	E	A	B	C	D	E			
1. One should give God an important place in his life.	83	0	0	0	0	73	9	4	0	0	2.864	.002	
2. One should find comfort and satisfaction in thinking about God.	72	8	1	1	0	48	28	8	2	1	4.043	.00003	
3. One should pray to God regardless of the size of his problem.	72	7	2	2	0	53	19	9	3	2	3.941	.00005	
4. Teaching others should be a concern of the lay individual.	74	7	2	0	0	52	26	7	1	0	4.037	.00003	
5. Personal prayer should be a daily practice.	77	4	2	0	0	56	13	15	1	1	4.507	.00003	
6. Christians should encourage and support each other.	78	5	0	0	1	63	16	4	2	0	3.248	.0007	
7. One should always study his Bible lesson.	64	15	3	0	1	45	26	13	2	0	3.362	.0005	
8. Love should not be restricted to a few who are like minded.	73	8	1	1	0	55	21	5	1	4	3.226	.0007	

TABLE XXIII, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Internalized Religious Value										z Score	P**
	High Religious Value					Low Religious Value						
	*A	B	C	D	E	A	B	C	D	E		
9. Bible study should not be postponed until after college.	73	7	1	1	1	42	26	7	4	7	5.362	.00003

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

### Student Enrollment in Different Colleges on the Campus

Hypothesis seventeen was concerned with the religious attitude of students enrolled in the different colleges on the campus. The hypothesis stated that there would be a significant difference in religious attitude between students enrolled in the different schools. Since no direction was predicted, a two-tailed test for significance was used in testing this hypothesis.

The attitudes of students in each college were subjected to analytical comparison to attitudes of students in every other college. Some differences were definitely shown. Six of the nine attitude items discriminated between attitudes of students in different schools. Students in the School of Business were found to be significantly higher in some expressed religious attitudes than were students in the Schools of Agriculture, Engineering, and Arts and Sciences.

Students in the School of Education were found to be significantly higher in some expressed religious attitudes than were students in the Schools of Agriculture, Engineering, and Arts and Sciences. Students in the School of Agriculture were significantly higher in some expressed religious attitudes than were students in either the Schools of Arts and Sciences or Engineering.

Table XXIV shows the data for these findings. Only those comparisons that show significant differences are given. To show more would be of no value and would add volumes of useless data. The inquiring reader may want to examine the basic data in Appendix A for other comparisons.

Students in the Schools of Education and Business felt more strongly than students in the School of Agriculture that one should find comfort

TABLE XXIV

RELIGIOUS ATTITUDES BY ENROLLMENT IN DIFFERENT SCHOOLS  
 (Arts and Sciences N = 47, Agriculture N = 24, Business N = 28, Education N = 25  
 Engineering N = 25, Home Economics N = 21)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to School Enrollment										z Score	P**
	Schools with Students Showing Higher Attitudes					Schools with Students Showing Lower Attitudes						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	No discriminations.											
2. One should find comfort and satisfaction in thinking about God.	<u>Education</u>					<u>Agriculture</u>						
	21	4	0	0	0	13	7	3	1	0	2.410	.01
	<u>Business</u>					<u>Agriculture</u>						
	22	6	0	0	0	13	7	3	1	0	2.093	.03
3. One should pray to God regardless of the size of his problem.	<u>Business</u>					<u>Engineering</u>						
	25	2	0	0	1	14	7	4	0	0	2.355	.01
	<u>Education</u>					<u>Engineering</u>						
	22	1	0	1	1	14	7	4	0	0	2.237	.02
4. Teaching others should be a concern of the lay individual.	No discriminations.											

TABLE XXIV, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to School Enrollment										z Score	P**		
	Schools with Students Showing Higher Attitudes					Schools with Students Showing Lower Attitudes								
	*A	B	C	D	E	A	B	C	D	E				
5. Personal prayer should be a daily practice.	<u>Education</u>					<u>Agriculture</u>					2.176	.03		
	23	1	1	0	0	16	4	3	1	0				
	<u>Education</u>					<u>Arts and Sciences</u>							1.997	.04
	23	1	1	0	0	34	3	9	0	1				
<u>Education</u>					<u>Engineering</u>					2.033	.04			
23	1	1	0	0	17	6	2	0	0					
6. Christians should encourage and support each other.	<u>Agriculture</u>					<u>Arts and Sciences</u>					2.360	.01		
	23	1	0	0	0	34	9	3	1	0				
	<u>Agriculture</u>					<u>Engineering</u>							1.962	.05
	23	1	0	0	0	19	6	0	0	0				
<u>Business</u>					<u>Arts and Sciences</u>					2.059	.04			
16	1	0	1	0	34	9	3	1	0					
7. One should always study his Bible lesson.	<u>Business</u>					<u>Arts and Sciences</u>					2.541	.01		
	23	3	2	0	0	25	11	9	1	1				
8. Love should not be restricted to a few who are like minded.	No Discriminations.													

TABLE XXIV, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to School Enrollment										z Score	P**
	Schools with Students Showing Higher Attitudes					Schools with Students Showing Lower Attitudes						
	*A	B	C	D	E	A	B	C	D	E		
	<u>Agriculture</u>					<u>Engineering</u>						
9. Bible study should not be postponed until after college graduation.	18	4	1	0	1	11	8	2	1	3	2.211	.02
	<u>Education</u>					<u>Engineering</u>						
	21	2	1	0	1	11	8	2	1	3	2.806	.005

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement  
 \*\*A two-tailed test. Probability level of .05 or less (z score 1.96 or higher) is considered significant.

and satisfaction in thinking about God. Also, students in the two schools felt more strongly than did students in Engineering that one should pray to God regardless of the size of the problem.

Students in the School of Education have significantly stronger feelings than those in the Schools of Agriculture, Arts and Sciences, and Engineering about the importance of personal prayer in daily life.

Students in the School of Agriculture feel more strongly than students in Arts and Sciences and Engineering that Christians should encourage and support each other. Students in the School of Business also hold stronger feelings than those in the School of Arts and Sciences in this same attitude. Students in the School of Business also feel more strongly than students in the School of Arts and Sciences that one should always study his Bible lesson.

Students in the Schools of Agriculture and Education feel more strongly than those in Engineering that one should devote time to Bible study and not put it off until after graduation.

Thus, some distinct differences were apparent in attitudes between students enrolled in different schools.

The hypothesis is acceptable only to the extent of the positive findings of the above analysis and must be rejected in all other relationships.

#### Student Grade Classification

In this section an attempt was made to see if any real differences in religious attitude exist between groups of students representing the various grade levels. Hypothesis eighteen proposed that there would be significant differences between students of different grade classifications. All combinations of comparisons between freshmen, sophomores,

juniors, seniors, and graduate students were made. A two-tailed test for significance was employed in this analysis, since no direction of difference was predicted.

The data show significant differences between freshmen and graduate students on two items of attitude. Freshmen also differed from sophomore and senior students in one item. The discriminating item was not the same in relation to the sophomore and senior groups as between freshman and senior groups. There was also one attitude item in which differences were strongly expressed between sophomore and graduate students. Since the combination of all these comparisons would involve extensive tabulations which would be of little value in the present discussion, Table XXV contains only the data in the comparisons that manifest significant differences. A study of this table will show that both freshman and sophomore students feel more strongly that "one should give God an important place in one's life" than do graduate students. Freshmen also express a decidedly stronger attitude toward the idea that "Christians should encourage and support each other" than do either senior or graduate students. Freshmen differed from sophomores by showing stronger attitudes toward the sentiment that "love should not be restricted to a few who are like minded."

On the basis of these data, some distinct differences exist; however, only three attitude items out of the nine were found to made discriminations. This fact does not allow complete acceptance of the hypothesis; neither does it justify its complete rejection. Table XXV will show the particular differences in relationships that were significant.

TABLE XXV

RELIGIOUS ATTITUDES BY GRADE CLASSIFICATION

(Freshman N = 46, Sophomore N = 45, Junior N = 43, Senior N = 32, Graduate N = 6)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Grade Level										z Score	P**
	Grade Levels With Students Showing Higher Attitudes					Grade Levels With Students Showing Lower Attitudes						
	*A	B	C	D	E	A	B	C	D	E		
	<u>Freshman</u>					<u>Graduate</u>						
1. One should give God an important place in his life.	45	0	1	0	0	4	2	0	0	0	2.977	.003
		<u>Sophomore</u>					<u>Graduate</u>					
	43	1	1	0	0	4	2	0	0	0	2.384	.01
2. One should find comfort and satisfaction in thinking about God.	No Discriminations.											
3. One should pray to God regardless of the size of his problem.	No Discriminations.											
4. Teaching others should be a concern of the lay individual.	No Discriminations.											
5. Personal prayer should be a daily practice.	No Discriminations.											
	<u>Freshman</u>					<u>Senior</u>						
6. Christians should encourage and support each other.	43	3	0	1	0	24	4	2	1	1	2.000	.04

TABLE XXV, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Grade Level											z Score	P**
	Grade Levels With Students Showing Higher Attitudes					Grade Levels With Students Showing Lower Attitudes							
	*A	B	C	D	E	A	B	C	D	E			
6. (Continued)	43	<u>Freshman</u>				3	<u>Graduate</u>				2.684	.007	
7. One should always study his Bible lesson.	No Discriminations.												
8. Love should not be restricted to a few who are like minded.	30	<u>Freshman</u>				39	<u>Sophomore</u>				2.384	.01	
9. Bible study should not be postponed until after college graduation.	No Discriminations.												

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement  
 \*\*A two-tailed test. Probability level of .05 or less (z score 1.96 or higher) is considered significant.

### Academic Ability

Hypothesis nineteen predicted that students of high academic ability as measured by the ACT test would score significantly higher in expressed religious attitudes than would students who score low in academic ability.

Four items in the attitude scale were found to discriminate, and all of these were in a direction opposite to that predicted; therefore, the hypothesis must be rejected, although some differences were measured. Table XXVI gives details of this analysis. The fact that differences exist cannot be overlooked. The four attitude items making discriminations showed that students classified in the lower academic ability level held more strongly to the attitude items than did students in high academic ability rating. The four discriminating items were: (1) One should give God an important place in one's life. (2) One should pray to God regardless of the size of the problem. (3) Christians should encourage and support each other. (4) Love should not be restricted to the few who are like minded.

### Living Situation - Student Housing

There were three major housing arrangements found to exist among the students under study. Ninety-seven students lived in college dormitories, sixty lived in off-campus housing, and fifteen lived in Greek letter housing (sororities and fraternities).

In hypothesis twenty the investigator predicted that there would be significant differences in expressed religious attitudes between groups of students occupying different housing accommodations. No prediction of direction was made, therefore a two-tailed test for significance was

TABLE XXVI

RELIGIOUS ATTITUDES BY ACADEMIC ABILITY (ACT TEST)  
(N = 98)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Academic Ability										z Score	P**
	High Ability					Low Ability						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	43	5	1	0	0	48	0	1	0	0	2.319	.01
2. One should find comfort and satisfaction in thinking about God.	32	11	4	2	0	37	9	3	0	0	1.206	ns
3. One should pray to God regardless of the size of his problem.	30	11	6	2	0	41	6	1	0	1	1.980	.02
4. Teaching others should be a concern of the lay individual.	36	10	3	0	0	39	7	3	0	0	0.663	ns
5. Personal prayer should be a daily practice.	35	5	9	0	0	40	6	3	0	0	1.362	ns
6. Christians should encourage and support each other.	38	7	4	0	0	43	4	1	1	0	1.713	.04
7. One should always study his Bible lesson.	28	14	4	2	1	34	10	5	0	0	1.436	ns
8. Love should not be restricted to a few who are like minded.	33	11	2	2	1	41	7	1	0	0	1.783	.03

TABLE XXVI, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Academic Ability										z Score	P**
	High Ability					Low Ability						
	*A	B	C	D	E	A	B	C	D	E		
9. Bible study should not be postponed until after college graduation.	32	13	1	1	2	38	7	2	1	1	0.078	ns

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

used. A study of all combinations of data comparisons reveals three cases of significant differences, involving only three items. All of the real differences found were between students living in dormitories and students living off campus. Dormitory students held three items of attitudes more strongly than did the students housed off campus. These attitudes were: (1) One should give God an important place in one's life. (2) Prayer should be a daily practice. (3) Bible study should not be put off until after college graduation. Table XXVII shows the data in which significant differences were found. The hypothesis is accepted for three items of attitude between students housed in dormitories and those housed off campus. The hypothesis is rejected on six items of attitude and is completely rejected in the idea that Greek letter students differ from those living in dormitories or off campus.

#### Sex of Students

In studying differences in expressed religious attitudes between the sexes, the findings were in accord with hypothesis twenty-one. Females were significantly higher in expressed religious attitude than were males. This difference was expressed in six out of the nine attitudinal items. The hypothesis appears, therefore, to be tenable, with the exception of three instrument items that did not discriminate. The six discriminating items were: (1) God should be given an important place in one's life. (2) One should receive much personal comfort in thinking about God. (3) One should pray to God regardless of the size of his problem. (4) Personal prayer should be a daily practice. (5) One should always study his Bible lesson. (6) One should study the Bible now and not postpone it until after graduation. The full data are presented in Table XXVIII.

TABLE XXVII

RELIGIOUS ATTITUDES BY HOUSING FACILITIES  
 (Dormitory N = 97, Off-campus N = 60, Greek Letter N = 15)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Housing Facilities											z Score	P**
	Housing Facilities of Students With High Attitudes					Housing Facilities of Students With Low Attitudes							
	*A	B	C	D	E	A	B	C	D	E			
	<u>Dormitory</u>					<u>Off-Campus</u>							
1. One should give God an important place in his life.	94	2	1	0	0	52	5	3	0	0	2.437	.01	
2. One should find comfort and satisfaction in thinking about God.	No Discriminations.												
3. One should pray to God regardless of the size of his problem.	No Discriminations.												
4. Teaching others should be a concern of the lay individual.	No Discriminations.												
5. Personal prayer should be a daily practice.	83	8	5	0	1	40	9	10	1	0	2.834	.004	
6. Christians should encourage and support each other.	No Discriminations.												
7. One should always study his Bible lesson.	No Discriminations.												

TABLE XXVII, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Housing Facilities										z Score	P**
	Housing Facilities of Students with High Attitudes					Housing Facilities of Students with Low Attitudes						
	*A	B	C	D	E	A	B	C	D	E		
8. Love should not be restricted to a few who are like minded.	No Discriminations.											
9. Bible study should not be postponed until after college graduation.	<u>Dormitory</u>					<u>Off-Campus</u>						
	72	15	6	3	1	34	15	3	2	6	2.377	.01

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement

\*\*A two-tailed test. Probability level of .05 or less (z score 1.96 or higher) is considered significant.

TABLE XXVIII

RELIGIOUS ATTITUDES BY SEX OF THE STUDENTS  
(Male N = 95, Female N = 77)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Sex of Students										z Score	P**
	Female Students					Male Students						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	75	1	1	0	0	84	8	3	0	0	2.191	.01
2. One should find comfort and satisfaction in thinking about God.	61	13	2	0	1	62	23	7	3	0	2.110	.01
3. One should pray to God regardless of the size of his problem.	68	4	2	2	1	60	22	9	3	1	3.550	.0002
4. Teaching others should be a concern of the lay individual.	56	15	6	0	0	70	19	5	1	0	0.175	ns
5. Personal prayer should be a daily practice.	70	5	2	0	0	65	12	16	1	0	3.682	.0001
6. Christians should encourage and support each other.	67	7	2	0	1	75	16	2	2	0	1.331	ns
7. One should always study his Bible lesson.	54	19	4	0	0	56	23	13	2	1	1.887	.03
8. Love should not be restricted to a few who are like minded.	63	10	3	0	1	68	19	3	2	3	1.579	ns

TABLE XXVIII, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Sex of Students											z Score	P**
	Female Students					Male Students							
	*A	B	C	D	E	A	B	C	D	E			
9. Bible study should not be postponed until after college.	60	10	4	1	2	56	23	6	4	6	2.616	.004	

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

### Socio-Economic Level

The students were classified into five socio-economic groupings. The determination was made by the Hollingshead (19) Two Factor Index. The two factors were education of the fathers and the job classification of the fathers. The rating was so designed that socio-economic level one was the higher end of the scale and progressively going lower until the lowest level of five was reached. The number in each level were as follows: level one, twenty; level two, sixteen; level three, fifty-six; level four, fifty-one; and level five, twenty-seven.

Hypothesis twenty-two stated that there would be significant differences between expressed religious attitudes of students in the different socio-economic levels. Since no prediction about direction was made, differences were subjected to a two-tailed test for significance.

In studying the data, some differences were randomly found. These differences were not characteristically noted between each class level. Where differences did exist, an inverse relation was always found; that is, the higher attitude was always found to be in the direction of the lower socio-economic group. Seven of the nine items were found to make discriminations between high and low attitudes in relation to status levels. The data in Table XXIX show these differences. Students in socio-economic level three were found to express a stronger attitude than students in level one about giving God an important place in one's life. Students in level three also expressed stronger feelings than level two students concerning the importance of always studying the Bible and in expressing love to others. Students representing socio-economic level five expressed stronger attitudes on a total of six attitude items. These stronger feelings were scattered between levels of students

TABLE XXIX

RELIGIOUS ATTITUDES BY SOCIO-ECONOMIC LEVEL  
 (Level One N = 20, Level Two N = 16, Level Three N = 56  
 Level Four N = 51, Level Five N = 27)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Socio-Economic Level										z Score	P**
	Socio-Economic Levels of Students With High Attitudes					Socio-Economic Levels of Students With Low Attitudes						
	*A	B	C	D	E	A	B	C	D	E		
	<u>Level Three</u>					<u>Level One</u>						
1. One should give God an important place in his life.	54	1	1	0	0	15	3	2	0	0	2.811	.005
	<u>Level Five</u>					<u>Level One</u>						
	27	0	0	0	0	15	3	2	0	0	2.172	.03
2. One should find comfort and satisfaction in thinking about God.	No Discriminations.											
	<u>Level Five</u>					<u>Level One</u>						
3. One should pray to God regardless of the size of his problem.	22	4	1	0	0	13	3	3	0	1	2.033	.04
	<u>Level Five</u>					<u>Level Three</u>						
4. Teaching others should be a concern of the lay individual.	24	1	2	0	0	39	13	4	0	0	2.009	.04
	<u>Level Five</u>					<u>Level One</u>						
5. Personal prayer should be a daily practice.	25	1	1	0	0	14	2	4	0	0	2.041	.04

TABLE XXIX, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Socio-Economic Level										z Score	P**
	Socio-Economic Levels of Students With High Attitudes					Socio-Economic Levels of Students With Low Attitudes						
	*A	B	C	D	E	A	B	C	D	E		
	<u>Level Five</u>					<u>Level Two</u>						
5. (Continued)	25	1	1	0	0	10	5	1	0	0	2.339	.01
6. Christians should encourage and support each other	25	2	0	0	0	11	4	1	0	0	2.058	.04
7. One should always study his Bible lesson.	22	5	0	0	0	6	6	3	0	1	3.720	.0001
	22	5	0	0	0	12	5	3	0	0	2.091	.03
	22	5	0	0	0	30	14	6	1	0	2.502	.01
	38	12	5	1	0	6	6	3	0	1	2.605	.009
8. Love should not be restricted to a few who are like minded.	42	7	3	1	3	14	4	1	0	1	2.001	.04

TABLE XXIX, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Socio-Economic Level										z Score	P**
	Socio-Economic Levels of Students With High Attitudes					Socio-Economic Levels of Students With Low Attitudes						
	*A	B	C	D	E	A	B	C	D	E		

9. Bible study should not be postponed  
until after college graduation.

No Discriminations.

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement

\*\*A two-tailed test. Probability level of .05 or less (z score 1.96 or higher) is considered significant.

representing socio-economic levels one, two, three, and four. Level five students felt more strongly than those in level one that one should give God an important place in his life; that one should pray unto God regardless of the size of the problem; that personal prayer should be a daily practice; and that one should always study his Bible lesson.

Level five students felt more strongly than level two students that personal prayer should be a daily practice; that Christians should encourage and support each other; that one should always study his Bible lesson; and that love should not be restricted to those who are like minded.

Level five students felt more strongly than level three students that teaching others should concern the lay individual. Level five students felt more strongly than level four students that one should always study his Bible lesson.

#### Rural - Urban Background

In order to see if the early childhood community environment had any relationship to the students' expressed religious attitude, the subjects were divided into two groups. Subjects who grew up on farms or in towns under 2,500 population were classified as being rural. Those who lived their early years in towns and cities of 2,500 or more were classified as urban. By this classification there were seventy-nine rural and ninety-three urban subjects.

Hypothesis twenty-three stated that the students from rural backgrounds would be expected to score higher in expressed religious attitudes than would students who came from urban backgrounds. Table XXX gives the comparative data on these two groups. The reader will note that only one item discriminates between high and low attitudes.

TABLE XXX

RELIGIOUS ATTITUDES BY RURAL AND URBAN BACKGROUND  
(Rural N = 79, Urban N = 93)

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Rural and Urban Background										z Score	P**
	Rural Background					Urban Background						
	*A	B	C	D	E	A	B	C	D	E		
1. One should give God an important place in his life.	74	4	1	0	0	85	5	3	0	0	0.583	ns
2. One should find comfort and satisfaction in thinking about God.	63	12	3	1	0	60	24	6	2	1	2.506	.006
3. One should pray to God regardless of the size of his problem.	58	13	4	3	1	70	13	7	2	1	0.251	ns
4. Teaching others should be a concern of the lay individual.	61	12	5	1	0	65	22	6	0	0	0.937	ns
5. Personal prayer should be a daily practice.	63	8	7	1	0	72	9	11	0	1	0.411	ns
6. Christians should encourage and support each other.	67	9	1	1	1	75	14	3	1	0	0.685	ns
7. One should always study his Bible lesson.	52	21	5	1	0	58	21	12	1	1	0.761	ns
8. Love should not be restricted to a few who are like minded.	63	10	2	1	3	68	19	4	1	1	0.865	ns

TABLE XXX, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes in Relation to Rural and Urban Background											z Score	P**
	Rural Background					Urban Background							
	*A	B	C	D	E	A	B	C	D	E			
9. Bible study should not be postponed until after college graduation.	54	15	2	3	5	62	18	8	2	3	0.156	ns	

\*A = Strong Agreement, B = Mild Agreement, C = Undecided, D = Mild Disagreement, E = Strong Disagreement

\*\*A one-tailed test. Probability level of .05 or less (z score 1.64 or higher) is considered significant.

Subjects from rural areas felt more strongly that one should find personal comfort in just thinking about God than did subjects from an urban background. Generally, therefore, the hypothesis must be rejected since eight of the nine items did not discriminate between rural and urban backgrounds. This hypothesis is acceptable in only one point.

## CHAPTER IV

### SUMMARY AND RECOMMENDATIONS

#### Discussion of Findings

There is yet to be discovered an easy way to study the many complexities of man in a unified, holistic way. Social scientists are continually working to discover new and better ways to construct models of human behavior. They seek to find appropriate labels and methods by which empirical measures can be made. For purposes of research, human behavior must be operationalized. Two measurable units of human behavior have been selected for this study.

In this paper a critical and empirical analysis was made of the behavioral activities and expressed attitudes of a group of college students concerning their religiosity. Inventories were made on what and how much religious activity was evidenced. Assessments were also made on the strength or intensity of feeling about certain attitudes concerning religion. From the very obvious fact that there are differences in people, this study sought to find if measured differences in religious activity and expressed religious attitudes were in any way related to certain personal, family, and social factors to which the students were or had been exposed.

Differences in overt religious activity and expressed religious attitudes were measured. These differences were then subjected to the

nonparametric Mann Whitney  $z_U$  test for a determination of statistical significance.

One hundred seventy-two Oklahoma State University students who held membership in one religious group supplied data for this study. Original questionnaires, along with certain standardized social research instruments, were administered. The following instruments were developed for this study:

1. Generalized personal data to determine age, sex, school enrollment, rural or urban background, grade classification, and housing facilities.
2. A nine-item instrument to determine extent of the students' religious activity.
3. A nine-item instrument to determine the strength of expressed religious attitude.
4. A nine-item instrument to determine the students' perception of their parents' religious activity (administered separately for fathers and mothers).
5. A nine-item instrument to measure the students' perception of their parents' religious sincerity (administered separately for fathers and mothers).

The following standardized scales were also administered:

1. The Allport, Vernon, Lindzey Study of Values.
2. The Bardis Familism Scale.
3. The Hollingshead Two Factor Index of Social Position.
4. The American College Testing (ACT) Test. (This test was not administered, but rather data were secured from the University Student Personnel Office for all subjects who had taken the test.)

The questionnaires used in gathering data from college students were designed by the writer with the help of judges well acquainted with the religious ideologies of the subjects to be tested. These instruments were examined and refined by application of constructive criticism by the writer's advisory committee before they were administered to the subjects.

In the population meeting the prescribed criteria, there were 182 possible subjects. A concerted attempt was made to enlist all of them in the study. One hundred seventy-two cooperated. Seven could not be located, and three refused to fill out the instruments.

On the basis of the findings reported in Chapter III, some generalizations can be made.

1. There is reason to believe that precollege experiences within the home environment have a significant impact upon the religious attitudes held and the religious activities participated in by college students. This generalization is supported by the data dealing with the students' perceptions of their parents' religious activity and religious sincerity, as well as data concerning the students' internalized religious value.

Out of eighteen statistical analyses dealing with student activity in relationship to perceptions about parental religiosity, twelve were found to be highly significant. When perceptions about parents were considered separately, only two relationships were found between mothers and students, whereas ten were found between fathers and students. In these findings there are both agreement and disagreement with previous research. Ferman's (12) conclusion that religious stability and, conversely, religious liberalization

influences are found in the precollege experiences of the students is in harmony with the findings of this study. Although this study did not make comparisons of different parental ideologies, as did Putney (27), there was still agreement in the findings. Putney found that children tend to be in agreement with their parents regardless of the ideology held. In this study there was a very close relationship between the extent of student activity and the way in which the student evaluated his parents' religious behavior.

There is disagreement between the findings of this study and those of Cooke (8) and Hadden (17), each of whom showed that mothers have a greater impact upon the religious behavior of college students than do fathers. In this study the religious behaviors of the fathers, as perceived by the students, had a much closer relationship to the college students' religious activities than did those of the mothers.

In the area of expressed attitudes, however, the data seemed to place mothers in the more important relationship. The degree of religious sincerity perceived about the mothers was related to four items of students' religious attitudes, while the degree of sincerity perceived about the fathers showed no items of relationship. High activity in mothers and high activity in fathers were equal in relationship to student attitude. Activity perceived in each parent showed relationship to three items of students' religious attitude; thus, out of eighteen possible relationships analyzed for each parent, seven were found to exist between mothers and students and only three between fathers and students.

Combining both attitudes and activities, there were thirteen

relationships found to exist between fathers and students, while mothers and students showed only nine relationships. Furthermore, it does seem logical that an activity should outweigh an attitude in terms of relevance. An attitude may well be an expression of feeling without the necessary inference of behavior to enforce it, whereas behavior infers an attitude. At the same time it is recognized that there is a very close relationship between attitudes and behavior. Data shown in Table XI, page 47, indicate that students holding high religious attitudes were significantly more active than students holding low attitudes. In view of the total evidence in the two areas of attitudes and activity, the data in this study show that college students' religious behavior has more associations with perceptions concerning their fathers than concerning their mothers.

Hadden (17, p. 235) also made the generalization that "if significant changes are occurring in the texture of religion in America, a great share of these changes have their genesis on the college campus." The data in this study would tend to imply that the roots of religious change form much earlier than college campus experience; however, it is not clear how Hadden is using the term "genesis." He may mean the first visible expression of change, which would not necessarily be a point of controversy. If by "genesis" he means the influences that motivate change, then data in this study would support the questioning of his position.

The data on internalized religious value held by students reported in Tables X and XIII on pages 45 and 52 also support the generalization that precollege experience is strongly associated

with the religious attitudes and activities of college students. In this relationship, students with high internalized religious value were both high in religious activity and high in religious attitude, and conversely so.

The basis for making this generalization is the assumption that internalized religious values are formed early in life. This assumption was based upon literature reviewed and reported in Chapter I. Smith (29) said that religious values are formed early in life under the influence of parents. Goodman (16) asserts that early home influences determine a child's values; Peck and Havighurst (24) state that the child is pretty much a reproduction of what he experiences in his home with his parents; and Ferman (12) concludes that college students retain their religious values. If this assumption can be accepted as valid, then there is strong evidence that precollege experience is an important factor in college students' religious behavior.

The following summarized findings are given to support the above generalization.

a. Students having fathers who were rated high in religious activity were significantly more active in six out of the nine religious activities examined than were students whose fathers were rated low in religious activity. Specifically, these activities and significance levels were:

- (1) Taking communion on Sunday .0007
- (2) Attending Sunday morning Bible class .01
- (3) Expressing a willingness to work .03
- (4) Giving a definite percentage of income to the church .02

- (5) Attending Sunday morning worship services .0003
  - (6) Inviting friends to attend religious functions .04
- b. Students having mothers who were rated high in religious activity were significantly more active in only two of the nine religious activities examined than were students whose mothers rated low in religious activity. Specifically these were:
- (1) Taking communion on Sunday .04
  - (2) Attending Sunday morning worship services .005
- c. Students whose fathers were rated high in religious sincerity were significantly more active in four of the nine religious activities examined than were students whose fathers were rated low in religious sincerity. Specifically these activities were:
- (1) Taking communion on Sunday .007
  - (2) Expressing a willingness to work .03
  - (3) Giving a definite percentage of income to the church .02
  - (4) Attending Sunday morning worship services .001
- d. Students who had fathers who were perceived to be high in religious activity were significantly higher in their expressed religious attitudes about three religious items than were students whose fathers were perceived to be low in religious activity. Specifically, these attitudes concerned:
- (1) Teaching others should be a concern of the lay individual .03
  - (2) Personal prayer should be a daily practice .01
  - (3) One should always study his Bible lesson .03
- e. Students whose mothers were perceived to be high in religious activity were significantly higher in three expressed religious attitudes than were students whose mothers were perceived to be

low in religious activity. The three attitudes showing differences were:

- (1) One should pray to God regardless of the size of the problem .02
- (2) Personal prayer should be a daily practice .01
- (3) One should always study his Bible lesson .01

f. Students whose mothers were perceived to be highly sincere in their religion were significantly higher in four of their religious attitudes than were students whose mothers were perceived to be low in religious sincerity. These four differences were:

- (1) One should give God an important place in his life .03
- (2) One should find comfort and satisfaction in thinking about God .04
- (3) Personal prayer should be a daily practice .01
- (4) One should always study his Bible lesson .01

g. Students who scored high on the Allport, Vernon, Lindzey scale of values were significantly more active in all nine religious activities studied than were students who scored low on this scale. A total list of these activities will be found in Table XXXI, page 118. Significance levels for each item ranged from .05 to .00003.

h. Students scoring high in internalized religious value were significantly higher in expressed religious attitudes in all nine areas than were students scoring low in religious value. A total list of these attitudes will be found in Table XXXII, page 120. Significance levels ranged from .002 to .00005.

- i. Students who scored high in their own personally expressed religious attitudes were significantly more active in all nine religious activity items studied than were students who scored low in personally expressed religious attitudes. A complete list of activities can be found in Table XXXI, page 118. Significance levels ranged from .001 to .00003.
2. Students enrolled in the School of Education tended to be more active religiously than students in some of the other schools; however, data were not sufficient to support a strong generalization. The data are in agreement with Hadden (17), who found definite differences between universities; however, as Hadden found, there is no evidence that the school itself is a factor. Could it be that students who choose education are more homogeneous than those enrolling in other schools? Only further research could answer this question. In the area of attitudes there were less definite findings than in the area of activities. A summary of specific findings follows.

Students enrolled in the Schools of Education and Engineering were significantly more active in selected religious activities than were students in some of the other schools on the campus. Specific differences with the levels of significance are shown as follows.

- a. Education students rank above Arts and Sciences students in:
  - (1) Taking communion on Sunday .04
  - (2) Attending Sunday evening worship services .05
  - (3) Inviting friends to attend religious functions .003
- b. Education students rank above Agriculture students in:
  - (1) Attending midweek church services .05

- (2) Attending Sunday evening worship services .009
  - (3) Inviting friends to attend religious functions .02
  - c. Education students rank over Engineering students in:
    - (1) Inviting friends to attend religious functions .005
  - d. Engineering students rank over Business students in:
    - (1) Making themselves available to work in the church .04
- Students enrolled in the Schools of Education, Business, and Agriculture were significantly higher in six of their expressed religious attitudes than were students enrolled in the various schools to which they were compared. Specific differences were as follows.
- a. Education students rank above Agriculture students in the attitudes:
    - (1) One should find comfort and satisfaction in thinking about God .01
    - (2) Personal prayer should be a daily practice .03
  - b. Education students rank above Engineering students in the attitudes:
    - (1) One should pray to God regardless of the size of the problem .02
    - (2) Personal prayer should be a daily practice .04
    - (3) Bible study should not be postponed until after college graduation .005
  - c. Education students rank above Arts and Sciences students in the attitude:
    - (1) Personal prayer should be a daily practice .04
  - d. Business students rank over Agriculture students in the attitude:

- (1) One should find comfort and satisfaction in thinking about God .03
  - e. Business students rank over Engineering students in the attitude:
    - (1) One should pray to God regardless of the size of the problem .01
  - f. Business students rank above Arts and Sciences students in the attitudes:
    - (1) Christians should encourage and support each other .04
    - (2) One should always study his Bible lesson .01
  - g. Agriculture students rank above Arts and Sciences students in the attitude:
    - (1) Christians should encourage and support each other .01
  - h. Agriculture students rank above Engineering students in thinking that:
    - (1) Christians should encourage and support each other .05
    - (2) Bible study should not be postponed until after college graduation .02
3. Student religiosity was found to be slightly higher in the college dormitory than in either off-campus or Greek letter housing. The differences found were not extensive and would hardly justify disagreement with Pittard (25), who stated that housing was not a factor. Specific differences are summarized as follows.
- a. Students living in dormitories were significantly more active than were students living in Greek letter housing in:
    - (1) Attending Sunday evening worship services .002
  - b. Students living in dormitories were significantly more active than were students living in off-campus housing in:

- (1) Inviting friends to attend religious functions .001
- c. Students living in off-campus housing were significantly more active than were students living in Greek letter housing in:
  - (1) Attending Sunday evening worship services .004
- d. Students who were housed in dormitories were significantly higher in three expressed religious attitudes than were students living in off-campus housing. Specifically they differed in thinking that:
  - (1) One should give God an important place in his life .01
  - (2) Prayer should be a daily practice .004
  - (3) Bible study should not be postponed until after college graduation .01
- 4. Females express a more verbal religiosity and are slightly more active in religious activities than males. This finding is in agreement with Lenski (22), Lazerwitz (21), Putney (27), and Pittard (25). Specific differences are as follows.
  - a. Girls were significantly more active than boys in only three of the nine religious activity items studied. These activities were:
    - (1) Attending Sunday morning worship services .03
    - (2) Attending special and/or evangelistic services .01
    - (3) Inviting friends to attend religious functions .00007
  - b. Female students expressed a significantly higher attitude than male students in six of the nine attitudes studied. These differences were as follows:
    - (1) One should give God an important place in his life .01

- (2) One should find comfort and satisfaction in thinking about God .01
- (3) One should pray to God regardless of the size of the problem .0002
- (4) Personal prayer should be a daily practice .0001
- (5) One should always study his Bible lesson .03
- (6) Bible study should not be postponed until after college graduation .004

5. Religiosity is related to socio-economic levels. The middle level tends to be more active than the extremes in either direction. There was an indication that the lowest socio-economic level held the most positive religious attitude, whereas the middle level tended to mix attitude with action. These findings are in agreement with Hollingshead (18), Lenski (22), and Davis (10), each of whom reported marked differences in religiosity between socio-economic groups.

Specific differences are summarized as follows. Using the Hollingshead (19) Two Factor Index of Social Position, subjects were classified into five socio-economic levels. Level one is the highest position, with level five being the lowest. Students in socio-economic level three were significantly more active in six of the nine religious activities than were students of various other levels. Students in socio-economic level four were significantly more active in one religious activity than were students in various other levels. Specific differences were as follows.

- a. Level three students rank over level two students in:
  - (1) Attending Sunday morning Bible class .03

- (2) Expressing a willingness to work in the church .04
- b. Level three students rank above level four students in:
  - (1) Expressing a willingness to work in the church .005
  - (2) Giving a definite percentage of income to the church .03
- c. Level three students rank above level five students in:
  - (1) Attending special and/or evangelistic services .04
- d. Students in level four were more active than were students in any of the levels of one, two, three, or five in:
  - (1) Attending midweek Bible class .006, .009, .01, .03, respectively

Students in socio-economic levels three and five were significantly higher in expressed religious attitudes than were students in levels one, two, three, and four when all the possible comparisons were made. These differences appeared in seven of the nine attitudes studied. Specific differences were as follows.

- a. Students in socio-economic level three rank above those in level one in the attitude that:
  - (1) One should give God an important place in his life .005
- b. Students in socio-economic level three rank above those in level two in believing that:
  - (1) One should always study his Bible lesson .009
  - (2) Love should not be restricted to a few who are like minded .04
- c. Students in socio-economic level five rank over those in level one in thinking that:
  - (1) One should give God an important place in his life .03

- (2) One should pray to God regardless of the size of the problem .04
  - (3) Personal prayer should be a daily practice .04
  - (4) One should always study his Bible lesson .03
- d. Students in socio-economic level five rank over those in level two in thinking that:
- (1) Prayer should be a daily practice .01
  - (2) Christians should encourage and support each other .04
  - (3) One should always study his Bible lesson .0001
- e. Students in socio-economic level five rank above those in level three in thinking that:
- (1) Teaching others should be a concern of the lay individual .04
- f. Students in socio-economic level five rank above those in level four in the attitude:
- (1) One should always study his Bible lesson .01
6. Only slight differences exist between rural and urban students. Lenski (22) studied this factor and reported that the factor was of no significance.
- a. Data in this study show a significant difference in favor of the rural-reared student in only two items. These were:
- (1) Attending Sunday morning Bible class .03
  - (2) One should get much comfort and satisfaction in thinking about God .006
7. Religious differences between students in academic grade levels are evident only in attitude and not in action on the basis of data in this study. The findings would tend to be in agreement with

Bryant (7) and Brown (6), who indicated a liberalization in religiosity as students progressed through college; however, since these differences were not manifest in action, it is questionable as to how much difference really exists. Freshman students were significantly higher in certain expressed religious attitudes than were sophomores, seniors, and graduate students. In only one attitude were sophomore students significantly higher in expressed feeling than were graduate students. Specific differences were as follows.

a. Freshmen rank above sophomores in the attitude:

(1) Love should not be restricted to a few who are like minded .01

b. Freshmen rank above seniors in the attitude:

(1) Christians should encourage and support each other .04

c. Freshmen rank above graduate students in feeling that:

(1) One should give God an important place in his life .003

(2) Christians should encourage and support each other .007

d. Sophomores rank above graduate students in the attitude:

(1) One should give God an important place in his life .007

8. The degree of family cohesiveness measured in this study appears to have very little relationship to religiosity. Although Cooke (8) was not measuring familism per se, he reported that highly religious students judged themselves to be more like their parents than did less religious students. The data in this study show one religious attitude to be associated with family cohesiveness. Students with high familism felt more strongly than students of low familism that one should always study his Bible lesson .01.

## Nonsupportive Findings

Out of twenty-eight relationships studied, there were five in which there was no degree of support found for the hypotheses investigated.

These were as follows:

1. No activity differences were found between students expressing high and low familism. Hypothesis three is rejected.
2. No activity differences were found between students rated high and low in academic ability. Hypothesis eight is rejected.
3. No activity differences were found between students in different academic grade classifications. Hypothesis seven is rejected.
4. The perceived religious sincerity of the students' fathers was the only factor studied in which there was found no single expressed religious attitude of the students related to it. Hypothesis fourteen is rejected for the fathers.
5. Although four attitude items were found to discriminate differences between high and low academic abilities in students, these differences were in a direction opposite to that hypothesized, Therefore, they must be listed as nonsupportive findings, and hypothesis nineteen must be rejected.
  - a. The data show that students who were high in academic ability were significantly lower in their expressed religious attitudes in four of the nine attitudes studied than were students who were low in academic ability. Specifically they differed in intensity of expression of the following attitudes:
    - (1) One should give God an important place in his life .01
    - (2) One should pray to God regardless of the size of the problem .02

- (3) Christians should encourage and support each other .04
- (4) Love should not be restricted to a few who are like minded .03

Table XXXI gives a summary of all the analyses made, along with the findings of significance and nonsignificance of differences in the religious activities of the subjects studied.

Table XXXII gives a summary view of all the relationships of various factors and student attitudes studied with the significant differences observed, along with those areas in which no differences were measured.

#### Summary and Recommendations

The generalizations drawn from the data presented in this study must be viewed in light of the limitations of the study. The results obtained are applicable to the universe studied (unmarried students at Oklahoma State University who are members of the Church of Christ). Generalizations to other religious groups and other facets of religious activities and beliefs may not be justified. At best the results should be considered as indicators and not absolutes since the basic data used were obtained from a questionnaire which had not been statistically tested for reliability nor quantitatively validated. Further studies providing comparable data are needed to support these findings before explicit generalizations can be made.

These data reveal significant evidence that there is a relationship between what students do as religious activity and the favorableness by which students perceive their fathers' religious activity and sincerity.

The data show those students to be more active in religious activity on the college campus who perceived their fathers to be highly active

TABLE XXXI

SUMMARY OF STATISTICALLY SIGNIFICANT AND NONSIGNIFICANT DIFFERENCES IN STUDENTS'  
RELIGIOUS ACTIVITIES IN RELATION TO VARIOUS SOCIAL FACTORS

Factors of Social Relationships Analyzed in Reference to Differences in Religious Activity	Students' Religious Activities Showing Where Significant Differences Did and Did Not Exist (+ = Statistically Significant, 0 = Not Statistically Significant)								
	1	2	3	4	5	6	7	8	9*
1. Students' perceived religious activity of fathers.	+	+	+	0	+	0	+	0	+
2. Students' perceived religious activity of mothers.	+	0	0	0	0	0	+	0	0
3. Students' perceived religious sincerity of fathers.	+	0	+	0	+	0	+	0	0
4. Students' perceived religious sincerity of mothers.	0	0	0	0	0	0	0	0	0
5. Familism or degree of family cohesive- ness of the students.	0	0	0	0	0	0	0	0	0
6. Internalized religious value of students. (On Allport, Vernon, Lindzey scale)	+	+	+	+	+	+	+	+	+
7. Students' personally expressed religious attitude.	+	+	+	+	+	+	+	+	+
8. Various colleges within the university in which students were enrolled.	+	0	+	+	0	+	0	0	+
9. Students' academic ability.	0	0	0	0	0	0	0	0	0

TABLE XXXI, Continued

Factors of Social Relationships Analyzed in Reference to Differences in Religious Activity	Students' Religious Activities Showing Where Significant Differences Did and Did Not Exist (+ = Statistically Significant, 0 = Not Statistically Significant)								
	1	2	3	4	5	6	7	8	9*
10. Residential housing arrangements. (Where students were domiciled.)	0	0	0	0	0	+	0	0	+
11. Students' sex.	0	0	0	0	0	0	+	+	+
12. Students' socio-economic level.	0	+	+	+	+	+	0	+	0
13. Students' early background (rural or urban).	0	+	0	0	0	0	0	0	0
14. University grade classification.	0	0	0	0	0	0	0	0	0
Total number of factors to which differences in activities were related.	6	5	6	4	5	5	6	4	6

\*Items of Religious Activity:

1. Taking communion on Sunday.
2. Attending Sunday morning Bible class.
3. Presenting selves for work in church.
4. Attending midweek church services.
5. Giving a definite percentage of income to church.
6. Attending Sunday evening worship services.
7. Attending Sunday morning worship services.
8. Attending special and/or evangelistic church services.
9. Inviting friends to attend religious functions.

TABLE XXXII

## SUMMARY OF STATISTICALLY SIGNIFICANT AND NONSIGNIFICANT DIFFERENCES IN STUDENTS' EXPRESSED RELIGIOUS ATTITUDES IN RELATION TO VARIOUS SOCIAL FACTORS

Factors of Social Relationships Analyzed in Reference to Differences in Religious Attitudes	Students' Religious Attitudes Showing Where Significant Differences Did and Did Not Exist (+ = Statistically Significant, 0 = Not Statistically Significant)								
	1	2	3	4	5	6	7	8	9*
1. Students' perceived religious activity of fathers.	0	0	0	+	+	0	+	0	0
2. Students' perceived religious activity of mothers.	0	0	+	0	+	0	+	0	0
3. Students' perceived religious sincerity of fathers.	0	0	0	0	0	0	0	0	0
4. Students' perceived religious sincerity of mothers.	+	+	0	0	+	0	+	0	0
5. Familism or degree of family cohesive- ness of the students.	0	0	0	0	0	0	+	0	0
6. Internalized religious value of students. (On Allport, Vernon, Lindzey scale)	+	+	+	+	+	+	+	+	+
7. Students' personally expressed religious attitudes.	-	-	-	-	-	-	-	-	-
8. Various colleges within the university in which students were enrolled.	0	+	+	0	+	+	+	0	+
9. Students' academic ability.	+	0	+	0	0	+	0	+	0

TABLE XXXII, Continued

Factors of Social Relationships Analyzed in Reference to Differences in Religious Attitudes	Students' Religious Attitudes Showing Where Significant Differences Did and Did Not Exist (+ = Statistically Significant, 0 = Not Statistically Significant)								
	1	2	3	4	5	6	7	8	9*
10. Residential housing arrangements. (Where students were domiciled.)	+	0	0	0	+	0	0	0	+
11. Students' sex.	+	+	+	0	+	0	+	0	+
12. Students' socio-economic level.	+	0	+	+	+	+	+	+	0
13. Students' early background (rural or urban).	0	+	0	0	0	0	0	0	0
14. University grade classification.	+	0	0	0	0	+	0	+	0
Total number of social factors to which differences in attitudes were related.	7	5	6	3	8	5	8	4	4

\*Items of Expressed Religious Attitudes:

1. One should give God an important place in his life.
2. One should find comfort and satisfaction in thinking about God.
3. One should pray to God regardless of the size of his problem.
4. Teaching others should be a concern of the lay individual.
5. Personal prayer should be a daily practice.
6. Christians should encourage and support each other.
7. One should always study his Bible lesson.
8. Love should not be restricted to a few who are like minded.
9. Bible study should not be postponed until after college graduation.

religiously at the time they were students in high school. Where statistical significance of differences were found in relation to the perception of fathers' sincerity, the same items were discriminatory in relation to fathers' activity.

The two activity items that were discriminating between students in relation to perceived activity of the mothers were likewise common to the findings in relation to the perceptions about students' fathers.

Out of a total of eighteen statistical computations made examining differences in students' religious activity, ten were found to measure real differences when the perceptions about the fathers were the independent variables, and only two out of eighteen showed significance when perceptions about mothers were the independent variables.

Although the basic data reveal that students reported mothers to be more active in and more sincere about religious matters than fathers, fathers were a very potent factor in the total complex of components involved in the choice of activity patterns followed by the students.

A major generalization drawn from these data is that the fathers' role in the family relationship contributes significantly to the life habits and attitudes of the children in the home and continue to contribute to life habits after separation from home.

This writer would recommend that further exploratory research be conducted that would seek to find some measure of the extent of fathers' influence upon the life pattern of children in and away from home. Further research is needed to see if perceptions about the religious life of parents made during high school could be used in predicting the religious behavior of children after separation from home.

Significant evidence is shown in the data that the religious

activity engaged in and the attitudes held by the college students are indicators of the values placed upon religious beliefs and concepts. In every activity item and attitude area studied, students who scored highest in each area were the students who rated high on the Allport, Vernon, Lindzey scale for religious value. Likewise, students rating high in personally expressed attitudes were those who were high in religious activity.

A logical deduction follows that if basic values are developed in the early years within the home environment, the overt activity and expressed attitude of college students could be an index to their basic value structure. As such, there is an implication for predictive behavior. Research is needed in this area.

This writer would suggest that further research be conducted, making assessments of the religious value holdings of senior high school students to ascertain if these findings might be a tool for predicting religious activity patterns when the students leave home to attend college.

Other factors analyzed in this study tended primarily to show that activities and attitudes are many-sided complexities. There were none of the individual elements of social relationships other than those specified above that consistently discriminated in a major portion of the nine activity and nine attitude items studied. For any generalizations made, there must be recognition of limitations because of the many forces contributing to an environment out of which human beings react and interact.

The findings of this study will have value proportionate to the use that can be made in better understanding the complexities of human

beings and in raising questions in the minds of readers who may be motivated to instigate new and related research.

The search for scientifically ascertained understandings of human beings fortunately has no ending. Each bit of new knowledge gained is a contribution in the continued quest, and not an ultimate finality.

## BIBLIOGRAPHY

- (1) ACT: The American College Testing Program. Technical Report 1965 edition. American College Testing Program, Inc. Printed in USA.
- (2) Student Information Bulletin. American College Testing Program, Inc. Iowa City, Iowa. 1965-66.
- (3) Allport, Gordon W., James M. Gillespie, and Jacqueline Young. "The Religion of the Post-War College Student." Journal of Psychology, XXV (1948), pp. 3-33.
- (4) Allport, Gordon W., Phillip E. Vernon, and Garner Lindzey. Manual, Study of Values. 3rd. ed. Boston, Mass: Houghton Mifflin Co., 1960.
- (5) Bardis, Panos D. "A Familism Scale." Marriage and Family Living, XXI (1959), pp. 340-341.
- (6) Brown, Daniel G. and Warner L. Lowe. "Religious Beliefs and Personality Characteristics of College Students." Journal of Social Psychology, XXXIII (1951), pp. 103-129.
- (7) Bryant, Marcus D. "Patterns of Religious Thinking of University Students as Related to Intelligence." Religious Education, LIV (1959), pp. 273-274.
- (8) Cooke, Terence Francis. "Interpersonal Correlates of Religious Behavior." Dissertation Abstracts, XXIII (1962), p. 1103.
- (9) Cox, Christine. "A Study of the Religious Practices, Values, and Attitudes in a Selected Group of Families." Religious Education, LIII (1958), pp. 252-253.
- (10) Davis, James Hill, Jr. "Social Bases of Participation and Non-participation in the Contemporary Urban Protestant Congregation." Dissertation Abstracts, XXV (1965), p. 4272.
- (11) Dudycha, George J. "The Religious Beliefs of College Freshmen in 1930 and 1949." Religious Education, XLV (1950), pp. 165-169.
- (12) Ferman, Louis Abbot. "Religious Change on a College Campus." Religious Education, LVII (1962), p. 374.

- (13) Gilliland, A. R. "Changes in Religious Beliefs of College Students." Journal of Social Psychology, XXXVII (1953), pp. 113-116.
- (14) Glock, Charles Y. "On the Study of Religious Commitment." Research Supplement to Religious Education, LVII (1962), pp. S-98 - S-110.
- (15) Glueck, Sheldon and Eleanor Glueck. Unraveling Juvenile Delinquency. Cambridge, Mass: Commonwealth Fund Harvard University Press, 1950, p. 261.
- (16) Goodman, Mary Ellen. "Where Do Our Understandings of Values Originate." The Journal of Nursery Education, XVII (1962), pp. 109-116.
- (17) Hadden, Jeffrey K. and Robert R. Evans. "Some Correlates of Religious Participation Among College Freshmen." Religious Education, LX Pt. 4 (1965), pp. 277-285.
- (18) Hollingshead, August B. Elmtown's Youth. New York: John Wiley and Sons, Inc., 1949, pp. 243-266.
- (19) \_\_\_\_\_. Two Factor Index of Social Position. New Haven, Conn: A copyrighted Mimeograph, 1957.
- (20) Jacob, Philip E. Changing Values in College. New York: Harper and Brothers, 1957, p. 56.
- (21) Lazerwitz, Bernard. "Some Factors Associated with Variations in Church Attendance." Social Forces, XXXIX (1961), pp. 301-308.
- (22) Lenski, Gerhard E. "Social Correlates of Religious Interest." American Sociological Review, XVIII (1953), pp. 533-544.
- (23) McClintock, Charles G., and Henry A. Turner. "The Impact of College Upon Political Knowledge, Participation, and Values." Human Relations, XV (1962), pp. 163-176.
- (24) Peck, Robert F., et. al. The Psychology of Character Development. New York: John Wiley and Sons, Inc., 1960, p. 178.
- (25) Pittard, Barbara Brinsfield. "The Meaning and Measurement of Commitment to the Church." Dissertation Abstracts, XXV Pt. 1 (1964), pp. 658-659.
- (26) Poit, Carl H. "A Study Concerning Religious Belief and Denominational Affiliation." Religious Education, LVII (1962), pp. 214-216.
- (27) Putney, Snell, and Middleton Russell. "Rebellion, Conformity, and Parental Religious Ideologies." Marriage and Family Living, XXIV (1962), pp. 85-86.

- (28) Siegel, Sidney. Nonparametric Statistics for the Behavioral Sciences. New York: McGraw-Hill, 1956, pp. 116-127.
- (29) Smith, Henry Clay. Personality Adjustment. New York: McGraw-Hill, 1961, pp. 222-223.
- (30) Vernon, Glen M. "Background Factors Related to Church Orthodoxy." Social Forces, XXXIV (1956), pp. 252-254.

APPENDIX A

BASIC DATA TABLE I  
STUDENTS' AGE, GRADE CLASSIFICATION, AND SEX

Age	Classification by Grade Level											
	Freshman		Sophomore		Junior		Senior		Graduate		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
18	13	10	--	1	--	--	--	--	--	--	13	11
19	12	8	10	11	--	--	--	--	--	--	22	19
20	--	1	12	10	8	11	1	1	--	--	21	23
21	--	1	--	1	14	10	8	6	1	--	23	18
22	1	--	--	--	--	--	9	1	--	1	10	2
23	--	--	--	--	--	--	5	1	--	2	5	3
24	--	--	--	--	--	--	--	--	--	1	--	1
25	--	--	--	--	--	--	--	--	1	--	1	--
Total	26	20	22	23	22	21	23	9	2	4	95	77
Combined Total	46		45		43		32		6		172	

BASIC DATA TABLE II  
DESCRIPTIVE CHARACTERISTICS OF STUDENTS STUDIED

Descriptive Factors	Number of Students
1. Early Residence (Location of Early Home)	
Rural . . . . .	79
Urban . . . . .	93
Total . . . . .	172
2. College Housing (Place of Residence in College Community)	
Dormitory . . . . .	97
Fraternity and Sorority . .	15
Off-campus Housing. . . . .	60
Total . . . . .	172
3. Social Class (Relative Socio-Economic Level)	
Higher - 1 . . . . .	20
Middle - 2 . . . . .	16
" - 3 . . . . .	56
" - 4 . . . . .	51
Lower - 5 . . . . .	27
Total . . . . .	170
4. College Enrollment (Enrollment in Different Colleges)	
Arts and Sciences . . . . .	47
Agriculture . . . . .	24
Business. . . . .	28
Education . . . . .	25
Engineering . . . . .	25
Home Economics. . . . .	21
Other . . . . .	2
Total . . . . .	172

BASIC DATA TABLE III

STUDENT RELIGIOUS ACTIVITY  
 Number of Students Reporting Different Degrees of  
 Consistency in Participation  
 (N = 172)

Items of Religious Activity	Reported Levels of Consistency of Participation				
	Always	Usually	Occasionally	Rarely	Never
1. Do you take communion on Sunday?	116	22	9	19	6
2. Do you attend Sunday morning Bible class?	58	34	25	34	21
3. Do you let it be known that you will work?	29	40	20	32	51
4. Do you attend midweek church services?	25	37	32	40	38
5. Do you give a definite percentage of income to the church?	16	50	22	39	45
6. Do you attend Sunday evening services?	30	42	20	48	32
7. Do you attend Sunday morning services?	96	38	15	19	4
8. Do you attend special and/or evangelistic services?	5	47	40	33	47
9. Do you invite friends to attend church services?	51	40	47	22	12

BASIC DATA TABLE IV

STUDENT RELIGIOUS ATTITUDE  
 Number of Students Reporting Different Intensity  
 of Feeling About Selected Items  
 (N = 172)

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			
		Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
1. One should give God an important place in his life.	159	9	4	0	0
2. One should find comfort and satisfaction in thinking about God.	123	36	9	3	1
3. One should pray to God regardless of the size of his problem.	128	26	11	5	2
4. Teaching others should be a concern of the lay individual.	126	34	11	1	0
5. Personal prayer should be a daily practice.	135	17	18	1	1
6. Christians should encourage and support each other.	142	23	4	2	1
7. One should always study his Bible lesson.	110	42	17	2	1
8. Love for fellowman should not be restricted to a few.	131	29	6	2	4

BASIC DATA TABLE IV, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
9. Bible study should not be postponed until after college graduation.	116	33	10	5	8

BASIC DATA TABLE V

PERCEIVED RELIGIOUS SINCERITY OF STUDENTS' FATHERS  
 Number of Students Perceiving Different Intensity of Feeling About Their Fathers' Religious  
 Sincerity While the Students Were Still in High School  
 (N = 167)

Items of Parental Sincerity	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
1. Religious activity was more to please mate than to please God.	6	10	25	16	110
2. Failed to practice what he preached. Made me go to Bible class but did not go himself.	11	17	16	20	103
3. Drank alcoholic beverages but tried to keep it a secret from other church members.	3	8	12	15	129
4. Had a Sunday religion that was not evident any other day in the week.	3	12	20	26	106
5. Seemed to put on an act of being religious when the preacher or other church members were around.	3	7	14	24	119
6. Missed church in order to work on Sunday when he did not have to.	13	22	7	17	108

BASIC DATA TABLE V, Continued

Items of Parental Sincerity	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
7. Practiced religion only for what financial benefit he could get from it.	0	1	4	6	156
8. Preached Christian duties but resented any personal inconvenience when he was asked to help.	5	8	25	34	95
9. Was too busy to go to church but found time for his favorite recreation.	14	7	12	24	110

BASIC DATA TABLE VI

PERCEIVED RELIGIOUS SINCERITY OF STUDENTS' MOTHERS  
 Number of Students Perceiving Different Intensity of Feeling About Their Mothers' Religious  
 Sincerity While the Students Were Still in High School  
 (N = 171)

Items of Parental Sincerity	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
1. Religious activity was more to please mate than to please God.	1	4	8	16	142
2. Failed to practice what she preached. Made me go to Bible class but did not go herself.	7	5	3	18	138
3. Drank alcoholic beverages but tried to keep it a secret from other church members.	2	3	5	4	157
4. Had a Sunday religion that was not evident any other day in the week.	3	2	5	21	140
5. Seemed to put on an act of being religious when the preacher or other church members were around.	1	7	7	23	133
6. Missed church in order to work on Sunday when she did not have to.	3	5	4	18	141

BASIC DATA TABLE VI, Continued

Items of Parental Sincerity	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
7. Practiced religion only for what financial benefit she could get from it.	1	0	3	4	163
8. Preached Christian duties but resented any personal inconvenience when she was asked to help.	1	7	10	35	118
9. Was too busy to go to church but found time for her favorite recreation.	4	4	4	15	144

BASIC DATA TABLE VII

PERCEIVED RELIGIOUS ACTIVITY OF STUDENTS' FATHERS  
 Number of Students Perceiving Different Intensity of Religious Activity of Their Fathers  
 While the Students Were Still in High School  
 (N = 167)

Items of Parental Activity	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
1. Taught us the Bible.	28	39	33	30	37
2. Studied the Bible often (each week or more frequently).	63	18	25	19	42
3. Made a special effort to go to church on Sunday night if he had to miss on Sunday morning.	103	16	13	12	23
4. Liberally and freely gave of his money.	118	18	21	3	7
5. Invited and brought friends to church.	59	34	31	20	23
6. Did pray for his children to my knowledge.	72	23	32	19	21
7. Often helped other people with their problems.	80	53	19	5	10
8. Always took communion when he could.	123	5	19	7	13

BASIC DATA TABLE VII, Continued

Items of Parental Activity	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
9. Was always active in the work of the church.	62	29	16	14	46

BASIC DATA TABLE VIII

PERCEIVED RELIGIOUS ACTIVITY OF STUDENTS' MOTHERS  
 Number of Students Perceiving Different Intensity of Religious Activity of Their Mothers  
 While the Students Were Still in High School  
 (N = 171)

Items of Parental Activity	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
1. Taught us the Bible.	61	78	21	7	4
2. Studied the Bible often (each week or more frequently).	72	55	19	17	8
3. Made a special effort to go to church on Sunday night if she had to miss on Sunday morning.	130	12	9	14	6
4. Liberally and freely gave of her money.	144	17	6	0	4
5. Invited and brought friends to church.	89	47	15	7	13
6. Did pray for her children to my knowledge.	105	30	20	8	8
7. Often helped other people with their problems.	89	64	10	6	2
8. Always took communion when she could.	149	9	4	2	7

BASIC DATA TABLE VIII, Continued

Items of Parental Activity	Strong Agreement	<u>Intensity of Students' Attitudes</u>			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
9. Was always active in the work of the church.	79	54	13	16	9

BASIC DATA TABLE IX

RELIGIOUS ACTIVITY BY PARENTS' RELIGIOUS SINCERITY  
 Differences in Religious Activity of Students in Relation to  
 High and Low Perception of Parents' Religious Sincerity

Perception of Fathers' Sincerity (N = 167)

Items of Religious Activity	Intensity of Students' Activity									
	Always		Usually		Occasionally		Rarely		Never	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. Take communion on Sunday.	64	50	9	13	3	6	4	13	3	2
2. Attend Bible class on Sunday.	34	24	16	17	11	14	11	20	11	9
3. Present selves for work in church.	19	10	22	18	9	10	10	21	23	25
4. Attend midweek church services.	12	13	15	19	17	15	24	16	15	21
5. Give a definite percentage of income.	9	6	30	20	10	12	17	21	17	25
6. Attend Sunday evening worship services.	17	13	22	18	11	9	21	26	12	18
7. Attend Sunday morning worship services.	56	38	16	22	4	11	5	12	2	1
8. Attend special and/or evangelistic services.	3	2	24	21	17	23	16	16	23	22
9. Invite friends to attend church.	28	22	20	19	20	26	9	13	6	4

BASIC DATA TABLE IX, Continued

Perception of Mothers' Sincerity (N = 170)

Items of Religious Activity	Intensity of Students' Activity									
	Always		Usually		Occasionally		Rarely		Never	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. Take communion on Sunday.	61	55	7	14	4	5	11	8	2	3
2. Attend Bible class on Sunday.	33	25	17	16	11	14	16	17	8	13
3. Present selves for work in church.	19	10	21	19	8	12	10	22	27	22
4. Attend midweek church services.	13	12	18	19	19	13	20	19	25	22
5. Give a definite percentage of income.	9	6	29	21	12	9	12	27	27	18
6. Attend Sunday evening worship services.	18	12	22	20	8	12	21	25	16	16
7. Attend Sunday morning worship services.	55	41	12	25	6	9	10	8	2	2
8. Attend special and/or evangelistic services.	4	1	25	22	17	23	16	16	23	23
9. Invite friends to attend church.	29	21	23	17	18	29	9	12	6	6

BASIC DATA TABLE X

RELIGIOUS ATTITUDE BY SINCERITY OF PARENTS  
Differences in Religious Attitudes of Students in Relation to  
High and Low Perceived Religious Sincerity of Parents

Perceived Sincerity of Fathers

Items of Religious Attitudes	Intensity of Students' Attitudes									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. One should give God an important place in his life.	77	78	3	5	3	1	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	60	59	17	19	4	4	1	2	1	0
3. One should pray to God regardless of the size of his problem.	64	61	9	15	6	5	2	3	2	0
4. Teaching others should be a concern of the lay individual.	65	58	12	20	5	6	1	0	0	0
5. Personal prayer should be a daily practice.	68	63	6	11	7	10	1	0	1	0
6. Christians should encourage and support each other.	70	68	8	14	4	0	1	1	0	1
7. One should always study his Bible lesson.	57	50	15	25	10	7	1	1	0	1
8. Love for fellowman should not be restricted to a few.	67	60	11	17	3	3	0	2	2	2

BASIC DATA TABLE X, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	High	Low	High	Low	High	Low	High	Low	High	Low
9. Bible study should not be postponed until after college graduation.	57	55	14	18	6	4	3	2	3	5
Perceived Sincerity of Mothers										
1. One should give God an important place in his life.	82	76	2	7	1	2	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	68	54	14	21	2	7	0	3	1	0
3. One should pray to God regardless of the size of his problem.	72	55	7	18	3	8	3	2	0	2
4. Teaching others should be a concern of the lay individual.	66	59	14	20	5	5	0	1	0	0
5. Personal prayer should be a daily practice.	73	61	5	12	6	11	1	0	0	1
6. Christians should encourage and support each other.	74	67	10	13	1	3	0	1	0	1
7. One should always study his Bible lesson.	62	48	15	26	8	8	0	2	0	1

BASIC DATA TABLE X, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	High	Low	High	Low	High	Low	High	Low	High	Low
8. Love for fellowman should not be restricted to a few.	67	63	12	16	4	2	0	2	2	2
9. Bible study should not be postponed until after college graduation.	66	50	10	22	4	6	2	3	3	4

BASIC DATA TABLE XI

RELIGIOUS ACTIVITY BY PARENTS' ACTIVITY  
Differences in Religious Activity of Students in Relation to  
Perception of High and Low Parental Religious Activity

Perception of Fathers' Activity (N = 167)

Items of Religious Activity	Intensity of Students' Activity									
	Always		Usually		Occasionally		Rarely		Never	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. Take communion on Sunday.	67	47	8	14	3	6	4	13	2	3
2. Attend Bible class on Sunday.	37	21	15	18	10	15	14	17	8	12
3. Present selves for work in church.	18	11	24	16	9	10	12	19	21	27
4. Attend midweek church services.	9	16	17	17	16	16	25	15	17	19
5. Give a definite percentage of income.	7	8	33	17	12	10	16	22	16	26
6. Attend Sunday evening worship services.	16	14	23	17	9	11	24	23	12	18
7. Attend Sunday morning worship services.	59	35	13	25	5	10	6	11	1	2
8. Attend special and/or evangelistic services.	2	3	25	20	18	22	17	15	22	23
9. Invite friends to attend church.	31	19	20	19	19	27	11	11	3	7

BASIC DATA TABLE XI, Continued

Perception of Mothers' Activity (N = 171)

Items of Religious Activity	Intensity of Students' Activity									
	Always		Usually		Occasionally		Rarely		Never	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. Take communion on Sunday.	64	52	8	13	3	6	9	10	2	4
2. Attend Bible class on Sunday.	34	24	16	17	11	14	15	19	10	11
3. Present selves for work in church.	20	9	22	18	9	11	13	19	22	28
4. Attend midweek church services.	13	12	15	22	15	17	25	14	18	20
5. Give a definite percentage of income.	12	3	24	26	9	13	19	20	22	23
6. Attend Sunday evening worship services.	18	12	19	23	8	12	26	21	15	17
7. Attend Sunday morning worship services.	58	38	12	25	5	10	9	10	2	2
8. Attend special and/or evangelistic services.	5	0	25	22	19	21	17	15	20	27
9. Invite friends to attend church.	28	22	22	18	22	25	8	14	6	6

BASIC DATA TABLE XII

RELIGIOUS ATTITUDE BY PARENTAL ACTIVITY  
Differences in Religious Attitudes of Students in Relation to  
High and Low Activity Level of Parents

Perceived Activity of Fathers (N = 167)

Items of Religious Attitudes	Intensity of Students' Attitudes									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. One should give God an important place in his life.	77	78	4	4	3	1	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	64	55	17	19	2	6	1	2	0	1
3. One should pray to God regardless of the size of his problem.	68	57	7	17	5	6	2	3	2	0
4. Teaching others should be a concern of the lay individual.	68	55	9	23	6	5	1	0	0	0
5. Personal prayer should be a daily practice.	72	59	5	12	5	12	1	0	1	0
6. Christians should encourage and support each other.	73	65	6	16	3	1	2	0	0	1
7. One should always study his Bible lesson.	60	47	15	25	8	9	1	1	0	1
8. Love for fellowman should not be restricted to a few.	66	61	11	17	4	2	0	2	3	1

BASIC DATA TABLE XII, Continued

Items of Religious Attitudes	<u>Intensity of Students' Attitudes</u>									
	<u>Strong Agreement</u>		<u>Mild Agreement</u>		<u>Neutral</u>		<u>Mild Disagreement</u>		<u>Strong Disagreement</u>	
	High	Low	High	Low	High	Low	High	Low	High	Low
9. Bible study should not be postponed until after college graduation.	58	54	13	19	5	5	3	2	5	3
<u>Perceived Activity of Mothers (N = 171)</u>										
1. One should give God an important place in his life.	81	77	4	5	1	3	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	66	56	14	22	5	4	0	3	1	0
3. One should pray to God regardless of the size of his problem.	66	61	14	12	3	8	3	2	0	2
4. Teaching others should be a concern of the lay individual.	67	58	14	20	5	6	0	1	0	0
5. Personal prayer should be a daily practice.	73	61	8	9	4	14	1	0	0	1
6. Christians should encourage and support each other.	76	65	8	15	2	2	0	2	0	1
7. One should always study his Bible lesson.	62	48	18	23	6	11	0	2	0	1

BASIC DATA TABLE XII, Continued

Items of Religious Attitudes	<u>Intensity of Students' Attitudes</u>									
	<u>Strong Agreement</u>		<u>Mild Agreement</u>		<u>Neutral</u>		<u>Mild Disagreement</u>		<u>Strong Disagreement</u>	
	High	Low	High	Low	High	Low	High	Low	High	Low
8. Love for fellowman should not be restricted to a few.	68	62	10	19	4	2	0	2	4	0
9. Bible study should not be postponed until after college graduation.	62	54	15	17	4	6	1	4	4	4

BASIC DATA TABLE XIII

RELIGIOUS ACTIVITY BY FAMILISM  
Differences in Religious Activity of Students in Relation to  
Perception of High and Low Family Cohesiveness  
(N = 172)

Items of Religious Activity	Intensity of Students' Activity									
	Always		Usually		Occasionally		Rarely		Never	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. Take communion on Sunday.	60	56	11	11	6	3	6	13	3	3
2. Attend Bible class on Sunday.	30	28	16	18	16	9	15	19	9	12
3. Present selves for work in church.	17	12	19	21	9	11	17	15	24	27
4. Attend midweek church services.	12	13	17	20	21	11	18	22	18	20
5. Give a definite percentage of income.	9	7	26	24	12	10	20	19	19	26
6. Attend Sunday evening worship services.	19	11	16	26	14	6	23	25	14	18
7. Attend Sunday morning worship services.	46	50	22	16	7	8	8	11	3	1
8. Attend special and/or evangelistic services.	3	2	23	24	22	18	11	22	27	20
9. Invite friends to attend church.	29	22	18	22	25	22	8	14	6	6

BASIC DATA TABLE XIV

RELIGIOUS ATTITUDE BY FAMILISM  
 Differences in Religious Attitudes of Students in Relation to  
 High and Low Family Cohesiveness  
 (N = 172)

Items of Religious Attitudes	<u>Intensity of Students' Attitudes</u>									
	<u>Strong Agreement</u>		<u>Mild Agreement</u>		<u>Neutral</u>		<u>Mild Disagreement</u>		<u>Strong Disagreement</u>	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. One should give God an important place in his life.	81	78	3	6	2	2	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	65	58	14	22	5	4	2	1	0	1
3. One should pray to God regardless of the size of his problem.	63	65	13	13	6	5	2	3	2	0
4. Teaching others should be a concern of the lay individual.	66	60	13	21	6	5	1	0	0	0
5. Personal prayer should be a daily practice.	69	66	7	10	9	9	1	0	0	1
6. Christians should encourage and support each other.	76	66	7	16	2	2	1	1	0	1
7. One should always study his Bible lesson.	61	49	18	24	5	12	1	1	1	0
8. Love for fellowman should not be restricted to a few.	63	68	15	14	3	3	2	0	3	1

BASIC DATA TABLE XIV, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	High	Low	High	Low	High	Low	High	Low	High	Low
9. Bible study should not be postponed until after college graduation.	60	56	13	20	6	4	2	3	5	3

BASIC DATA TABLE XV

RELIGIOUS ACTIVITY BY INTERNALIZED RELIGIOUS VALUE  
 Differences in Religious Activity of Students in Relation to  
 High and Low Internalized Religious Value  
 (N = 169)

Items of Religious Activity	Intensity of Students' Activity									
	Always		Usually		Occasionally		Rarely		Never	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. Take communion on Sunday.	67	48	7	14	2	7	4	15	3	2
2. Attend Bible class on Sunday.	32	25	21	13	12	12	6	27	12	9
3. Present selves for work in church.	23	6	22	18	11	8	9	23	18	31
4. Attend midweek church services.	20	4	22	15	15	17	16	22	10	28
5. Give a definite percentage of income.	11	4	34	15	7	15	11	28	18	26
6. Attend Sunday evening worship services.	21	9	25	17	12	8	11	34	14	18
7. Attend Sunday morning worship services.	59	36	17	20	1	13	3	16	3	1
8. Attend special and/or evangelistic services.	4	1	33	14	18	21	13	19	15	31
9. Invite friends to attend church.	27	24	18	21	29	17	4	17	5	7

BASIC DATA TABLE XVI

RELIGIOUS ATTITUDE BY INTERNALIZED VALUE  
 Differences in Religious Attitudes of Students in Relation to  
 High and Low Internalized Religious Value  
 (N = 169)

Items of Religious Attitudes	Intensity of Students' Attitudes										
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement		
	High	Low	High	Low	High	Low	High	Low	High	Low	
1. One should give God an important place in his life.	83	73	0	9	0	4	0	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	72	48	8	28	1	8	1	2	0	1	
3. One should pray to God regardless of the size of his problem.	72	53	7	19	2	9	2	3	0	2	
4. Teaching others should be a concern of the lay individual.	74	52	7	26	2	7	0	1	0	0	
5. Personal prayer should be a daily practice.	77	56	4	13	2	15	0	1	0	1	
6. Christians should encourage and support each other.	78	63	5	16	0	4	0	2	1	0	
7. One should always study his Bible lesson.	64	45	15	26	3	13	0	2	1	0	
8. Love for fellowman should not be restricted to a few.	73	55	8	21	1	5	1	1	0	4	

BASIC DATA TABLE XVI, Continued

Items of Religious Attitudes	<u>Intensity of Students' Attitudes</u>									
	<u>Strong Agreement</u>		<u>Mild Agreement</u>		<u>Neutral</u>		<u>Mild Disagreement</u>		<u>Strong Disagreement</u>	
	High	Low	High	Low	High	Low	High	Low	High	Low
9. Bible study should not be postponed until after college graduation.	73	42	7	26	1	7	1	4	1	7

BASIC DATA TABLE XVII

RELIGIOUS ACTIVITY BY EXPRESSED ATTITUDE  
 Differences in Religious Activity of Students in Relation to  
 High and Low Religious Attitude of Students  
 (N = 172)

Items of Religious Activity	Intensity of Students' Activity									
	Always		Usually		Occasionally		Rarely		Never	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. Take communion on Sunday.	62	47	11	14	3	8	8	10	2	7
2. Attend Bible class on Sunday.	38	20	19	15	10	14	10	24	9	13
3. Present selves for work in church.	23	7	25	15	6	13	11	22	21	29
4. Attend midweek church services.	20	7	25	13	15	16	16	23	10	27
5. Give a definite percentage of income.	13	4	35	15	9	10	12	28	17	29
6. Attend Sunday evening worship services.	20	9	27	14	12	10	14	31	13	22
7. Attend Sunday morning worship services.	61	34	15	24	4	11	5	13	1	4
8. Attend special and/or evangelistic services.	5	2	30	15	20	20	11	21	20	28
9. Invite friends to church.	31	19	22	17	26	20	2	20	5	10

BASIC DATA TABLE XVIII

RELIGIOUS ACTIVITY BY SCHOOL AFFILIATION  
Differences in Religious Activity of Students in Relation to  
Enrollment in Different Schools on the Campus

School of Arts and Sciences (N = 47)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	30	5	2	7	3
2. Attend Bible class on Sunday.	18	5	7	11	6
3. Present selves for work in church.	7	10	6	8	16
4. Attend midweek church services.	10	10	6	13	8
5. Give a definite percentage of income.	4	13	5	10	15
6. Attend Sunday evening worship services.	10	6	6	14	11
7. Attend Sunday morning worship services.	26	8	5	5	3
8. Attend special and/or evangelistic services.	2	14	9	7	15
9. Invite friends to attend church.	11	7	17	5	7

BASIC DATA TABLE XVIII, Continued

School of Agriculture (N = 24)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	15	3	2	4	0
2. Attend Bible class on Sunday.	8	4	3	9	0
3. Present selves for work in church.	4	4	1	6	9
4. Attend midweek church services.	2	2	8	4	8
5. Give a definite percentage of income.	1	6	6	6	5
6. Attend Sunday evening worship services.	2	5	2	8	7
7. Attend Sunday morning worship services.	11	4	5	4	0
8. Attend special and/or evangelistic services.	1	4	3	7	9
9. Invite friends to attend church.	5	7	8	3	1

BASIC DATA TABLE XVIII, Continued

School of Business (N = 28)

Items of Religious Activity	Always	Intensity of Students' Activity				Never
		Usually	Occasionally	Rarely		
1. Take communion on Sunday.	18	5	2	1	2	
2. Attend Bible class on Sunday.	7	5	6	5	5	
3. Present selves for work in church.	4	5	1	7	11	
4. Attend midweek church services.	4	6	5	6	7	
5. Give a definite percentage of income.	3	7	4	4	10	
6. Attend Sunday evening worship services.	3	8	5	8	4	
7. Attend Sunday morning worship services.	15	7	3	3	0	
8. Attend special and/or evangelistic services.	0	9	3	5	11	
9. Invite friends to attend church.	12	4	7	3	2	

BASIC DATA TABLE XVIII, Continued

School of Education (N = 25)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	21	3	0	1	0
2. Attend Bible class on Sunday.	8	10	1	2	4
3. Present selves for work in church.	7	8	2	2	6
4. Attend midweek church services.	4	8	5	4	4
5. Give a definite percentage of income.	3	10	3	4	5
6. Attend Sunday evening worship services.	8	7	2	6	2
7. Attend Sunday morning worship services.	16	7	0	2	0
8. Attend special and/or evangelistic services.	1	8	7	4	5
9. Invite friends to attend church.	14	5	3	2	1

BASIC DATA TABLE XVIII, Continued

School of Engineering (N = 25)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	17	3	2	2	1
2. Attend Bible class on Sunday.	9	6	2	3	5
3. Present selves for work in church.	3	10	5	4	3
4. Attend midweek church services.	3	6	5	8	3
5. Give a definite percentage of income.	3	8	3	5	6
6. Attend Sunday evening worship services.	3	11	4	2	5
7. Attend Sunday morning worship services.	15	6	2	1	1
8. Attend special and/or evangelistic services.	0	6	9	6	4
9. Invite friends to attend church.	3	9	7	5	1

BASIC DATA TABLE XVIII, Continued

School of Home Economics (N = 21)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	14	2	1	4	0
2. Attend Bible class on Sunday.	8	4	6	3	0
3. Present selves for work in church.	3	3	5	4	6
4. Attend midweek church services.	2	4	3	5	7
5. Give a definite percentage of income.	2	6	1	8	4
6. Attend Sunday evening worship services.	4	4	1	9	3
7. Attend Sunday morning worship services.	12	5	0	4	0
8. Attend special and/or evangelistic services.	1	5	8	4	3
9. Invite friends to attend church.	6	8	4	3	0

BASIC DATA TABLE XIX

RELIGIOUS ATTITUDES BY SCHOOL AFFILIATION  
Differences in Religious Attitudes of Students in Relation to  
Enrollment in Different Schools on the Campus

School of Arts and Sciences (N = 47)

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
1. One should give God an important place in his life.	41	4	2	0	0
2. One should find comfort and satisfaction in thinking about God.	32	10	3	2	0
3. One should pray to God regardless of the size of his problem.	35	6	4	2	0
4. Teaching others should be a concern of the lay individual.	34	10	3	0	0
5. Personal prayer should be a daily practice.	34	3	9	0	1
6. Christians should encourage and support each other.	34	9	3	1	0
7. One should always study his Bible lesson.	25	11	9	1	1
8. Love for fellowman should not be restricted to a few.	37	7	1	1	1

BASIC DATA TABLE XIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
9. Bible study should not be postponed until after college graduation.	31	10	3	2	1	
School of Agriculture (N = 24)						
1. One should give God an important place in his life.	23	1	0	0	0	
2. One should find comfort and satisfaction in thinking about God.	13	7	3	1	0	
3. One should pray to God regardless of the size of his problem.	15	7	1	1	0	
4. Teaching others should be a concern of the lay individual.	19	4	1	0	0	
5. Personal prayer should be a daily practice.	16	4	3	1	0	
6. Christians should encourage and support each other.	23	1	0	0	0	
7. One should always study his Bible lesson.	15	7	1	1	0	

BASIC DATA TABLE XIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
8. Love for fellowman should not be restricted to a few.	19	1	2	1	1	
9. Bible study should not be postponed until after college graduation.	18	4	1	0	1	
School of Business (N = 28)						
1. One should give God an important place in his life.	26	1	1	0	0	
2. One should find comfort and satisfaction in thinking about God.	22	6	0	0	0	
3. One should pray to God regardless of the size of his problem.	25	2	0	0	1	
4. Teaching others should be a concern of the lay individual.	21	3	3	1	0	
5. Personal prayer should be a daily practice.	15	1	2	0	0	
6. Christians should encourage and support each other.	16	1	0	1	0	

BASIC DATA TABLE XIX, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
7. One should always study his Bible lesson.	23	3	2	0	0
8. Love for fellowman should not be restricted to a few.	23	4	1	0	0
9. Bible study should not be postponed until after college graduation.	20	5	0	1	2
School of Education (N = 25)					
1. One should give God an important place in his life.	25	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	21	4	0	0	0
3. One should pray to God regardless of the size of his problem.	22	1	0	1	1
4. Teaching others should be a concern of the lay individual.	19	5	1	0	0
5. Personal prayer should be a daily practice.	23	1	1	0	0

BASIC DATA TABLE XIX, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
6. Christians should encourage and support each other.	22	2	0	0	1
7. One should always study his Bible lesson.	15	9	1	0	0
8. Love for fellowman should not be restricted to a few.	19	6	0	0	0
9. Bible study should not be postponed until after college graduation.	21	2	1	0	1
School of Engineering (N = 25)					
1. One should give God an important place in his life.	23	2	0	0	0
2. One should find comfort and satisfaction in thinking about God.	18	5	2	0	0
3. One should pray to God regardless of the size of his problem.	14	7	4	0	0
4. Teaching others should be a concern of the lay individual.	16	8	1	0	0

BASIC DATA TABLE XIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
5. Personal prayer should be a daily practice.	17	6	2	0	0
6. Christians should encourage and support each other.	19	6	0	0	0
7. One should always study his Bible lesson.	17	5	3	0	0
8. Love for fellowman should not be restricted to a few.	16	8	0	0	1
9. Bible study should not be postponed until after college graduation.	11	8	2	1	3
School of Home Economics (N = 21)					
1. One should give God an important place in his life.	20	0	1	0	0
2. One should find comfort and satisfaction in thinking about God.	16	3	1	0	1
3. One should pray to God regardless of the size of his problem.	17	1	2	1	0

BASIC DATA TABLE XIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
4. Teaching others should be a concern of the lay individual.	16	3	2	0	0	
5. Personal prayer should be a daily practice.	19	1	1	0	0	
6. Christians should encourage and support each other.	17	3	1	0	0	
7. One should always study his Bible lesson.	14	6	1	0	0	
8. Love for fellowman should not be restricted to a few.	16	2	2	0	1	
9. Bible study should not be postponed until after college graduation.	14	3	3	1	0	

BASIC DATA TABLE XX

RELIGIOUS ACTIVITY BY GRADE CLASSIFICATION  
Differences in Religious Activity of Students in  
Relation to College Grade Classification

Freshman Students (N = 46)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	29	5	3	6	3
2. Attend Bible class on Sunday.	17	5	7	11	6
3. Present selves for work in church.	7	10	2	9	18
4. Attend midweek church services.	6	11	8	11	10
5. Give a definite percentage of income.	2	18	9	7	10
6. Attend Sunday evening worship services.	6	12	7	9	12
7. Attend Sunday morning worship services.	21	12	6	5	2
8. Attend special and/or evangelistic services.	0	13	10	9	14
9. Invite friends to attend church.	17	12	9	5	3

BASIC DATA TABLE XX, Continued

Sophomore Students (N = 45)

Items of Religious Activity	Always	Intensity of Students' Activity				Never
		Usually	Occasionally	Rarely		
1. Take communion on Sunday.	33	3	1	7	1	
2. Attend Bible class on Sunday.	15	8	9	7	6	
3. Present selves for work in church.	10	8	3	10	14	
4. Attend midweek church services.	9	6	6	11	13	
5. Give a definite percentage of income.	8	12	2	6	17	
6. Attend Sunday evening worship services.	10	4	5	16	10	
7. Attend Sunday morning worship services.	26	9	3	6	1	
8. Attend special and/or evangelistic services.	5	13	5	10	12	
9. Invite friends to attend church.	16	9	16	3	1	

BASIC DATA TABLE XX, Continued

Junior Students (N = 43)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	30	6	3	3	1
2. Attend Bible class on Sunday.	14	9	7	10	3
3. Present selves for work in church.	9	11	7	6	10
4. Attend midweek church services.	4	12	11	8	8
5. Give a definite percentage of income.	2	12	4	14	11
6. Attend Sunday evening worship services.	7	14	4	14	4
7. Attend Sunday morning worship service.	28	8	3	3	1
8. Attend special and/or evangelistic services.	0	9	14	9	11
9. Invite friends to attend church.	11	8	12	8	4

BASIC DATA TABLE XX, Continued

Senior Students (N = 32)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	21	7	1	2	1
2. Attend Bible class on Sunday.	11	11	2	4	4
3. Present selves for work in church.	3	11	5	4	9
4. Attend midweek church services.	4	7	7	9	5
5. Give a definite percentage of income.	3	6	6	10	7
6. Attend Sunday evening worship services.	6	10	3	7	6
7. Attend Sunday morning worship services.	18	8	3	3	0
8. Attend special and/or evangelistic services.	0	10	9	3	10
9. Invite friends to attend church.	6	11	7	4	4

BASIC DATA TABLE XX, Continued

Graduate Students (N = 6)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	3	1	1	1	0
2. Attend Bible class on Sunday.	1	1	0	2	2
3. Present selves for work in church.	0	0	3	3	0
4. Attend midweek church services.	2	1	0	1	2
5. Give a definite percentage of income.	1	2	1	2	0
6. Attend Sunday evening worship services.	1	2	1	2	0
7. Attend Sunday morning worship services.	3	1	0	2	0
8. Attend special and/or evangelistic services.	0	2	2	2	0
9. Invite friends to attend church.	1	0	3	2	0

BASIC DATA TABLE XXI

RELIGIOUS ATTITUDE BY GRADE CLASSIFICATION  
Differences in Religious Attitudes of Students in Relation  
to College Grade Classification

Freshman Students (N = 46)

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			
		Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
1. One should give God an important place in his life.	45	0	1	0	0
2. One should find comfort and satisfaction in thinking about God.	36	8	2	0	0
3. One should pray to God regardless of the size of his problem.	33	8	3	1	1
4. Teaching others should be a concern of the lay individual.	34	8	4	0	0
5. Personal prayer should be a daily practice.	38	4	4	0	0
6. Christians should encourage and support each other.	42	3	0	1	0
7. One should always study his Bible lesson.	30	12	4	0	0
8. Love for fellowman should not be restricted to a few.	30	13	1	0	2

BASIC DATA TABLE XXI, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
9. Bible study should not be postponed until after college graduation.	35	5	3	0	3	
Sophomore Students (N = 45)						
1. One should give God an important place in his life.	43	1	1	0	0	
2. One should find comfort and satisfaction in thinking about God.	35	7	1	1	1	
3. One should pray to God regardless of the size of his problem.	36	5	2	2	0	
4. Teaching others should be a concern of the lay individual.	38	5	2	0	0	
5. Personal prayer should be a daily practice.	32	6	6	1	0	
6. Christians should encourage and support each other.	38	6	1	0	0	
7. One should always study his Bible lesson.	28	9	6	1	1	

BASIC DATA TABLE XXI, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
8. Love for fellowman should not be restricted to a few.	39	5	1	0	0	
9. Bible study should not be postponed until after college graduation.	29	9	3	2	2	
Junior Students (N = 43)						
1. One should give God an important place in his life.	39	4	0	0	0	
2. One should find comfort and satisfaction in thinking about God.	28	13	2	0	0	
3. One should pray to God regardless of the size of his problem.	32	6	3	1	1	
4. Teaching others should be a concern of the lay individual.	29	9	4	1	0	
5. Personal prayer should be a daily practice.	36	3	4	0	0	
6. Christians should encourage and support each other.	35	7	1	0	0	

BASIC DATA TABLE XXI, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
7. One should always study his Bible lesson.	27	11	5	0	0	
8. Love for fellowman should not be restricted to a few.	32	5	3	1	2	
9. Bible study should not be postponed until after college graduation.	26	12	1	1	3	
Senior Students (N = 32)						
1. One should give God an important place in his life.	28	2	2	0	0	
2. One should find comfort and satisfaction in thinking about God.	21	6	3	2	0	
3. One should pray to God regardless of the size of his problem.	24	4	3	1	0	
4. Teaching others should be a concern of the lay individual.	21	10	1	0	0	
5. Personal prayer should be a daily practice.	25	2	4	0	1	

BASIC DATA TABLE XXI, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
6. Christians should encourage and support each other.	24	4	2	1	1	
7. One should always study his Bible lesson.	20	9	2	1	0	
8. Love for fellowman should not be restricted to a few.	26	4	1	1	0	
9. Bible study should not be postponed until after college graduation.	22	7	1	2	0	
Graduate Students (N = 6)						
1. One should give God an important place in his life.	4	2	0	0	0	
2. One should find comfort and satisfaction in thinking about God.	3	2	1	0	0	
3. One should pray to God regardless of the size of his problem.	3	3	0	0	0	
4. Teaching others should be a concern of the lay individual.	4	2	0	0	0	

BASIC DATA TABLE XXI, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement	
5. Personal prayer should be a daily practice.	4	2	0	0	0	
6. Christians should encourage and support each other.	3	3	0	0	0	
7. One should always study his Bible lesson.	5	1	0	0	0	
8. Love for fellowman should not be restricted to a few.	4	2	0	0	0	
9. Bible study should not be postponed until after college graduation.	4	0	2	0	0	

BASIC DATA TABLE XXII

RELIGIOUS ACTIVITY BY ACADEMIC ABILITY  
 Differences in Religious Activity of Students in Relation to  
 High and Low Performance on the ACT Test  
 (N = 98)

Items of Religious Activity	Intensity of Students' Activity									
	Always		Usually		Occasionally		Rarely		Never	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. Take communion on Sunday.	33	31	6	6	2	4	6	7	2	1
2. Attend Bible class on Sunday.	16	14	5	13	11	8	10	9	7	5
3. Present selves for work in church.	8	8	12	9	5	3	10	8	14	21
4. Attend midweek church services.	4	4	12	8	10	6	14	14	9	17
5. Give a definite percentage of income.	7	2	19	16	4	7	7	10	12	14
6. Attend Sunday evening worship services.	8	5	11	7	6	6	16	16	8	15
7. Attend Sunday morning worship services.	25	24	15	8	3	8	4	7	2	2
8. Attend special and/or evangelistic services.	0	2	15	13	10	9	14	10	10	15
9. Invite friends to attend church.	20	14	8	13	15	15	4	5	2	2

BASIC DATA TABLE XXIII

RELIGIOUS ATTITUDE BY ACADEMIC ABILITY  
 Differences in Religious Attitudes of Students in Relation to  
 High and Low Performance on the ACT Test  
 (N = 98)

Items of Religious Attitudes	Intensity of Students' Attitudes									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	High	Low	High	Low	High	Low	High	Low	High	Low
1. One should give God an important place in his life.	43	48	5	0	1	1	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	32	37	11	9	4	3	2	0	0	0
3. One should pray to God regardless of the size of his problem.	30	41	11	6	6	1	2	0	0	1
4. Teaching others should be a concern of the lay individual.	36	39	10	7	3	3	0	0	0	0
5. Personal prayer should be a daily practice.	35	40	5	6	9	3	0	0	0	0
6. Christians should encourage and support each other.	38	43	7	4	4	1	0	1	0	0
7. One should always study his Bible lesson.	28	34	14	10	4	5	2	0	1	0
8. Love for fellowman should not be restricted to a few.	33	41	11	7	2	1	2	0	1	0

BASIC DATA TABLE XXIII, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes									
	Strong Agreement		Mild Agreement		Neutral		Mild Disagreement		Strong Disagreement	
	High	Low	High	Low	High	Low	High	Low	High	Low
9. Bible study should not be postponed until after college graduation.	32	38	13	7	1	2	1	1	2	1

BASIC DATA TABLE XXIV

RELIGIOUS ACTIVITY BY COLLEGE HOUSING  
Differences in Religious Activity of Students in Relation to  
Housing Arrangements While in College

Dormitory Housing (N = 97)

Items of Religious Activity	Always	Intensity of Students' Activity			
		Usually	Occasionally	Rarely	Never
1. Take communion on Sunday.	67	13	8	7	2
2. Attend Bible class on Sunday.	36	17	17	14	13
3. Present selves for work in church.	15	25	11	18	28
4. Attend midweek church services.	15	19	18	24	21
5. Give a definite percentage of income.	7	31	11	23	25
6. Attend Sunday evening worship services.	21	22	12	26	16
7. Attend Sunday morning worship services.	58	22	10	6	1
8. Attend special and/or evangelistic services.	3	32	23	16	23
9. Invite friends to attend church.	34	29	22	9	3

BASIC DATA TABLE XXIV, Continued

Sorority and Fraternity Housing (N = 15)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	8	4	0	2	1
2. Attend Bible class on Sunday.	4	0	4	5	2
3. Present selves for work in church.	4	11	2	3	5
4. Attend midweek church services.	1	3	1	6	4
5. Give a definite percentage of income.	3	3	4	1	4
6. Attend Sunday evening worship services.	1	0	0	9	5
7. Attend Sunday morning worship services.	7	5	0	2	1
8. Attend special and/or evangelistic services.	0	1	5	6	3
9. Invite friends to attend church.	5	0	5	3	2

BASIC DATA TABLE XXIV, Continued

Off-campus Housing (N = 60)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	41	5	1	10	3
2. Attend Bible class on Sunday.	18	17	4	15	6
3. Present selves for work in church.	10	14	7	11	18
4. Attend midweek church services.	9	15	13	10	13
5. Give a definite percentage of income.	6	16	7	15	16
6. Attend Sunday evening worship services.	8	20	8	13	11
7. Attend Sunday morning worship services.	31	11	5	11	2
8. Attend special and/or evangelistic services.	2	14	12	11	21
9. Invite friends to attend church.	12	11	20	10	7

BASIC DATA TABLE XXV

RELIGIOUS ATTITUDE BY COLLEGE HOUSING  
Differences in Religious Attitudes of Students in Relation  
to Housing Arrangements While in College

Dormitory Housing (N = 97)

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
1. One should give God an important place in his life.	94	2	1	0	0	
2. One should find comfort and satisfaction in thinking about God.	73	18	3	2	1	
3. One should pray to God regardless of the size of his problem.	77	11	5	3	1	
4. Teaching others should be a concern of the lay individual.	74	16	7	0	0	
5. Personal prayer should be a daily practice.	83	8	5	0	1	
6. Christians should encourage and support each other.	83	11	1	1	1	
7. One should always study his Bible lesson.	65	23	7	1	1	
8. Love for fellowman should not be restricted to a few.	74	17	3	2	1	

BASIC DATA TABLE XXV, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
9. Bible study should not be postponed until after college graduation.	72	15	6	3	1
Sorority and Fraternity Housing (N = 15)					
1. One should give God an important place in his life.	13	2	0	0	0
2. One should find comfort and satisfaction in thinking about God.	10	4	1	0	0
3. One should pray to God regardless of the size of his problem.	12	1	2	0	0
4. Teaching others should be a concern of the lay individual.	9	5	1	0	0
5. Personal prayer should be a daily practice.	12	0	3	0	0
6. Christians should encourage and support each other.	11	3	1	0	0
7. One should always study his Bible lesson.	7	6	2	0	0

BASIC DATA TABLE XXV, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Mild Disagreement	Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
8. Love for fellowman should not be restricted to a few.	13	1	0	0	1	
9. Bible study should not be postponed until after college graduation.	10	3	1	0	1	
Off-campus Housing (N = 60)						
1. One should give God an important place in his life.	52	5	3	0	0	
2. One should find comfort and satisfaction in thinking about God.	40	14	5	1	0	
3. One should pray to God regardless of the size of his problem.	39	14	4	2	1	
4. Teaching others should be a concern of the lay individual.	43	13	3	1	0	
5. Personal prayer should be a daily practice.	40	9	10	1	0	
6. Christians should encourage and support each other.	48	9	2	1	0	

BASIC DATA TABLE XXV, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
7. One should always study his Bible lesson.	38	13	8	1	0
8. Love for fellowman should not be restricted to a few.	44	11	3	0	2
9. Bible study should not be postponed until after college graduation.	34	15	3	2	6

BASIC DATA TABLE XXVI

RELIGIOUS ACTIVITY BY SEX  
Differences in Religious Activity of Students in  
Relation to Sex of the Student

Male Students (N = 95)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	61	10	7	13	4
2. Attend Bible class on Sunday.	30	18	12	24	11
3. Present selves for work in church.	15	22	12	15	31
4. Attend midweek church services.	11	21	20	24	19
5. Give a definite percentage of income.	5	28	18	21	23
6. Attend Sunday evening worship services.	12	23	16	26	18
7. Attend Sunday morning worship services.	48	20	12	12	3
8. Attend special and/or evangelistic services.	1	23	21	18	32
9. Invite friends to attend church.	18	21	31	15	10

BASIC DATA TABLE XXVI, Continued

Female Students (N = 77)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	55	12	2	6	2
2. Attend Bible class on Sunday.	28	16	13	10	10
3. Present selves for work in church.	14	18	8	17	20
4. Attend midweek church services.	14	16	12	16	19
5. Give a definite percentage of income.	11	22	4	18	22
6. Attend Sunday evening worship services.	18	19	4	22	14
7. Attend Sunday morning worship services.	48	18	3	7	1
8. Attend special and/or evangelistic services.	4	24	19	15	15
9. Invite friends to attend church.	33	19	16	7	2

BASIC DATA TABLE XXVII

RELIGIOUS ATTITUDES BY SEX OF STUDENTS  
Differences in Religious Attitudes of Students  
in Relation to Sex of the Students

Male Students (N = 95)

Items of Religious Attitudes	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
1. One should give God an important place in his life.	84	8	3	0	0
2. One should find comfort and satisfaction in thinking about God.	62	23	7	3	0
3. One should pray to God regardless of the size of his problem.	60	22	9	3	1
4. Teaching others should be a concern of the lay individual.	70	19	5	1	0
5. Personal prayer should be a daily practice.	65	12	16	1	1
6. Christians should encourage and support each other.	75	16	2	2	0
7. One should always study his Bible lesson.	56	23	13	2	1
8. Love for fellowman should not be restricted to a few.	68	19	3	2	3

BASIC DATA TABLE XXVII, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			
		Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
9. Bible study should not be postponed until after college graduation.	56	23	6	4	6
Female Students (N = 77)					
1. One should give God an important place in his life.	75	1	1	0	0
2. One should find comfort and satisfaction in thinking about God.	61	13	2	0	1
3. One should pray to God regardless of the size of his problem.	68	4	2	2	1
4. Teaching others should be a concern of the lay individual.	56	15	6	0	0
5. Personal prayer should be a daily practice.	70	5	2	0	0
6. Christians should encourage and support each other.	67	7	2	0	1
7. One should always study his Bible lesson.	54	19	4	0	0

BASIC DATA TABLE XXVII, Continued

Items of Religious Attitudes	Strong Agreement	<u>Intensity of Students' Attitudes</u>			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
8. Love for fellowman should not be restricted to a few.	63	10	3	0	1
9. Bible study should not be postponed until after college graduation.	60	10	4	1	2

BASIC DATA TABLE XXVIII

RELIGIOUS ACTIVITY BY SOCIO-ECONOMIC LEVEL  
Differences in Religious Activity of Students  
in Relation to Socio-Economic Level

Socio-Economic Level 1 (N = 20)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	16	1	0	1	2
2. Attend Bible class on Sunday.	6	3	2	5	4
3. Present selves for work in church.	4	4	3	2	7
4. Attend midweek church services.	2	2	5	5	6
5. Give a definite percentage of income.	2	7	3	3	5
6. Attend Sunday evening worship services.	2	6	2	6	4
7. Attend Sunday morning worship services.	13	4	0	2	1
8. Attend special and/or evangelistic services.	0	5	5	3	7
9. Invite friends to attend church.	8	4	4	3	1

BASIC DATA TABLE XXVIII, Continued

Socio-Economic Level 2 (N = 16)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	9	4	3	0	0
2. Attend Bible class on Sunday.	3	2	3	4	4
3. Present selves for work in church.	2	5	0	2	7
4. Attend midweek church services.	1	1	2	5	7
5. Give a definite percentage of income.	2	7	2	2	3
6. Attend Sunday evening worship services.	2	3	2	5	4
7. Attend Sunday morning worship services.	7	6	3	0	0
8. Attend special and/or evangelistic services.	1	4	2	6	3
9. Invite friends to attend church.	5	4	3	4	0

BASIC DATA TABLE XXVIII, Continued

Socio-Economic Level 3 (N = 56)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	40	7	3	5	1
2. Attend Bible class on Sunday.	21	14	9	8	4
3. Present selves for work in church.	13	15	6	12	10
4. Attend midweek church services.	7	14	10	11	14
5. Give a definite percentage of income.	6	18	9	14	9
6. Attend Sunday evening worship services.	10	14	7	19	6
7. Attend Sunday morning worship services.	34	12	6	4	0
8. Attend special and/or evangelistic services.	1	18	16	13	8
9. Invite friends to attend church.	16	11	19	9	1

BASIC DATA TABLE XXVIII, Continued

Socio-Economic Level 4 (N = 51)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	31	7	0	11	2
2. Attend Bible class on Sunday.	20	7	7	12	5
3. Present selves for work in church.	5	11	5	9	21
4. Attend midweek church services.	11	15	10	12	3
5. Give a definite percentage of income.	3	9	5	13	21
6. Attend Sunday evening worship services.	11	13	3	13	11
7. Attend Sunday morning worship services.	24	10	5	9	3
8. Attend special and/or evangelistic services.	1	14	9	10	17
9. Invite friends to attend church.	15	12	12	4	8

BASIC DATA TABLE XXVIII, Continued

Socio-Economic Level 5 (N = 27)

Items of Student Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	18	3	3	2	1
2. Attend Bible class on Sunday.	7	7	4	5	4
3. Present selves for work in church.	5	5	5	6	6
4. Attend midweek church services.	3	4	5	7	8
5. Give a definite percentage of income.	3	8	3	7	6
6. Attend Sunday evening worship services.	4	5	6	5	7
7. Attend Sunday morning worship services.	16	6	1	4	0
8. Attend special and/or evangelistic services.	1	5	8	1	12
9. Invite friends to attend church.	6	9	8	2	2

BASIC DATA TABLE XXIX

RELIGIOUS ATTITUDES BY SOCIO-ECONOMIC LEVEL  
Differences in Religious Attitudes of Students  
in Relation to Socio-Economic Level

Socio-Economic Level 1 (N = 20)

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
1. One should give God an important place in his life.	15	3	2	0	0	
2. One should find comfort and satisfaction in thinking about God.	12	6	2	0	0	
3. One should pray to God regardless of the size of his problem.	13	3	3	0	1	
4. Teaching others should be a concern of the lay individual.	13	4	2	1	0	
5. Personal prayer should be a daily practice.	14	2	4	0	0	
6. Christians should encourage and support each other.	15	2	2	1	0	
7. One should always study his Bible lesson.	12	5	3	0	0	
8. Love for fellowman should not be restricted to a few.	14	4	1	0	1	

BASIC DATA TABLE XXIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
9. Bible study should not be postponed until after college graduation.	11	4	1	1	3
Socio-Economic Level 2 (N = 16)					
1. One should give God an important place in his life.	15	1	0	0	0
2. One should find comfort and satisfaction in thinking about God.	9	6	1	0	0
3. One should pray to God regardless of the size of his problem.	13	3	0	0	0
4. Teaching others should be a concern of the lay individual.	11	5	0	0	0
5. Personal prayer should be a daily practice.	10	5	1	0	0
6. Christians should encourage and support each other.	11	4	1	0	0
7. One should always study his Bible lesson.	6	6	3	0	1

BASIC DATA TABLE XXIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
8. Love for fellowman should not be restricted to a few.	10	5	1	0	0
9. Bible study should not be postponed until after college graduation.	8	6	1	0	1
Socio-Economic Level 3 (N = 56)					
1. One should give God an important place in his life.	54	1	1	0	0
2. One should find comfort and satisfaction in thinking about God.	45	7	2	2	0
3. One should pray to God regardless of the size of his problem.	43	8	4	1	0
4. Teaching others should be a concern of the lay individual.	39	13	4	0	0
5. Personal prayer should be a daily practice.	43	6	5	1	1
6. Christians should encourage and support each other.	48	7	0	1	0

BASIC DATA TABLE XXIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
7. One should always study his Bible lesson.	38	12	5	1	0
8. Love for fellowman should not be restricted to a few.	42	7	3	1	3
9. Bible study should not be postponed until after college graduation.	43	7	4	1	1
Socio-Economic Level 4 (N = 51)					
1. One should give God an important place in his life.	46	4	1	0	0
2. One should find comfort and satisfaction in thinking about God.	35	12	3	1	0
3. One should pray to God regardless of the size of his problem.	35	8	3	4	1
4. Teaching others should be a concern of the lay individual.	37	11	3	0	0
5. Personal prayer should be a daily practice.	41	3	7	0	0

BASIC DATA TABLE XXIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
6. Christians should encourage and support each other.	41	8	1	0	1
7. One should always study his Bible lesson.	30	14	6	1	0
8. Love for fellowman should not be restricted to a few.	42	9	0	0	0
9. Bible study should not be postponed until after college graduation.	36	9	2	3	1
Socio-Economic Level 5 (N = 27)					
1. One should give God an important place in his life.	27	0	0	0	0
2. One should find comfort and satisfaction in thinking about God.	21	5	1	0	0
3. One should pray to God regardless of the size of his problem.	22	4	1	0	0
4. Teaching others should be a concern of the lay individual.	24	1	2	0	0

BASIC DATA TABLE XXIX, Continued

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes			Mild Disagreement	Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
5. Personal prayer should be a daily practice.	25	1	1	0	0	
6. Christians should encourage and support each other.	25	2	0	0	0	
7. One should always study his Bible lesson.	22	5	0	0	0	
8. Love for fellowman should not be restricted to a few.	21	4	1	1	0	
9. Bible study should not be postponed until after college graduation.	16	7	2	0	2	

BASIC DATA TABLE XXX

RELIGIOUS ACTIVITY BY EARLY HOME LOCATION  
Differences in Religious Activity of Students in  
Relation to Urban and Rural Background

Rural Background (N = 79)

Items of Religious Activity	Always	Intensity of Students' Activity			
		Usually	Occasionally	Rarely	Never
1. Take communion on Sunday.	56	8	2	10	3
2. Attend Bible class on Sunday.	33	11	14	15	6
3. Present selves for work in church.	15	20	8	17	19
4. Attend midweek church services.	8	18	18	19	16
5. Give a definite percentage of income.	7	24	8	16	24
6. Attend Sunday evening worship services.	11	24	7	22	15
7. Attend Sunday morning worship services.	43	18	6	10	2
8. Attend special and/or evangelistic services.	4	22	20	12	21
9. Invite friends to attend church.	18	22	27	9	3

BASIC DATA TABLE XXX, Continued

Urban Background (N = 93)

Items of Religious Activity	Always	Intensity of Students' Activity			Never
		Usually	Occasionally	Rarely	
1. Take communion on Sunday.	60	14	7	9	3
2. Attend Bible class on Sunday.	25	23	11	19	15
3. Present selves for work in church.	14	20	12	15	32
4. Attend midweek church services.	17	19	14	21	22
5. Give a definite percentage of income.	9	26	14	23	21
6. Attend Sunday evening worship services.	19	18	13	26	17
7. Attend Sunday morning worship services.	53	20	9	9	2
8. Attend special and/or evangelistic services.	1	25	20	21	26
9. Invite friends to attend church.	33	18	20	13	9

BASIC DATA TABLE XXXI

RELIGIOUS ATTITUDES BY EARLY HOME LOCATION  
Differences in Religious Attitudes of Students in  
Relation to Urban and Rural Background

Rural Background (N = 79)

Items of Religious Attitudes	Strong Agreement	Intensity of Students' Attitudes				Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement		
1. One should give God an important place in his life.	74	4	1	0	0	
2. One should find comfort and satisfaction in thinking about God.	63	12	3	1	0	
3. One should pray to God regardless of the size of his problem.	58	13	4	3	1	
4. Teaching others should be a concern of the lay individual.	61	12	5	1	0	
5. Personal prayer should be a daily practice.	63	8	7	1	0	
6. Christians should encourage and support each other.	67	9	1	1	1	
7. One should always study his Bible lesson.	52	21	5	1	0	
8. Love for fellowman should not be restricted to a few.	63	10	2	1	3	

BASIC DATA TABLE XXXI, Continued

Items of Religious Attitudes	Intensity of Students' Attitudes				
	Strong Agreement	Mild Agreement	Neutral	Mild Disagreement	Strong Disagreement
9. Bible study should not be postponed until after college graduation.	54	15	2	3	5
Urban Background (N = 93)					
1. One should give God an important place in his life.	85	5	3	0	0
2. One should find comfort and satisfaction in thinking about God.	60	24	6	2	1
3. One should pray to God regardless of the size of his problem.	70	13	7	2	1
4. Teaching others should be a concern of the lay individual.	65	22	6	0	0
5. Personal prayer should be a daily practice.	72	9	11	0	1
6. Christians should encourage and support each other.	75	14	3	1	0
7. One should always study his Bible lesson.	58	21	12	1	1

BASIC DATA TABLE XXXI, Continued

Items of Religious Attitudes	Strong Agreement	<u>Intensity of Students' Attitudes</u>			Strong Disagreement
		Mild Agreement	Neutral	Mild Disagreement	
8. Love for fellowman should not be restricted to a few.	68	19	4	1	1
9. Bible study should not be postponed until after college graduation.	62	18	8	2	3

APPENDIX B

Listed below are the judges whose task it was to suggest items of religious action and attitude:

Mr. William Kirk  
Dean of Student Affairs  
Oklahoma Christian College  
Oklahoma City, Oklahoma

Mr. Elmer Chaffin  
Minister, Church of Christ  
Woodward, Oklahoma

Mrs. Elmer Chaffin  
Minister's Wife  
Woodward, Oklahoma

Mr. C. V. Phagan  
Elder, Church of Christ  
Extension Agricultural Engineer  
Oklahoma State University  
Stillwater, Oklahoma

Mrs. C. V. Phagan  
Wife of Church Elder  
Personnel Work Director  
Church of Christ  
Stillwater, Oklahoma

Mr. Harold W. Straughn  
Elder, Church of Christ  
Payne County Treasurer  
Stillwater, Oklahoma

Mr. Aaron Duncan  
Accountant  
Deacon, Church of Christ  
Stillwater, Oklahoma

Mrs. Aaron Duncan  
Certified Public Accountant  
Bible Class Teacher  
Stillwater, Oklahoma

Mr. Harry Mathews  
Minister, Church of Christ  
Stillwater, Oklahoma

Mr. Joe F. Watson  
Minister of Students  
Director of Bible Chair for  
Church of Christ, OSU  
Stillwater, Oklahoma

Mr. Milton Simmons  
Minister, Church of Christ  
Ponca City, Oklahoma

Dr. James M. Miller  
Dean of Men  
Oklahoma State University  
Elder, Church of Christ  
Stillwater, Oklahoma

Listed below are the judges who placed the formulated items of activity and attitude into rank order of importance:

Mr. Merlyn Houck  
Agent, N. Y. Life Insurance  
Deacon, Church of Christ  
Stillwater, Oklahoma

Dr. James M. Miller  
Dean of Men  
Oklahoma State University  
Elder, Church of Christ  
Stillwater, Oklahoma

Mr. Bill Powers  
Counselor  
Oklahoma State University  
Student Counseling Service  
Deacon, Church of Christ  
Stillwater, Oklahoma

Mr. Harry Mathews  
Minister, Church of Christ  
Stillwater, Oklahoma

Mr. Joe F. Watson  
Minister of Students  
Director of Bible Chair for  
Church of Christ  
Stillwater, Oklahoma

Mr. Howard Williams  
Minister, Church of Christ  
Missionary Work  
Graduate Student, OSU  
Stillwater, Oklahoma

Mr. Dwain Chaffin  
Graduate Student  
Oklahoma State University  
Stillwater, Oklahoma

Mrs. Dwain Chaffin  
Secretary, Church of Christ  
Stillwater, Oklahoma

Mr. Bill Gillett  
Graduate Student  
Oklahoma State University  
Stillwater, Oklahoma

Mrs. Bill Gillett  
Women's Leader  
Church of Christ  
Stillwater, Oklahoma

Mr. Kent Houck  
Student, OSU  
Youth Leader  
Church of Christ  
Stillwater, Oklahoma

Mrs. Kent Houck  
Student, OSU  
Church Personnel Work  
Church of Christ  
Stillwater, Oklahoma

Mr. Bob Hardage  
Graduate Student  
Oklahoma State University  
Lay Minister  
Church of Christ  
Stillwater, Oklahoma

Mrs. Bob Hardage  
Active Church Worker  
Stillwater, Oklahoma

Listed below are the judges who placed student perception items into rank order of importance:

Mr. Errol Hunter  
Assistant Director  
Agricultural Extension Service  
Former Elder, Church of Christ  
Stillwater, Oklahoma

Mrs. Errol Hunter  
Wife of Elder  
Church of Christ  
Stillwater, Oklahoma

Mr. Aaron Duncan  
Accountant  
Deacon, Church of Christ  
Stillwater, Oklahoma

Mrs. Aaron Duncan  
Certified Public Accountant  
Bible Class Teacher  
Church of Christ  
Stillwater, Oklahoma

Mr. C. V. Phagan  
Extension Agricultural Engineer  
Elder, Church of Christ  
Stillwater, Oklahoma

Mrs. C. V. Phagan  
Wife of Elder  
Personnel Work Director  
Church of Christ  
Stillwater, Oklahoma

Mr. Dewey Smith  
Elder, Church of Christ  
Stillwater, Oklahoma

Mr. William Kirk  
Dean of Student Affairs  
Oklahoma Christian College  
Oklahoma City, Oklahoma

Mr. Harry Mathews  
Minister, Church of Christ  
Stillwater, Oklahoma

Mr. Joe Watson  
Minister of Students  
Director of Bible Chair for  
Church of Christ, OSU  
Stillwater, Oklahoma

Mr. Alvin Kelley  
Postman  
Deacon, Church of Christ  
Stillwater, Oklahoma

Mrs. Alvin Kelley  
Wife of Deacon  
Bible Class Teacher  
Church of Christ  
Stillwater, Oklahoma

Listed below are the judges who made decisions on classification of items of activities, attitudes, and sincerity:

Dr. Paschal Twyman  
Professor, Dept. of Education  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Helmer Sorenson  
Dean, College of Education  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Josephine Hoffer  
Professor, Dept. of Family Relations  
and Child Development  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Gerald Leslie  
Professor and Head, Dept. of Sociology  
Oklahoma State University  
Stillwater, Oklahoma

Dr. Stanley Fowler  
Professor and Head, Dept. of Family  
Relations and Child Development  
Oklahoma State University  
Stillwater, Oklahoma

APPENDIX C

April 23, 1964

Dear Student:

Your particular help is needed in a research project. One hour out of your busy schedule is urgently requested.

I am involved in a bit of research that concerns only the members of the Church of Christ. The outcome of this study is dependent upon the cooperation of each and every unmarried OSU student member of the church.

May I please see you?

WHEN: Tuesday, April 28, 7:00 p.m.

WHERE: Classroom Building, Room 313 (Auditorium)

If you could be in your seat before 7:00 p.m. you can easily finish and be away by 8:00 p.m.

Should you have any questions, please call me at FR 2-6889.

Sincerely yours,

Thomas S. Cunningham  
Associate Family Life  
Specialist

April 20, 1964

Dear Student:

Your help and cooperation are most urgently needed by a fellow student who is conducting a very important research project. Mr. Thomas Cunningham, a graduate student at Oklahoma State University, is engaged in a research program that involves only the members of the Church of Christ. It is extremely important that response be secured from all of the unmarried Oklahoma State University students who have indicated membership in the Church of Christ on their college enrollment cards.

It is very important that Mr. Cunningham meet with all of you at one time in order for this program to be effective. The Classroom Auditorium (Room 313, Classroom Building) has been reserved for this occasion. You are urged to be present and seated in the Classroom Auditorium by 7:00 p.m. on April 28, 1964. If everyone will cooperate and be there on time, Mr. Cunningham assures me that you will be free to go by 8:00 p.m.

Please mark this on your calendar and do everything possible to make this one hour with Mr. Cunningham an enjoyable one. If you have any questions, please do not hesitate to contact any one of the following individuals:

James M. Miller	Ext. 620
Bill Powers	Ext. 625
Thomas Cunningham	FR 2-6889

Sincerely yours,

James M. Miller  
Dean of Men

JMM:lkr

## ABOUT THIS STUDY

Thank you for responding to this research study. Without your generous cooperation this project could not be completed.

Your frank and sincere answers are a necessity, and you can be assured that every answer will be anonymous. The study is not designed to embarrass anyone. All answers will be grouped together, and all individual identities will be lost.

The questionnaire that you will fill out has seven parts. For research purposes it is important that all questions in each part be answered.

There will be some variation in the form of your answers in some parts of the questionnaire. These changes will be called to your attention as you work through the questionnaire.

Sincerely yours,

Thomas S. Cunningham  
Graduate Student

Code Number \_\_\_\_\_

## PERSONAL INFORMATION

The following are general questions about you and your background. Please answer all questions to the best of your ability.

1. What is your age? (Please answer in years.) \_\_\_\_\_
2. What is your sex? (Please check one.)
 

Male . . . . .	_____ 1.
Female . . . . .	_____ 2.
3. Where did you live most of the time while growing up? (Please check one.)
 

<u>Farm or Ranch</u>	
160 Acres or Less . . .	_____ 1.
161 to 320 Acres . . .	_____ 2.
Over $\frac{1}{2}$ Section. . . . .	_____ 3.
<u>Rural</u>	
Non Farm . . . . .	_____ 4.
Less than 2,500 Pop. . .	_____ 5.
<u>Town or City</u>	
2,500 to 20,000 Pop. . .	_____ 6.
Over 50,000 Pop. . . . .	_____ 7.
Urbanized Area* . . . . .	_____ 8.

\*An urbanized area is a thickly populated area within 20 miles of a city of 50,000 or over.

4. Where are you now living? (Please check one.)
 

Dormitory . . . . .	_____ 1.
Fraternity . . . . .	_____ 2.
Sorority . . . . .	_____ 3.

- College Apts. . . . . \_\_\_\_\_ 4.  
 Off-Campus Housing. . . . . \_\_\_\_\_ 5.  
 Parents' Home . . . . . \_\_\_\_\_ 6.  
 Other . . . . . \_\_\_\_\_ 7.

5. In which college or school are you enrolled? (Please check one.)

- Arts and Sciences . . . . . \_\_\_\_\_ 1.  
 Agriculture . . . . . \_\_\_\_\_ 2.  
 Business . . . . . \_\_\_\_\_ 3.  
 Education . . . . . \_\_\_\_\_ 4.  
 Engineering . . . . . \_\_\_\_\_ 5.  
 Home Economics. . . . . \_\_\_\_\_ 6.  
 Veterinary Medicine . . . . . \_\_\_\_\_ 7.  
 Trade and Industry. . . . . \_\_\_\_\_ 8.  
 Other . . . . . \_\_\_\_\_ 9.

6. How are you classified this semester? (Please check one.)

- Freshman . . . . . \_\_\_\_\_ 1.  
 Sophomore . . . . . \_\_\_\_\_ 2.  
 Junior. . . . . \_\_\_\_\_ 3.  
 Senior. . . . . \_\_\_\_\_ 4.  
 Graduate. . . . . \_\_\_\_\_ 5.

7. Are you a member of the Church of Christ? (Please check one.)

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

8. Were you reared in the church from childhood? (Please check one.)

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

9. At approximately what age did you become a church member, if you answered question 7 "yes"? (Please answer in years.) \_\_\_\_\_

10. Before coming to college where did you attend church services?  
(Please check one.)

Rural Community . . . . .                      1.  
 Town under 2,500 . . . . .                      2.  
 Town 2,500-50,000 . . . . .                      3.  
 City over 50,000 . . . . .                      4.  
 Did not Attend. . . . .                      5.

11. What was the approximate size of your home congregation? (Please check one.)

Under 50 Members. . . . .                      1.  
 51 to 150 Members . . . . .                      2.  
 151 to 250 Members. . . . .                      3.  
 251 to 500 Members. . . . .                      4.  
 500 or More Members . . . . .                      5.

12. Is or was your mother a church member? (Please check one.)

Yes . . . . .                      1.  
 No . . . . .                      2.

- A. Is or was she a member of the Church of Christ? (Please check one.)

Yes . . . . .                      3.  
 No . . . . .                      4.

- B. If "no" on answer 4, please specify the church.

\_\_\_\_\_

13. Is or was your father a church member? (Please check one.)

Yes . . . . .                      1.  
 No . . . . .                      2.

- A. Is or was he a member of the Church of Christ? (Please check one.)

Yes . . . . .                      3.  
 No . . . . .                      4.

B. If no on answer 4, please specify the church.

---

14. Which of your parents do you feel took the major responsibility in teaching religious principles to the children? (Please check one.)

Mother . . . . . \_\_\_\_\_ 1.

Father . . . . . \_\_\_\_\_ 2.

Shared Equally . . . . . \_\_\_\_\_ 3.

Neither . . . . . \_\_\_\_\_ 4.

15. Are both parents alive and living together? (Please check one.)

Yes . . . . . \_\_\_\_\_ 1.

No . . . . . \_\_\_\_\_ 2.

16. If no on question 15, please check the situation in relation to your father.

Deceased . . . . . \_\_\_\_\_ 1.

Widowed . . . . . \_\_\_\_\_ 2.

Separated. . . . . \_\_\_\_\_ 3.

Divorced . . . . . \_\_\_\_\_ 4.

Remarried. . . . . \_\_\_\_\_ 5.

17. If no on question 15, please check the situation in relation to your mother.

Deceased . . . . . \_\_\_\_\_ 1.

Widowed. . . . . \_\_\_\_\_ 2.

Separated. . . . . \_\_\_\_\_ 3.

Divorced . . . . . \_\_\_\_\_ 4.

Remarried. . . . . \_\_\_\_\_ 5.

18. What is the highest educational level achieved by your father? (Please check one.)

A. Graduate, professional training. (Completed a recognized program leading to a professional degree or a higher level degree in a graduate school.) \_\_\_\_\_ 1.

B. Standard college or university graduate. (Completed a recognized four-year program leading to a degree.) \_\_\_\_\_ 2.

- C. Partial college training. (Completed at least one year but less than four.) \_\_\_\_\_ 3.
- D. High school graduate. (Includes trade and industrial school at the high school level.) \_\_\_\_\_ 4.
- E. Partial high school. (Completed 10th or 11th grade but did not graduate.) \_\_\_\_\_ 5.
- F. Junior high school. (Completed 9th grade.) \_\_\_\_\_ 6.
- G. Less than nine years of school completed. \_\_\_\_\_ 7.
19. Check the category below that best describes your father's principal occupation. (Please check only one of the seven categories.)
- (1) Higher executives, proprietors of large concerns, and major professionals . . . . . \_\_\_\_\_ 1.  
Including:  
Bank presidents and vice presidents. Judges (superior courts). Large business, e.g. directors, presidents, vice presidents, assistant vice presidents, executive secretaries, treasurers. Military (commissioned officers with rank of major or above). Officials of the executive branch of government (Federal, state, and local) such as mayors, city managers, city plan directors, internal revenue directors. Research directors, large firms. Large proprietors (value over \$100,000). Brokers, contractors, lumber dealers, dairy owners. Major professionals - accountants (CPA), actuaries, agronomists, architects, artists (portrait), astronomers, auditors, bacteriologists, chemical engineers, chemists, clergymen (professionally trained), dentists, economists, engineers (college graduates), foresters, geologists, lawyers, metallurgists, physicians, physicists (research), psychologists, symphony conductors, university teachers, veterinarians.
- (2) Business managers, proprietors of medium-sized businesses and lesser professionals. . . . . \_\_\_\_\_ 2.  
Including:  
Business managers of large concerns - advertising directors, branch managers, brokerage salesmen, district managers, executive assistants, executive managers, office managers, personnel managers, police chiefs, sheriffs, postmasters, production managers, sales engineers, sales managers, government officials (minor, such as internal revenue agents), farm managers  
Proprietors of medium-sized businesses (value \$35,000 to \$100,000) - advertising owners, clothing store owners, contractors, express company owners, fruits wholesale, furniture businesses, jewelers, manufacturer's representatives, poultry businesses, purchasing managers, real estate

brokers, rug businesses, store owners, theater owners, labor relations consultants.

Lesser professionals - accountants (not CPA), chiroprodists, chiropractors, correction officers, engineers (not college graduates), finance journalists, health educators, librarians, military (lieutenants and captains), musicians (symphony orchestra), nurses, opticians, pharmacists, public health officers, university research assistants, social workers, teachers (elementary and secondary).

- (3) Administrative Personnel, small independent businesses, and minor professionals . . . . . 3.

Including:

Administrative personnel - insurance adjusters, advertising agents, chief clerks, credit managers, insurance agents, managers of department stores, passenger agents, private secretaries, purchasing agents, sales representatives, section heads of government offices (Federal, state, local), section heads of large businesses and industries, service managers, chain store managers, traffic managers.

Small business owners (value \$6,000 to \$35,000) - auto accessories, bakeries, beauty shops, insurance brokerages, car dealers, cattle dealers, vending machines, cleaning shops, clothing stores, convalescent homes, painters and decorators, dry goods, electrical contractors, engraving businesses, feed stores, local finance companies, variety stores, florists, food equipment, food products, foundries, funeral directors, furniture stores, garages, service stations, grocery stores, hotel proprietors, music instructors, jewelers, manufacturers, monuments, liquor stores, painting contractors, plumbing stores, realtors, records and radios, television and appliances, restaurants, roofing contractors, shoe stores, shoe repairs, signs, taverns, taxi companies, tire shops, trucks and tractors, upholsterers, wholesale outlets.

Semiprofessionals - actors and showmen, military (M/Sgt, CPO), artists (commercial), appraisers, clergymen (not professionally trained), deputy sheriffs, highway patrolmen, train and airline dispatchers, IBM programmers, interior decorators, laboratory assistants, landscape planners, morticians, photographers, physio-therapists, piano teachers, radio and television announcers, court reporters, newspaper reporters, surveyors, title abstractors, tool designers, travel agents, yard masters (railroad), farmers (owners \$25,000 to \$35,000).

- (4) Clerical and sales workers, technicians, and owners of small businesses (value under \$6,000) . . . . . 4.

Including:

Clerical and sales workers - bank clerks and tellers, bill collectors, bookkeepers, office machine operators, claims examiners, clerks or stenographers, railroad conductors, airline stewards, employment interviewers, factory storekeepers, post office clerks, route managers (salesmen),

sales clerks, shipping clerks, supervisors in utilities and factories, toll station supervisors, warehouse clerks. Technicians - dental technicians, draftsmen, driving teachers, experimental testers, inspectors, laboratory technicians, locomotive engineers, PBX operators, proofreaders, safety supervisors, technical assistants, telephone company supervisors, tower operators, timekeepers, truck dispatchers, store window trimmers.

Owners of small businesses (\$3,000 to \$6,000) - flower shops, newsstands, tailor shops, farmers (owners - \$10,000 to \$20,000).

- (5) Skilled manual employees . . . . . 5.  
Including:  
Adjusters (typewriter), auto body repairmen, bakers, barbers, blacksmiths, bookbinders, brakemen (railroad), brewers, bulldozer operators, butchers, cabinet makers, carpenters, cement finishers, cheese makers, chefs, diesel engine repairmen, shovel operators, electricians, electro typists, engravers, exterminators, firemen, foremen (construction, etc.), gardeners (landscape), gunsmiths, hair stylists, heat treaters, horticulturists, linemen (utility), linoleum layers, linotype operators, machinists, installers (electrical appliances), masons, masseurs, mechanics (trained), painters, paper hangers, patrolmen (railroad), pattern and model makers, piano tuners, plumbers, policemen, postmen, printers, radio and television servicemen, sheet metal workers, shoe repairmen (trained), switchmen, tailors, teletype operators, tractor-trailer transports, upholsterers, watch makers, weavers, welders, yard supervisors (railroad), small farmers (owners under \$10,000), tenants who own farm equipment.
- (6) Machine operators and semiskilled employees \_\_\_\_\_ 6.  
Including:  
Aides (hospital), apprentices, assembly line workers, bartenders, building custodians, bus drivers, checkers, clay cutters, vending machine tenders, cooks (short order), deliverymen, dressmakers, drill press operators, duplicating machine operators, elevator operators, military enlisted men, garage and gas station assistants, greenhouse workers, guards, doorkeepers, watchmen, hairdressers, housekeepers, meat cutters and packers, meter readers, photostat machine operators, practical nurses, pressers, roofers, signalmen, sprayers (paint), steel workers (not skilled), taxi drivers, testers, tire moulders, truck drivers, waiters, waitresses (better places), weighers, spot welders, wood workers, farmers (small tenants who own little equipment).
- (7) Unskilled employees . . . . . 7.  
Including:  
Amusement park workers (bowling alleys, pool rooms), attendants of parking lots, cafeteria workers, car cleaners and

greasers, dairy workers, domestic workers, farm helpers, freight handlers, garbage collectors, grave diggers, packing house workers, hospital workers (unclassified), janitors, construction workers, general laborers, laundry workers, messengers, peddlers, porters, roofer's helpers, shoe shiners, stagehands, stevedores, stockers, street cleaners, unskilled factory workers, waiters (hash houses), window cleaners, wood choppers, on relief (public or private), unemployed (no occupation), farmers (share croppers).

20. Write out exactly the job title and/or nature of your father's principal job, business, or profession.

---



---

## PART 2

### Inventory of Religious Activities

In this section your answers should reflect what you are actually doing in church-related activities while you are here on the campus of Oklahoma State University. You should disregard any activities not occurring in Stillwater.

A five-point scale ranging from never to always follows each statement; you should check the point on the scale that most nearly represents the extent of your activity.

Example:

To what extent do you attend fellowship functions of the church?

<u>Always</u>	<u>Usually</u>	<u>Occasionally</u>	<u>      X      </u> Rarely	<u>Never</u>
---------------	----------------	---------------------	--------------------------------	--------------

This person checked rarely because he did go once but has not gone to any others.

Remember: Your responses should reflect only your activities since coming to the OSU campus.

21. Do you take Communion on Sunday?

always      usually      occasionally      rarely      never

22. How often do you find that you do other things instead of attending Sunday morning Bible class?

always      usually      occasionally      rarely      never

23. A great number of supportive workers is essential in the church (e.g. assistant teachers, nursery workers, singers, table servers, visitation workers, hosts). Do you let the elders know that you are available and willing to work?

always      usually      occasionally      rarely      never

24. How frequently does need for study and/or other problems prevent your attendance at midweek church services?

always      usually      occasionally      rarely      never

25. Do you give a definite percentage of your income to the church?

always      usually      occasionally      rarely      never

26. How often do you fail to attend Sunday evening worship service?

always      usually      occasionally      rarely      never

27. How often do you attend Sunday morning worship service?

always      usually      occasionally      rarely      never

28. Do you attend special evangelistic and/or training meetings of the church?

always      usually      occasionally      rarely      never

29. Do you avoid inviting your friends to attend church services and fellowship functions with you?

always      usually      occasionally      rarely      never

## PART 3

## Inventory of Your Personal Religious Feelings

In this section you should express your present sentiments or feelings about religious matters. The scale for answering has five points, ranging from strong disagreement to strong agreement. This allows you not only to agree or disagree but to express the intensity of your feeling.

Example:

College life ought to provide a person with both social and academic stimulation.

<u>X</u>				
strongly agree	mildly agree	neutral	mildly disagree	strongly disagree

This person checked strongly agree, because a person can hardly be a successful professional person without some degree of sociability.

Respond in terms of how you feel and honestly think.

30. I feel that one should give God an important place in his life.

<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
strongly agree	mildly agree	neutral	mildly disagree	strongly disagree

31. One should find much personal comfort and satisfaction just by thinking about the goodness of God.

<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
strongly agree	mildly agree	neutral	mildly disagree	strongly disagree

32. One should not bother God with prayers unless he has a real problem.

<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>          </u>
strongly agree	mildly agree	neutral	mildly disagree	strongly disagree

33. Teaching others the gospel should be of no concern to the lay individual.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

34. Personal prayer should be a daily practice.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

35. Christians ought always to support and encourage each other; weaker members especially should be helped.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

36. One should always study and prepare his lesson for Bible class.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

37. Love for one's fellowman should be given only to those who are like-minded.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

38. For the purpose of making the best use of one's time, Bible study should be postponed until after college graduation.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

#### PART 4

##### Your Feelings About Your Father's Religious Activities

This section is concerned with how you felt about your father's religious activities.

As you read each statement try to react as you would have when you were in high school. This may or may not reflect your present feeling.

A five-point scale for agreement or disagreement follows each statement.

Example:

My father liked golf very much.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>X</u> mildly disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	--------------------------------	-----------------------------

This person checked mildly disagree, because although his father played golf often, it was mostly a means of associating with certain people who did like golf.

Remember: Your answers are to reflect what you felt in high school, not necessarily how you feel now.

My father('s)

39. Taught us the Bible.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

40. Religious activity was more to please Mother than it was to please God.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

41. Felt that a Christian ought to set an example in patience and understanding.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

42. Studied the Bible often (i.e., each week or more frequently).

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

43. Failed to practice what he preached. He made me go to Bible class, but he didn't go himself.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

44. Felt that he should oppose most of the things the Church was trying to do.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

45. Made no special effort to go to Church on Sunday night if he had to miss on Sunday morning.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

46. Seemed to feel that Mother ought to be the one to provide most of the religious training of the children.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

47. Miserly and grudgingly contributed his money to the Church.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

48. Felt that the preacher should never condemn anything from the pulpit.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

49. Never invited or brought friends to Church.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

50. Drank alcoholic beverages but tried to keep it a secret from other church members.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

51. Had a Sunday religion that was not evident any other day in the week.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

52. Felt that God should be first in his life.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

53. Did not pray for his children, to my knowledge.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

54. Seemed to put on an act of being religious when the preacher or other church members were around.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

55. Often helped other people with their problems.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

56. Never seemed to feel that he really belonged.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

57. Missed Church in order to work on Sunday when he really didn't have to.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

58. Practiced religion only for what financial benefit he could get out of it.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

59. Did not always take Communion even when he could.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

60. Felt that his life should have a positive Christian influence.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

61. Preached Christian duties but resented any personal inconveniences when he was asked to help.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

62. Felt that a Christian should always be ready to speak out for God, Christ, and the Church.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

63. Felt that he should attend worship services each Sunday morning.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

64. Was always active in the work of the Church (i.e. leadership, teaching, visiting, and serving in many other ways).

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

65. Was too busy to go to Church, but found plenty of time for his favorite recreation.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

## PART 5

### Familism Scale

Below is a list of issues concerning the family in general, not necessarily your own. Please read all statements very carefully and respond to all of them on the basis of your own true beliefs without

consulting any other person. Read each statement and then check your degree of agreement or disagreement. (For research purposes, you must consider all statements as they are, without modifying any of them in any way.)

66. A person should always support his uncles or aunts if they are in need.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

67. Children below the age of eighteen should give almost all of their earnings to their parents.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

68. The family should consult close relatives (uncles, aunts, first cousins) concerning its important decisions.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

69. Children below the age of eighteen should almost always obey their oldest brothers and sisters.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

70. A person should always consider the needs of his family as a whole more important than his own.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

71. At least one married child should be expected to live in the parental home.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

72. A person should always be expected to defend his family against outsiders even at the expense of his own personal safety.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

73. The family should have the right to control the behavior of each of its members completely.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

74. A person should always support his parents-in-law if they are in need.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

75. A person should always avoid every action of which his family disapproves.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

76. A person should always share his home with his uncles, aunts, or first cousins if they are in need.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

77. A person should always be completely loyal to his family.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

78. The members of a family should be expected to hold the same political, ethical, and religious beliefs.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

79. Children below the age of eighteen should always obey their parents.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

80. A person should always help his parents with the support of his younger brothers and sisters if necessary.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

81. A person should always share his home with his parents-in-law if they are in need.

<u>strongly</u> agree	<u>agree</u>	<u>undecided</u>	<u>disagree</u>	<u>strongly</u> disagree
--------------------------	--------------	------------------	-----------------	-----------------------------

## PART 6

### Your Feelings About Your Mother's Religious Activities

This section is concerned with how you felt about your mother's religious activities.

As you read each statement try to react as you would have when you were in high school. This may or may not reflect your present feeling.

A five-point scale for agreement or disagreement follows each statement.

Remember: Your answers are to reflect what you felt in high school, not necessarily how you feel now.

My mother('s)

82. Taught us the Bible.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

83. Religious activity was more to please Father than it was to please God.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

84. Felt that a Christian ought to set an example in patience and understanding.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

85. Studied the Bible often (i.e. each week or more frequently).

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

86. Failed to practice what she preached. She made me go to Bible class, but she didn't go herself.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

87. Felt that she should oppose most of the things the Church was trying to do.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

88. Made no special effort to go to Church on Sunday night if she had to miss on Sunday morning.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

89. Seemed to feel that Father ought to be the one to provide most of the religious training of the children.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

90. Miserly and grudgingly contributed her money to the Church.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

91. Felt that the preacher should never condemn anything from the pulpit.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

92. Never invited or brought friends to Church.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

93. Drank alcoholic beverages, but tried to keep it a secret from other church members.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

94. Had a Sunday religion that was not evident any other day in the week.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

95. Felt that God should be first in her life.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

96. Did not pray for her children, to my knowledge.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

97. Seemed to put on an act of being religious when the preacher or other church members were around.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

98. Often helped other people with their problems.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

99. Never seemed to feel that she really belonged.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

100. Missed Church in order to work on Sunday when she really didn't have to.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

101. Practiced religion only for what financial benefit she could get out of it.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

102. Did not always take Communion even when she could.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

103. Felt that her life should have a positive Christian influence.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

104. Preached Christian duties but resented any personal inconveniences when she was asked to help.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

105. Felt that a Christian should always be ready to speak out for God, Christ, and the Church.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

106. Felt that she should attend worship services each Sunday morning.

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

107. Was always active in the work of the Church (i.e. leadership, teaching, visiting, and serving in many other ways).

<u>strongly</u> agree	<u>mildly</u> agree	<u>neutral</u>	<u>mildly</u> disagree	<u>strongly</u> disagree
--------------------------	------------------------	----------------	---------------------------	-----------------------------

108. Was too busy to go to Church but found plenty of time for her favorite recreation.

strongly  
agree

mildly  
agree

neutral

mildly  
disagree

strongly  
disagree

VITA

Thomas Sidney Cunningham

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF SOME FAMILY INFLUENCES AND OTHER SOCIAL FACTORS  
AFFECTING PARTICIPATION IN RELIGIOUS ACTIVITIES AMONG A  
GROUP OF COLLEGE STUDENTS PROFESSING A COMMON FAITH

Major Field: Higher Education

Biographical:

Personal Data: Born at Rocky, Oklahoma, February 21, 1915, the son  
of J. Newt and Clara B. Cunningham.

Education: Attended grade school at the Mt. Zion school district  
No. 62 in Washita County, Oklahoma; graduated from Rocky High  
School, Rocky, Oklahoma; received the Bachelor of Science  
degree from Oklahoma State University with a major in Agronomy  
and a minor in Botany in May, 1942; received the Master of  
Science degree from Oklahoma State University with a major in  
Agronomy in May, 1944. Completed additional graduate work  
toward a degree in Higher Education with an area of concentra-  
tion in Family Relations and Child Development at Oklahoma  
State University since 1960.

Professional Experience: Served as Agent for Bureau of Plant  
Industry at the Southern Great Plains Field Station, Woodward,  
Oklahoma, 1942-1944; served as County Agricultural Agent for  
Harmon County, Hollis, Oklahoma, from December, 1944, to June,  
1951; served as Manager of the Farmers Cooperative Cotton Gin  
and Grain Elevator from June, 1951, to January, 1952; served  
as Superintendent of the Sandy Land Research Station of  
Oklahoma State University located at Mangum, Oklahoma, 1952-  
1959; served as Extension Agronomist, Crops Specialist,  
Extension Division, Oklahoma State University, Stillwater,  
Oklahoma, 1959-1963; appointed to the position of Associate  
Family Life Specialist, Extension Division, Oklahoma State  
University, January 1, 1963; promoted in rank to Extension  
Family Life Specialist, September 1, 1964.

Professional Organizations: Sigma Xi, National Council on Family Relations, Oklahoma Council on Family Relations, Oklahoma Health and Welfare Association.