This dissertation has been
microfilmed exactly as received 67-15,903

SIMMONS, Jr., Milton Delbert, 1927-
THE RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO ATTITUDES OF MINISTERIAL STUDENTS. [Appendix II. 1 PAT 16 P.F. Not microfilmed at request of author. This is available for consultation at The University of Oklahoma Library].

The University of Oklahoma, Ph.D., 1967
Education, guidance and counseling

University Microfilms, Inc., Ann Arbor, Michigan

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/2252

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO ATTITUDES OF MINISTERIAL STUDENTS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY

MILTON DELBERT SIMMONS, JR.

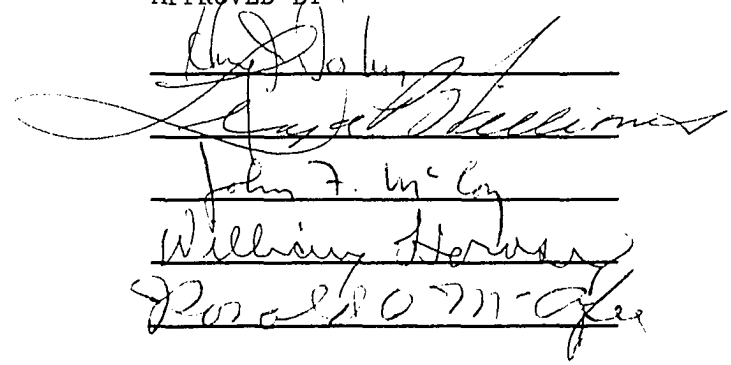
Norman, Oklahoma

1967

THE RELATIONSHIP OF PERSONALITY CHARACTERISTICS

TO ATTITUDES OF MINISTERIAL STUDENTS

APPROVED BY



DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

To Dr. Harry J. Parker, my academic advisor and committee chairman, whose guidance was invaluable in this research, from its inception to completion. Also, I express my deep gratitude for his concern, understanding, encouragement, and selfless expenditure of time and effort in spite of many other pressing demands. Without his willingness to confer at length even during late evening hours and week-ends about problems related to this study, the research would not have been completed.

To Dr. Lloyd P. Williams, Professor of Education, for his encouragement and critical reading of the rough copy, which made the timely completion of the study possible.

To Dr. William Horosz, Associate Professor of Philosophy, who, while on sabbatical leave for the purpose of writing a multi-volume philosophical work, was willing to devote time to committee duties.

To Dr. Arnold Dahlke, Assistant Professor of Psychology, for his insightful criticisms and suggestions on the research proposal which led to broadening the scope of the study and a more meaningful analysis of the data.

To Dr. John McCoy, Instructor in Bio-Statistics at the University of Oklahoma School of Medicine, for suggestions and assistance in the statistical analysis of the data. The considerable amount of time

which he spent in programming the data, for computer analysis, is deeply appreciated.

To the administration of Oklahoma Christian College, Oklahoma City, Oklahoma, and to Dr. Stafford North, Dean of Instruction, for assistance which greatly facilitated the testing of ministerial students at Oklahoma Christian College.

To the administration of Abilene Christian College, Abilene, Texas, and to Dr. Norris Campbell, Chairman of the Department of Psychology, for the hospitality and assistance accorded in a two day visit to the Abilene Christian College campus. The prior arrangements made by Dr. Campbell for testing ministerial students is greatly appreciated.

To the ninety-six dedicated ministerial students at Oklahoma Christian College and Abilene Christian College, for their willingness to participate in psychological research. Each participant devoted from two to three hours of his time in taking tests which constituted the data for this research.

To my wife, Mrs. Doris Simmons, for her assistance in the tedious work of hand-scoring approximately three hundred tests.

To Mrs. Ora Lee Parker, for her careful editing and typing of the material, for her helpful suggestions on arrangement of the tables, and for her keen interest, apparent at all times, in the quality of the finished work.

TABLE OF CONTENTS

Page

LIST OF TABLES vii

Chapter

I. INTRODUCTION 1

Statement of the Problem
Background of the Study
Need for the Study
General Hypotheses
Summary

II. A REVIEW OF THE LITERATURE 14

Psychological Study of Ministers
Related Studies
Some Problems in Personality Assessment
Summary

III. METHOD 29

Selection of the Sample
Primary Reference Group
Attitude Variables
Instruments
Specific Hypotheses
Statistical Treatment of the Data
Summary

IV. RESULTS 47

Chi Square Goodness of Fit Test for
Attitude Variables
Correlation Coefficients
Specific Hypotheses One through Twelve
General Hypotheses One and Two
Perceived Agreement (PA) Scores
Predictive Accuracy of SRBQ Religious
Belief (RB) Items
Summary

Chapter Page

V. CONCLUSIONS AND IMPLICATIONS 80

Introduction
Predictability of Attitude Responses
Tests of Specific Hypotheses
Similarity and Consistency of 16 PF and SAI Traits
Conclusions
Implications for Further Study

BIBLIOGRAPHY 88

APPENDICES 92

LIST OF TABLES

Table		Page
1	Chi Square Test for the Hypothesis of Normal Distribution	47
2	Correlation of Attitude Variables to the Cattell Sixteen Personality Factor Questionnaire	49
3	Correlation of Attitude Variables to the SAI Need-Press Subscales	50
4	Correlation of Attitude Variables to the SAI Personality Factors	52
5	Means, Standard Deviations, F Ratios, and t Tests for the Conscientious Objection Attitude Variable and Sixteen Personality Factor Questionnaire	54
6	Means, Standard Deviations, F Ratios, and t Tests for the Conscientious Objection Attitude Variable and SAI Need-Press Scales	55
7	Means, Standard Deviations, F Ratios, and t Tests for the Conscientious Objection Attitude Variable and SAI Factors	56
8	Means, Standard Deviations, F Ratios, and t Tests for the Civil Rights Attitude Variable and Sixteen Personality Factor Questionnaire	59
9	Means, Standard Deviations, F Ratios, and t Tests for the Civil Rights Attitude Variable and the SAI Need-Press Scales	61

Table		Page
10	Means, Standard Deviations, F Ratios, and t Tests for the Civil Rights Attitude Variable and SAI Factors	63
11	Means, Standard Deviations, F Ratios, and t Tests for the Ministerial Authority Attitude Variable and Sixteen Personality Factor Questionnaire	64
12	Means, Standard Deviations, F Ratios, and t Tests for the Ministerial Authority Attitude Variable and the SAI Need-Press Scales	67
13	Means, Standard Deviations, F Ratios, and t Tests for the Ministerial Authority Attitude Variable and SAI Factors	70
14	Means, Standard Deviations, F Ratios, and t Tests for the Capital Punishment Attitude Variable and Sixteen Personality Factor Questionnaire	71
15	Means, Standard Deviations, F Ratios, and t Tests for the Capital Punishment Attitude Variable and the SAI Need-Press Scales	73
16	Means, Standard Deviations, F Ratios, and t Tests for the Capital Punishment Attitude Variable and SAI Factors	74
17	Perceived Agreement (PA) Distributions	76
18	Predictive Accuracy on Religious Belief Items	78

THE RELATIONSHIP OF PERSONALITY CHARACTERISTICS TO ATTITUDES OF MINISTERIAL STUDENTS

CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study was to investigate and analyze the relationship of certain measurable personality characteristics or traits to selected attitudinal positions of ministerial students. (See Appendix I for definitions employed in this study). The current study assumed that under many circumstances, attitude formation and attitude change were functions of reference group phenomena.

Evidence that a person internalizes the dominant norms of those groups to which he relates himself psychologically was impressive. The work of Sherif and Sherif[1] emphasized the power of reference group influence on attitude formation and attitude change. They stated: "For the individual, the process through which a group becomes a reference group means forming attitudes derived from prevailing values, norms, and prac-

---

[1]Muzafer Sherif and Carolyn W. Sherif, An Outline of Social Psychology (New York: Harper and Row, 1956).

tices of the group."[2] When attitude changes occurred or resistance to change was encountered, both could ". . . be explained in terms of reference group concept."[3]

Sherif and associates,[4] in a series of group relations experiments, studied the development of groups and group structures, and demonstrated that the developing groups become the reference groups of individuals. "In-groups" were brought into functional relationships under conditions of competition and frustrations, which resulted in the formation of negative "out-group" attitudes, and the strengthening of "in-group" attitudes.

Sherif, Sherif, and Nebergall stated that ". . . the categories used by individuals to evaluate their social worlds are determined primarily by the standards of the groups . . . to which they relate themselves psychologically (their reference groups)."[5] These researchers contended that the failures of much contemporary theorizing and research could be remedied by ". . . fuller specification of the frame of reference for attitude formation and change, including the group context and affiliation of attitudes."[6]

---

[2]Ibid., p. 541.

[3]Ibid., p. 542.

[4]Muzafer Sherif, O. J. Harvey, B. Jack White, William R. Hood, and Carolyn W. Sherif, Intergroup Conflict and Cooperation, the Robbers Cave Experiment (Norman, Oklahoma: Institute of Group Relations, The University of Oklahoma, 1961), pp. 190-197.

[5]Carolyn W. Sherif, Muzafer Sherif, and Roger E. Nebergall, Attitude and Attitude Change: The Social Judgment-Involvement Approach (Philadelphia: W. B. Saunders Company, 1965), p. 98.

[6]Ibid., p. 205.

Christiansen,[7] investigated attitudes toward foreign affairs as a function of personality. He classified all approaches as being either personality centered or social norm centered. More specifically, he proposed an interaction hypothesis which would ". . . allow for the fact that interaction will always exist between group-historical and individual--historical factors on the one hand, and between group norms and conditions pertaining to personality on the other."[8] By the term "interaction hypothesis" Christiansen referred to the latter interaction between group norms and personality characteristics. He observed that many studies, by concentrating exclusively on individual differences in one group experimentally, excluded the effects of group norms. In fundamentally the same way, the effects of various personality structures were excluded in those comparison groups having different historical backgrounds, but otherwise consisting of members with more or less similar personality structure.[9] It cannot be assumed that every individual is characterized by a definite attitude toward any specific type of event. The less definite the attitude, the more reasonable it would be to ascribe a greater potency to current social pressure. At the same time, social pressure may cause the individual to react in a fashion contrary to his

---

[7]B. Christiansen, Attitudes Towards Foreign Affairs as a Function of Personality (Oslo: Oslo University Press, 1959).

[8]Ibid., p. 82.

[9]Ibid.

own disposition. Christiansen[10] pointed out that practically all human beings relate themselves to social groups. However, Christiansen emphasized that large differences existed regarding the amount of social pressure exercised by these groups upon the individual. The interaction hypothesis assumed that both social norms and personality characteristics would contribute to attitude formation and change, and that the contribution of each would be relative to the degree of social pressure and definiteness of attitude.

In the present study an attempt was made to minimize the effects of reference group phenomena, by specifying some of the conditions under which it was believed that personality characteristics were most likely to influence, or be related to, attitudinal position. The current research did not presume to completely control the reference group phenomena. Neither was it assumed that the subjects were uninfluenced in their attitudinal position by the Sullivanian "significant other."[11] The attempt to minimize reference group influence in the current study consisted in the selection of pertinent issues upon which the primary reference group took no stand and provided no guidance.

This present research was an attempt to determine if a significant relationship existed between attitudinal position on selected issues

---

[10] Ibid., p. 83.

[11] H. S. Sullivan, "The Illusion of Personal Individuality," Psychiatry, XIII (1950), 317-332.

and personality characteristics. The Cattell Sixteen Personality Factor Questionnaire (16 PF)[12] and the Stern Activities Index (SAI)[13] were employed as measures of personality characteristics. (These instruments are contained in Appendix II and Appendix III). The measure of attitudinal position was derived from a forty-four item Survey of Religious Belief Questionnaire (SRBQ)[14] especially developed by the present investigator (Appendix IV). These instruments will be discussed in detail in the methodology chapter. These instruments were administered to a sample of ninety-six ministerial students, in two church-related colleges.

Background of the Study

Sherif, Sherif, and Nebergall[15] indicated that attitude change can be studied effectively only in the context of the individual's reference group affiliation. They stated, ". . . this context must be included if studies of attitude and attitude change problems are to be more than artifacts and are to reflect actualities that push problems to the foreground."[16]

---

[12]Raymond B. Cattell, Sixteen Personality Factor Questionnaire (Champagne, Illinois: Institute for Personality and Ability Testing, 1962).

[13]George G. Stern, Stern Activities Index (Syracuse, New York: Syracuse University, 1963).

[14]Milton D. Simmons, Survey of Religious Belief Questionnaire (Oklahoma City, Oklahoma: Privately Printed, 1967).

[15]Sherif, Sherif, and Nebergall, Attitude and . . ., p. 220.

[16]Ibid.

It would appear obvious that many attitudes are clearly functions of reference group ties. The attitude of a committed theological student should be highly predictable, when the issue in question concerns agreement or disagreement with a cherished doctrine of the church. The direction of response, under many conditions, would be determined by reference group affiliation. This same affiliation could be a factor of such power, that to speculate about the influence of personality characteristics on attitude formation and attitude change would be futile. It would seem reasonable to assume that theological students, in responding to a point along the conservatism-liberalism continuum, would respond in accordance with the stand taken by their reference group. This should certainly seem reasonable in the majority of cases. Measurable characteristics of personality could not be expected to influence the direction of response to any degree, under such conditions.

The relationship of personality characteristics to attitude has been a subject of serious inquiry for quite some time. Christiansen's investigation of attitudes towards foreign affairs as a function of personality, and his categorization of approaches as being either personality centered or social norm centered, has already been cited. Under personality centered theories, Christiansen included: the generalization hypothesis, the frustration hypothesis, the insecurity hypothesis, the knowledge hypothesis, and the channelization hypothesis. Under social norm centered theories he included the reference group hypothesis, and the functional relation hypothesis. Christiansen succinctly stated the cardinal assumption of the reference group hypothesis:

> ...that a person will internalize the dominant norms of those groups to which he relates himself psychologically. According to this point of view, a person's group membership rather than his personality traits will be a decisive factor.[17]

Adherents to the reference group hypothesis would not necessarily expect any correlation between personality traits and attitudes.

There have been numerous attempts to isolate "factors" or "social attitudes" which constitute characteristics of "human nature." Eysenck[18] was probably the best representative of this approach, in his distinction between introverts and extroverts. He formulated projections of these personalities in the area of social attitudes: "tender mindedness" and "tough mindedness." Eysenck found a relationship between the latter social attitude and the working class. Greenberg and his associates[19] investigated attitude and personality differences between working women and women who were not employed. They found that attitudes differed, but not personalities. In commenting on this study by Greenberg, Moscovici[20] speculated on why a difference in personality should have been expected.

---

[17]Christiansen, Attitudes Towards . . ., p. 76.

[18]H. J. Eysenck, "Personality and Social Attitudes," Journal of Social Psychology, LIII (1961), 243-248.

[19]H. Greenberg, B. Straight, W. Hassenger, and W. Raska, "Personality and Attitudinal Differences between Employed and Unemployed Married Women," Journal of Social Psychology, LIII (1961), 87-96.

[20]Serge Moscovici, "Attitudes and Opinions," Annual Review of Psychology, XIV (1963), 234.

Researchers do expect personality differences, and attempts have been made to relate such differences to attitude and behavior concomitants. The generality and consistency of a personality "trait" or "characteristic" has been a dominant concern of personality conceptions. Klein, Barr, and Wolitsky observed that:

> ...the nature of such stabilities is the hub of the personality problem, the center from which personality theory attempts to affect all other areas of psychology. However, the specification of these stabilities and of their role in the organismic scheme of things leaves much to be desired.[21]

Attempts made to develop pure tests of various personality traits seem to imply behavioral dispositions that are trans-situational. This implication has been challenged by many researchers, including Cattell.[22] He proposed ". . . to compare the ordinary personality reaction when the person is out of a role with his specific reaction when he is in a role. . . ."[23] Situational determinants were thus brought to the fore. The interaction of personality, role, and group was expressed by Cattell in the following formula: $P_{ji} = f(O_i S_j)$, which stated that any response performance (P_{ji}) was a function of the properties of the personality or organism (O_i), and the situation (S_j).[24]

---

[21]George Klein, Harriet Barr, and D. L. Wolitsky, "Personality," Annual Review of Psychology, XVIII (1967), 471.

[22]Raymond B. Cattell, "Personality, Role, Mood, and Situation Perception: A Unifying Theory of Modulators," Psychological Review, LXX (1963), 1-18.

[23]Ibid., 4.

[24]Ibid., 1.

Klein and associates pointed out that attempts to measure pure traits lack predictive power because they fail to provide for the fact that behavior may be guided by the demands of a situation to which the trait in question is not responsive.[25] The problem of situational constraints has not been solved. Yinger[26] stated, "priority in . . . behavior can be assigned neither to the sensitivities of a person nor to the facilitating forces in the environment, because both are always involved in the situation." For example, two persons equally torn by doubt and guilt, are not necessarily equally likely to express these tendencies ". . . because one person may live in a supportive environment which blunts his anxiety and another may be caught in a situation that compounds it."[27] Allport[28] was unsympathetic towards the trend to view personality in the light of situational determinants. He declared his resistance to the ". . . current fashion in social science that would reduce personality to a matter of roles, to interpersonal relations, to incidents within the socio-cultural system." He conceded that personality is fashioned in, and expresses itself in a social milieu. However,

---

[25]Klein, Barr, and Wolitsky, Annual Review of Psychology, XVIII (1967), 472.

[26]J. M. Yinger, "Research Implications of a Field View of Personality," American Journal of Sociology, LXVIII (1963), 583.

[27]Klein, Barr, and Wolitsky, Annual Review of Psychology, XVIII (1967), 472-473.

[28]Gordon Allport, Pattern and Growth in Personality (New York: Holt, Rinehart and Winston, 1965).

he viewed personality as a "self-contained system" meriting study in its own right.[29]

The lack of clarity concerning whether a trait is conceived as an inner process which causes a behavior, or as an organizational tendency brought into play in given situations, is another problem in the domain of personality traits and behavior concomitants. Klein and his colleagues observed that in one view, response to a situation occurs because a trait determines behavior in that situation; and in the other view the trait is an organizational tendency more or less easily released by the situation. They stated, "it is for example, one thing to say a person is a paranoic, it is another to say he behaves paranoiacally under certain conditions."[30] Helson[31] attempted to relate personality to adaptation level theory. This theory involved combining the inner and outer determinants of personality within a single frame of reference, thus avoiding the extremes of more segmental approaches. The emphasis was upon the importance of a taxonomy of traits in situations, rather than one of traits in persons. According to Helson, ". . . all stimuli pool to form level. . . . Objective as well as subjective methods or evaluating personality are influenced by background and residual stimuli of which we may be totally unaware."[32] This approach was not unlike that of Cattell, except

---

[29]Ibid., pp. x-xi.

[30]Klein, Barr, and Wolitsky, Annual Review of Psychology, XVIII (1967), 472-473.

[31]Harry Helson, Adaptation Level Theory (New York: Harper and Row, 1964).

[32]Ibid., p. 569.

for Cattell's heirarchical ordering of modulating variables. Both approaches constituted interaction hypotheses similar to those of Christiansen.

Much work has been done to isolate presumed personality traits. What appears to be needed now is not the isolation of other traits, nor necessarily a reduction of traits already isolated, but the specification of the conditions under which traits are expressed.

The present study constituted an attempt to specify some of the conditions under which such traits are likely to find expression. No claim was made that the problems and dilemmas presented above had been resolved.

Need for the Study

The need for the present study was supported by a review of the literature involving attitudes of ministerial students and seminarians. It attempted to relate such attitudes to personality characteristics and needs. Attempts to establish this relationship, have for the most part, been indecisive. Some studies reported positive correlations between personality variables and attitude. Other studies, in which some of the same instruments were employed, failed to show a relationship between personality characteristics and the factors under investigation.

Separation of persons along the conservative-liberal continuum by means of any scale of religious beliefs, and attempts to correlate a position on the scale with personality variables, left uncertain the matter of whether the position resulted from personality traits or represented a point on the scale occupied by the entire reference group. The

several comprehensive studies of an interdenominational character partake of this weakness. Hadden,[33] in a comprehensive study of the Protestant ministry, was aware that responses to his lengthy questionnaire may have represented an adoption of labels perceived as acceptable to the reference group.

It appeared that the context most suitable for a study of the proposed relationships was within a single reference group where a high degree of specificity was possible regarding reference group commitments; and where areas of non-commitment, ambiguity, and contradiction could be determined. Personality traits or characteristics appeared to have the best possibility for asserting themselves in attitude formation and change in such areas of non-commitment, ambiguity, or contradiction by the reference group in question. The Survey of Religious Belief Questionnaire (SRBQ) was designed to demonstrate the possibility of this high degree of specificity concerning reference group commitment, and at the same time to reflect the attitudinal latitude permissible within a single reference group. The use of upper division students committed to a career in the ministry, and actively pursuing a course of study to that end, made possible the assumption that the church was for such subjects the primary reference group.

General Hypotheses

A sample of ninety-six ministerial students was separated into two groups, with reference to either a positive or negative attitudinal

---

[33]Jeffrey K. Hadden, "A Study of the Protestant Ministry of America," Journal for the Scientific Study of Religion, I (1965), 15.

position on each of four attitude areas under consideration. The following general hypotheses were proposed to test the Cattell Sixteen Personality Factor Questionnaire (16 PF) and the Stern Activities Index (SAI) variables for discriminating between positive and negative respondents on each issue:

One: No significant differences existed between positive and negative respondents on any of the 16 PF variables.

Two: No significant differences existed between positive and negative respondents on any of the SAI variables.

Other, specific hypotheses, expanding these general hypotheses, will be presented in Chapter III.

Summary

Chapter I presented the problem for this study, with a discussion of the background and need for the study. The general hypotheses to be tested were presented. Chapter II will present a review of the pertinent literature. Chapter III will present the method employed in the investigation and a detailed description of the attitude instrument (SRBQ) and the two personality instruments (16 PF and SAI). Chapter IV will contain an analysis of the results of the research. Chapter V will present the conclusions and implications of the study.

CHAPTER II

A REVIEW OF THE LITERATURE

Psychological Study of Ministers

The psychological study of ministers, as a field of research, has flourished for more than ten years. However, even those engaged in such research have been unaware of the magnitude of this field. Menges and Dittes[1] conducted an informal poll of a small but relatively sophisticated sample of researchers, with two questions asked: (1) how many pieces of psychological research on clergymen are you personally acquainted with? (2) how many pieces of psychological research on clergymen do you suppose can be found through search of the literature? The median answer to the first question was less than twelve. The median answer to the second question was in the range of fifty to seventy-five. Menges and Dittes, however, found more than seven hundred studies of clergymen and seminarians, involving psychological aspects. Over seventy-five per cent of these studies dated within the last decade. The relative isolation within which most researchers have worked has resulted in a lack of continuity, as well as much needless duplication of effort. This problem

---

[1]Robert J. Menges and James E. Dittes, Psychological Studies of Clergymen (New York: Thomas Nelson and Sons, 1965), p. 11.

has been especially acute among Protestant and the relatively rare Jewish researchers. As an example of duplication of effort, Menges and Dittes collected forty-six studies concerning comparisons between persisters and non-persisters in ministerial training.

Psychological studies of ministers, and other religious workers, have been given additional impetus in recent years, by a common concern of most religious denominations about a shortage of ministers. The post war church boom increased the need for ministers drastically. It has not, by any means, stimulated a proportionate increase in ministerial candidates. Churches have experienced increased recruiting competition from secular and scientific appeals, and from secular service occupations such as the Peace Corps. Church officials, in their urgent concern with questions of quality as well as quantity, have sought the help of psychological researchers in learning more about the processes of recruitment, vocational decision making, and the attitudes, interests, and personality characteristics of those most likely to persist in training and find success and satisfaction in a ministerial career.

Hadden[2] called attention to the rapidly expanding dialogue between religionists and sociologists but was careful to explain that he did not mean to imply that they are mutually exclusive groups. He viewed the dialogue as one of the most significant developments in religion in America during the first half of the present decade. As the church has sought to better understand its relationship to the world, sociologists

---

[2]Hadden, Journal for the Scientific Study of Religion, I (1965), 10.

have seemingly discovered that religion is a far more important component of social structure and individual life than most social theorists had thought. Linski's[3] work showed that religious factors were one of the most important predictors of other forms of social behavior.

Hadden stated that the ". . . sheer cost of major decisions are too great to leave to the whims of those who think they know what is going on. In short, the need for a national study of the Protestant ministry is clear."[4] Hadden proposed a list of interesting questions which needed to be answered. He inquired as to whether certain aspects of ministerial emphasis reflected a certain theological view of the nature of man, or does this ". . . emphasis develop from pressures exerted upon him by his congregation, or from earlier academic training, his own personality structure, or from still other sources?"[5] He pointed out that we lack sufficient information about the effect of a minister's theological views upon his social, political, and economic views. He also questioned the empiric assumption that conservative, or fundamentalist, theology goes hand in hand with political and economic conservatism. However, he pointed out that this assumed relationship has not yet been

---

[3]Gerhard Linski, The Religious Factor (Garden City, New York: Doubleday, 1961).

[4]Hadden, Journal for the Scientific Study of Religion, I (1965), 11.

[5]Ibid., 12.

demonstrated. Hadden stated that evidence may suggest this generalization is contrary to fact, or at least that the picture is much more complex. Hadden stated that changes in theological belief may not occur at all, but rather that there may be a tendency to adopt labels that are perceived to be more acceptable in changing reference groups.[6]

Hadden undertook a comprehensive study of the Protestant ministry under the sponsorship of the Danforth Foundation. He mailed a 524-item questionnaire to 12,000 ministers, anticipating a return of seventy per cent. Areas under study by Hadden were: (1) religious beliefs, (2) science and religion; (3) religion and higher education; (4) counseling; (5) social issues; (6) professional activities and missions; and (7) personality.

Hadden's interest included the relationship which the current study investigated. Analysis of Hadden's data has not yet been completed. His study of religious attitudes and beliefs should yield much valuable information. Hadden found it necessary to subordinate personality measurement to the collection of data on religious beliefs. He was aware of this defect and included the Cattell Sixteen Personality Factor Questionnaire in a list of four instruments most preferable for use in such a study. The instrument was rejected, however, because of its length, which he considered excessive for incorporation into an already multi-level research form.[7] Hadden's study is not expected to provide any definitive answers to the problem under investigation in the current study. No evidence in any of Hadden's published work showed any attempts

---

[6]Ibid., p. 15.

[7]Ibid., p. 21.

to control for reference group phenomena, or that the influence of this possibly crucial variable could be assessed. Additionally, personality measurement with an instrument of demonstrated reliability was a central concern of the present study.

Related Studies

Whitlock[8] studied the relationship between certain personality characteristics and factors related to the choice of the ministry as a vocation. His sample consisted of twenty-five male candidates for the ministry, randomly selected, either in college or recent graduates. Passivity of personality was Whitlock's primary interest and this variable was measured by: (1) a clinical rating, (2) the Sentence Completions Test (SCT), and (3) two scales of the California Psychological Inventory (CPI). Passivity rankings were correlated with: (1) ranking on the Christian and Vocational Decision Index, (2) rating of work orientation, (3) scores on the Scale of Religious Beliefs, and (4) three scales of the Strong Vocational Interest Blank (SVIB). Results indicated the passive ministerial candidate tended to be unrealistic in his vocational goals. Whitlock also discovered the more passive the subject, the lower he scored on the Occupational Level Scale of the SVIB, and the higher he scored on the Minister Scale of the SVIB.[9]

---

[8]G. E. Whitlock, "The Relationship between Passivity of Personality and Personal Factors Related to the Choice of the Ministry as a Vocation" (unpublished Ph.D. dissertation, University of Southern California, 1959).

[9]G. E. Whitlock, "Role and Self Concept in the Choice of the Ministry as a Vocation," Journal of Pastoral Care, XVII (1963), 208-212.

Whitcomb[10] studied the relationship of personality characteristics to the problems of Protestant ministers, using the Guilford-Zimmerman Temperament Survey (GZTS) and a specially constructed paired-comparisons instrument involving problems of ministers. Whitcomb mailed the selected instruments to a sample of one hundred fifty-six seminarians and ninety-six seminary graduates of five years, with a return of sixty-nine per cent and sixty-seven per cent respectively. Findings were essentially negative and the problems of seminarians were generally the same as those of seasoned ministers. Whitcomb concluded that the student who expected things to be different after graduation, was likely to be wrong.

Taggart[11] studied the effect of personality variables on attitude change in a group of theological students. His sample consisted of eighty-three seminarians enrolled in a basic course in pastoral counseling. Forty-one subjects were placed in an experimental group, with the remaining forty-two as controls. Tests administered were: the Edwards Social Desirability Scale (ESDS), the Minnesota Multiphasic Personality Inventory (MMPI), Theological School Inventory (TSI), Ohio State University Psychological Examination (OSUPE), and a specially constructed Pastoral Psychology Attitude Survey (split-half reliability = .90; test-retest reliability = .81). The experimental group was tested before

---

[10]J. C. Whitcomb, "The Relationship of Personality Characteristics to the Problems of Ministers," Religious Education, LII (1957), 371-374.

[11]M. Taggart, "A Study of Attitude Change in a Group of Theological Students" (unpublished Ph.D. dissertation, Northwestern University, Evanston, Illinois, 1962.)

the course and the control group only after. No relationship was found between attitude change and the MMPI or TSI. A significant relationship was found between attitude change and the OSUPE. Less change was found in students who were taking or had taken courses in theology. According to Taggart, these students were less likely to end up with attitudes similar to those of the instructor, than those who had taken no theology at all.

Ranck[12] studied the effect of personality correlates of religious attitude and belief, using a sample of 800 Protestant male theological students drawn from twenty-eight schools. Subjects represented the theological continuum from extreme conservatism to extreme liberalism. Ranck employed an anonymous questionnaire and several personality tests, including the MMPI, Bernreuter, and the McLean Scales of Religious Attitude and Belief in his study. He found that theological conservatism was substantially correlated with authoritarianism and significantly, but less correlated with submissiveness.

Withrow[13] investigated the possible correlation between certain variables of personality and theological orientation. Withrow used ninety-eight first year male students from four theological seminaries. He differentiated subjects into conservative and liberal groups, by

---

[12]J. C. Rank, "Some Personality Correlates of Religious Attitude and Belief" (unpublished Ph.D. dissertation, Teachers College, Columbia University, 1955).

[13]J. C. Withrow, "A Study of the Possible Correlation between Theological Orientations and Certain Variables of Personality" (unpublished Ph.D. dissertation, University of Southern California, 1960).

means of the Gustafson Scale of Religious Beliefs. The two groups were then compared on the Edwards Personal Preference Schedule (EPPS). Significant differences were found between groups on heterosexuality, order, deference, intraception, and abasement. A definite relationship was found between theological orientation and the direction of difference.

Schorr[14] studied conformity strength and its relationship to personality characteristics of ministerial candidates. His sample consisted of one hundred fifty male students at Iliff College. Subjects were administered the Miller Analogies Test (MAT), Gustafson Scale of Religious Beliefs, Rorschach, and the Thematic Apperception Test (TAT) in a group situation. The highest thirty and the lowest thirty were selected on the basis of Rorschach Conformity Strength Index (based on cliche responses, popular responses, animal responses, pure form responses, usual detail responses). Although the high conformity group gave more responses on the TAT, no differences were found on the MAT, Gustafson, or on teacher ratings of personal religion.

The review of the literature revealed that personality correlates were sometimes found between variables of personality and attitude, or theological orientation, as illustrated in the cited research of Whitlock, Withrow, and Ranck. Failure to discover any relationship was frequently the result as noted in the cited research of Taggart and Schorr.

---

[14]M. M. Schorr, "Conformity Strength and Its Relationship to Personality Characteristics of Ministerial Candidates" (unpublished Ph.D. dissertation, University of Denver, 1960).

In the face of conflicting results, additional research should be conducted. Such research should attempt to determine if the hypothesized relationships really exist, or are merely artifacts of experimental and measurement techniques. The differential reliabilities and validities of the numerous personality and attitude instruments used in such research doubtless accounted for some of the discrepant results. The literature reflected an increased concern with the problems of attitude and personality assessment.

Some Problems in Personality Assessment

Vernon[15] pointed out that the identification of what to measure appeared as a major problem in personality assessment. He stated that constructs are often employed without proof that they represent functional unities, and that correlational analysis clearly shows that the traits are not homogeneous.

No simple definition of personality has been formulated. Allport stated that hundreds of definitions are available, and while ". . . everyone, it seems, knows what personality is, no one can precisely describe it."[16] Allport stated that personality definitions fall into three classes, which he called external effect, internal structure, and positivist definitions. By external effect he referred to the impact of the

---

[15]Philip E. Vernon, Personality Assessment: A Critical Survey (New York: John Wiley and Sons, Inc., 1964), p. 185.

[16]Allport, Pattern of Growth . . ., p. 22.

person on other people. Internal structure definitions defined personality as an objective entity, as something "really there."[17] Allport's own definition came in this latter category. He stated that "personality is what a person really is regardless of the way other people perceive his qualities or the methods by which we study them."[18] Those who have defined personality in positivistic terms object to "essentialist" definitions such as Allport's, on the ground that "internal structure" would seem inaccessible to science. Positivist definitions have regarded personality as a construct, not as an entity.

Adherence to one definition or concept of personality, rather than another, does not seem to alleviate the problems connected with assessment. One might agree with Allport that personality is "really there." "Our perceptions and our methods may be in error, just as the astronomer falls short in studying the constitution of a star. But the star is still there, a challenging object for study."[19] Allport conceded that a person is variable over time; his behavior may change from situation to situation. This variability over time, and from one situation to another has made the results obtained from personality measures suspect.

Vernon stated "not only the naive and the depth-psychological, but also the psychometric approaches to personality rest on the assump-

---

[17] Ibid., p. 25.

[18] Ibid., p. 35.

[19] Ibid.

tion that it consists fundamentally of internal dispositions, functional unities, or causal factors within the individual which account for his behaviour."[20]

Vernon pointed out that any description of a person, in terms of traits or factors, would be an oversimplification since no one behaves in accordance with his imputed traits all the time. Although such traits may be useful in comparing one individual with another, they have failed ". . . to cover the unique, dynamic features of any single individual."[21]

Lazarus[22] expressed views similar to those of Vernon, when he pointed out that the role of stimulus situation as a determinant of behavior may be ignored or deemphasized, in contrast with the role of enduring traits as primary determinants of behavior. Lazarus stated ". . . without field oriented research, relating personality traits to situations, one can only make a probabilistic statement that, given such and such an attribute, a person will perform in such and such a way regardless of external conditions."[23]

Lazarus did not seem to question the influence of personality traits on behavior. However, he did identify the crucial problem as being one of specifying the conditions under which personality traits determine behavior.

---

[20]Vernon, Personality . . ., p. 36.

[21]Ibid., p. 237.

[22]Richard S. Lazarus, Adjustment and Personality (New York: McGraw-Hill, 1961), pp. 385-386.

[23]Ibid., p. 386.

Holtzman[24] found more than fifty articles published in a two-year period, dealing with the internal psychometric characteristics of personality and attitude instruments. Holtzman found these studies to be inconsistent, confusing, and overlapping in their stated purposes. The large number of them attested to the judged importance of contamination of results in personality testing, deriving from such factors as social desirability, acquiescence, and other test-taking attitudes. Most of the work on response sets has been concerned with determining the extent to which scores on personality tests resulted from the individual's tendency to check the socially desirable response, or to agree with a statement regardless of content, or both. One point of view could be that social desirability is a dimension of such importance that it calls into question the interpretation of most personality traits as measured by standard instruments. Edwards[25] was perhaps the best known representative of this point of view. Another point of view, exemplified by Jackson and Messick,[26] agreed with Edwards that social desirability is an important stylistic variable, but disputed his claim that it is so pervasive an influence. They believed that at least as much importance should be given to acquiescence as a response set.

---

[24]Wayne H. Holtzman, "Personality Structure," Annual Review of Psychology (1965),16.

[25]A. L. Edwards, "Social Desirability and Expected Means on MMPI Scales," Educational and Psychological Measurement, XXII (1962), 71-76.

[26]D. N. Jackson and S. Messick, "Response Styles on the MMPI: Comparison of Clinical and Normal Samples," Journal of Abnormal Social Psychology, LXV (1962), 285-299.

Campbell and associates[27] found that respondents with eighth grade education or less, inconsistently agreed to modification of both original and reversed California F-scale items. In this study, content was almost completely dominant over tendency to agree among respondents with some college training.

Elliott[28] found that among 720 basic airmen, the third who scored highest on the Armed Forces Qualifying Test showed less acquiescence to contradictory items presented in different formats, than either of the lower two thirds. The lowest one-third responded most inconsistently to item content. The psychological meaning of the tendency to agree does not appear clear. Individuals showing this tendency on paper-and-pencil tests, do not necessarily do so in other situations. Cook[29] found that students characterized by high agreement tendencies, with both original and reversed California F-scale items, did not change positions when exposed to persuasive communication. It would appear that response set, which supposedly contaminates the results of personality, and attitude measure may be as subject to situational determination as are the personality traits which researchers would keep free from such contamination.

---

[27]A. Campbell, P. E. Converse, W. E. Miller, and D. E. Stokes, The American Voter (New York: John Wiley and Sons, 1960).

[28]Lois L. Elliott, "Effects of Item Construction and Respondent Aptitude on Response Acquiescence," Educational and Psychological Measurement, XXI (1961), 405-415.

[29]Peggy Cook, "Authoritarian or Acquiescent: Some Behavioral Differences," American Psychologist, XIII (1958), 338.

Christie and Lindauer[30] observed that most of the measures to tap presumably stable personality characteristics, have been attacked as not measuring what they purported to measure. Concerning contamination from social desirability and tendency to agree, they pointed out that ". . . devotees of social desirability differ among themselves as to what it is, while those primarily concerned with the tendency to agree show little of that inclination among themselves."[31] Christie and Lindauer noted that there was actually a consensus that some people will say yes to some items, without paying much attention to item content. "How many and what sorts or people, and how many and what kinds of items are moot points."[32] They further observed that there was no known evidence to contradict Cronbach's original contention that the greater the ambiguity of an item, the more likely it was to elicit a response set. The insoluble aspects of the problem are shown by a consideration that ". . . one man's certainties are often another man's ambiguities."[33]

Vernon stated:

> Fundamentally, then, a test measures itself, and its further validity rests entirely on its established relations to other behaviors. It is the network of its relations to other variables and to real life situations that gives its meaning.[34]

---

[30]Richard Christie and Florence Lindauer, "Personality Structure," Annual Review of Psychology, XIV (1963), 201-208.

[31]Ibid., 201.

[32]Ibid., 207.

[33]Ibid., 208.

[34]Vernon, Personality . . ., p. 218.

It cannot be claimed that results of the present study were free from the contaminating influences of social desirability or other response sets, except to the extent that such factors were minimized by anonymity of the subjects and confinement of the sample to upper division ministerial students.

Fifty-eight personality variables were tapped by two widely used personality measures in the present study, while the SRBQ confronted the subjects with "real life situations."

Summary

The review of the literature showed an increased interest by researchers, in the last decade, in problems pertaining to the ministry. Principal problems included the selection of ministerial candidates, and assessment of attitudes and personality characteristics of ministers and seminarians. Further refinement of psychological measures, and more precise specifications of the conditions under which these measures can answer to the requirements of research were deemed necessary. Continuing research, with better control of possible intervening variables, was also considered essential. Some problems of personality and attitude assessment, including possible sources of contamination, were discussed.

Chapter III will discuss the method and procedure to be followed in the present study.

CHAPTER III

METHOD

Selection of the Sample

Ninety-six upper division ministerial students from two Church of Christ related colleges volunteered to participate in the study. Twenty-five of the subjects were from Oklahoma Christian College, Oklahoma City. The remaining seventy-one were from Abilene Christian College, Abilene, Texas. Criteria for selection were: (1) commitment to a career in the ministry, and (2) being in either the third or fourth year of ministerial study. The participants approximated the totality of ministerial students meeting the above criteria. These criteria were deemed adequate to assure a knowledge of reference group commitments on religious belief items. The further assumption that a committed ministerial student would be sensitive to the attitudinal issues discussed below seemed justified.

A specially constructed Survey of Religious Belief Questionnaire (SRBQ) and two personality measures, the Sixteen Personality Factor Questionnaire (16 PF) and the Stern Activities Index (SAI) were administered to each subject. Tests were completed and returned over a two-day period at each college. Subjects were asked to provide personal data only with respect to age and class. Anonymity was deemed necessary to

minimize the presence of the social desirability factor, and to minimize the personal threat which often inheres in personality assessment. The size of the sample was such that there appeared to be no socio-economic or cultural bias levels operating.

Primary Reference Group

The Church of Christ, for whose ministry the subjects in this study were preparing,was referred to as the primary reference group.

In 1906, the Church of Christ, a religious body indigenous to the United States, was first carried separately in a census report. Banowsky[1] stated that this census revealed a total membership of 159,698. Churches of Christ are currently the tenth largest religious group in the United States, with a membership in excess of two and one-half million.

Characteristics most pertinent to the present study are the strict congregational autonomy practiced by the Churches of Christ, and the absence of any written credal authority. Members and ministers, therefore, are confronted with issues to be decided without benefit of official or authoritarian pronouncements by religious superiors. Reaction to such issues appeared to be an appropriate setting for a study of the relationship of personality variables to attitudinal stand. This setting minimized, to some extent, the apparently overriding influence of reference group factors in attitude formation and change.

---

[1]W. S. Banowsky, The Mirror of a Movement (Dallas, Texas: Christian Publishing Company, 1965), p. 6.

The present study assumed that there were circumstances when reference group affiliation was not the dominant factor in attitude formation and attitude change. The primary reference group does not necessarily make a commitment toward all issues upon which the individual takes a stand. This present study was designed to meet the conditions already stipulated as most likely to provide an adequate test of the suggested relationship between personality variables and attitude. These three conditions were as follows:

1. Ambiguity or contradiction with regard to the reference group and the issue in question.
2. The need for rendering a decision without reference group guidance.
3. Freedom to commit oneself on the issue without risk to the reference group relationship.

Such a study can best be done within the confines of a single primary reference group, with a high degree of specificity possible concerning reference group commitment, and the areas of non-commitment, ambiguity, or contradiction defined.

Attitude Variables

Four attitude issues were proposed as meeting the above conditions. They were as follows:

1. Conscientious Objector (CO). Objection to combatant military service. This issue appeared to have great cogency for the ministerial student. He will have already been required to register with Selective Service before beginning his ministerial

training. A number of such students will have registered as conscientious objectors. This issue is one about which the ministerial student cannot really remain non-commital, as there are no neutral categories from the standpoint of the Selective Service laws. There are no laws, rules, or regulations of the church to which he can appeal. He must, therefore, make his own decision. He will justify, as well as rationalize, the decision on some objective, logical, or scriptural basis. This present study proposed to investigate the possible influence of personality characteristics on attitude toward this issue, independent of the objective justification offered as the basis of the attitude.

2. Civil Rights (CR). This issue was regarded as especially pertinent because of the concentration of membership strength in the southern portion of the United States. Integration in church related colleges has been a development of the last six years, and de facto segregation still exists in nearly all southern congregations of the Church of Christ. Regarding segregation at Abilene College, as practiced until 1961, Spain[2] in an address to more than 5,000 members of the Church of Christ stated, "our moral attitudes are so mixed up that we use the story of Philemon and Onesimus to justify refusing a negro admission to study Bible in our graduate school of Bible." Spain further stated, "In the name of 'discretion' we

---

[2]Carl Spain, "Christian Faith in a Modern World," 1960 Abilene Christian College Lectures (Abilene, Texas: Abilene Christian College Student Exchange, 1960).

make un-Christian and un-American rules like some states do in the name of State's Rights."[3]

3. Ministerial Authority (MA). As a doctrinal point most ministers and ministerial students would probably agree that ultimate authority resides in an eldership of two or more elders. However, the frequent articles in religious journals dealing with the relationship of the minister and elders serve to emphasize the ambiguity of the relationship. Miller[4] wrote that the minister can, in numerous ways, set the tone and pace of the congregation. Hargraves, an elder, wrote, "If the preacher would sit where the elders sit, he could more easily understand his relationship to the elders as being one of serving and not of authority."[5] The ambiguity of this relationship makes it possible for the minister to exercise a large measure of control in all congregational activity, or to exercise virtually no control at all by taking the stand that control or decision making is not a ministerial function. It can be demonstrated from the literature that different attitudes along the control or authority continuum are justified by the minister on objective, logical, or scriptural grounds. It is one purpose of the

---

[3]Ibid., pp. 217-218.

[4]W. D. Miller, "What is a Minister?" The Firm Foundation (Austin, Texas: The Firm Foundation Publishing Company, 1960), p. 486.

[5]F. T. Hargraves, "It is Moving Time Again," The Firm Foundation (Austin, Texas: The Firm Foundation Publishing Company, 1960), p. 54.

present study to determine if a relationship exists between certain personality variables and attitude toward this issue.

4. Capital Punishment (CP). The issue was regarded as pertinent in light of recent changes in state legislation. Ambiguities, similar to those in the preceding issues, existed with regard to this issue. It was expected that differences in viewpoint would be validated from responses to the attitude instrument.

It was not assumed that attitudes toward these four issues were independent. A subsidiary purpose of the present study was the analysis of these relationships.

Instruments

The Cattell Sixteen Personality Factor Questionnaire (16 PF)

The 16 PF (Appendix II) was selected as a means of assessing personality traits because of its comprehensiveness, reliability, validity, and availability of normative data. The 16 PF consisted of fifteen temperamental or dynamic factors, and one general intelligence factor. The 16 PF, in use since 1949, has been translated for use in eight countries. It has accumulative validation data for about thirty occupations, and six clinical and delinquency syndromes.[6] The personality variables included:[7]

---

[6]R. B. Cattell, Research in Clinical Assessment, ed. Edwin I. Megargee (New York: Harper and Row, 1966), p. 304.

[7]R. B. Cattell and Glen F. Stice, Handbook for the Sixteen Personality Factor Questionnaire (Champaign, Illinois: Institute for Personality and Ability Testing, 1957), pp. 11-19. The data presentation and discussion will employ the alphabetical symbol shown for the 16 PF variables.

Factor	Low Score Description	High Score Description
A	Schizothymia (Aloof, Stiff)	Cyclothymia (Warm, Sociable)
B	Low "g" (Dull)	High "g" (Bright)
C	Low Ego Strength (Emotional, Unstable)	High Ego Strength (Mature, Calm)
E	Submissiveness (Submissive, Mild)	Dominance (Dominant, Aggressive)
F	Desurgency (Glum, Silent)	Surgency (Enthusiastic, Talkative)
G	Low Super Ego Strength (Casual, Undependable)	High Super Ego Strength (Conscientious, Persistent)
H	Threctia (Timid, Shy)	Parmia (Adventurous, "Thick Skinned")
I	Harria (Tough, Realistic)	Presmia (Sensitive, Effemiate)
L	Inner Relaxation (Trustful, Adaptable)	Protension (Suspecting, Jealous)
M	Praxernia (Conventional, Practical)	Autia (Bohemian, Unconcerned)
N	Naivete (Simple, Awkard)	Shrewdness (Sophisticated, Polished)
O	Confidence (Confident, Unshakable)	Timidity (Insecure, Anxious)
Q_1	Conservatism (Conservative, Accepting)	Radicalism (Experimenting, Critical)
Q_2	Group Dependence (Dependent, Imitative)	Self-Sufficiency (Self-Sufficient, Resourceful)
Q_3	Low Integration (Lax Integration)	Self-Sentiment Control (Controlled, Exact)
Q_4	Low Ergic Tension (Phlegmatic, Composed)	High Ergic Tension (Tense, Exciteable)

The Stern Activities Index (SAI)

The SAI (Appendix III) was selected as a personality measure because of the number of variables with which it deals, and the apparent close relationship between some of these variables and those of the 16 PF. It was conceded that the SAI lacked reliability and validity data.[8] Normative data were available only for college students. SAI variables included:[9]

Need-Press Scale Descriptions

Abasement (aba) - Assurance (ass): self-depreciation versus self-confidence.

Achievement (ach): striving for success through personal effort.

Adaptability (ada) - Defensiveness (dfs): acceptance of criticism versus resistance to suggestion.

Affiliation (aff) - Rejection (rej): friendliness versus unfriendliness.

Aggression (agg) - Blame Avoidance (bla): hostility versus its inhibition.

Change (cha) - Sameness (sma): flexibility versus routine.

Conjunctivity (cnj) - Disjunctivity (dsj): planfulness versus disorganization.

Counteraction (ctr) - Inferiority Avoidance (inf): restriving after failure versus withdrawal.

Deference (dfr) - Restiveness (rst): respect for authority versus rebelliousness.

---

[8]Oscar K. Burros (ed.), The Sixth Mental Measurements Yearbook (Highland Park, New Jersey: The Gryphon Press, 1965), p. 380.

[9]George G. Stern, Scoring Instructions and College Norms Activities Index and College Characteristics Index (Syracuse, New York: Psychological Research Center, Syracuse University, 1963), pp. 2-3. The data presentation and discussion will employ the abbreviations shown above for the SAI Need-Press variables.

Dominance (dom) - Tolerance (tol): ascendancy versus forebearance.

Ego Achievement (e/a): striving for power through social action.

Emotionality (emo) - Placidity (plc): expressiveness versus restraint.

Energy (eny) - Passivity (pas): effort versus inertia.

Exhibitionism (exh) - Inferiority Avoidance (inf): attention-seeking versus shyness.

Fantasied Achievement (f/a): daydreams of extraordinary public recognition.

Harm Avoidance (har) - Risktaking (rsk): fearfulness versus thrill seeking.

Humanities, Social Science (hum): interests in the Humanities and Social Sciences.

Impulsiveness (imp) - Deliberation (del): impetuousness versus reflection.

Narcissism (nar): vanity.

Nurturance (nur) - Rejection (rej): helping others versus indifference.

Objectivity (obj) - Projectivity (pro): detachment versus superstition (A1) or suspicion (E1).

Order (ord) - Disorder (dso): compulsive organization of details versus carelessness.

Play (ply) - Work (wrk): pleasure seeking versus purposefulness.

Practicalness (pra) - Impracticalness (ipr): interest in practical versus indifference.

Reflectiveness (ref): introspective contemplation.

Science (sci): interests in the Natural Sciences.

Sensuality (sen) - Puritanism (pur): interest in sensory and esthetic experiences.

Sexuality (sex) - Prudishness (pru): heterosexual interests versus their inhibition.

Supplication (sup) - Autonomy (aut): dependence versus self-reliance.

Understanding (und): intellectuality.

Personality Factor Description[10]

1. Self Assertion: need to achieve personal power and socio-political recognition.

2. Audacity-Timidity: this factor is more personally than socially oriented. This emphasis is on aggressiveness in both physical activities and in interpersonal relationships.

3. Intellectual Interests: these include interests in the arts as well as the sciences, both abstract and empirical.

4. Motivation: this factor represents another form in which need achievement is expressed. Here, however, are the more conventional forms of striving most recognizable among students, involving elements of competitiveness and perseverance as well as intellectual aspiration.

5. Applied Interests: a high score in this factor suggests an interest in achieving success in concrete, tangible, socially acceptable activities.

6. Orderliness: a high score on this factor indicates a marked interest in activities stressing personal organization and deliberativeness. The major emphasis is on the maintenance of ritual and routine and the avoidance of impulsive behavior.

7. Submissiveness: this factor also implies a high level of control, but one which is based on social conformity and other directedness.

8. Closeness: recognition of one's needs for warmth and emotional supportiveness.

9. Sensuousness: this factor suggests a measure of self-indulgence along with a delight in the gratifications which may be obtained through the senses.

10. Friendliness: persons with high scores on this factor are indicating an interest in playful, friendly relationships with other people. These involve simple and uncomplicated forms of amusement enjoyed in a group setting.

---

[10] Ibid., pp. 14-17. The data presentation and discussion will employ the numbers shown above for the SAI Personality Factors.

11. Expressiveness-Constraint: this factor stresses emotional lability and freedom from self-imposed controls. Individuals with high scores on this factor are outgoing, spontaneous, impulsive, and unhibited.

12. Egoism-Diffidence: this factor reflects an extreme preoccupation with self. The items are concerned with appearance and comfort, as well as with fantasies in which the self obtains unusually high levels of gratification.

Survey of Religious Belief Questionnaire (SRBQ)

The SRBQ (Appendix IV) was especially developed for this study by the present researcher. The SRBQ contained a total of forty-four items, of which twenty were on religious belief. Responses to the twenty religious belief items were predicted by the present researcher, prior to administration of the questionnaire. Prediction was based upon reference group commitment concerning these items. It was not expected that personality correlates would be associated with the direction of response to any of these items. It was believed that an opposite response could be obtained to any one of these twenty items of religious belief by the simple expedient of changing reference groups, without necessarily finding any concomitant changes in personality structure.

Twenty items of the SRBQ were attitude items, concerning four issues upon which the primary reference group of the subjects was assumed to be uncommitted. These twenty items were regarded as crucial for the present study, and related to the attitude issues previously discussed. The direction of response was held to be not predictable, due to a lack of reference group commitment.

The remaining four items determined the subjects' perception of their position on the four crucial issues, as majority or minority views. This was a determination which had strong implications as to reference group influence on attitudinal position.

Five items were devoted to each of the four issues. Items were classified as follows:[11]

Religious Belief - Positive(RB+). Ten items. It was predicted that subjects would agree on this item.

Religious Belief - Negative(RB-). Ten items. It was predicted that subjects would disagree with the item.

Conscientious Objector (CO). Five items. Direction of response was not held predictable. Subjects were separated into the following categories:

a. CO+: Favorably disposed toward a position of conscientious objector.

b. CO-: Unfavorably disposed toward a position of conscientious objector.

Civil Rights (CR). Five items. Direction of response was not held predictable. Subjects were separated into the following categories:

a. CR+: Favorable attitude toward negro minority.

b. CR-: Unfavorable attitude toward negro minority.

Ministerial Authority (MA). Five items. Direction of response was not held predictable. Subjects were separated into the following categories:

a. MA+: Tends to view ministry in authoritative terms.

b. MA-: Tends to view ministry in more submissive terms.

---

[11]The data presentation and discussion will employ the same abbreviations shown above for the item classification of the SRBQ.

Capital Punishment (CP). Five items. Direction of response was not held predictable. Subjects were separated into the following categories:

a. CP+: Favors capital punishment.

b. CP-: Does not favor capital punishment.

Coding of the items on the SRBQ was as follows:

1.	RB+	16.	CP	31.	RB-
2.	CO	17.	RB+	32.	CP
3.	RB-	18.	CO	33.	RB+
4.	CR	19.	RB-	34.	CO
5.	RB+	20.	CR	35.	RB-
6.	MA	21.	RB+	36.	CR
7.	RB-	22.	MA	37.	RB+
8.	CP	23.	RB-	38.	MA
9.	RB+	24.	CP	39.	RB-
10.	CO	25.	RB+	40.	CP
11.	RB-	26.	CO	41.	CO - PA
12.	CR	27.	RB-	42.	CR - PA
13.	RB+	28.	CR	43.	CP - PA
14.	MA	29.	RB+	44.	MA - PA
15.	RB-	30.	MA		

Scaling of the SRBQ responses was as follows:

Definitely Disagree			Definitely Agree		
1	2	3	4	5	6

Cueing on each of the six response points was provided in the instructions section of the questionnaire. Points one and six represented strong disagreement or agreement with an item. Points two and five represented disagreement or agreement with an item, but not as strongly as points one and six. Points three and four were near neutrality, representing probable agreement or disagreement with an item. A midpoint was not provided on the scale, to avoid any tendency to seek safety in a non-commital response by those not strongly committed. It was believed that a position of absolute neutrality on the issues in question would be rare among the sample being studied.

Attitude scores for each of the four attitude areas being investigated were derived by totaling the circled responses, and obtaining a two-digit mean, with a range from ten to sixty. Those with a mean of thirty-six and above on each attitude area were classified as positive respondents. Those with a mean of thirty-four and below on each attitude area were classified as negative respondents. Reversed scoring (i. e., six becomes one, five becomes two, etc.) was used on ten of the twenty items. SRBQ items where reversed scoring was employed included: 8, 10, 18, 20, 28, 30, 32, 34, 36, and 40.

A perceived agreement (PA) score total was obtained for each subject with a range of zero to four, according to the following criteria:

4: The subject perceived agreement by the majority of near associates on all four attitude areas.

3: The subject perceived agreement by the majority of near associates on three of four attitude areas.

2: The subject perceived agreement by the majority of near associates on two of four attitude areas.

1: The subject perceived agreement by the majority of near associates on one of four attitude areas.

0: The subject perceived his near associates as disagreeing with him on each of the four attitude areas.

Specific Hypotheses

Two general hypotheses, presented in Chapter I, concerned differences between positive and negative respondents on four attitudinal areas as related to a total of fifty-eight personality variables on the 16 PF and SAI. Specific hypotheses to be tested to determine if a sig-

nificant relationship existed between personality characteristics and attitudes of ministerial students are presented below:

One: No significant difference existed between positive and negative CO respondents on any of the 16 PF variables.

Two: No significant difference existed between positive and negative CO respondents on any of the SAI need-press scales.

Three: No significant difference existed between positive and negative CO respondents on any of the SAI derived factor scales.

Four: No significant difference existed between positive and negative CR respondents on any of the 16 PF variables.

Five: No significant difference existed between positive and negative CR respondents on any of the SAI need-press scales.

Six: No significant difference existed between positive and negative CR respondents on any of the SAI derived factor scales.

Seven: No significant difference existed between positive and negative MA respondents on any of the 16 PF variables.

Eight: No significant difference existed between positive and negative MA respondents on any of the SAI need-press scales.

Nine: No significant difference existed between positive and negative MA respondents on any of the SAI derived factor scales.

Ten: No significant difference existed between positive and negative CP respondents on any of the 16 PF variables.

Eleven: No significant difference existed between positive and negative CP respondents on any of the SAI need-press scales.

Twelve: No significant difference existed between positive and negative CP respondents on any of the SAI derived factor scales.

Statistical Treatment of the Data

Test for Normality of Distribution

A Chi Square (X^2) test for normality of distribution, using the .05 level of significance, was computed for each of the four attitude variables in regard to the two portions of the sample (Oklahoma Christian College N = 25; Abilene Christian College N = 71). The following formula was employed:[12]

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$, when f_o is the obtained frequency, and f_e is the expected frequency for the same cell.

Correlation between Attitude Scores and Personality Variables

The Pearson product-moment correlation coefficient was computed for attitude scores on the four attitude variables, and fifty-eight personality variables, and a perceived agreement score. Procedures for working with original raw scores were followed. The following formula for computation of the correlation coefficient was employed:[13]

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\left[N\Sigma X^2 - (\Sigma X)^2\right]\left[N\Sigma Y^2 - (\Sigma Y)^2\right]}}$$

N = total number of scores.

X and Y = any one score in X and Y distributions.

---

[12]J. P. Guilford, Fundamental Statistics in Psychology and Education, 4th ed. (New York: McGraw-Hill, 1965), p. 231.

[13]Ibid., p. 97.

Statistical Tests of Hypotheses

To test the hypotheses of no significant differences between the mean scores of positive and negative attitude respondents on any of the 16 PF and SAI personality variables, Fisher's t formula for testing the difference between uncorrelated means, as presented in Guilford, was used. This formula is as follows:[14]

$$t = \frac{M_1 - M_2}{\sqrt{\left[\frac{\Sigma X^2_1 + \Sigma X^2_2}{N_1 + N_2 - 2}\right]\left[\frac{N_1 + N_2}{N_1 N_2}\right]}}$$

M_1 and M_2 = means in the two samples.

ΣX^2_1 and ΣX^2_2 = sums of squares in the two samples.

N_1 and N_2 = number of observations, respectively.

To test for the appropriateness of the t test, an F ratio was computed to determine the homogeneity of variance on each personality variable, in each of the four attitude configurations. The F ratio was computed according to the following formula:[15]

$$F = \frac{S^2_1}{S^2_2}$$

S^2_1 = larger variance.

S^2_2 = smaller variance.

---

[14] Ibid., pp. 183-184.

[15] Helen M. Walker and Joseph Lev, Statistical Inference (New York: Holt, Rinehart, and Winston, 1953), p. 140.

Summary

Chapter III discussed the selection of the sample, and the primary reference group from which it was drawn. The four attitude issues were discussed in terms of their pertinence for the subjects used in the present study. The three instruments used in the research were discussed,and the statistical treatment of the derived data was explained.

Chapter IV will present an analysis of all the obtained data, which will lead to acceptance or rejection of the general hypotheses formulated in Chapter I and the specific hypotheses presented in Chapter III.

CHAPTER IV

RESULTS

Chi Square Goodness of Fit Test for Attitude Variables

A Chi Square (X^2) goodness of fit test was employed to determine that the attitude scores of the sample of ninety-six subjects were normally distributed. This insured that inferences drawn from the data would be predicated upon a distribution approximating normality. The X^2 test for the hypothesis of normal distribution, as presented by Guilford,[1] was utilized. Each attitude variable (CO, CR, MA, and CP) was utilized, and the X^2 values are reported in Table 1.

TABLE 1

CHI SQUARE TEST FOR THE HYPOTHESIS OF NORMAL DISTRIBUTION

Attitude	$\bar{X}$	S.D.	X^2
CO	31.250	12.105	4.27
CR	30.062	8.349	4.10
MA	36.458	9.058	1.87
CP	31.958	11.791	16.03*

*5 d.f. = significant at .01 level.

[1]Guilford, Fundamental Statistics . . ., pp. 243-247.

Only the CP attitude variable failed to meet the criteria of normality. The frequencies for CO, CR, and MA were unimodal, approximating expectations. The observed frequencies of the CP attitude variable were negatively skewed, suggesting a predominance of individuals opposing capital punishment beyond chance expectations. The three remaining distributions (CR, CR, and MA) were considered to be random samples drawn from a normally distributed population. The extent to which the CP variable and its distribution was appropriate for this research will be discussed later in this chapter.

Correlation Coefficients

The Pearson product-moment coefficient of correlation was computed for the attitude scores of the SRBQ and all personality variables of the 16 PF and the SAI. The correlation coefficents between attitude scores and the 16 PF variables are contained in Table 2. The critical value of r is .200.

Factor M and Factor O were positively correlated with scores on the CO variable at the .05 level of significance. Factor F was negatively correlated with CR scores. Factor N was negatively correlated with MA scores, while Factor Q_1 was positively correlated with MA scores at the .05 level of significance. Factor H was positively correlated with CP attitude scores. No other correlations, significant at the .05 level were discovered between the 16 PF variables and attitude scores on the SRBQ.

The correlation coefficients between the SAI need-press scales and attitude scores of the SRBQ are contained in Table 3. A negative

TABLE 2

CORRELATION OF ATTITUDE VARIABLES WITH THE CATTELL SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE

Subscales	CO	CR	MA	CP
A	-090	-143	-080	-139
B	132	002	062	-137
C	-190	-048	108	030
E	-123	-023	080	159
F	-177	-270	009	076
G	-132	-178	-118	024
H	-091	-137	131	210*
I	-025	022	-099	-014
L	124	014	010	-063
M	215*	199	032	-124
N	-199	011	-214*	099
O	298*	-158	-178	-161
Q_1	-034	072	215*	117
Q_2	045	151	-021	002
Q_3	-121	033	075	174
Q_4	174	050	-159	-087

Decimal points omitted.
r at .05 level of significance = .200.
*Significant at the .05 level.

TABLE 3

CORRELATION OF ATTITUDE VARIABLES TO THE SAI NEED-PRESS SUBSCALES

Subscales	CO	CR	MA	CP
Aba-Ass	-130	-020	-050	028
Ach	-079	033	021	090
Ada-Def	-006	-029	-156	-116
Aff-Rej	-103	-107	-108	-098
Agg-Bla	-049	-027	170	011
Cha-Sam	-083	-160	-082	075
Cnj-Dsj	-033	-015	-093	-059
Ctr-Inf	-187	-036	-175	-043
Def-Res	-114	-027	-069	-036
Dom-Tol	-211*	-218*	-013	098
E/A	-171	-192	-025	-009
Emo-Pla	-095	063	106	018
Eny-Pas	-020	-108	057	016
Exh-Inf	-078	-226*	136	082
F/A	-185	-071	-053	-017
Har-Rsk	071	-019	-192	-113
Hum	055	054	043	-157
Imp-Del	-019	-143	075	013
Nar	-092	-120	-123	017
Nur-Rej	-099	-081	015	-023
Obj-Pro	-004	-035	134	-030
Ord-Dis	033	032	137	-025
Ply-Wrk	-031	-121	088	-068
Pra-Ipr	-271*	-158	-041	171
Ref	-103	003	076	-033
Sci	062	-051	100	-086
Sen-Pur	-061	054	069	057

TABLE 3 -- Continued

Subscales	CO	CR	MA	CP
Sex-Pru	-127	-062	047	-160
Sup-Aut	-097	159	048	-072
Und	-125	024	223*	051

Decimal points omitted.
r at .05 level of significance = .200.
*Significant at .05 level.

correlation was found on the SAI Dominance-Tolerance dimension between the CO scores of the SRBQ. A negative correlation was also found between the Practicalness-Impracticalness dimension of the SAI need-press scale and CO scores of the SRBQ.

The Dominance-Tolerance SAI need-press scale scores were also negatively correlated with CR scores of the SRBQ. The SAI need-press Understanding subscale was positively correlated with the MA attitude scores. No significant correlations were found between SAI need-press subscales and CP scores of the SRBQ.

The correlation coefficients between attitude scores on the SRBQ and SAI factors are contained in Table 4. Factor eight, or the closeness factor, of the SAI was negatively correlated with CO scores of the SRBQ. Factor one, or the self-assertion factor, was negatively correlated with the CR attitude score. No other significant correlations at the .05 level were found between SAI factors and attitude variables of the SRBQ.

The PA scores were negatively correlated with the CO scores, the value of r being -.257. No other significant correlations were found between PA scores and SRBQ attitude scores.

TABLE 4

CORRELATION OF ATTITUDE VARIABLES TO THE SAI PERSONALITY FACTORS

Personality Factors	CO	CR	MA	CP
1	-245*	-264*	062	029
2	-115	-067	137	029
3	-014	008	150	-096
4	-185	-007	015	091
5	-052	-064	-038	-003
6	086	101	-069	-075
7	-095	-014	-131	-045
8	-215*	000	042	-055
9	-164	-017	-005	-058
10	-063	-158	121	-123
11	-135	-116	129	002
12	-170	-016	-095	-043

Decimal points omitted.
r at .05 level of significance = .200.
*Significant at .05 level

Specific Hypotheses One Through Twelve

Positive and negative respondents were dichotomized on each of the four attitude variables: CO, CR, MA, and CP. Using the above dichotomy, mean scores and standard deviations were computed for positive and negative respondents in each attitude configuration, on fifty-eight personality variables of the 16 PF and the SAI. An F ratio was computed to establish the appropriateness of the t test. The appropriate t test

for uncorrelated means was used to determine if any statistically significant differences existed between the mean scores of positive and negative attitude respondents. The mean scores of positive and negative attitude respondents, on each personality variable, and the value of F and t associated with each variable are contained in tables five through sixteen. These values were used to accept or reject the specific hypotheses that no statistically significant differences existed between the means of positive and negative attitude respondents on each variable of the 16 PF and the SAI. The .05 level was used to establish the significance of F's and t's.

Specific Hypothesis One

The first specific hypothesis stated that no significant difference existed between positive and negative CO attitude respondents on any of the 16 PF variables. No F ratios above the critical value of 1.86 were found. These data are contained in Table 5.

A significant difference was found between the means of positive and negative CO respondents on 16 PF Factor O. Positive respondents, or those favorably disposed toward the position of conscientious objector, had higher mean scores. Therefore, specific hypothesis one was rejected.

Factor O presumed to tap a personality trait ranging between the polarities of confidence and timidity. Cattell and Stice stated that ". . . the O+ person feels overfatigued by exciting situations, . . . is easily downheartened and remorseful, feels that people are not as moral as they should be, is inclined to piety, prefers books and quiet interests

TABLE 5

MEANS, STANDARD DEVIATIONS, F RATIOS, AND *t* TESTS FOR THE CONSCIENTIOUS OBJECTION ATTITUDE VARIABLE AND SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE

Sixteen PF Subtests	CO- (n=60)		CO+ (n=36)			
	Mean	S.D.	Mean	S.D.	F	*t*
A	11.25	3.62	11.00	3.83	1.12	0.32
B	8.58	1.52	8.52	1.31	1.33	0.19
C	17.35	3.38	16.13	3.71	1.21	1.60
E	12.05	3.10	11.11	3.64	1.38	1.29
F	14.66	3.86	13.19	3.93	1.04	1.79
G	14.98	3.05	14.97	2.41	1.59	0.02
H	14.18	4.31	13.44	4.87	1.28	0.75
I	11.06	2.64	10.91	2.64	1.00	0.27
L	7.73	3.29	8.36	2.80	1.37	0.98
M	12.10	2.71	13.11	3.26	1.45	1.55
N	10.63	2.59	10.05	2.20	1.39	1.16
O	8.56	3.15	10.05	3.43	1.19	2.11*
Q_1	9.98	2.83	9.80	3.21	1.30	0.27
Q_2	10.23	3.38	10.19	3.15	1.15	0.06
Q_3	11.38	3.37	11.25	3.03	1.23	0.20
Q_4	11.11	4.35	11.80	4.80	1.22	0.69

*Significant at the .05 level.
Critical value for F = 1.86.
Critical value for *t* = 1.99.

to people and noise . . . ."[2] They cautioned against making a value judgment that O+ represented weakness or a psychological deficit for, ". . . from certain social and cultural viewpoints it may have positive value."[3]

No other significant differences between the means of positive and negative CO respondents were found on the 16 PF variables.

Specific Hypothesis Two

The second specific hypothesis stated that no significant difference existed between positive and negative CO attitude respondents on any of the SAI need-press scales. No F ratios above the critical value of 1.86 were found in combination with a significant t. These data are presented in Table 6.

TABLE 6

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE CONSCIENTIOUS OBJECTION ATTITUDE VARIABLE AND SAI NEED-PRESS SCALES

SAI Need-Press Subscales	CO- (n=60)		CO+ (n=36)			
	Mean	S.D.	Mean	S.D.	F	t
Aba-Ass	5.28	1.63	4.77	1.51	1.17	1.54
Ach	7.40	1.86	6.86	2.45	1.73	1.14
Ada-Def	5.17	2.29	5.17	1.76	1.69	0.00
Aff-Rej	6.48	2.65	6.47	2.50	1.12	0.02
Agg-Bla	2.83	1.58	2.72	1.75	1.22	0.31
Cha-Sam	4.58	2.41	4.17	1.75	1.91	0.98
Cnj-Dsj	7.20	1.83	7.38	2.38	1.69	0.40
Ctr-Inf	6.51	2.22	6.14	2.47	1.24	0.75
Def-Res	7.75	1.82	7.72	1.54	1.39	0.08
Dom-Tol	7.02	1.80	6.08	1.90	1.12	2.37*
E/A	7.50	2.27	6.94	2.41	1.13	1.12

[2]Cattell and Stice, Handbook for the . . ., p. 18.

[3]Ibid., p. 18.

TABLE 6 -- Continued

SAI Need-Press Subscales	CO-(n=60)		CO+ (n=36)			
	Mean	S.D.	Mean	S.D.	F	t
Emo-Pla	4.30	1.99	3.89	1.77	1.27	1.05
Eny-Pas	7.12	1.42	6.97	1.68	1.39	0.43
Exh-Inf	4.75	2.27	4.47	1.74	1.69	0.67
F/A	4.42	2.29	3.52	2.14	1.14	1.91
Har-Rsk	4.55	2.49	4.92	2.42	1.06	0.70
Hum	5.70	2.53	6.47	2.75	1.19	1.36
Imp-Del	4.66	1.75	4.55	1.79	1.05	0.30
Nar	4.35	2.04	4.36	2.28	1.25	0.01
Nur-Rej	8.12	1.64	7.75	2.32	2.01*	0.83
Obj-Pro	9.28	0.80	9.22	0.79	1.02	0.36
Ord-Dis	4.83	3.13	5.63	3.09	1.03	1.22
Ply-Wrk	3.80	2.13	3.55	2.56	1.43	0.23
Pra-Ipr	6.90	2.27	6.11	2.26	1.01	1.65
Ref	7.90	1.47	7.30	1.88	1.64	1.62
Sci	5.57	2.89	5.81	2.75	1.10	0.39
Sen-Pur	4.78	1.92	4.19	1.55	1.55	1.65
Sex-Pru	5.33	2.33	4.81	2.41	1.07	1.05
Sup-Aut	7.37	1.45	6.94	1.71	1.39	1.24
Und	7.35	1.76	6.61	2.03	1.33	1.81

*Significant at .05 level.
Critical value of F = 1.86.
Critical value of t = 1.99.

A significant difference was found between the means of CO- and CO+ respondents and the Dominance-Tolerance need-press scale of the SAI. CO+ respondents, or those favorably disposed toward the position of the conscientious objector had lower mean scores. Therefore, specific hypothesis two was not accepted.

Although the CO- respondents, or those not in sympathy with the position of the conscientious objector, had higher mean scores, the difference was in the direction of Tolerance.

Specific Hypothesis Three

Specific hypothesis three stated that no significant difference existed between positive and negative CO respondents on any of the SAI factors. No F ratio above the critical value of 1.86 was found in combination with a significant t. These data are contained in Table 7.

TABLE 7

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE CONSCIENTIOUS OBJECTION ATTITUDE VARIABLE AND SAI FACTORS

SAI Factors	CO- (n=60)		CO+ (n=36)			
	Mean	S.D.	Mean	S.D.	F	t
1	23.72	6.58	20.89	5.90	1.24	2.17*
2	18.26	6.08	17.47	4.84	1.58	0.71
3	26.58	6.39	26.22	6.39	1.02	0.27
4	28.41	5.21	26.05	6.67	1.64	1.82
5	17.40	6.03	17.69	5.09	1.40	0.25
6	23.00	6.63	24.86	5.67	1.37	1.45
7	26.21	5.89	25.44	5.01	1.38	0.68
8	28.67	4.09	26.67	6.23	2.33	1.72
9	14.46	4.56	13.44	4.72	1.07	0.25
10	10.25	3.70	10.31	4.43	1.44	0.26
11	18.97	5.16	17.28	5.93	1.32	1.42
12	10.45	4.74	9.52	4.31	1.21	0.98

*Significant at .05 level.
Critical value for F = 1.86.
Critical value for t = 1.99.

A significant difference was found between the mean of CO- and CO+ respondents on Factor 1 of the SAI. Factor 1 was labeled self-assertion and CO- respondents, or those unfavorable toward the position of the conscientious objector, had the higher mean scores. Therefore, specific hypothesis three was not accepted.

According to Stern[4] this factor reflected a need to achieve personal power and socio-political recognition. The factor was based on items which emphasized political action, directing, or controlling people, and acceptance of roles involving group action.

No other significant differences were found between the means of CO- and CO+ respondents on the SAI factors.

Specific Hypothesis Four

Specific hypothesis four stated that no significant differences existed between positive and negative CR respondents on any of the 16 PF variables. No F ratio above the critical value of 1.80 was found. These data are contained in Table 8.

Significant differences between mean scores of CR- and CR+ respondents were found on Factor F, Factor H, and Factor Q_2. Therefore, specific hypothesis four was not accepted.

CR- respondents, or those unfavorably disposed toward the negro minority, had higher mean scores on Factor F. Factor F, or Desurgency-Surgency, was an important component in extraversion. Cattell stated

---

[4]Stern, Scoring Instructions . . ., p. 14.

TABLE 8

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE CIVIL RIGHTS ATTITUDE VARIABLE AND SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE

Sixteen PF Subtests	CR- (n=31)		CR+ (n=65)			
	Mean	S.D.	Mean	S.D.	F	t
A	11.74	4.25	10.87	3.39	1.57	0.99
B	8.48	1.55	8.60	1.40	1.22	0.34
C	17.32	3.25	16.70	3.68	1.28	0.85
E	11.74	3.51	11.68	3.27	1.15	0.09
F	15.32	3.93	13.54	3.84	1.05	2.10*
G	15.32	2.91	14.82	2.78	1.10	0.81
H	15.23	4.08	13.28	4.61	1.28	2.10*
I	10.74	2.27	11.14	2.79	1.52	0.73
L	7.90	3.33	8.00	3.04	1.20	0.13
M	11.19	2.61	12.75	3.09	1.40	1.39
N	10.39	2.70	10.43	2.36	1.31	0.07
O	8.48	3.28	9.43	3.33	1.03	1.30
Q_1	10.19	2.47	9.78	3.18	1.67	0.69
Q_2	9.19	3.05	10.71	3.30	1.17	2.20*
Q_3	11.68	3.26	11.17	3.23	1.02	0.72
Q_4	11.48	4.62	11.32	4.51	1.05	0.16

*Significant at the .05 level.
Critical value of F = 1.80.
Critical value of t = 1.99.

that, "examination of origins shows that surgent persons have generally had an easier, less punishing, more optimism-creating environment, or that they have a more happy-go-lucky attitude though less exacting aspirations."[5]

[5]Cattell and Stice, Handbook for the . . ., p. 13.

CR- respondents also had higher mean scores on Factor H of the 16 PF. The H- person was said to have ". . . an over-responsive sympathetic nervous system which makes him especially threat-reactive (hence the technical label threctia). The H+ person, on the other hand shows little inhibition by environmental threat, and incidentally is rated lazy in childhood."[6]

CR+ respondents, or those favorably disposed toward the negro minority, had higher mean scores on Factor Q_2. This factor was a major component of introversion. Cattell stated that items on this scale showed a person ". . . who is resolute and accustomed to making his own decisions, alone, while at the Q_2- pole we see a person who goes with the group, values social approval more, and is conventional and fashionable. Occupationally, Q_2 is very high for executives, scientists -- and criminals!"[7]

No other significant differences were found between mean scores of CR- and CR+ respondents on the SAI factors.

Specific Hypothesis Five

Specific hypothesis five stated that no significant difference existed between positive and negative CR respondents on any of the SAI need-press scales. No F ratios above the critical value of 1.80 was found in combination with a significant t. These data are contained in Table 9.

---

[6]Ibid., p. 14.

[7]Ibid., p. 18.

TABLE 9

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE CIVIL RIGHTS ATTITUDE VARIABLE AND THE SAI NEED-PRESS SCALES

SAI Need-Press Subscales	CR- (n=31)		CR+ (n=65)			
	Mean	S.D.	Mean	S.D.	F	t
Aba-Ass	5.35	1.53	4.96	1.63	1.12	1.13
Ach	7.41	1.72	7.09	2.26	1.72	0.78
Ada-Def	5.41	2.25	5.04	2.03	1.22	0.78
Aff-Rej	7.19	2.49	6.13	2.57	1.06	1.92
Agg-Bla	2.77	1.72	2.80	1.61	1.15	0.06
Cha-Sam	4.83	2.19	4.23	2.18	1.01	1.27
Cnj-Dsj	7.38	1.92	7.21	2.11	1.20	0.40
Ctr-Inf	7.03	2.19	6.06	2.31	1.11	1.99*
Def-Res	7.80	1.70	7.70	1.72	1.03	0.26
Dom-Tol	7.09	1.61	6.46	1.98	1.49	1.67
E/A	7.84	2.18	7.03	2.37	1.19	1.65
Emo-Pla	4.29	1.84	4.07	1.95	1.12	0.52
Eny-Pas	7.41	1.38	6.89	1.56	1.27	1.67
Exh-Inf	5.12	1.98	4.41	2.11	1.14	1.62
F/A	3.96	2.18	4.14	2.32	1.13	0.34
Hrm-Rsk	4.64	2.04	4.70	2.64	1.68	0.12
Hum	6.13	2.46	5.92	2.72	1.22	0.37
Imp-Del	4.87	1.88	4.51	1.71	1.21	0.91
Nar	4.38	2.04	4.34	2.17	1.13	0.11
Nur-Rej	8.35	1.45	7.80	2.09	2.08*	1.51
Obj-Pro	9.35	0.87	9.21	0.76	1.33	0.76
Ord-Dis	5.25	3.17	5.07	3.12	1.03	0.26
Ply-Wrk	3.84	2.02	3.65	2.43	1.45	0.41
Pra-Ipr	7.73	1.91	6.30	2.41	1.59	2.02*
Ref	7.74	1.50	7.65	1.73	1.32	0.28
Sci	6.29	2.69	5.35	2.85	1.12	1.56
Sen-Pur	4.58	1.80	4.55	1.82	1.02	0.07

TABLE 9 -- Continued

SAI Need-Press Subscales	CR- (n=31)		CR+ (n=65)			
	Mean	S.D.	Mean	S.D.	F	t
Sex-Pru	5.00	2.65	5.20	2.24	1.40	0.35
Sup-Aut	6.81	1.76	7.40	1.42	1.53	1.63
Und	7.19	1.94	7.01	1.88	1.06	0.42

*Significant at the .05 level.
Critical value of F = 1.80.
Critical value of t = 1.99.

A statistically significant difference was found between the means of CR- and CR+ respondents on two need-press scales (Counteraction-Inferiority Avoidance and Practicalness-Impracticalness). Therefor specific hypothesis five was not accepted.

CR- respondents, or those unfavorably disposed toward the negro minority,had higher mean scores on the Counteraction-Inferiority Avoidance dimension of the SAI need-press scale. The dimension presumed to identify persons who restrive after failure versus persons who tend toward withdrawal. The higher mean of CR- respondents was toward the withdrawal polarity of this dimension.

The CR- respondents also had higher mean scores on the Practicalness-Impracticalness need-press scale. This dimension presumably identified persons interested in practical activities versus persons indifferent to practical activities. The higher mean score of CR- respondents was in the direction of the indifferent polarity of such a continuum.

No other significant differences were found between mean scores of CR- and CR+ respondents.

Specific Hypothesis Six

Specific hypothesis six stated that no significant difference existed between positive and negative CR respondents on any of the SAI factors. No F ratio above the critical value of 1.80 was found. These data are presented in Table 10.

TABLE 10

MEANS, STANDARD DEVIATIONS, F RATIOS, AND *t* TESTS FOR THE CIVIL RIGHTS ATTITUDE VARIABLE AND SAI FACTORS

SAI Factors	CR- (n=31)		CR+ (n=65)			
	Mean	S.D.	Mean	S.D.	F	*t*
1	24.03	5.52	22.00	6.80	1.52	1.56
2	18.80	5.78	17.57	5.57	1.08	0.99
3	27.42	6.33	25.98	6.32	1.00	1.04
4	28.61	5.86	27.01	5.87	1.01	1.25
5	18.93	5.84	16.83	5.67	1.07	1.74
6	23.32	6.70	23.88	6.17	1.18	0.38
7	26.90	5.41	25.46	5.61	1.07	1.21
8	27.41	6.01	28.15	4.58	1.72	0.59
9	14.06	5.08	14.09	4.43	1.32	0.02
10	11.35	3.75	9.75	3.99	1.13	1.91
11	18.77	6.33	18.12	5.08	1.56	0.50
12	9.74	4.10	10.28	4.82	1.38	0.55

Critical value of F = 1.80.
Critical value of *t* = 1.99.

No *t* was significant at the .05 level. Therefore, specific hypothesis six was accepted.

Specific Hypothesis Seven

Specific hypothesis seven stated that no significant difference existed between positive and negative MA respondents on any of the 16 PF variables. No F ratios above the critical value of 1.77 were found in combination with significant *t*'s. These data are contained in Table 11.

TABLE 11

MEANS, STANDARD DEVIATIONS, F RATIOS, AND *t* TESTS FOR THE MINISTERIAL AUTHORITY ATTITUDE VARIABLE AND SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE

Sixteen PF Subtests	MA- (n=40)		MA+ (n=56)			
	Mean	S.D.	Mean	S.D.	F	*t*
A	11.25	3.62	11.08	3.77	1.08	0.21
B	8.37	1.33	8.69	1.51	1.29	1.09
C	16.50	3.52	17.18	3.56	1.02	0.92
E	12.05	3.55	11.45	3.17	1.25	0.86
F	13.57	4.19	14.50	3.73	1.26	1.10
G	15.35	2.92	14.71	2.73	1.14	1.08
H	13.17	4.19	14.43	4.70	1.26	1.36
I	11.52	2.70	10.64	2.53	1.14	1.62
L	8.32	3.62	7.71	2.71	1.79*	0.90
M	12.60	3.34	12.39	2.67	1.57	0.32
N	11.07	2.28	9.95	2.50	1.20	2.30*
O	9.77	3.56	8.66	3.10	1.32	1.59
Q_1	8.90	2.68	10.64	2.97	1.22	2.99**
Q_2	10.65	3.32	9.91	3.25	1.05	1.08
Q_3	11.27	3.45	11.37	3.09	1.25	0.14
Q_4	12.10	4.46	10.86	4.53	1.03	1.34

*Significant at the .05 level.
**Significant at the .01 level.
Critical value for F = 1.77.
Critical value for *t* = 1.99.

Significant mean differences were found between positive and negative MA respondents on Factor N and on Factor Q_1 of the 16 PF. Therefore, specific hypothesis seven was not accepted.

Factor N of the 16 PF was most frequently termed the naivete-shrewdness factor. MA- respondents, or those who perceived the ministry in submissive terms, had the higher mean score. The direction of difference from MA+ respondents was toward the shrewdness end of the continuum. Cattell[8] stated that occupational groups higher in N were the skilled profession and precision occupations, while low N's were associated with occupations such as priests, nurses, psychiatric technicians, and cooks. He emphasized this point, ". . . to there being too much efficiency in N+ to tolerate people and their failings and perhaps to more natural warmth and liking for people in N-."[9] From the standpoint of group dynamics, N's were recorded more often as leading in analytical, goal-oriented discussions, and in providing constructive solutions; while low N's were recorded more frequently as slowing and hindering progress.[10]

Factor Q_1 was labeled as the conservatism-radicalism factor of the 16 PF. MA+ respondents, or those who viewed the ministry in authoritative terms, had the higher mean scores and the difference in means on Factor Q_1 was significant at the .01 level. The direction of difference away from MA- respondents was toward the radical or Q_1+ pole. Cattell pointed

---

[8]Cattell and Stice, Handbook for the . . ., p. 17.

[9]Ibid.

[10]Ibid.

out that this factor has not yet appeared in behavior ratings and must, therefore, be expressed through the "mental interior" presented by questionnaire responses. He observed that there was evidence that ". . . points to its being more than a mere set of acquired radical political and religious attitudes. It is evidently rooted in broader temperamental, or general, personality traits, which are likely soon to appear also in behavior ratings."[11] Cattell contended that the factor related to external criteria, and that there was evidence that Q_1+ persons are more well informed and more inclined to experiment with problem solutions. Such persons also would have an interest in ". . . breaking the crust of custom and traditions, and in leading or persuading people."[12]

No other significant differences were found between the mean scores of MA- and MA+ respondents on the 16 PF variables.

Specific Hypothesis Eight

Specific hypothesis eight stated that no significant difference existed between positive and negative MA respondents on any of the SAI need-press scales. No F ratio was found above the critical value of 1.77. These data are presented in Table 12.

Significant differences were found between the means of MA- and MA+ respondents on the following variables: Adaptability-Defensiveness, Affiliation-Rejection, Counteraction-Inferiority Avoidance, and Play-Work. Therefore specific hypothesis eight was not accepted.

---

[11] Ibid.

[12] Ibid., p. 18.

TABLE 12

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE MINISTERIAL AUTHORITY ATTITUDE VARIABLE AND THE SAI NEED-PRESS SCALES

SAI Need-Press Scales	MA- (n = 40)		MA+ (n = 56)			
	Mean	S.D.	Mean	S.D.	F	t
Aba-Ass	5.45	1.55	4.83	1.60	1.07	1.87
Ach	7.35	2.23	7.08	2.03	1.20	0.59
Ada-Def	5.72	2.18	4.76	1.96	1.24	2.21*
Aff-Rej	5.80	2.84	6.96	2.28	1.56	2.13*
Agg-Bla	2.55	1.84	2.96	1.47	1.55	1.17
Cha-Sam	4.77	2.04	4.18	2.27	1.24	1.34
Cnj-Dsj	7.65	2.12	7.00	1.96	1.16	1.53
Ctr-Inf	7.07	2.23	5.87	2.25	1.02	2.58*
Def-Res	8.02	1.62	7.53	1.75	1.17	1.41
Dom-Tol	6.65	1.91	6.68	1.88	1.04	0.06
E/A	7.17	2.22	7.37	2.42	1.19	0.41
Emo-Pla	3.97	2.06	4.27	1.80	1.32	0.71
Eny-Pas	7.10	1.67	7.04	1.41	1.41	0.20
Exh-Inf	4.32	2.10	4.87	2.06	1.04	1.26
F/A	4.35	2.42	3.89	2.15	1.27	0.95
Har-Rsk	5.10	2.49	4.39	2.41	1.07	1.39
Hum	5.92	2.69	6.04	2.60	1.07	0.19
Imp-Del	4.40	1.91	4.78	1.65	1.34	1.02
Nar	4.65	1.95	4.14	2.23	1.30	1.18
Nur-Rej	7.92	2.02	8.02	1.86	1.17	0.22
Obj-Pro	9.12	0.88	9.36	0.72	1.48	1.36
Ord-Dis	5.52	3.27	4.86	3.02	1.17	1.02
Ply-Wrk	3.12	2.04	4.12	2.39	1.37	2.19*
Pra-Ipr	6.77	2.31	6.48	2.29	1.02	0.61
Ref	7.70	1.67	7.66	1.65	1.02	0.11
Sci	5.40	2.75	5.84	2.89	1.10	0.74
Sen-Pur	4.57	1.69	4.55	1.89	1.26	0.06

TABLE 12 -- Continued

SAI Need-Press Subscales	MA- (n=40)		MA+ (n=56)			
	Mean	S.D.	Mean	S.D.	F	t
Sex-Pru	5.07	2.53	5.18	2.27	1.24	0.20
Sup-Aut	7.17	1.55	7.23	1.57	1.03	0.17
Und	6.70	2.04	7.34	1.75	1.36	1.59

*Significant at .05 level.
Critical value for F = 1.77.
Critical value for t = 1.99.

MA- respondents, or those who tended to view the ministry in more submissive terms, had higher mean scores on Adaptability-Defensiveness. This dimension was along a continuum from acceptance of criticism to resistance to suggestion. The direction of difference was toward resistance to suggestion by those who perceived the ministry in more submissive terms. Although no predictions have been made concerning the direction of differences between the MA- and MA+ groups, a difference here would have been anticipated in the opposite direction.

On the Affiliation-Rejection SAI need-press variable, the MA+ respondents, or those who perceived the ministry in authoritative terms, had the higher mean scores. Affiliation-Rejection was presumed to measure a characteristic along the friendliness-unfriendliness continuum. The direction of difference by MA+ away from MA- was toward the rejection or unfriendliness pole.

On the Counteraction-Inferiority Avoidance variable, the MA- group had the higher mean score. A surface interpretation would be that those who perceived the ministry in submissive rather than authori-

tative terms were more likely to react to failure by withdrawal, rather than by restriving.

The MA+ group, or those who perceived the ministry in authoritative terms, had the higher mean score on the Play-Work or pleasure-seeking versus purposefulness, variable. The direction of difference was toward purposefulness.

No other significant differences were found between MA- and MA+ respondents on the SAI need-press variables.

Specific Hypothesis Nine

Specific hypothesis nine stated that no significant difference existed between positive and negative MA respondents on any of the SAI factors. There was no F ratio above the critical value of 1.77. These data are contained in Table 13.

A significant difference between means was found on Factor 10 of the SAI. Therefore, specific hypothesis nine was not accepted. Factor 10 was labeled the friendliness factor and was drawn from items indicating an interest in playful, friendly relationships with other people. Those who tended to perceive the ministry in authoritative terms (MA+) had the higher mean scores on this factor. It should be noted that the difference was significant at the .01 level and appeared inconsistent with the findings on the Affiliation-Rejection SAI subscale. In this latter instance, MA+ respondents differed from the MA- group, toward the rejection or unfriendliness dimension, with the level of statistical significance at .05. The MA+ group also differed with statistical signi-

TABLE 13

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE MINISTERIAL AUTHORITY ATTITUDE VARIABLE AND SAI FACTORS

SAI Factors	MA- (n=40)		MA+ (n=56)			
	Mean	S.D.	Mean	S.D.	F	t
1	22.37	6.60	22.85	6.40	1.06	0.35
2	17.47	6.38	18.32	5.08	1.57	0.69
3	25.72	6.62	26.96	6.12	1.17	0.92
4	28.32	6.49	26.90	5.39	1.45	1.08
5	17.70	6.29	17.37	5.24	1.44	0.27
6	24.20	6.56	23.34	6.17	1.13	0.65
7	27.17	5.62	25.03	5.38	1.09	1.87
8	28.17	4.57	27.73	5.42	1.41	0.43
9	14.30	4.53	13.93	4.72	1.08	0.39
10	8.87	3.71	11.26	3.87	1.08	3.05**
11	17.77	5.44	18.73	5.53	1.03	0.83
12	10.57	4.10	9.77	4.91	1.44	0.87

**Significant at the .01 level.
Critical value of F = 1.77.
Critical value of t = 1.99.

ficance from the MA- respondents on the Play-Work need-press subscale of the SAI. The direction of this difference was toward work, or purposefulness.

Specific Hypothesis Ten

Specific hypothesis ten stated that no significant difference existed between positive and negative CP respondents on any of the 16 PF scales. No F ratio above the critical value of 1.75 was found. These data are presented in Table 14.

TABLE 14

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE CAPITAL PUNISHMENT ATTITUDE VARIABLE AND SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE

Sixteen PF Subtests	CP- (n=57)		CP+ (n=39)			
	Mean	S.D.	Mean	S.D.	F	t
A	11.61	3.47	10.49	3.93	1.28	1.44
B	8.73	1.34	8.31	1.56	1.35	1.40
C	17.07	3.68	16.64	3.37	1.19	0.59
E	11.37	3.45	12.18	3.13	1.22	1.19
F	13.56	3.74	14.92	4.12	1.21	1.64
G	15.03	2.89	14.90	2.73	1.12	0.24
H	13.04	4.59	15.18	4.14	1.23	2.37*
I	10.86	2.78	11.23	2.38	1.39	0.69
L	8.02	3.03	7.90	3.28	1.17	0.18
M	12.61	2.87	12.28	3.11	1.17	0.53
N	10.30	2.40	10.59	2.56	1.13	0.55
O	9.37	3.31	8.77	3.36	1.03	0.86
Q_1	9.60	3.19	10.38	2.58	1.53	1.32
Q_2	10.42	3.25	9.92	3.35	1.06	0.72
Q_3	10.79	3.21	12.13	3.14	1.05	2.02*
Q_4	11.95	4.82	10.54	3.95	1.49	1.57

*Significant at the .05 level.
Critical value for F = 1.75.
Critical value for t = 1.99.

Statistically significant differences at the .05 level were found between CP- and CP+ respondents on Factors H and Q_3 of the 16 PF. Therefore specific hypothesis ten was not accepted.

The CP+ group, or those who favored capital punishment, had a higher mean score on Factor H. A surface interpretation could be that

those who favored capital punishment tended to be less shy and timid, and more adventurous and thick-skinned, than those who opposed capital punishment.

Those who favored capital punishment (CP+) also had a higher mean score on Factor Q_3 of the 16 PF. This variable was presumed to tap a trait ranging from poor self-sentiment formation (Q_3-) to high self-sentiment formation (Q_3+). Cattell observed that in group dynamics, high Q_3 scores identified persons who could be chosen as leaders. He continued ". . . but even more so those who are effective rather than merely popular."[13] The superficial interpretation that CP+ respondents were higher in leadership potential than CP- respondents would assume a stability in the measurement of this trait over time, and from situation to situation. This does not appear to be justified from our experience with any variable of personality.

No other significant differences were found between CP- and CP+ respondents on the 16 PF.

Specific Hypothesis Eleven

Specific hypothesis eleven stated that no significant difference existed between positive and negative CP respondents on any of the SAI need-press scales. No F ratio above the critical value of 1.75 was found in combination with a significant t. These data are provided in Table 15.

No significant differences were found between CP- and CP+ respondents on any of the SAI need-press scales. Therefore, specific hypothesis eleven was accepted.

---

[13] Ibid., p. 18.

TABLE 15

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE CAPITAL PUNISHMENT ATTITUDE VARIABLE AND THE SAI NEED-PRESS SCALES

SAI Need-Press Subscales	CP- (n=57)		CP+ (n=39)			
	Mean	S.D.	Mean	S.D.	F	t
Aba-ass	5.08	1.73	5.10	1.41	1.51	0.04
Ach	7.00	2.31	7.49	1.75	1.76*	1.16
Ada-Def	5.33	2.13	4.92	2.06	1.07	0.95
Aff-Rej	6.47	2.72	6.49	2.40	1.28	0.02
Agg-Bla	2.68	1.64	2.95	1.65	1.02	0.76
Cha-Sam	4.23	2.07	4.72	2.35	1.29	1.04
Cnj-Dsj	7.04	2.11	7.62	1.91	1.22	1.39
Ctr-Inf	6.33	2.05	6.44	2.68	1.72	0.19
Def-Res	7.73	1.60	7.74	1.89	1.40	0.01
Dom-Tol	6.40	1.89	7.05	1.83	1.06	1.67
E/A	7.26	2.24	7.33	2.48	1.23	0.13
Emo-Pla	4.04	1.93	4.31	1.91	1.02	0.67
Eny-Pas	7.04	1.64	7.10	1.35	1.46	0.21
Exh-Inf	4.54	2.04	4.79	2.17	1.12	0.56
F/A	4.16	2.37	3.97	2.15	1.22	0.39
Hrm-Rsk	4.82	2.53	4.49	2.36	1.15	0.67
Hum	6.00	2.77	5.97	2.43	1.30	0.05
Imp-Del	4.67	1.59	4.56	1.99	1.57	0.27
Nar	4.35	2.19	4.36	2.05	1.15	0.01
Nur-Rej	8.05	1.74	7.87	2.18	1.57	0.43
Obj-Pro	9.28	0.88	9.23	0.68	1.74	0.32
Ord-Dis	5.14	3.09	5.13	3.21	1.08	0.02
Ply-Wrk	3.93	2.32	3.38	2.24	1.07	1.15
Pra-Ipr	6.47	2.31	6.79	2.27	1.04	0.60
Ref	7.61	1.70	7.77	1.58	1.17	0.45
Sci	5.74	2.69	5.54	3.04	1.27	0.33
Sen-Pur	4.46	1.62	4.72	2.06	1.63	0.65

TABLE 15 -- Continued

SAI Need-Press Subscales	CP- (n=57)		CP+ (n=39)			
	Mean	S.D.	Mean	S.D.	F	t
Sex-Pru	5.42	2.30	4.72	2.43	1.12	1.42
Sup-Aut	7.24	1.53	7.15	1.61	1.12	0.28
Und	6.98	1.98	7.20	1.78	1.23	0.57

*Significant at .05 level.
Critical value for F = 1.75.
Critical value for t = 1.99.

Specific Hypothesis Twelve

Specific hypothesis twelve stated that no significant difference existed between positive and negative CP respondents on any of the SAI factors. No F ratio was found above the critical value of 1.75. These data are contained in Table 16.

TABLE 16

MEANS, STANDARD DEVIATIONS, F RATIOS, AND t TESTS FOR THE CAPITAL PUNISHMENT ATTITUDE VARIABLE AND SAI FACTORS

SAI Factors	CP- (n=57)		CP+ (n=39)			
	Mean	S.D.	Mean	S.D.	F	t
1	22.32	6.37	23.15	6.64	1.09	0.61
2	17.95	5.60	18.00	5.77	1.06	0.03
3	26.35	6.12	26.59	6.70	1.20	0.17
4	27.07	6.19	28.20	5.41	1.31	0.94
5	17.54	5.49	17.46	5.99	1.19	0.07
6	23.88	6.22	23.44	6.54	1.11	0.33
7	26.21	5.78	25.51	5.27	1.21	0.61
8	28.19	5.51	27.51	4.38	1.59	0.67
9	14.28	4.22	13.79	5.20	1.52	0.48

TABLE 16 -- Continued

SAI Factors	CP- (n=57) Mean	CP- (n=57) S.D.	CP+ (n=39) Mean	CP+ (n=39) S.D.	F	t
10	10.54	3.95	9.87	4.01	1.03	0.81
11	18.30	5.36	18.38	5.74	1.15	0.06
12	10.21	4.73	9.95	4.42	1.15	0.28

Critical value for F = 1.75.
Critical value for t = 1.99.

No significant differences were found between CP- and CP+ respondents on any of the SAI factors. Therefore, specific hypothesis twelve was accepted.

General Hypotheses One and Two

General hypothesis one stated that no significant differences existed between positive and negative respondents on any of the 16 PF variables. General hypothesis two stated that no significant differences existed between positive and negative respondents on any of the SAI variables. Data contained in tables five through sixteen, and discussed as related to the specific hypotheses, led to the rejection of the two general hypotheses.

Perceived Agreement (PA) Scores

A perceived agreement (PA) total score was computed for each subject with a range of zero to four, according to criteria discussed in Chapter III. The distribution data for the PA variable are presented in Table 17.

TABLE 17

PERCEIVED AGREEMENT (PA) DISTRIBUTIONS

Attitude	PA Scores					
	0	1	2	3	4	N
CO-	1	6	10	15	28	60
CO+	5	3	8	8	12	36
CR-	1	3	7	5	15	31
CR+	5	6	11	18	25	65
MA-	3	4	10	8	15	40
MA+	3	5	8	15	25	56
CP-	3	6	11	13	24	57
CP+	3	3	7	10	16	39
Total Cases	6	9	18	23	40	96

0 = perceived near associates as agreeing on no issues.
1 = perceived near associates as agreeing on one issue.
2 = perceived near associates as agreeing on two issues.
3 = perceived near associates as agreeing on three issues.
4 = perceived near associates as agreeing on four issues.

A *t* test for uncorrelated means when F is not significant was employed between positive and negative respondents on each of the four attitude configurations. No F ratio above the critical value in each attitude configuration was found.

A statistically significant difference was found between mean scores of positive and negative CO respondents on the PA variable. CO- respondents had the higher mean score. The *t* value in this case was 2.18. Those unfavorably disposed toward the position of conscientious objector tended more to perceive agreement by their near associates, than those who favored the position of the conscientious objector. This ten-

dency to perceive agreement by peers appeared consistent with the preponderance of subjects falling into the CO- category.

The positive skewness of the PA distribution toward perceived agreement on attitude issues appeared to have reference group implications, although it would appear that the primary reference group in this study took no stand concerning the four attitude issues in question.

Predictive Accuracy on SRBQ Religious Belief (RB) Items

The present study proposed that the most fruitful context in which to examine the possible influence of personality traits on attitude formation and change was within the confines of a single reference group. Such a context made it possible to define, with a high degree of specificity, those areas of attitudinal commitment as well as those of ambiguity, contradiction, and non-commitment. Distributive data on the attitude areas where subjects lacked primary reference group guidance was found in tables five through sixteen. The direction of response to twenty religious belief items from the SRBQ was held predictable on the basis of reference group commitment. Data concerning accuracy of prediction on RB+ and RB- items are contained in Table 18.

It was predicted that the subjects would tend to agree with RB+ items, and disagree with RB- items. This prediction was verified in nineteen of twenty items. The preponderance of subjects responded away from the predicted direction on item eleven. It was believed that a tendency to perceive "truth" in absolutistic terms, and tendencies to exclusivity by the primary reference group would result in disagreement

TABLE 18

PREDICTIVE ACCURACY OF RELIGIOUS BELIEF ITEMS

Item	Right	Wrong	Per Cent
1	78	18	82
3	86	10	90
5	87	9	91
7	92	4	96
9	92	4	96
11	16	80	20
13	77	19	81
15	84	12	88
17	89	7	93
19	90	6	94
21	85	11	89
23	95	1	99
25	91	5	95
27	83	13	87
29	96	0	100
31	75	21	79
33	90	6	94
35	91	5	95
37	79	17	83
39	84	12	88

with item eleven. However, eighty per cent of the subjects agreed with this item.

Summary

In this chapter, data concerning the normality of distribution of attitude variable scores, and appropriateness of t and F parametric statistics were presented. Pearson product-moment coefficients of correlation between attitude scores of the SRBQ and personality variables of the 16 PF and SAI were also presented.

Data pertaining to all hypotheses were presented, and discussed. The two general hypotheses formulated in Chapter I were not accepted.

There were twelve specific hypotheses presented in Chapter III. On the basis of the data, nine of these specific hypotheses were rejected.

Data concerned with perceived agreement (PA) scores were presented and discussed. Positive skewness of the PA distribution reflected a tendency by subjects to perceive agreement by near associates on the attitude issues employed for the current study.

The accuracy of predictions made relative to the direction of responses on religious belief items, associated with reference group commitment, was examined and discussed. The view that many attitudes were highly predictable from a knowledge of reference group commitment was strongly supported.

Chapter V will present the conclusions and implications drawn from the present research.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

Introduction

The purpose of the present study was to investigate the relationship between certain personality characteristics and selected attitudinal positions of ministerial students. It was assumed that the reference group, in many instances, would decisively influence attitudinal position independent of personality structure.

A subsidiary purpose of this research was to demonstrate that attitude or position on an issue was predictable from a knowledge of reference group affiliation.

The most crucial aspect of this study involved confrontation of the subjects with attitude items about which their primary reference group, i. e., the Church of Christ, made no official pronouncements and took no definitive stand. For the purposes of the present study, such attitude items were designed to bear upon issues where indifference, neutrality, or non-commitment were unlikely.

This research was to determine if positive and negative attitude respondents differed significantly on any of the personality variables of the Sixteen Personality Factor Questionnaire and the Stern Activities

Index. This study was also to consider the direction and magnitude of any such differences, in relation to the attitudes in question. Additionally, the researcher was to determine if the different personality instruments employed were consistent in the measurement of personality characteristics. The two selected instruments were presumed to measure purportedly similar personality characteristics.

This research was designed to minimize reference group influence by focusing on issues where the primary reference group apparently provided no guidance. It was, therefore, deemed important to consider the extent to which the subjects perceived agreement or disagreement by their near associates on the issues involved.

Predictability of Attitude Responses

This research appeared to demonstrate the practicability of predicting, with a reasonably high degree of accuracy, the direction of attitudinal response when the stand of the primary reference group was known. This seemed to have been effectively demonstrated with the RB- and RB+ items of the SRBQ.

This aspect of the present study further emphasized the importance of including the reference group context in studies of attitude formation and change. Sherif, Sherif, and Nebergall contended that the reference group context ". . . must be included if studies of attitude and attitude change problems are to be more than artifacts. . . ."[1] This contention was supported by the present study. The present research

---

[1]Sherif, Sherif, and Nebergall, Attitude and Attitude . . ., p. 205.

does not conclusively support any inference that attitude formation and attitude change are solely a function of reference group affiliation.

The fact that attitude areas were isolated where the primary reference group provided no apparent guidance; and that a homogeneous population sample divided sharply on such issues raised questions about other possible influences or important relationships.

Attitude Score and Personality Variable Correlations

The correlations between attitude scores and personality variables were noted in Chapter IV. Correlation coefficients, at the .05 level of significance, were found between six personality variables of the 16 PF and attitude scores. Five significant correlations were found between SAI need-press scales and attitude scores. Three significant correlations were found between SAI factors and attitude scores.

More relationships were found between factors of the 16 PF and attitude scores than between SAI factors and attitude scores. The presence or absence of significant correlations between attitude scores and personality variable scores was not a vital aspect of the present research. The possible relationship of personality characteristics and attitude was investigated, primarily from the aspect of the dichotomies tested in the twelve specific hypotheses.

Tests of Specific Hypotheses

Eight statistically significant differences were found between positive and negative attitude respondents on the 16 PF, involving seven

variables. Seven of these differences were statistically significant at the .05 level, and one at the .01 level. Seven statistically significant differences, involving six variables, were found between positive and negative attitude respondents on the SAI need-press scales. Two statistically significant differences were found between positive and negative attitude respondents on the SAI factors.

The 16 PF employed fewer dimensions than did the SAI. However, the 16 PF appeared to have more discriminatory power between positive and negative attitude respondents, than either the SAI need-press scales or the SAI derived factors. It was recognized that a personality instrument's ability to discriminate between positive and negative attitude respondents could possibly be as much a function of the attitude issue employed, as of the instrument used for assessment of personality.

In the current research, the CP attitude issue yielded the fewest significant differences (two) between CP- and CP+ groups. Measurable personality differences did not appear to be as closely associated with the CP issue as with the other three issues under study. Both statistically significant differences for the CP, however, were found on the 16 PF.

Similarity and Consistency of 16 PF and SAI Traits

It was not within the scope of the present study to examine each of the fifty-eight personality variables of the 16 PF and SAI in terms of predicting the direction of difference between the dichotomies on the many variables. It was deemed important to note the direction of differ-

ences, as they related to seemingly common variables on the two instruments. A significant difference was not unexpected on the Dominance-Tolerance variable of the SAI, as it related to the CO attitude variable. That the CO- (not conscientious objector) group should have a higher mean score in the direction away from Dominance was surprising. The CO- and CO+ respondents did not differ with statistical significance at the .05 level on the submissiveness-dominance variable of the 16 PF. However, the mean difference approached statistical significance with a *t* value of 1.79. The direction of difference was away from submissiveness toward dominance.

There was apparently no strong pattern of consistency discernible between the two instruments (16 PF and SAI) in measuring attributes seemingly common to both. It should be stressed that the mean differences being tested and related to attitude dichotomies did not necessarily involve any bi-polarities of personality traits. A significant mean difference could occur when both positive and negative respondents were on the same side of the mid-point in the personality trait dimension.

Conclusions

As a result of the current research, the following conclusions were drawn:

One: Reference group influence was one of the most important factors in any attitude equation.

Two: Attitude issues could be isolated where the reference group contribution to the attitude equation could not be determined.

Three: Isolation of such attitude issues was necessary for the study of the influence of other factors on attitude formation and change.

Four: Measurable differences of personality between groups had the best possibility for assertion when steps were taken to minimize reference group influences.

Five: There appeared to be a relationship between some personality traits and selected attitudes of ministerial students. From data in this research no assumption could be made that the relationships were causal.

Six: The personality instruments used in this research were not equally sensitive in the measurement of traits seemingly common to both. There were isolated instances of apparent inconsistency.

Seven: The 16 PF had more discriminatory power than the SAI, as related to the variables in this research.

Eight: There was a marked tendency to perceive agreement by near associates on issues where the primary reference group was non-committed. This tendency was apparent on all four issues involved in this research.

Implications for Further Study

The apparent imprecision of personality assessment devices, including those employed in this research, made great caution mandatory in generalizing beyond the obtained data. Allport[2] stated that all methods

---

[2]Allport, Pattern of Growth . . ., p. 422.

of personality assessment raise a haunting problem. That problem concerns whether the dimensions or elements ". . . we take such pains to analyze out of the total fabric of personality . . ." are really parts of life as lived, or merely artificial constructs. There are a great number of supposedly common personality traits. Mann[3] found five hundred personality traits which had been studied in small-group research. More than one-half of these were concerned with seven trait areas.

Further multiplication of traits to account for differences between individuals and groups does not seem to hold the answer for the future in personality research. It is too early to abandon the field of attitude and personality relationships for illuminating certain aspects of complex problems. Rather than peremptorily abandoning the study of possible personality trait influence on attitudinal position, because findings are so often negative, further study of the conditions under which personality characteristics have an opportunity to assert themselves is needed. The present study specified certain conditions under which personality traits were more likely to be influential.

The relationship of personality characteristics to attitude, where steps have been taken to minimize reference group influence, needs to be investigated with a broader array of attitude issues, and other homogeneous groups where the nature of the primary reference group attitude commitments are known. In addition to attitude determinants, and

---

[3]R. D. Mann, "Personality and Performance in Small Groups," Psychological Bulletin, LVI (1965), 241-270.

trait determinants, there are situational determinants which need to be incorporated into research design. Helson[4] pointed out that the literature increasingly shows that situational factors influence scores on personality tests. Helson forcefully challenged the assumption that ". . . personality consists of tendencies, traits, of dispositions independent of the situations in which they are manifested."[5] Measurement results agree that traits are "there" but experience teaches that they are elusive from one study to another, and are inconsistently manifested.

The present research was not based on the assumption that inner personality factors appear in a vacuum. Helson stated, that in his view, ". . . Personality . . . is the person in the situation, and only what is not accounted for in terms of focal, contextual, and background stimuli may be ascribed to personal or inner factors."[6]

In specifying some conditions under which personality traits have a greater opportunity for assertion, this present research has been an attempt to take steps in the direction proposed by Helson.

---

[4]Helson, Adaptation-Level . . ., p. 541.

[5]Ibid.

[6]Ibid.

BIBLIOGRAPHY

Books

Allport, Gordon. Pattern and Growth in Personality. New York: Holt, Rinehart, and Winston, 1965.

Banowsky, W. S. The Mirror of a Movement. Dallas, Texas: Christian Publishing Company, 1965.

Burros, Oscar (ed.). The Sixth Mental Measurements Yearbook. Highland Park, New Jersey: The Gryphon Press, 1965.

Campbell, A., Converse, P. E., Miller, W. E., and Stokes, D. E. The American Voter. New York: John Wiley and Sons, 1960.

Cattell, Raymond B. Research in Clinical Assessment, ed. Edwin I. Megargee. New York: Harper and Row, 1966.

Cattell, Raymond B. The Sixteen Personality Factor Questionnaire. Champaign, Illinois: Institute for Personality and Ability Testing, 1962.

Cattell, R. B., and Stice, Glen F. Handbook for the Sixteen Personality Factor Questionnaire. Champaign, Illinois: Institute for Personality and Ability Testing, 1957.

Christiansen, Bjorn. Attitudes toward Foreign Policy as a Function of Personality. Oslo: Oslo University Press, 1959.

Guilford, J. P. Fundamental Statistics in Psychology and Education. 4th ed. New York: McGraw-Hill, 1965.

Helson, Harry. Adaptation-Level Theory. New York: Harper and Row, 1964.

Lazarus, Richard S. Adjustment and Personality. New York: McGraw-Hill, 1961.

Linski, Gerhard. The Religious Factor. Garden City, New York: Doubleday, 1961.

Menges, Robert J., and Dittes, James E. Psychological Studies of Clergymen. New York: Thomas Nelson and Sons, 1965.

Shaw, M. E., and Wright, J. M. Scales for the Measurement of Attitudes. New York: McGraw-Hill, 1967.

Sherif, Carolyn W., Sherif, Muzafer, and Nebergall, Roger E. Attitude and Attitude Change: The Social Judgment-Involvement Approach. Philadelphia: W. B. Saunders Company, 1965.

Sherif, Muzafer, Harvey, O. J., White, B. Jack, Hood, William, and Sherif, Carolyn W. Intergroup Conflict and Cooperation, The Robbers Cave Experiment. Norman, Oklahoma: Institute of Group Relations, The University of Oklahoma, 1961.

Sherif, Muzafer, and Sherif, Carolyn W. An Outline of Social Psychology. New York: Harper and Row, 1956.

Spain, Carl. Christian Faith in a Modern World. 1960 Abilene Christian College Lectures. Abilene, Texas: Abilene Christian College Exchange, 1960.

Stern, George G. Scoring Instructions and College Norms -- Activities Index and College Characteristics Index. Syracuse, New York: Syracuse University Psychological Research Center, 1963.

Stern, George G. Stern Activities Index. Syracuse, New York: Syracuse University, 1963.

Vernon, Philip E. Personality Assessment: A Critical Survey. New York: John Wiley and Sons, 1964.

Walker, Helen M., and Lev, Joseph. Statistical Inference. New York: Holt, Rinehart, and Winston, 1953.

Weinberg, George H., and Schumaker, John A. Statistics, An Intuitive Approach. Belmont, California: Wadsworth Publishing Company, 1962.

Articles and Periodicals

Cattell, R. B. "Personality, Role, Mood, and Situation Perception: A Unifying Theory of Modulators," Psychological Review, LXX (1963), 1-18.

Christie, Richard, and Lindauer, Florence. "Personality Structure," Annual Review of Psychology, XIV (1963), 201-230.

Cook, Peggy. "Authoritarian or Acquiescent: Some Behavioral Differences," American Psychologist, XIII (1958), 338.

Edwards, A. L. "Social Desirability and Expected Means on MMPI Scales," Educational and Psychological Measurement, XXII (1962), 71-76.

Elliott, Lois L. "Effects of Item Construction and Respondent Aptitude on Response Acquiescence," Educational and Psychological Measurement, XXI (1961), 405-415.

Eysenck, H. J. "Personality and Social Attitudes," Journal of Social Psychology, LIII (1961), 243-248.

Greenberg, H., Straight, B., Hassenger, W., and Raska, W. "Personality and Attitudinal Differences Between Employed and Unemployed Married Women," Journal of Social Psychology, LIII (1961), 87-96.

Hadden, Jeffry K. "A Study of the Protestant Ministry of America," Journal for the Scientific Study of Religion, I (1965), 10-23.

Hargraves, F. T. "It is Moving Time Again," The Firm Foundation. Austin, Texas: The Firm Foundation Publishing Company, 1960, p. 54.

Holtzman, Wayne H. "Personality Structure," Annual Review of Psychology, (1965), 119-156.

Jackson, D. N., and Messick, S. "Response Styles on the MMPI: Comparison of Clinical and Normal Samples," Journal of Abnormal Psychology, LXV (1962), 285-299.

Klein, George, Barr, Harriet L., and Wolitsky, D. L. "Personality," Annual Review of Psychology, XVIII (1967), 457-460.

Mann, R. D. "Personality and Performance in Small Groups," Psychological Bulletin, LVI (1965), 241-270.

Miller, W. D. "What is a Minister?" The Firm Foundation. Austin, Texas: The Firm Foundation Publishing Company, 1960, p. 486.

Moscovici, Serge. "Attitudes and Opinions," Annual Review of Psychology, XIV (1963), 231-260.

Sullivan, H. S. "The Illusion of Personal Individuality," Psychiatry, XIII (1950), 317-332.

Whitcomb, J. C. "The Relationship of Personality Characteristics to the Problems of Ministers," Religious Education, LII (1957), 371-374.

Whitlock, G. E. "Role and Self Concepts in the Choice of the Ministry as a Vocation," Journal of Pastoral Care, XVII (1963), 208-212.

Yinger, J. M. "Research Implications of a Field View of Personality," American Journal of Sociology, LXVIII (1963), 583.

Unpublished Material

Hadden, Jeffry K. Twenty-three page questionnaire mailed to approximately 12,000 Protestant ministers from the Department of Sociology, Purdue University, Lafayette, Indiana.

Ranck, J. G. "Some Personality Correlates of Religious Attitude and Belief." Unpublished Ph.D. dissertation, Teachers College, Columbia University, 1955.

Schorr, M. M. "Conformity Strength and its Relationship to Personality Characteristics of Ministerial Candidates." Unpublished Ph.D. dissertation, University of Denver, 1960.

Simmons, M. D. "Survey of Religious Belief Questionnaire," a forty-four item questionnaire developed for research in 1967.

Taggart, M. "A Study of Attitude Change in a Group of Theological Students." Unpublished Ph.D. dissertation, Northwestern University, Evanston, Illinois, 1962.

Whitlock, G. W. "The Relationship between Passivity of Personality and Personal Factors Related to the Choice of the Ministry as a Vocation." Unpublished Ph.D. dissertation, University of Southern California, 1959.

Withrow, C. Q. "A Study of the Possible Correlation between Theological Orientation and Certain Variables of Personality." Unpublished Ph.D. dissertation, University of Southern California, 1960.

APPENDIX I

DEFINITION OF TERMS

Church of Christ: A religious body indigenous to America. Characteristics most pertinent to this study are the strict congregational autonomy practiced by Churches of Christ and the absence of any written credal authority.

Ministerial Student: A male student who is currently pursuing a course of study in a Church of Christ related college, with a view to entering the Christian ministry.

Personality Variables: Measurable characteristics or traits and their behavioral concomitants as specified in the manuals for the 16 PF and the Stern Activities Index (SAI).

Attitude: Attitude is used in this study according to the definition used by Shaw and Wright[1] to denote ". . . a relatively enduring system of affective, evaluative reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social or class of social objects." As an affective reaction it is a covert or implicit response.

Elders: A group of two or more male members selected by the congregation in accordance with scriptural criteria to govern the local church. The authority of any eldership never exceeds the bounds of the local congregation.

---

[1]Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes (New York: McGraw-Hill, 1967), p. 3.

APPENDIX II

SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE

An exact copy of this questionnaire will be found enclosed in the envelope on the dissertation binding.

APPENDIX III

STERN ACTIVITIES INDEX

An exact copy of this instrument will be found enclosed in the envelope on the dissertation binding.

APPENDIX IV

SURVEY OF RELIGIOUS BELIEF QUESTIONNAIRE

An exact copy of this questionnaire will be found enclosed in the envelope on the dissertation binding.

PLEASE NOTE:

Appendix II. 1 PAT 16 P.F.
not microfilmed at request
of author. This is avail-
able for consultation at
the University of Oklahoma
Library.

UNIVERSITY MICROFILMS.

APPENDIX III

STERN ACTIVITIES INDEX

George G. Stern, Syracuse University

This booklet contains a number of brief statements describing many different kinds of activities. You will like some of these things. They will seem more pleasant than unpleasant to you, perhaps even highly enjoyable. There will be others that you will dislike, finding them more unpleasant than pleasant. The activities listed in this booklet have been obtained from a great many different persons. People differ in the kinds of things they enjoy, like to do, or find pleasant to experience. You are to decide which of these you like and which you dislike.

DIRECTIONS

Print the information called for at the top of the special answer sheet: your name, the date, your age and sex, etc. Then, as you read each item, *blacken* space

L — if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D — if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

DIRECTIONS FOR USING NCS ANSWER SHEET

The rows of response circles are numbered to correspond to the items in the Test Booklet. Each question may be answered either Ⓛ or Ⓓ.

In marking your answers on the Answer Sheet, make sure that the number of the Statement is the same as the number on the Answer Sheet. Be sure to answer either Ⓛ or Ⓓ for every Statement.

* Be sure to use a #2½ or softer writing pencil.
* Do Not Use Ball Point or Ink.
* Keep your Answer Sheet Clean.
* Do not make stray marks.
* Erase errors completely.
* Fill the circle completely.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

1. Taking the blame for something done by someone I like.
2. Setting difficult goals for myself.
3. Concealing a failure or humiliation from others.
4. Having other people let me alone.
5. Getting what is coming to me even if I have to fight for it.
6. Being quite changeable in my likes and dislikes.
7. Scheduling time for work and play during the day.
8. Working twice as hard at a problem when it looks as if I don't know the answer.
9. Seeing someone make fun of a person who deserves it.
10. Persuading a group to do something my way.
11. Being a newspaperman who crusades to improve the community.
12. Listening to music that makes me feel very sad.
13. Taking up a very active outdoor sport.
14. Keeping in the background when I'm with a group of wild, fun-loving, noisy people.
15. Toughening myself, going without an overcoat, seeing how long I can go without food or sleep, etc.
16. Diving off the tower or high board at a pool.
17. Learning about the causes of some of our social and political problems.
18. Doing something crazy occasionally, just for the fun of it.
19. Imagining what I would do if I could live my life over again.
20. Feeding a stray dog or cat.
21. Taking special precautions on Friday, the 13th.
22. Washing and polishing things like a car, silverware, or furniture.
23. Making my work go faster by thinking of the fun I can have after it's done.
24. Being good at typewriting, knitting, carpentry, or other practical skills.
25. Understanding myself better.
26. Learning how to prepare slides of plant and animal tissue, and making my own studies with a microscope.
27. Holding something very soft and warm against my skin.
28. Talking about how it feels to be in love.
29. Belonging to a close family group that expects me to bring my problems to them.
30. Concentrating intently on a problem.
31. Suffering for a good cause or for someone I love.
32. Working for someone who will accept nothing less than the best that's in me.
33. Defending myself against criticism or blame.
34. Going to the park or beach with a crowd.
35. Shocking narrow minded people by saying and doing things of which they disapprove.
36. Getting up and going to bed at the same time each day.
37. Planning a reading program for myself.
38. Returning to a task which I have previously failed.
39. Doing what most people tell me to do, to the best of my ability.
40. Having other people depend on me for ideas or opinions.
41. Being an important political figure in a time of crisis.
42. Crying at a funeral, wedding, graduation, or similar ceremony.
43. Exerting myself to the utmost for something unusually important or enjoyable.
44. Wearing clothes that will attract a lot of attention.
45. Working until I'm exhausted, to see how much I can take.
46. Being careful to wear a raincoat and rubbers when it rains.
47. Studying the music of particular composers, such as Bach, Beethoven, etc.
48. Acting impulsively just to blow off steam.
49. Thinking about ways of changing my name to make it sound striking or different.
50. Discussing with younger people what they like to do and how they feel about things.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

51. Waiting for a falling star, white horse, or some other sign of success before I make an important decision.
52. Keeping my bureau drawers, desks, etc., in perfect order.
53. Spending most of my extra money on pleasure.

54. Learning how to repair such things as the radio, sewing machine, or car.
55. Thinking about different kinds of unusual behavior, like insanity, drug addition, crime, etc.
56. Studying wind conditions and changes in atmospheric pressure in order to better understand and predict the weather.

57. Eating after going to bed.
58. Watching a couple who are crazy about each other.
59. Working for someone who always tells me exactly what to do and how to do it.

60. Finding the meaning of unusual or rarely used words.
61. Being polite or humble no matter what happens.
62. Setting higher standards for myself than anyone else would, and working hard to achieve them.

63. Admitting when I'm in the wrong.
64. Leading an active social life.
65. Doing something that might provoke criticism.

66. Rearranging the furniture in the place where I live.
67. Putting off something I don't feel like doing, even though I know it has to be done.
68. Having to struggle hard for something I want.

69. Listening to a successful person tell about his experience.
70. Getting my friends to do what I want to do.
71. Taking an active part in social and political reform.

72. Avoiding excitement or emotional tension.
73. Staying up all night when I'm doing something that interests me.
74. Speaking at a club or group meeting.

75. Imagining myself president of the United States.

76. Crossing streets only at the corner and with the light.
77. Listening to TV or radio programs about political and social problems.
78. Being in a situation that requires quick decisions and action.

79. Pausing to look at myself in a mirror each time I pass one.
80. Helping to collect money for poor people.
81. Paying no attention to omens, signs, and other forms of superstition.

82. Keeping an accurate record of the money I spend.
83. Dropping out of a crowd that spends most of its time playing around or having parties.
84. Helping to direct a fund drive for the Red Cross, Community Chest, or other organizations.

85. Imagining life on other planets.
86. Reading articles which tell about new scientific developments, discoveries, or inventions.
87. Chewing on pencils, rubber bands, or paper clips.

88. Talking about who is in love with whom.
89. Being a lone wolf, free of family and friends.
90. Spending my time thinking about and discussing complex problems.

91. Trying to figure out how I was to blame after getting into an argument with someone.
92. Competing with others for a prize or goal.
93. Being ready with an excuse or explanation when criticized.

94. Meeting a lot of people.
95. Arguing with an instructor or superior.
96. Being generally consistent and unchanging in my behavior.

97. Going to a party where all the activities are planned.
98. Doing a job under pressure.
99. Going along with a decision made by a supervisor or leader rather than starting an argument.

100. Organizing groups to vote in a certain way in elections.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

101. Living a life which is adventurous and dramatic.
102. Having someone for a friend who is very emotional.
103. Sleeping long hours every night in order to have lots of rest.

104. Playing music, dancing, or acting in a play before a large group.
105. Thinking about what I could do that would make me famous.
106. Riding a fast and steep roller coaster.

107. Comparing the problems and conditions of today with those of various times in the past.
108. Doing whatever I'm in the mood to do.
109. Daydreaming about what I would do if I could live my life any way I wanted.

110. Comforting someone who is feeling low.
111. Avoiding things that might bring bad luck.
112. Arranging my clothes neatly before going to bed.

113. Getting as much fun as I can out of life, even if it means sometimes neglecting more serious things.
114. Learning how to make such things as furniture or clothing myself.
115. Trying to figure out why the people I know behave the way they do.

116. Doing experiments in physics, chemistry or biology in order to test a theory.
117. Sleeping in a very soft bed.
118. Seeing love stories in the movies.

119. Having someone in the family help me out when I'm in trouble.
120. Working crossword puzzles, figuring out moves in checkers or chess, playing anagrams or scrabble, etc.
121. Admitting defeat.

122. Taking examinations.
123. Being corrected when I'm doing something the wrong way.
124. Belonging to a social club.

125. Teasing someone who is too conceited.

126. Moving to a new neighborhood or city, living in a different country, etc.
127. Finishing something I've begun, even if it is no longer enjoyable.
128. Staying away from activities which I don't do well.

129. Following directions.
130. Being able to hypnotize people.
131. Playing an active part in community affairs.

132. Going on an emotional binge.
133. Walking instead of riding whenever I can.
134. Doing something that will create a stir.

135. Thinking about winning recognition and acclaim as a brilliant military figure.
136. Standing on the roof of a tall building.
137. Studying different types of government, such as the American, English, Russian, German, etc.

138. Doing things on the spur of the moment.
139. Having lots of time to take care of my hair, hands, face, clothing, etc.
140. Having people come to me with their problems.

141. Being especially careful the rest of the day if a black cat should cross my path.
142. Recopying notes or memoranda to make them neat.
143. Finishing some work even though it means missing a party or dance.

144. Working with mechanical appliances, household equipment, tools, electrical apparatus, etc.
145. Thinking about what the end of the world might be like.
146. Studying the stars and planets and learning to identify them.

147. Listening to the rain fall on the roof, or the wind blow through the trees.
148. Flirting.
149. Knowing an older person who likes to give me guidance and direction.

150. Being a philosopher, scientist, or professor.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

151. Having people laugh at my mistakes.
152. Working on tasks so difficult I can hardly do them.
153. Keeping my failures and mistakes to myself.

154. Going to parties where I'm expected to mix with the whole crowd.
155. Annoying people I don't like, just to see what they will do.
156. Leading a well-ordered life with regular hours and an established routine.

157. Planning ahead so that I know every step of a project before I get to it.
158. Avoiding something at which I have once failed.
159. Turning over the leadership of a group to someone who is better for the job than I.

160. Being an official or a leader.
161. Actively supporting a movement to correct a social evil.
162. Letting loose and having a good cry sometimes.

163. Taking frequent rest periods when working on any project.
164. Being the only couple on the dance floor when everyone is watching.
165. Imagining situations in which I am a great hero.

166. Driving fast.
167. Talking about music, theater or other art forms with people who are interested in them.
168. Controlling my emotions rather than expressing myself impulsively.

169. Catching a reflection of myself in a mirror or window.
170. Lending my things to other people.
171. Carrying a good luck charm like a rabbit's foot or a four-leaf clover.

172. Making my bed and putting things away every day before I leave the house.
173. Going to a party or dance with a lively crowd.
174. Managing a store or business enterprise.

175. Seeking to explain the behavior of people who are emotionally disturbed.
176. Going to scientific exhibits.
177. Chewing or popping gum.
178. Reading novels and magazine stories about love.

179. Having others offer their opinions when I have to make a decision.
180. Losing myself in hard thought.
181. Accepting criticism without talking back.

182. Doing something very difficult in order to prove I can do it.
183. Pointing out someone else's mistakes when they point out mine.
184. Having lots of friends who come to stay with us for several days during the year.

185. Playing practical jokes.
186. Doing things a different way every time I do them.
187. Keeping to a regular schedule, even if this sometimes means working when I don't really feel like it.

188. Quitting a project that seems too difficult for me.
189. Listening to older persons tell about how they did things when they were young.
190. Organizing a protest meeting.

191. Getting my friends to change their social, political, or religious beliefs.
192. Yelling with excitement at a ball game, horse race, or other public event.
193. Having something to do every minute of the day.

194. Speaking before a large group.
195. Imagining how it would feel to be rich and famous.
196. Playing rough games in which someone might get hurt.

197. Finding out how different languages have developed, changed, and influenced one another.
198. Letting my reasoning be guided by my feelings.
199. Dressing carefully, being sure that the colors match and the various details are exactly right.

200. Taking care of youngsters.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

201. Having a close friend who ignores or makes fun of superstitious beliefs.
202. Shining my shoes and brushing my clothes every day.
203. Giving up whatever I'm doing rather than miss a party or other opportunity for a good time.

204. Fixing light sockets, making curtains, painting things, etc., around the house.
205. Reading stories that try to show what people really think and feel inside themselves.
206. Collecting data and attempting to arrive at general laws about the physical universe.

207. Sketching or painting.
208. Daydreaming about being in love with a particular movie star or entertainer.
209. Having people fuss over me when I'm sick.

210. Engaging in mental activity.
211. Making a fuss when someone seems to be taking advantage of me.
212. Choosing difficult tasks in preference to easy ones.

213. Apologizing when I've done something wrong.
214. Going to the park or beach only at times when no-one else is likely to be there.
215. Questioning the decisions of people who are supposed to be authorities.

216. Eating my meals at the same hour each day.
217. Doing things according to my mood, without following any plan.
218. Doing something over again, just to get it right.

219. Disregarding a supervisor's directions when they seem foolish.
220. Talking someone into doing something I think ought to be done.
221. Trying to improve my community by persuading others to do certain things.

222. Being with people who seem always to be calm, unstirred, or placid.
223. Giving all of my energy to whatever I happen to be doing.
224. Being the center of attention at a party.

225. Setting myself tasks to strengthen my mind, body, and will power.
226. Skiing on steep slopes, climbing high mountains, or exploring narrow underground caves.
227. Learning more about the work of different painters and sculptors.
228. Speaking or acting spontaneously.

229. Imagining the kind of life I would have if I were born at a different time in a different place.
230. Talking over personal problems with someone who is feeling unhappy.
231. Going ahead with something important even though I've just accidentally walked under a ladder, broken a mirror, etc.

232. Keeping my room in perfect order.
233. Being with people who are always joking, laughing, and out for a good time.
234. Being treasurer or business manager for a club or organization.

235. Imagining what it will be like when rocket ships carry people through space.
236. Reading scientific theories about the origin of the earth and other planets.
237. Eating so much I can't take another bite.

238. Listening to my friends talk about their love-life.
239. Receiving advice from the family.
240. Solving puzzles that involve numbers or figures.

241. Taking the part of a servant or waiter in a play.
242. Sacrificing everything else in order to achieve something outstanding.
243. Having my mistakes pointed out to me.

244. Going on a vacation to a place where there are lots of people.
245. Fighting for something I want, rather than trying to get it by asking.
246. Avoiding any kind of routine or regularity.

247. Organizing my work in order to use time efficiently.
248. Avoiding some things because I'm not sure I'll be successful at it.
249. Carrying out orders from others with snap and enthusiasm.

250. Directing other people's work.

Legend: **L** – if the item describes an activity or event that you would like, enjoy, or find more pleasant than unpleasant.

D – if the item describes an activity or event that you would dislike, reject, or find more unpleasant than pleasant.

251. Being a foreign ambassador or diplomat.
252. Seeing sad or melodramatic movies.
253. Avoiding things that require intense concentration.

254. Telling jokes or doing tricks to entertain others at a large gathering.
255. Pretending I am a famous movie star.
256. Swimming in rough, deep water.

257. Studying the development of English or American literature.
258. Being guided by my heart rather than by my head.
259. Making my handwriting decorative or unusual.

260. Taking care of someone who is ill.
261. Finding out which days are lucky for me, so I can hold off important things to do until then.
262. Having a special place for everything and seeing that each thing is in its place.

263. Doing something serious with my leisure time instead of just playing around with the crowd.
264. Learning how to raise attractive and healthy plants, flowers, vegetables, etc.
265. Thinking about the meaning of eternity.

266. Reading about how mathematics is used in developing scientific theories, such as explanations of how the planets move around the sun.
267. Walking along a dark street in the rain.
268. Being romantic with someone I love.

269. Having people talk to me about some personal problem of mine.
270. Following through in the development of a theory, even though it has no practical applications.
271. Telling others about the mistakes I have made and the sins I have committed.

272. Picking out some hard task for myself and doing it.
273. Concealing my mistakes from others whenever possible.
274. Inviting a lot of people home for a snack or party.

275. Proving that an instructor or superior is wrong.

276. Staying in the same circle of friends all the time.
277. Striving for precision and clarity in my speech and writing.
278. Giving up on a problem rather than doing it in a way that may be wrong.

279. Having friends who are superior to me in ability.
280. Influencing or controlling the actions of others.
281. Converting or changing the views of others.

282. Being unrestrained and open about my feelings and emotions.
283. Doing things that are fun but require lots of physical exertion.
284. Doing things which will attract attention to me.

285. Thinking about how to become the richest and cleverest financial genius in the world.
286. Being extremely careful about sports that involve some danger like sailing, hunting, or camping.
287. Reading editorials or feature articles on major social issues.

288. Making up my mind slowly, after considerable deliberation.
289. Trying out different ways of writing my name, to make it look unusual.
290. Providing companionship and personal care for a very old helpless person.

291. Going to a fortune-teller, palm reader or astrologer for advice on something important.
292. Keeping a calendar or notebook of the things I have done or plan to do.
293. Limiting my pleasures so that I can spend all of my time usefully.

294. Being efficient and successful in practical affairs.
295. Concentrating so hard on a work of art or music that I don't know what's going on around me.
296. Studying rock formations and learning how they developed.

297. Reading in the bathtub.
298. Reading about the love affairs of movie stars and other famous people.
299. Being with someone who always tries to be sympathetic and understanding.

300. Working out solutions to complicated problems, even though the answers may have no apparent, immediate usefulness.

SURVEY OF RELIGIOUS BELIEF QUESTIONNAIRE

INSTRUCTIONS

1. Most of the items in this questionnaire are attitude, belief, or evaluative statements to which you are asked to agree or disagree. For each item we ask you to indicate the position on a six point scale that most nearly represents your own view by circling the appropriate number. If you **strongly** disagree or agree with a statement, you should respond by circling **1** or **6**, respectively. Rankings of **2** and **5** mean that you disagree or agree with the statement, but you do not feel as strongly about those you circled **1** and **6.** Rankings of **3** and **4** are almost neutral, but **3** means you **probably** do not agree with the statement and **4** means your probably do agree with the statement.

2. We emphasize that these middle positions are almost neutral. They should be used for those statements which you do not think are relevant or important for you, and for those statements on which you are not sure how you stand. In the latter case, we ask you not to ponder over the statement, but to give your immediate reaction. There are likely to be several such items, and if you stop to ponder each, the time it will take to complete the questionnaire is likely to become excessive.

3. **Please respond to all items.** If you wish to modify or explain your response, make a note to that effect, but still circle the point that comes closest to your view.

		Definitely Disagree					Definitely Agree
1.	Only in Christianity is the one true God revealed	1	2	3	4	5	6
2.	There is no concievable justification for war	1	2	3	4	5	6
3.	Intercessory prayer has no efficacy, except for some possible influence on the petitioner himself	1	2	3	4	5	6
4.	Negros in the U. S. should be given especially kindly consideration as members of an underpriviledged group	1	2	3	4	5	6
5.	I accept Jesus' physical resurrection as an objective historical fact in the same sense that Lincoln's physicial death was a historical fact	1	2	3	4	5	6
6.	Elders of the church should always solicit advice from the minister before making decisions of consequence to the church	1	2	3	4	5	6
7.	I don't feel Jesus to be the son of God any more than all men are children of God	1	2	3	4	5	6
8.	Society can deal with crime effectively without resorting to capital punishment	1	2	3	4	5	6
9.	The primary mission of the church is to save sinners	1	2	3	4	5	6
10.	Under some conditions war is necessary to maintain justice	1	2	3	4	5	6
11.	I have greater admiration for an honest agnostic seeking truth than a man who is certain he has the complete truth	1	2	3	4	5	6
12.	Many whites pretend to be very Christian while in reality their racial attitudes demonstrate their lack of or misunderstanding of Christianity	1	2	3	4	5	6
13.	Churches are often built for the glorification of the men who build them	1	2	3	4	5	6
14.	It is desirable that the minister when qualified serve as an elder as well as minister of the church	1	2	3	4	5	6
15.	The primary task of the church is to live the Christian life among its own membership and activities rather than try to reform the world	1	2	3	4	5	6
16.	Capital punishment should apply to other than murder cases	1	2	3	4	5	6
17.	The church is divine, and not to be equated with other human institutions	1	2	3	4	5	6
18.	War is sometimes necessary because right is more important than peace	1	2	3	4	5	6

		Definitely Disagree					Definitely Agree
19.	I find it difficult to accept the doctrine of the physical resurrection of Jesus Christ	1	2	3	4	5	6
20.	Negros would be better off if they would take advantage of the opportunities that have been made available, rather than spending so much time protesting	1	2	3	4	5	6
21.	I believe that the virgin birth of Jesus was a biological miracle	1	2	3	4	5	6
22.	The minister should make his point of view known to the elders through persuasion and suggestion when a decision of importance is pending	1	2	3	4	5	6
23.	The minister has special authority to transmit blessings and to forgive sins	1	2	3	4	5	6
24.	Capital punishment is the only adequate punishment for murder	1	2	3	4	5	6
25.	Only those baptized are members of the church	1	2	3	4	5	6
26.	A Christian should refuse to take part in any way in any war	1	2	3	4	5	6
27.	A vivid or dramatic inner experience of a special call to the ministry should be the controlling factor in deciding whether a man should enter the ministry	1	2	3	4	5	6
28.	Negros could solve many of their own problems if they would not be so irresponsible and carefree about life	1	2	3	4	5	6
29.	For the Christian, the Bible has a primacy over all other sources of knowledge about God	1	2	3	4	5	6
30.	The minister should not become involved in decision-making as this is a perrogative belonging solely to the elders	1	2	3	4	5	6
31.	My relationship with God is immediate and direct, having little to do with my feeling of identity with the church	1	2	3	4	5	6
32.	Capital punishment is one of the most hideous practices of our time	1	2	3	4	5	6
33.	Adam and Eve were individual historical persons	1	2	3	4	5	6
34.	It is right and proper for a Christian to bear arms in the service of his country	1	2	3	4	5	6
35.	Salvation in the Christian sense refers to the possibility of living a fully human life rather than a life after death	1	2	3	4	5	6
36.	The negro should have the advantage of all social benefits of the white man but be limited to his own race in the practice thereof	1	2	3	4	5	6
37.	The Scriptures are the inspired and inerrant Word of God, not only in matters of faith but also in historical, geographical and other secular matters	1	2	3	4	5	6
38.	Elders should invite the minister to any of their meetings where matters of importance to the church are being considered	1	2	3	4	5	6
39.	I believe the principal value of prayer is that it provides a psychological outlet for pent-up emotions	1	2	3	4	5	6
40.	Capital punishment has never been effective in preventing a crime	1	2	3	4	5	6
41.	The majority of my near associates share my views concerning Christian participation in carnal warfare	1	2	3	4	5	6
42.	The majority of my near associates share my views on segregation and racial relationships	1	2	3	4	5	6
43.	The marjority of my near associates share my views concerning capital punishment	1	2	3	4	5	6
44.	The majority of my near associates share my views concerning the degree of authority exercised by the minister of the local church	1	2	3	4	5	6

My age_____ Class_____