

STATUS AND CHANGE OF HIGH SCHOOL STUDENTS'  
FAMILY-RELATED ATTITUDES

by

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CHAPTER I  
INTRODUCTION

Only a short conversation with a senior citizen is necessary for an individual to realize how drastically different today's world is from that of 75 or 100 years ago. Although one would expect a century to bring many alterations in living conditions, the number and magnitude of the changes that have occurred in the last decade or even in the last twelve months of that period are astounding. In spite of the fact that change is sought and considered necessary for progress, it does bring problems. One such problem area centers in the uncertainty and dilemma often occurring in the process of modifying one's personal attitudes and values as a means of adjusting to a changed society. In the American educational system, steps have been taken to meet and overcome the problems of rapid change. Not only do educators strive to teach the facts and skills necessary for productive living in a contemporary society, but educators also are taking a role in helping to clarify and form student attitudes and values so that their lives may be more fulfilling.

Statement of the Problem

In spite of educators' admirable attempts to meet the challenge of change, there are currently some weaknesses in

the home and family living courses offered through the home economics programs of many high schools. Those teachers of home and family living who attempt to clarify and form student attitudes concerning the family could possibly be helped by knowing the status of student attitudes toward the family at the outset of the course. However, there is a lack of research indicating probable family-related attitudes of high school students eligible to enroll in a home and family living course, and there are no appropriate instruments readily available to enable individual teachers to objectively assess student attitudes in this area. Thus, the teacher is hampered in providing a curriculum geared specifically to the level and needs of class members as individuals and as part of a composite group. Perhaps this is not the most effective means of helping students form attitudes and related values to meet the demands of a changing society.

It is difficult to imagine the family institution remaining unaffected by widespread societal change. Thus, it would seem that family life education should be constantly evaluated and modified so that it may maintain relevance. Despite numerous recent changes in the American family's structure, form, and role definitions, current curriculum guides for home and family living courses indicate that instruction predominately, if not totally, focuses on the traditional American family. How would students' attitudes be affected by an objective, critical analysis of the charac-

teristics of family forms popular in other cultures, the family traditionally prominent in America, and family forms which are increasing in number and practice in the United States? One possible explanation for adult reluctance to introduce such a curriculum is the fear that the results will be student rejection of the traditional family form in favor of an alternate form. Would this in fact be the results of such a straight-forward, nonjudgmental study?

#### Purpose of the Study

The purpose of the study was threefold. First, an instrument was developed for objectively measuring student attitudes toward designated characteristics of the family institution. Secondly, the instrument was used to determine the family-related attitudes of various groups of high school students eligible for enrollment in home and family living classes. Thirdly, the instrument was used to assess the effect studying a variety of family forms has on student attitudes.

#### Scope and Limitations

The study included a survey of ninety-seven students enrolled or eligible for enrollment in home and family living classes at three selected high schools during the spring semester of 1973. Represented in the sample were students of both sexes, of the Mexican-American and Anglo ethnic groups, attending small and intermediate size schools, having residence within and outside the boundaries of a town,

enrolled in the eleventh and twelfth grades, and in each of five social classes.

The sample subgroup given family form education consisted of twenty-five male and female students in the home and family living classes of a selected small high school. This sample lacked representation or representation of sufficient numbers to analyze the effect of family form education on students with residence within the boundaries of a town, Mexican-Americans, students in social class 1, and eleventh grade students. The eleven lesson unit on family form education was taught by the researcher.

### Hypotheses

The following null hypotheses were tested in the study:

1. There is no significant difference in family-related attitudes as indicated by survey scores for students in the following group comparisons:

- a. male and female
- b. Mexican-American and Anglo
- c. attending small or intermediate size schools
- d. residing in rural areas or towns
- e. enrolled in eleventh or twelfth grade
- f. classified in designated social classes

2. There is no significant difference in responses to survey items indicating personal preference for the traditional American family, matriarchal power, monogamy, and

alternate family forms of students in the following group comparisons:

- a. male and female
- b. Mexican-American and Anglo
- c. attending small or intermediate size schools
- d. residing in rural areas or towns
- e. enrolled in eleventh or twelfth grade
- f. classified in designated social classes

3. There is no significant difference in the mean attitude survey score for the traditional American family, matriarchal power, monogamy, and alternate family forms and the responses to specific items indicating personal preferences for those family characteristics.

4. There is no significant difference in students' family-related attitudes as indicated by survey scores obtained before and after family form education.

5. There is no significant difference in family-related attitudes as indicated by survey scores obtained before and after family form education for male and female students in designated social classes.

6. There is no significant difference in the paired comparison of family-related attitudes as indicated by survey scores obtained before and after family form education for students in the following groups:

- a. male and female
- b. designated social classes

7. There is no significant difference in responses to survey items identifying personal preference for the traditional American family, matriarchal power, monogamy, and alternate family forms as indicated by a survey of family-related attitude scores obtained before and after family form education.

8. There is no significant difference in the number of extreme responses given on a survey of family-related attitudes before and after family form education.

#### Definition of Terms

Within the text of the study the following definition of terms have been assumed.

Home and Family Living Class -- a course authorized by the Texas Education Agency to be taught through the home economics departments of Texas high schools. Male and female students classified as high school juniors or seniors are eligible for enrollment in the course which extends over one semester of the school year and results in one-half unit of credit upon successful completion. The content of the course focuses on preparation for and establishment of a well-adjusted marriage and family situation.

Small Size School - a class AA high school according to Texas Interscholastic League specifications requiring an enrollment of two hundred and thirty to four hundred and

ninety-nine students.

Intermediate Size School - a class AAA high school according to Texas Interscholastic League specifications requiring an enrollment of five hundred to one thousand and ninety-nine students.

Rural Residence - dwelling outside the boundaries of a city or town.

Town Residence - dwelling within the boundaries of a city or town.

Social Class - the social position an individual holds in the status structure of society. Social class is reflective of knowledge, tastes, skill, and power displayed while functioning in society. The study utilized the "Two Factor Index of Social Position" designated by Hollingshead (9) to categorize the participants into social class levels 1, 2, 3, 4, and 5; these levels represent a continuum with class 1 indicating a higher social position than class 5. The following descriptive designations were used for the class levels:

- class 1 - professionals in higher status positions
- class 2 - professionals in lower status positions, business managers, and proprietors of medium size businesses
- class 3 - white collar workers including administrative personnel, clerical and sales workers, and small business owners
- class 4 - the working class including machine operators and skilled and semi-skilled manual employees
- class 5 - unskilled employees

A final category used was labeled "nonclassifiable" and in-

cluded participants whose situation prohibited regular classification.

Attitude Object - the referent or focal point of an individual's specific affective evaluations; the situation or issue at which one's attitude is aimed.

Extreme Answers - responses indicating a subject's strong agreement or strong disagreement with the items on the Survey of Attitudes Toward the Family.

Personal Preference Items - items included in the Survey of Attitudes Toward the Family that indicate a respondent's willingness to incorporate a specific family characteristic into his own family.

Mean Response Score - the average of the numerical ratings given participants' responses to individual survey items or each item assessing a specific family-related attitude.

Mean Attitude Score - the average of each participant's total response score for a given attitude.

Family-Related Attitudes - affective evaluations (attitudes) about the following characteristics or aspects of family life (attitude objects): the family as an institution, the traditional American family, parental guidance and understanding, equality of sex roles, patriarchal power, matriarchal power, democratic power, the extended family, monogamy, lineage traced in the male line, and alternate family forms.

The Family As an Institution - the social institution involving persons united by ties of marriage, adoption, blood, or common consent. The family is characterized by a common residence, economic cooperation, and a common source of authority.

The Traditional American Family - that family form predominant in the United States and characterized by being patriarchal, neolocal, patrilineal, monogamous, having a strong nuclear rather than extended family system, and having been founded through a legal marriage ordinance.

Parental Guidance and Understanding - the ability of parents to rear their children with a degree of respect, understanding, realism, knowledge of a child's personal affairs, and competence in giving guidance.

Equality of Sex Roles - male and female family members with equivalent rights and responsibilities rather than having a double standard for the sex roles.

Patriarchal Power - power or authority centered in the males of the family.

Matriarchal Power - power or authority centered in the females of the family.

Democratic Power - all family members, to an equitable extent, sharing authority and decision-making responsibility.

Extended Family - parent-child relationships extending through more than two generations; characterized by shared res-

idence and economic endeavors.

Monogamy - marriage to only one person at a time.

Lineage Traced in the Male Line - male family members retaining the rights for inheritance and contributing the family name.

Alternate Family Forms - the following family forms, although adopted and practiced by a vast minority of Americans, becoming more frequently practiced in the United States: trial marriage, group marriage, communal living, wife swapping, voluntary childlessness, and couples sharing residence and sexual privileges without pretense of intended marriage.

CHAPTER II  
REVIEW OF LITERATURE

The review of literature was divided into two parts. The first section dealt with philosophies related to the inclusion of family form education in the curriculum of high school home and family living courses. For information related to the analysis of the possible effects of family education in the schools, the second section focused on the nature and measurement of attitudes.

Educational Philosophy and Family Form Education

The point that technological changes bring about societal and value changes has been mentioned. (24) In the process of changing values, those estimates of worth made by older generations and religions have been questioned. (14) To what extent does this involve today's high school students? Sources indicate that secondary students are not isolated from values that exist outside their world of experiences. Realization of the fact that individuals and/or groups are doubting and ridiculing previously accepted values has caused adolescents to also doubt; rather than students unquestioningly conforming to the values of their elders, they are asking for a justification. (10) This quest for a value rationale has progressed to the point that students engineer

discussion of the controversial issues in the classroom. (14)

In an attempt to detect adults' feelings about self-motivated student inquiry, one can review studies of men's and women's dominate attitudes toward family life. Results of one such study revealed that women support their children's search for information to help them learn; men consistently encouraged their children to develop an inquiring mind. (12) If adults would abide by the principles they profess, they would encourage student search for truth whether the issue were controversial or not.

Students have their own feelings about value investigation. They rate high those teachers who will discuss controversial issues (27). Teenagers long for honest, straightforward, free discussion of topics. (14) When asked to account for this great desire for discussion, students explained that they were concerned about values and finding meaning for themselves; they believe that communicating with fellow classmates helps in this area. (19) Young people view the primary role of secondary education to be teaching for living in a rapidly changing society; this includes, in their opinion, open evaluation of values and an opportunity to make their own decisions. (16)

Educators have assessed their role in interpreting changing conditions to students. A leading educator describes the responsibility of educators to be the presentation of an objective and accurate statement of the current social situ-

ation and predictions of future conditions; students should be exposed to and encouraged to carefully examine the status quo and its alternatives. It should be up to the students to make their own judgments. Without presentation of this viable means for interpretation and selection of alternate values and behavior patterns, value imposition replaces value formation. (10)

Characteristics for effective learning situations that promote learning have been distinguished. Included in these characteristics is the fact that the subject matter should be based on what the students want and need to learn; content must be relevant. (1) The evaluation of a course should be according to the value it has for students, not on changes teachers view as desirable. (15) Subject matter selection should also be based on respect for the emotional needs, social needs, intelligence, and maturity of the students. (1) In accordance with this respect for students, parents and educators should supply support and trust to allow adolescents to find themselves in a world of changing values. (24) Likewise, teachers must win and hold the trust of the students; students who feel that valuable information is being withheld or falsified tend to lose faith in their educators and seek their own answers elsewhere. (20)

Despite these sound educational principles to guide classroom treatment of controversial issues resulting from change, education is currently under indictment, seemingly

justified, for not preparing its students to live in a changing world. The charge includes the suggestion that fewer facts and more critical thinking, decision making, and scientific inquiry be allowed to better benefit students living in the modern world. (22) The emphasis on preparation for college is increasingly being doubted, and support for preparation for living in a complex society is spreading. (27)

One reason education is the subject of the stated charges is the authoritarian atmosphere in many schools. Rather than encouraging student inquiry, dogmatic teachers who insist on one correct solution, theirs, kill student desire to find out and decide. (22) "Examples and rules don't necessarily provide values, but alienate." (14:F130) Why are some schools authoritarian, and what will be the results? One possible reason for authoritarianism is the perpetuation and guarantee of authoritarianism for future generations of students. (1) A critically thinking mind is the enemy of human exploitation; thought is opposed by vested interests when critical thinking might lessen the advantage. Students who are well equipped with the facts are capable of intelligently participating in the frequent debates over sexual and moral codes; thus, these educated individuals will often insure the protection of the more traditionally accepted norms. (20) The results of dictating values very likely will be student detection of societal problems and, because of past authoritarian experiences, assessment of the only solu-

tion being destruction of the structure. (1)

Home economics educators, like educators in general, are faced with the challenge of reflecting change.(6) Home economists are fortunate in that their field has great flexibility to allow for needed changes as indicated by national life-style changes. (16) Rather than being authoritarian and dictating personal values or those of society in general, the actual facts must be presented and the students encouraged to make their own decisions. In home economics the current trend is an increased emphasis on philosophy and attitudes and less focus on skills. (26) In guiding selection of values, teachers need to encourage students to consider advantages and disadvantages, long range consequences, the relationship of the selected values and one's life goals, and the degree to which the selection would contribute to making the world a better place. (14)

Home economics teachers have stated their opinions regarding teaching value formation. These teachers generally recognize individuals' freedom to think what they want. Values cannot be forced on students; rather, they must make their own choices. Teachers can suggest and explain all of the alternatives. These teachers place trust in their students' abilities to work things out with the help of a listener rather than a nagger. (14) Teachers can help in guiding their students by assisting them in discovering where they are in life and where they are going. (23) These tasks and responsibilities

are easily stated; they are much more difficult to accomplish. The same as students need guidelines in making their decisions, the teachers need help in guiding them. (14)

The teachers of home and family living courses have a particular challenge in guiding student investigation in family life changes. In discussing cultural values, Ina Corrine Brown (3) related that the regulation of sexual behavior and the provision of a unit to be called "family" is basic to all societies. However, she has pointed out that there are many variations in family form, kinship customs, and roles of family members. The various family patterns are simply diverse solutions to the problem of reproduction, socialization of societal members, and satisfying human relationships. In Goals and Guidelines for Research in Home Economics the need to study the family, whatever the form, has been emphasized in the statement: "To continue building a viable and stable society, we must learn more about the behavioral aspects of our nation's greatest resource and and most fundamental social unit -- the family." (2:17)

The increase in teenage marriages and the related proximity of family structure selection makes more paramount the need for home and family living students to become familiar with new concepts in family life so that their selection might be made on the basis of the information available.

Despite the theoretical support for classroom investigation of current issues, there is a lack of instruction about

alternate family forms that are becoming more numerous in the United States. If educators were afraid that the traditional family values would fall if investigated and evaluated, these individuals would possibly oppose classroom comparison of the traditional family and alternate family forms. However, earlier references have been made to substantiate that negative, rebellious attitudes result when traditional values are forced on students. (1, 14, 18, 22) In reality, this researcher has found no statistical indication that the objective study of alternate family forms in conjunction with an investigation of the traditional American family leads to student attitudes detrimental to the traditional form. Although quite different, this situation actually is somewhat similar to the opposition that arose against sex education in the schools. The fear of lowered moral standards of students was the major criticism of sex education. However, a study of students' attitude changes resulting from sex education revealed that there was increased factual knowledge, confidence in ability to make right decisions about sexual behavior, consciousness of sex-related problems facing the world, and understanding of sexual deviates; there was not an increase in sexual permissiveness. (7) An equivalent study regarding attitude change resulting from alternate family form instruction might have similarly encouraging results.

There are results that can be expected from the study of various family forms. Freedom for critical thought in the

educational system may contribute to increased tolerance and understanding of diverse cultures and ideologies. (18) Contrasting the American family to that of other cultures can promote world understanding. By studying changes in themselves and their society, students develop understanding and healthy attitudes toward change. (23) Based on a study involving students taking a college family relations course, one can expect those students most closely involved or contemplating action to make greater gains from a related study; relevance increases the amount of learning and gain to be expected. (15) Young people say many things about not liking something or going to do something differently; however, when they analyze their thinking, they often realize that they do not mean what they said. (19) There is more likelihood of a rational decision on an issue when students study the facts and consequences without an ego threat. (22)

How should one view those instances when the students' decisions are contrary to popular opinion? Rena Nell Taylor (22) has expressed the following opinion on the subject:

Obviously when the students are allowed to ask questions and make decisions on their own, they are at times going to reach conclusions not shared by society as a whole (and probably the teacher). Does this negate the value of scientific inquiry and mean that the teacher has failed? Certainly not. It is becoming more and more obvious that members of the younger generation are not going to make their decisions based entirely on 'what has always been.' It would seem preferable that these decisions, whatever they are, be based on facts and attitudes that have been investigated under the guidance of an understanding, open-

minded teacher, rather than having been made in rebellion against society." (22:86)

Teachers can expect leading students to discovery to be much more difficult than dictating their own thoughts. (22) Indoctrination is one of the most widely practiced teaching principles; it is the easiest way to teach because no alternatives must be supplied. (11) One cannot even look forward to the praise that comes to progressive teachers; rather, principals have been shown to rate as being below average those teachers who are openminded and progressive in their teaching techniques. (7) However, teaching by discovery does bring its rewards. Teachers can be expected to better clarify their values and become more tolerant of the values of others. (14) There is greater interest and more useful learning for both teachers and students when subject matter and techniques are varied. (22,23) Possibly the most significant reward of all will be the extent to which students, teachers, and society all benefit from training young people to solve problems in a world of change. (22)

#### The Nature and Measurement of Attitudes

In reviewing the literature related to the nature and measurement of attitudes, one soon discovers that much debate and difference in opinion exists. Although unable to agree on a single definition of "attitude", most authorities have endorsed one of the following definitions:

1. An attitude is composed of affective, cognitive, and behavioral components that correspond, respectively, to one's evaluations of knowledge of, and predisposition to act toward the object of the attitude. (25:3)
2. An attitude is "a set of affective reactions toward the attitude object, derived from the concepts or beliefs that the individual has concerning the object, and predisposing the individual to behave in a certain manner toward the attitude object. Although intimately related to attitude, neither the propositions that the individual accepts about the object (beliefs) nor the action tendencies are a part of the attitude itself." (21:13)

Both definitions indicate that attitudes, to one extent or another, involve feelings or evaluations resulting from cognitive knowledge and predisposing overt behavior. However, the technical realm of all that can be labeled as the attitude itself is disputed. Attitudes are characterized as being relatively stable, often interrelated, specific as to referent, and of varying direction and intensity.

Many researchers have found the study of attitudes to be quite functional. By definition, attitudes predispose individuals to respond in particular ways to particular stimuli; therefore, knowing peoples' attitudes toward an object allows one to predict, with some degree of certainty, their response toward that object. An understanding of the concept of attitudes as well as individuals' specific attitudes allow one to become involved in the process of altering individuals' behavior. (20,25) Attitude change can be expected to occur "when an individual is induced to accept concepts in the form of propositions that incorporate new

and different evaluations." (20:3)

Attitudes are often categorically confused with opinions, beliefs, and values; the four concepts, though related, are quite different. Wagner (25) has made the following distinctions among the concepts:

The difference between an attitude and an opinion is quite simple: An opinion is merely a verbal expression of an attitude. The difference between an attitude and belief is slightly more complex. An attitude always includes evaluation of an object (the affective component) whereas a belief does not ....The difference between an attitude and a value is one of inclusiveness or scope: Attitude refers to an orientation toward a series or class of related objects. Thus, a value is often a collection of attitudes. (25:3)

Various methods have been devised to measure attitudes. Such methods focus on the measurement of only one dimension of the affective reactions: positivity-negativity. Shaw (20) has indicated that it is imperative that an attitude scale, to be useful, be both reliable and valid. Reliability indicates the degree to which a scale yields consistent scores when the attitude is repeatedly measured. The validity of a scale is the extent to which it measures what it claims to measure. Other characteristics Shaw listed as being desirable for attitude scales include equality of units, unidimensionality, and a zero point. As a property "equality of units" relates to the extent that points along the attitude continuum are indicative of equal differences in attitude. The unidimensionality of a scale indicates that it measures a single attitude; multidimensional scales are useful only

if the contributions of the individual attitudes to the total score can be determined. The identification of a zero point on an attitude scale enables one to identify if an attitude is neutral rather than positive or negative. (21)

Edwards and Kenney (5) reported that of the various attitude measurement techniques, the method of equal appearing intervals developed by Thurstone and Chave and the method of summated ratings developed by Likert are the most frequently used. With a sample of seventy-two members of an introductory psychology class at the University of Maryland, Edwards and Kenney conducted a comparative study of the Thurstone and Likert techniques. Findings of the study were the basis for the following conclusions:

1. Scales constructed by the Thurstone technique were more time consuming and difficult to prepare than those scales constructed by the Likert technique.

2. Scales constructed by the Thurstone method had lower reliability coefficients with more items than scales constructed by the Likert technique.

Thus, the Likert method was found to be simpler yet more reliable than the Thurstone technique. Reports from the study also showed that the Likert method, while avoiding many of the weaknesses of other attitude measurement techniques, retained most of the advantages of methods currently used. (5) Of the five properties listed by Shaw as being desirable for attitude scales, the Likert technique results in scales that are moder-

ately reliable, have a zero point or a point of neutrality, and are valid and unidimensional depending upon the care taken by the persons constructing the individual scales; however, scales constructed by this method do not have equality of units. (21)

Renis Likert (13), the developer of the Likert or summated rating technique, has reported certain processes for constructing effective attitude scales. The following criteria have been given to facilitate the selection of items that would be responded to differently by persons with different points of view regarding a particular attitude:

1. Since two persons with different attitudes could agree on questions of fact, all statements must be expressions of desired behavior rather than fact.

2. It is necessary to make each statement in clear, concise, straightforward terms. Items that are confusing or deal with more than one point of question yield meaningless information.

3. It is desirable that about half of the statements be worded so that a response of agreement indicates a favorable reaction to the issue in question while the other half of the items are stated so that a response of agreement indicates an unfavorable response. (13)

Following selection of possible items to be included in the attitude scale, Likert suggests that the instrument be pilot tested. Results from this initial administration of

the test should allow analysis of item effectiveness by differentiating among subjects with different attitudes. It is also possible to establish the reliability of an instrument by using the pilot test results for a split-half reliability check, correlating the responses to the odd-numbered items to the responses to the even-numbered items. (13)

Attitude measurement instruments applying proven techniques, if carefully constructed and critically evaluated, can be useful in the analysis of human attitudes. Periodic administration of attitude tests may also be useful in indicating attitude change. Thus, attitude scales can be used as a survey instrument as well as a means of establishing cause-effect relationships in attitude change.

## CHAPTER III

### PROCEDURES AND TREATMENT OF DATA

#### Specification of Attitudes to be Tested

The investigator conducted a review of literature regarding concepts commonly included in the curriculum of high school home and family classes, characteristics of family forms currently or historically popular in various cultures, current issues in family relations, the nature of attitudes, and the measurement of attitudes and their change. As a result of the review of literature, the survey instrument was designed to measure family-related attitudes toward the following eleven aspects of the family institution:

- the family institution in general
- the traditional American family
- parental guidance and understanding
- equality of sex roles
- patriarchal power
- matriarchal power
- democratic power
- the extended family
- monogamy
- lineage traced through the male line
- alternate family forms

Not only were these designated areas of attitude measurement considered suitable for inclusion in the survey instrument, but they also provided a framework for planning the family form education unit of instruction. Procedures for development of the survey instrument, actual conduction of

the survey, preparation of the family form education unit, and the instruction were based on widely supported attitude theory.

### Development of the Pilot Test

The pilot test was divided into two sections, Survey of Students and Survey of Attitudes Toward the Family. The Survey of Students was used to obtain biographical information about each participant for use in the group data analyses specified in the hypotheses. The Survey of Attitudes Toward the Family, the major portion of the instrument, contained items designed to measure student attitudes toward various aspects of the family institution.

### Survey of Students

The hypotheses required that the following biographical information be acquired for each participant: ethnic group, sex, rural or urban residence, grade in school, and social class of parents. One multiple choice item was developed for each of the first four factors.

After several methods of assessing social class were analyzed, the "Two Factor Index of Social Position" by Hollingshead (9) was selected for use in the study. This procedure has been established as a reliable indication of social class and is based on the occupation and education of the family's major income provider. The fact that the method was both reliable and simple, required only information readily

known by most students, and made no infringement on either the students' or the parents' rights to personal privacy made the "Two Factor Index of Social Position" particularly suitable for use in the study. An additional multiple choice item and a short answer item were developed for inclusion on the Survey of Students to obtain the necessary information for the identification of the social class. The procedure for establishing social class categorized individuals in one of five levels labeled 1, 2, 3, 4, and 5; the categories represented a continuum with level 1 indicating a higher social class than level 5. For the purpose of the study, the following descriptive designations were used for the class levels:

- class 1 - professionals in higher status positions
- class 2 - professionals in lower status positions, business managers, and proprietors of medium size businesses
- class 3 - white collar workers including administrative personnel, clerical and sales workers, and small business owners
- class 4 - the working class including machine operators and skilled and semi-skilled manual employees
- class 5 - unskilled employees

Individuals whose situation prohibited regular classification in one of the five social class levels were labeled as having a nonclassifiable social class.

Thus, the Survey of Students contained six items. The directions instructed the students to indicate their answers in the space provided on the survey form itself. A copy of the Survey of Students is found in Appendix A.

## Survey of Attitudes Toward the Family

Prior to the development of the attitude survey section of the instrument, a study of attitude measurement methodology was conducted. A five-category summated rating or Likert-type scale was chosen for use due to its relative ease in construction, reliability, and suitability for the intended use of the instrument. Items of this type have the characteristic that the more favorable an individual's attitude toward a specific attitude object, the higher the response rating or score will be. The response choices and corresponding numerical ratings were: I strongly agree - 5, I agree - 4, I am undecided - 3, I disagree - 2, I strongly disagree - 1. When an item was worded so that agreement indicated a negative rather than a positive attitude, the numerical score assigned the response choices was reversed as follows: I strongly agree - 1, I agree - 2, I am undecided - 3, I disagree - 4, I strongly disagree - 5.

Based on information accumulated regarding each of the eleven designated attitude objects, test items comprising the section of the instrument entitled Survey of Attitudes Toward the Family were developed. An attempt was made to include items that, when grouped according to the attitudes being measured, would be valid, reliable, discriminating, and comprehensive in indicating one's attitude toward each of the respective attitude objects. The items were designed to be suitable for the reading level of eleventh and twelfth

grade high school students.

Detailed directions were included on the instrument. The instructions included a brief explanation of the survey, assurance that the responses would remain anonymous and would not affect the students' grades, encouragement to indicate one's honest opinions, interpretation of the response choices, and directions for recording responses on the answer sheet. In addition, one example was provided which included an explanation of the response selected and an illustration to show the procedure for recording the response on the answer sheet.

In order to test Hypotheses 3, it was necessary that the items measuring student attitudes toward the traditional American family, matriarchal power, monogamy, and alternate family forms also indicate personal preference for those family characteristics. One item in each of the four above mentioned categories was designed to ascertain the degree to which the student would choose to incorporate that family characteristic into his own family. The categories and corresponding items were as follows:

Traditional American Family - I like the present American family system too well to give it up for an extremely different one.

Matriarchal Power - I want the female adults in my family to have most of the power and authority.

Monogamy - I would choose to live in a family with each

adult having only one spouse.

Alternate Family Forms - Even though it may be looked on unfavorably by society, I would like to try a family system very different from that most commonly practiced in America.

Due to the nature of the categories regarding matriarchal power, patriarchal power, and democratic power, it was not necessary to develop a separate group of items to measure the attitude toward each of the three attitude objects; the only adjustment necessary in assessing the three different attitudes was in designating whether each item made a statement in favor of or opposed to each specific attitude object. For instance, agreement with the item stating "The male should have final authority over his wife and children" would indicate a positive attitude toward patriarchal power but a negative attitude toward both matriarchal power and democratic power. Disagreement with the above statement would indicate that the student had a more favorable attitude toward matriarchal power and democratic power than patriarchal power; additional items related to the family power structure were designed to determine the relative strength of the student's attitude toward matriarchal power and democratic power. The items were designed in such a way that scoring of the entire group would give both a comprehensive and discriminating indication of a student's attitude toward each of the three attitude objects concerning family power and leadership.

As a means of establishing the reliability of the pilot instrument, three pairs of matched items were included.

The instrument would be considered reliable if statistical analysis revealed no significant difference in the attitude indicated by the pilot sample's responses to each item of a matched pair. Since one item in each pair was stated in such a way that agreement with the statement would indicate a negative attitude toward that aspect of the family institution, the numerical scoring of the responses to these items would be reversed. The matched pair items read as follows:

1. "Children are better off living with one parent rather than with two who cannot get along well together" and "Children need a home with both a father and a mother even though the parents are not suited to each other."

2. "When family members of different generations jointly operate a business, problems and hurt feelings result" and "It is desirable for several generations of a family to own and operate a business together."

3. "Even if both the husband and wife are employed, a male should not be expected to care for children nor do household tasks" and "If both the husband and wife work to share financial responsibilities, they should also share child care, cooking, and household tasks."

#### Evaluation of the Pilot Test by a Panel of Experts

A preliminary copy of the pilot test was submitted to a panel of education, evaluation, and subject matter special-

ists consisting of the following Texas Tech University faculty members: Dr. Valerie Chamberlain, Associate Professor, Department of Home Economics Education; Mrs. Linda Glosson, Director and Visiting Instructor, Home Economics Instructional Materials Center; Dr. June Henton, Associate Professor, Department of Home and Family Life; Dr. Joan Kelly, Associate Professor, Department of Home Economics Education; Dr. Eddy Landers, Assistant Professor, Department of Home Economics Education; and Dr. Robert Larson, Associate Professor, Department of Home and Family Life. Although the items measuring each designated attitude were distributed randomly throughout the pilot test and final instrument, the items on the preliminary copy were grouped and labeled according to the attitudes being measured. This procedure was followed in order to facilitate the panel's appraisal of content validity, discrimination, and comprehensiveness of the items measuring each attitude. The specialists were also asked to evaluate the instrument in terms of clarity, appropriateness of reading level, and effectiveness of measuring techniques. Suggestions and comments resulting from the panel's analysis were considered in the revision and deletion of items for the final copy of the pilot test.

The final copy of the pilot test contained six items in the section entitled Survey of Students and eighty-five items in the section designated Survey of Attitudes Toward

the Family. Since each of the eleven attitudes being measured would be assigned a separate score, no attempt was made to have the instrument contain the same number of items assessing each attitude. The number of items related to each attitude object ranged from six to thirteen; there was an average of nine and four-tenths items per group. The complexity of some of the attitude objects required more items to insure comprehensive representation.

#### Administration of the Pilot Test

Two selected English classes at Frenship High School in Wolfforth, Texas, comprised the sample for pilot testing the instrument; a total of thirty-eight students were involved. The student population at this high school was considered to be similar to the student population of those schools in the actual survey sample. The two English classes were selected on the basis of their representation of a cross sample of students in the junior and senior classes of that high school. The purposes of pilot testing the instrument were to: (1) determine the amount of time required to administer the test, (2) analyze the responses to each item to assess its discrimination level and clarity, (3) pinpoint any problems inherent in the directions and mechanics of the instrument, and (4) establish the reliability of the instrument.

The test was administered by the teacher of each class; the investigator explained to the two teachers the purposes

of the study, purposes of the pilot test, and instructions for administering the test. Each student was provided a mimeographed copy of the Survey of Students, Survey of Attitudes Toward the Family - Answer Sheet, and Survey of Attitudes Toward the Family. Each student's copy of the first two forms had been assigned corresponding participant numbers to facilitate matching the student's biographical information form with his answer sheet of attitude responses; no names were required on any of the forms. After completion of the testing, the teachers returned the survey forms and answer sheets to the investigator.

#### Results of the Pilot Test

The researcher discussed the pilot testing experience with both of the administrators of the test. The teachers indicated that the time required for student completion of the test ranged from twenty-five to forty minutes. The teachers also reported that the students had given no indication that the directions were unclear nor that the items were difficult to understand.

Student responses were analyzed for both sections of the instrument. There were no instances in which the responses indicated a student's failure to understand the instructions. The survey forms of three students were eliminated from the pilot test analysis because the answer sheets were incomplete. With the exception of Number 6, all items on

the Survey of Students proved to be satisfactory. In their response to the sixth item in that section of the instrument, several of the students failed to describe the occupation of their family's major provider in enough detail to allow classification of the family's social class. In using the instrument later, students would be requested to put their names on the Survey of Students form; this would allow the researcher to clarify any questions regarding parental occupation with either the student or a teacher knowledgeable about the student's family situation.

The items in the Survey of Attitudes Toward the Family were analyzed by recording the number of student responses in each of the five response categories and the number of students failing to respond to the item. In the case of fifteen items, a substantial number of the students either failed to respond, indicated that they were undecided in regard to their agreement or disagreement with the statement, or indicated the same general attitude toward the statement rather than giving a variety of responses to the item. These fifteen items were considered to be poor and undiscriminating; consequently, they were eliminated from the instrument.

The responses to each item of the three matched pairs were scored. A t-test analysis was used to determine significant differences between the mean score for each item of the matched pairs. A difference was considered significant

at the .05 level. Table 1 summarizes the statistics related to this analysis.

TABLE 1  
DIFFERENCES BETWEEN THE RESPONSES TO MATCHED PAIR  
ITEMS ON THE SURVEY OF ATTITUDES TOWARD THE  
FAMILY: PILOT INSTRUMENT

Matched Pair Number	Variable	Mean	t Value	Level of Significance*
1.	Item 7	3.6000	0.34	0.734
	Item 21	3.5143		
2.	Item 10	2.8857	-0.13	0.897
	Item 60	2.9143		
3.	Item 24	3.8286	0.54	0.594
	Item 62	3.7143		

\*Based on 34 df

The t-test analysis revealed no significant difference between the pilot sample's mean attitude score for each item of the three matched pairs. Thus, the pilot instrument had met a criterion indicative of its reliability.

An additional statistical analysis was conducted to further establish the reliability of the pilot instrument. The Spearman rank order correlation coefficient, often referred to as Spearman rho, was computed to assess the degree

of relationship between student responses to two equivalent portions of the attitude survey section of the instrument. The two equivalent portions were obtained by dividing the items into even-numbered and odd-numbered groups. After tabulating each student's total score on each group of items, these scores were grouped and ranked with the respective odd and even scores of the other students in the pilot sample. The Spearman rank order correlation coefficient was then computed to determine if there was a significant relationship between the individual student's two ranked scores indicating his responses on the equivalent portion of the instrument. Table 2 summarizes the statistics related to this analysis.

TABLE 2

CORRELATION OF STUDENT RESPONSES TO EQUIVALENT  
PORTIONS OF THE SURVEY OF ATTITUDES TOWARD  
THE FAMILY: PILOT INSTRUMENT

Number of Cases	$r_s$ Value*	$t$ Value	Level of Significance
35	.41	2.58	.01**

\* statistic resulting from the computation of Spearman rho

\*\* 2.41 =  $t$  value significant at .01 level with 33 df

Computation of the Spearman rank order correlation coefficient revealed that there was a correlation between the pilot sample's responses on the even-numbered items and odd-

numbered items of the instrument; this correlation was significant at the .01 level. This analysis gave further evidence of the reliability of the pilot instrument.

After completing the procedure of pilot testing the instrument, analyzing the results, and making the previously mentioned revisions, the instrument was evaluated by the researcher in order to make a final assessment of its suitability for use in the proposed study. The following characteristics of the instrument were reviewed: validity, clarity, discrimination level, breadth of content, time requirement, reliability, and ease of administration and evaluation. The instrument was considered appropriate and was mimeographed for later use. Appendix B contains a copy of the seventy-item Survey of Attitudes Toward the Family instrument following final revisions resulting from the pilot test. Items included in the revised instrument are grouped according to the attitude measured in Appendix C.

#### Administration of the Survey

##### Selection and Testing of the Sample Population

The sample was comprised of selected students enrolled in home economics classes in three West Texas high schools; these school systems were chosen due to convenience and the willingness of the administrators and home economics teachers to cooperate in the study. The participating high schools were Brownfield High School, Brownfield, Texas; Muleshoe

High School, Muleshoe, Texas; and Roosevelt High School, Lubbock, Texas. Due to their student populations numbering between 500 and 1099, the Brownfield and Muleshoe schools are classed as AAA high schools according to Texas Interscholastic League specifications; Roosevelt High School, with a student population numbering in the range of 230 to 499, has been given a classification of AA.

The students were selected on the basis of the following factors: (1) eligibility for enrollment in a home and family living course, (2) representation of the student population of the respective high schools, and (3) the fact that the home economics class in which they were currently enrolled had not included subject matter that would have biased responses to the survey items. A total of ninety-seven students were included in the sample.

The survey of the sample was conducted during the spring semester of 1973. The respective home economics teachers at the Brownfield and Muleshoe schools administered the survey to those students involved; the investigator conducted the testing at Roosevelt High School.

#### Tabulation and Treatment of the Data

The investigator tabulated the student responses according to the design of the instrument. The home economics teachers at the respective schools were consulted for clarification of incomplete responses to the personal information

items on the Survey of Students. A response of "I am undecided" was recorded and scored for items on the Survey of Attitudes Toward the Family to which students indicated no response or multiple responses.

Data collected in the survey were treated as follows:

1. Single-classification analysis of variance was used to determine the significance of difference in each of the eleven attitude scores for students in the following group comparisons:

- a. males and females
- b. Mexican-Americans and Anglos
- c. pupils in small and intermediate size schools
- d. residents of rural areas and towns
- e. eleventh and twelfth grade pupils
- f. representatives of each of five designated social classes

Popham (17) described single-classification analysis of variance as a method of simultaneously testing for significant differences between the means of two or more groups. To use this method the data were organized to facilitate testing for differences in a dependent variable among groups which represented the consequences of a single independent variable. The statistical test yielded an F value which was interpreted for probability through use of a table indicating the distribution of F. The value of F was considered significant at or beyond the .05 level. The hypothesis was rejected if there was a single attitude significantly different in the

group comparisons.

When comparing the attitude scores of the various social classes the F value resulting from the analysis of variance indicated whether there was a significant difference between the mean scores of at least two of the classes. When the F value was significant it was necessary to utilize the Duncan's New Multiple Range Test to determine which specific groups differed significantly. Bruning and Kintz (4) describe Duncan's Multiple Range Test as being a stringent test procedure for making multiple comparisons. A multiple range test was necessary only for social class comparisons that were the only analyses in the study involving more than two groups.

2. For each of four items indicating the students' degree of personal preference for incorporating a specific family characteristic into his own family, single-classification analysis of variance and Duncan's New Multiple Range Test were used to determine the significance of difference between the responses of the students in the group comparisons listed for Treatment 1. Again, the probability of the resulting F values was interpreted through use of a table and considered significant at or beyond the .05 level.

3. The t-test was used to determine the significance of difference between responses to the four items indicating personal preference for specific family characteristics and the mean response score for the respective attitude objects.

As explained by Popham (17), the  $t$ -test is a statistical model designed to determine whether two groups, as represented by their means, are significantly different. The significance of the resulting  $t$  statistic was interpreted by entering a probability table for the value of  $t$  at or beyond the .05 level.

4. The sample's mean response score for each of the eleven attitude objects was tabulated. After totalling the scores of the entire sample for each of the attitude objects, the mean response scores were obtained by dividing each total by the product of the number of participants and the number of items in the respective categories. Although these data were not statistically analyzed, they were regarded as an indication of the general positive or negative nature of the student attitudes being measured.

#### Presentation of the Family Form Education Unit

#### Preparation and Presentation of the Instructional Unit

Each of the twenty-five participants from Roosevelt High School was enrolled in one of the two home and family living classes taught at the school. Following administration of the survey or pretest, which were the same instrument, the investigator taught both of the classes a series of eleven lessons regarding the meaning, history, and functions of the family institution as well as characteristics and backgrounds of various cultural family forms. The areas of attitude

measurement included in the survey instrument provided a basic guide for planning the family form education unit of instruction. Appendix D contains a conceptual framework for the unit. A copy of the behavioral objectives for the unit of instruction is contained in Appendix E.

The instructional unit utilized a variety of teaching techniques and resource materials such as tape recordings, bulletin boards, transparencies, role plays, brainstorming sessions, round table discussions, skits, games, reports from interviews, problem solving groups, a slide presentation, and a crossword puzzle. Reference material for distribution among the students included journal and magazine articles often revised and simplified to meet the students' reading levels; synopses of relevant books or parts of books were also used in the instruction. The students' reference material as well as the audio-visual materials used in the classes were evaluated by a panel of graduate students enrolled in Home Economics Education 536, Problems in Home Economics Education, at Texas Tech University during the fall semester of 1972. The panel's assessment indicated that the material was objective, innovative, and suitable for use in the study.

At the conclusion of the unit, the students were again requested to complete the Survey of Attitudes Toward the Family section of the instrument; sixteen days had elapsed since the pretest or initial administration of the survey. To pair student responses from the pretest and post-test,

identical participant identification numbers appeared on each student's answer sheet for both testings.

### Tabulation and Treatment of the Data

The instrument was scored in the same manner as it had been following the administration to the entire sample. Data collected in pretesting and post-testing the Roosevelt participants were treated as follows:

1. Single-classification analysis of covariance was used to determine the significance of difference between pre-test and post-test scores for each of the eleven attitude scores of students in the following groups:

- a. males and females
- b. designated social classes

According to Popham (17), single-classification analysis of covariance, like analysis of variance, allows the assessment of the relationship between a depended variable and two or more groups representing an independent variable. However, analysis of covariance provides for statistical correction for group differences in relevant variables that may confound the analysis of the independent-dependent variable relationship under investigation. Thus, the analysis of covariance mode was utilized to correct for group differences in pretest scores and allow for more accurate analysis of the relationships being measured. The statistical test yielded an F value which was interpreted for probability

through use of a table indicating the distribution of F. The value of F was considered significant at or beyond the .05 level. The hypothesis was rejected if there was a single attitude significantly different in the group comparisons.

2. The t-test was used to determine the significance of difference between the following pretest and post-test student responses:

a. The number of extreme responses indicating "I strongly agree" or "I strongly disagree"

b. The responses to each item indicating a student's personal preference for including a specific family characteristic in his own family

c. The eleven total attitude scores indicated by the entire group

d. The eleven total attitude scores indicated by the females

e. The eleven total attitude scores indicated by the males

f. The eleven total attitude scores indicated by students in the designated social classes

The significance of the resulting t statistic was interpreted by entering a probability table for the value of t at the .05 level. The hypothesis was rejected if at least one attitude was significantly different in the group comparisons.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

The data collected for each subject in the sample included biographical information provided by the Survey of Students and attitude scores obtained from the Survey of Attitudes Toward the Family. Following tabulation of the biographical data and classification of each subject according to sex, grade in school, ethnic group, location of residence, and social class, the responses to the Survey of Attitudes Toward the Family were scored to assess each participant's attitudes toward the eleven designated attitude objects. The second or post-test administration of the Survey of Attitudes Toward the Family following the unit of instruction regarding family forms provided an additional set of attitude scores for subjects in the Roosevelt High School portion of the sample. The hypotheses, stated in the null form, were tested statistically using the t-test, analysis of variance, and analysis of covariance.

#### Analysis of Biographical Information

Analysis of the biographical information provided by the Survey of Students resulted in participant classification as summarized in Table 3; this classification served as the basis for grouping subjects for statistical analyses

of data provided by the Survey of Attitudes Toward the Family. The home economics teachers from the participating schools were consulted for any needed clarification of student responses to items pertaining to biographical information. Five of the subjects in the Roosevelt High School portion of the sample resided in a children's home; the method utilized in the study for the assessment of social class made no provision for establishing the social class of individuals residing in such institutions. Thus, these participants were labeled as having a nonclassifiable social class.

TABLE 3

PARTICIPANT CLASSIFICATION ACCORDING TO  
BIOGRAPHICAL DATA SUPPLIED  
BY THE SURVEY OF STUDENTS

Variable	Brownfield H.S. N=23	Muleshoe H.S. N=49	Roosevelt H.S. N=25	Total N=97	%*
Sex					
Female	14	42	15	71	73.2
Male	9	7	10	26	26.8
Ethnic Group					
Anglo	18	37	24	79	81.4
Mex.-Am.	5	12	1	18	18.6
Size of School					
Small	0	0	25	25	25.8
Intermediate	23	49	0	72	74.2
Residence					
Rural	2	22	23	47	48.2
Town	21	27	2	50	51.8

TABLE 3: Continued

Variable	Brownfield H.S. N=23	Muleshoe H.S. N=49	Roosevelt H.S. N=25	Total N=97	%*
Grade in School					
Eleventh	0	28	0	28	28.9
Twelfth	23	21	25	69	71.1
Social Class					
(1)	0	1	0	1	1.0
(2)	1	3	4	8	8.2
(3)	5	17	6	28	28.9
(4)	10	10	9	29	29.9
(5)	6	18	2	26	26.8
Nonclassifiable	0	0	5	5	5.2

\* Rounded off to the nearest tenth of one percent

#### Assessment of Family-Related Attitudes in General

An analysis was made of the responses of the entire sample to items related to each of the eleven attitude objects. This tabulation resulted in a mean response score for each attitude measured. Such an analysis was considered important since it indicated the general positive or negative nature of each student attitude measured. The instrument was designed so that response scores of "4" or "5" were considered indicative of a positive attitude toward that object, response scores of "3" were considered indicative of a neutral attitude toward the object, and response scores of "2" or "1" were considered indicative of a negative attitude toward the object. Therefore, a mean of the response scores for a given attitude was considered evi-

dence of a general positive attitude if greater than 3.00. Likewise, the general attitude toward a given attitude object was considered to be negative if the mean of the response scores was less than 3.00. The higher the mean response score, the more positive the attitude; the lower the mean response score, the more negative the attitude. The results of this analysis are summarized in Table 4; the attitude objects are ranked in the table in the order of the most positive to the most negative student attitudes.

TABLE 4

POSITIVE AND NEGATIVE STATUS OF HIGH SCHOOL  
STUDENTS' FAMILY-RELATED ATTITUDES

Rank	Attitude Object	Mean Response Score	Nature of Attitude
1	Monogamy	4.20	Positive
2	Family Institution	3.92	Positive
3	Democratic Power	3.72	Positive
4	Lineage Traced in the Male Line	3.48	Positive
5	Traditional American Family	3.44	Positive
6	Equality of Sex Roles	3.12	Positive
7	Patriarchal Power	3.10	Positive
8	Parental Guidance and Understanding	3.08	Positive
9	Alternate Family Forms	2.76	Negative

TABLE 4: Continued

Rank	Attitude Object	Mean Response Score	Nature of Attitude
10	Matriarchal Power	2.76	Negative
11	Extended Family	2.14	Negative

#### Tests of Hypotheses

The first hypothesis was analyzed through the use of a single-classification analysis of variance to determine the significance of difference in each of eleven attitude scores for students in designated group comparisons. According to the specific attitude measured and participant classifications resulting from the analysis of biographical information, the attitude scores were grouped for comparison; each comparison yielded an F value which was interpreted for probability and significance. Hypothesis 1 was divided into six parts and was stated as follows:

Hypothesis 1: There is no significant difference in family-related attitudes as indicated by survey scores for students in the following group comparisons:

- A. male and female
- B. Mexican-American and Anglo
- C. attending small or intermediate size schools
- D. residing in rural areas or towns
- E. enrolled in eleventh or twelfth grade
- F. classified in designated social classes

Tables 4-9 indicate the results of the analyses related to Hypothesis 1. Specifically, Hypothesis 1, Group

Comparison A regarding the sex of the subjects was stated as follows:

Hypothesis 1, Group Comparison A: There is no significant difference in family-related attitudes as indicated by survey scores for male and female students.

Table 5 summarizes the statistics related to the analysis of Hypothesis 1, Group Comparison A: the hypothesis was rejected. The F value was not significant for the attitude scores of males and females toward eight of the eleven attitude objects. However, the F value resulting from the comparison of the males' and females' attitude scores was significant at or beyond the .05 level for the following attitude objects: patriarchal power, democratic power, and monogamy. The analysis revealed that males had a significantly more positive attitude toward patriarchal power than did females (difference significant at the .05 level); females had significantly more positive attitudes toward democratic power and monogamy than did males (levels significant at the .025 and .01 levels, respectively).

TABLE 5

DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE SCORES OF MALES AND FEMALES

Attitude Object	Sex*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Family Institution	Female	23.28	3.88	2.04	N/S***
	Male	24.27	4.04		

TABLE 5; Continued

Attitude Object	Sex*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Traditional American Family	Female	24.13	3.45	0.58	N/S
	Male	23.54	3.36		
Parental Guidance & Understanding	Female	21.51	3.07	0.18	N/S
	Male	21.81	3.12		
Equality of Sex Roles	Female	31.54	3.15	0.75	N/S
	Male	30.35	3.03		
Patriarchal Power	Female	27.30	3.03	4.60	.05
	Male	29.31	3.26		
Matriarchal Power	Female	19.51	2.17	0.22	N/S
	Male	19.15	2.13		
Democratic Power	Female	33.93	3.77	5.44	.025
	Male	32.15	3.57		
Extended Family	Female	12.65	2.11	0.90	N/S
	Male	13.27	2.21		
Monogamy	Female	25.82	4.30	7.26	.01
	Male	23.46	3.91		
Lineage Traced in Male Line	Female	20.94	3.49	0.25	N/S
	Male	20.69	3.45		
Alternate Family Forms	Female	35.23	2.71	3.86	N/S
	Male	37.69	2.90		

\* N = 71 females; 26 males

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

\*\* 5.21 = F value with degrees of freedom equal to 1 and 95 significant at the .025 level

6.95 = F value with degrees of freedom equal to 1 and 95 significant at the .01 level

11.62 = F value with degrees of freedom equal to 1 and 95 significant at the .001 level

\*\*\* N/S = Non-significant

Hypothesis 1, Group Comparison B regarding the ethnic classification of the subject was stated as follows:

Hypothesis 1, Group Comparison B: There is no significant difference in family-related attitudes as indicated by survey scores for Mexican-American and Anglo students.

Table 6 summarizes the statistics related to the analysis of Hypothesis 1, Group Comparison B; the hypothesis was rejected. The F value resulting from the statistical analysis indicated a difference significant at the .05 level or beyond in Anglo and Mexican-American attitudes toward the family institution, the extended family, monogamy, and alternate family forms. The F value was significant at the .001 level for the extended family and monogamy attitude objects revealing that Mexican-Americans had significantly more positive attitudes toward the extended family and less positive attitudes toward monogamy than did Anglos. The attitudes of Anglo participants toward the family institution were more positive than those of Mexican-American participants (difference significant at the .01 level); Mexican-Americans had significantly more positive attitudes toward alternate family forms than did Anglos (difference

significant at the .05 level). The attitudes of the two ethnic groups toward the remaining seven attitude objects did not differ significantly.

TABLE 6

DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE SCORES OF ANGLOS AND MEXICAN-AMERICANS

Attitude Object	Ethnic Group*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Family Institution	Anglo	23.92	3.99	7.01	.01
	Mex.-Am.	21.89	3.65		
Traditional American Family	Anglo	24.23	3.46	2.56	N/S***
	Mex.-Am.	22.83	3.26		
Parental Guidance & Understanding	Anglo	21.46	3.07	0.76	N/S
	Mex.-Am.	22.17	3.17		
Equality of Sex Roles	Anglo	31.47	3.15	0.73	N/S
	Mex.-Am.	30.11	3.01		
Patriarchal Power	Anglo	28.00	3.11	0.66	N/S
	Mex.-Am.	27.11	3.01		
Matriarchal Power	Anglo	19.35	2.15	0.13	N/S
	Mex.-Am.	19.67	2.19		
Democratic Power	Anglo	33.39	3.71	0.14	N/S
	Mex.-Am.	33.72	3.75		
Extended Family	Anglo	12.32	2.05	14.73	.001
	Mex.-Am.	15.00	2.50		
Monogamy	Anglo	25.98	4.35	20.62	.001
	Mex.-Am.	21.72	3.62		

TABLE 6: Continued

Attitude Object	Ethnic Group*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Lineage Traced in Male Line	Anglo	21.06	3.51	3.16	N/S
	Mex.-Am.	20.06	3.34		
Alternate Family Forms	Anglo	35.33	2.72	4.43	.05
	Mex.-Am.	38.33	2.85		

\* N = 79 Anglos; 18 Mexican-Americans

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

6.95 = F value with degrees of freedom equal to 1 and 95 significant at the .01 level

11.62 = F value with degrees of freedom equal to 1 and 95 significant at the .001 level

\*\*\* N/S = Non-significant

Hypothesis 1, Group Comparison C regarding the size of the school attended by the subject was stated as follows:

Hypothesis 1, Group Comparison C: There is no significant difference in family-related attitudes as indicated by survey scores for subjects attending small and intermediate size schools.

Table 7 summarizes the statistics related to Hypothesis 1, Group Comparison C; the hypothesis was rejected. Although the size of the school attended by the subjects was of no significance in the student attitude scores for two of the attitude objects, students attending a small school and those attending an intermediate size school did differ significantly in their attitudes toward the

traditional American family. Subjects attending a small school had more positive attitudes toward the traditional American family than did subjects attending an intermediate size school; this difference was significant at the .05 level.

TABLE 7

DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE SCORES OF STUDENTS ATTENDING SMALL AND INTERMEDIATE SIZE SCHOOLS

Attitude Object	Size of School*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Family Institution	Small	24.40	4.07	2.71	N/S***
	Inter.	23.35	3.88		
Traditional American Family	Small	25.16	3.59	4.37	.05
	Inter.	23.56	3.37		
Parental Guidance & Understanding	Small	21.40	3.06	0.12	N/S
	Inter.	21.65	3.09		
Equality of Sex Roles	Small	32.64	3.26	1.94	N/S
	Inter.	30.72	3.07		
Patriarchal Power	Small	28.64	3.18	1.26	N/S
	Inter.	27.56	3.06		
Matriarchal Power	Small	19.76	2.20	0.38	N/S
	Inter.	19.29	2.14		
Democratic Power	Small	33.36	3.71	0.03	N/S
	Inter.	33.49	3.72		
Extended Family	Small	12.96	2.16	0.09	N/S
	Inter.	12.76	2.13		

TABLE 7: Continued

Attitude Object	Size of School*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Monogamy	Small	25.96	4.33	1.31	N/S
	Inter.	24.91	4.15		
Lineage Traced in Male Line	Small	20.44	3.41	1.34	N/S
	Inter.	21.03	3.50		
Alternate Family Forms	Small	36.24	2.79	0.13	N/S
	Inter.	35.76	2.75		

\* N = 25 students from small schools; 72 students from intermediate size schools

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

\*\*\* N/S = Non-significant

Hypothesis 1, Group Comparison D regarding the location of the subject's residence was stated as follows:

Hypothesis 1, Group Comparison D: There is no significant difference in family-related attitudes as indicated by survey scores for subjects residing in rural areas and those residing in towns.

Table 8 summarizes the statistics related to Hypothesis 1, Group Comparison D; the hypothesis was rejected. The analysis and resulting F value indicated that subjects with a rural residence had more positive attitudes toward the family institution than did those subjects residing in towns; this difference was significant at the .05 level.

The group comparisons according to residence did not indicate a significant difference in the attitude scores for the other two attitude objects.

TABLE 8  
DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE  
SCORES OF STUDENTS RESIDING IN RURAL AREAS  
AND IN TOWNS

Attitude Object	Place of Residence*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Family Institution	Rural	24.21	4.04	4.56	.05
	Town	22.92	3.82		
Traditional American Family	Rural	24.55	3.51	2.80	N/S***
	Town	23.42	3.35		
Parental Guidance & Understanding	Rural	21.85	3.12	0.65	N/S
	Town	21.34	3.05		
Equality of Sex Roles	Rural	30.66	3.07	0.79	N/S
	Town	31.74	3.17		
Patriarchal Power	Rural	28.33	3.15	1.59	N/S
	Town	27.32	3.04		
Matriarchal Power	Rural	19.21	2.13	0.34	N/S
	Town	19.60	2.18		
Democratic Power	Rural	33.15	3.68	0.73	N/S
	Town	33.74	3.75		
Extended Family	Rural	12.55	2.09	0.76	N/S
	Town	13.06	2.18		
Monogamy	Rural	25.96	4.33	3.60	N/S
	Town	24.46	4.08		

TABLE 8: Continued

Attitude Object	Place of Residence*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Lineage Traced in Male Line	Rural	20.77	3.46	0.23	N/S
	Town	20.98	3.50		
Alternate Family Forms	Rural	35.17	2.71	1.52	N/S
	Town	36.56	2.81		

\* N = 47 students with rural residence; 50 students residing within a town

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

6.95 = F value with degrees of freedom equal to 1 and 95 significant at the .01 level

\*\*\* N/S = Non-significant

Hypothesis 1, Group Comparison E regarding the subject's grade in school was stated as follows:

Hypothesis 1, Group Comparison E: There is no significant difference in family-related attitudes as indicated by survey scores for eleventh and twelfth grade students.

Table 9 summarizes the statistics related to Hypothesis 1, Group Comparison E; the hypothesis was not rejected. The F value was not significant at the .05 level or beyond for any of the eleven attitude objects considered; these results imply that the family-related attitudes of eleventh and twelfth grade students do not differ significantly.

TABLE 9

## DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE SCORES OF ELEVENTH AND TWELFTH GRADE STUDENTS

Attitude Object	Grade Level*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Family Institution	Eleventh	22.79	3.80	2.51	N/S***
	Twelfth	23.86	3.98		
Traditional American Family	Eleventh	23.43	3.35	1.02	N/S
	Twelfth	24.19	3.46		
Parental Guidance & Understanding	Eleventh	21.11	3.02	0.94	N/S
	Twelfth	21.78	3.11		
Equality of Sex Roles	Eleventh	30.04	3.00	1.55	N/S
	Twelfth	31.70	3.17		
Patriarchal Power	Eleventh	27.43	3.05	0.37	N/S
	Twelfth	28.00	3.11		
Matriarchal Power	Eleventh	20.11	2.23	1.80	N/S
	Twelfth	19.13	2.13		
Democratic Power	Eleventh	33.43	3.71	0.00	N/S
	Twelfth	33.46	3.72		
Extended Family	Eleventh	13.71	2.29	4.01	.05
	Twelfth	12.45	2.07		
Monogamy	Eleventh	25.18	4.20	0.00	N/S
	Twelfth	25.19	4.20		
Lineage Traced in Male Line	Eleventh	21.39	3.57	2.21	N/S
	Twelfth	20.67	3.44		
Alternate Family Forms	Eleventh	34.39	2.65	2.90	N/S
	Twelfth	26.49	2.81		

\* N = 28 eleventh grade students; 69 twelfth grade students

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

\*\*\* N/S = Non-significant

Hypothesis 1, Group Comparison F regarding the social class of the subjects was stated as follows:

Hypothesis 1, Group Comparison F: There is no significant difference in family-related attitudes as indicated by survey scores for students classified in designated social classes.

Table 10 summarizes the statistics related to Hypothesis 1, Group Comparison F; the hypothesis was rejected. The F values resulting from the analysis indicated that students of different social classes did differ significantly in their attitudes toward patriarchal power and monogamy. The Duncan's New Multiple Range Test which pointed out the specific social classes whose attitudes differed significantly indicated that students in social class group 2 had a more positive attitude toward patriarchal power than did those in the relatively lower social class group 4 or 5; this difference was significant at the .05 level. The same statistical test indicated that students in social class group 2 had more positive attitudes toward monogamy than did students in group 4; students in social classes 2 and 3 had more positive attitudes toward monogamy than did students in group 5. The differences in attitudes toward monogamy were significant at the .01 level. Students

varying in social class did not differ significantly in their attitude scores for the remaining nine attitude objects.

TABLE 10  
DIFFERENCES AMONG THE FAMILY-RELATED ATTITUDE  
SCORES OF STUDENTS VARYING IN SOCIAL CLASS

Attitude Object	Social Class*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Family Institution	1	25.00	4.17	1.16	N/S***
	2	25.13	4.19		
	3	23.71	3.95		
	4	23.41	3.90		
	5	22.69	3.78		
	Nonclass.	25.00	4.17		
Traditional American Family	1	23.00	3.29	0.52	N/S
	2	25.38	3.63		
	3	24.21	3.46		
	4	23.62	3.37		
	5	23.54	3.36		
	Nonclass.	24.80	3.54		
Parental Guidance & Understanding	1	23.00	3.29	0.56	N/S
	2	22.13	3.16		
	3	20.96	2.33		
	4	21.97	3.14		
	5	21.39	3.06		
	Nonclass.	22.80	3.26		

TABLE 10: Continued

Attitude Object	Social Class*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Equality of Sex Roles	1	35.00	3.50	2.12	N/S
	2	27.63	2.76		
	3	30.18	3.02		
	4	33.66	3.37		
	5	30.27	3.03		
	Nonclass.	32.80	3.28		
Patriarchal Power	1	26.00	2.89	2.47	.05
	2	31.50	3.50		
	3	28.46	3.17		
	4	26.62	2.96		
	5	27.08	3.01		
	Nonclass.	29.80	3.31		
Matriarchal Power	1	18.00	2.00	1.69	N/S
	2	16.75	1.86		
	3	19.79	2.20		
	4	19.72	2.19		
	5	19.15	2.13		
	Nonclass.	21.40	2.38		
Democratic Power	1	30.00	3.33	1.36	N/S
	2	32.00	3.56		
	3	33.39	3.71		
	4	34.41	3.82		
	5	33.42	3.71		
	Nonclass.	31.40	3.49		

TABLE 10; Continued

Attitude Object	Social Class*	Mean Attitude Score	Mean Response Score	F Value	Level of Sig.**
Extended Family	1	15.00	2.50	0.79	N/S
	2	12.38	2.06		
	3	12.32	2.05		
	4	13.10	2.18		
	5	13.35	2.22		
	Nonclass.	11.40	1.90		
Monogamy	1	26.00	4.33	3.60	.01
	2	28.38	4.73		
	3	26.07	4.35		
	4	24.93	4.16		
	5	23.08	3.85		
	Nonclass.	27.40	4.57		
Lineage Traced in Male Line	1	24.00	4.00	1.13	N/S
	2	21.75	3.63		
	3	21.18	3.53		
	4	20.62	3.46		
	5	20.39	3.40		
	Nonclass.	21.20	3.53		
Alternate Family Forms	1	38.00	2.92	0.88	N/S
	2	33.00	2.54		
	3	34.93	2.69		
	4	36.52	2.81		
	5	36.81	2.83		
	Nonclass.	37.00	2.85		

\* N = 1 student in Class 1; 8 students in class 2; 28 students in class 3; 29 students in class 4; 26 students in class 5; and 5 nonclassifiable students

\*\* 2.33 = F value with degrees of freedom equal to 5 and 91 significant at the .05 level

2.73 = F value with degrees of freedom equal to 5 and 91 significant at the .025 level

3.25 = F value with degrees of freedom equal to 5 and 91 significant at the .01 level

4.59 = F value with degrees of freedom equal to 5 and 91 significant at the .001 level

\*\*\* N/S = Non-significant

A single-classification analysis of variance was utilized in the analysis of Hypothesis 2. The students were grouped again according to biographical classifications in order to determine the significance of the effect individual independent variables had on student responses to each of four items indicating personal preferences of specific family characteristics. Hypothesis 2 stated:

Hypothesis 2: There is no significant difference in responses to items indicating personal preferences for the traditional American family, matriarchal power, monogamy, and alternate family forms of students in the following group comparisons:

- A. male and female
- B. Mexican-American and Anglo
- C. attending small or intermediate size schools
- D. residing in rural areas or towns
- E. enrolled in eleventh or twelfth grade
- F. classified in designated social classes

Tables 11-16 indicate the results of the analysis of Hypothesis 2. Specifically, Hypothesis 2, Group Comparison A regarding the sex of the subject was stated as follows:

Hypothesis 2, Group Comparison A: There is no significant difference in responses of male and female

students to survey items indicating personal preference for the traditional American family, matriarchal power, monogamy, and alternate family forms.

Table 11 summarizes the statistics related to Hypothesis 2, Group Comparison A; the hypothesis was not rejected. The analysis revealed no differences significant at or beyond the .05 level between male and female preferences for either of the four specific family characteristics. Therefore, the sex of the student was not found to be significant in determining personal preference for the traditional American family, matriarchal power, monogamy, or alternate family forms.

TABLE 11  
DIFFERENCES BETWEEN PERSONAL PREFERENCES  
OF MALES AND FEMALES FOR SPECIFIC  
FAMILY CHARACTERISTICS

Item Number & Attitude Object	Sex*	Mean Attitude Score	F Value	Level of Sig.**
Item 12 Traditional American Family	Female	3.80	2.71	N/S***
	Male	3.46		
Item 28 Matriarchal Power	Female	1.78	0.17	N/S
	Male	1.69		
Item 44 Monogamy	Female	4.03	0.01	N/S
	Male	4.00		
Item 64 Alternate Family Forms	Female	2.37	0.06	N/S
	Male	2.31		

\* N = 71 females; 26 males

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

\*\*\* N/S = Non-significant

Hypothesis 2, Group Comparison B regarding the ethnic classification of the subjects was stated as follows:

Hypothesis 2, Group Comparison B: There is no significant difference in responses of Mexican-American and Anglo students to survey items indicating personal preference for the traditional American family, matriarchal power, monogamy, and alternate family forms.

Table 12 summarizes the statistics related to Hypothesis 2, Group Comparison B; the hypothesis was rejected. There was no significant difference in the responses representing the personal preference of Mexican-Americans and Anglos for the traditional American family or alternate family forms. However, the personal preference for matriarchal power and monogamy differed between the ethnic groups significantly at the .025 and .001 levels, respectively. Mexican-Americans signified to a greater extent than Anglos a desire to incorporate a matriarchal power system in their families. The preference for monogamous families was greater among Anglos than Mexican-Americans.

TABLE 12

DIFFERENCES BETWEEN THE PERSONAL PREFERENCES  
OF MEXICAN-AMERICANS AND ANGLOS FOR SPECIFIC  
FAMILY CHARACTERISTICS

Item Number & Attitude Object	Ethnic Group*	Mean Response Score	F Value	Level of Sig.**
Item 12 Traditional American Family	Anglo	3.71	0.00	N/S***
	Mex.-Am.	3.72		
Item 28 Matriarchal Power	Anglo	1.66	5.27	.025
	Mex.-Am.	2.17		
Item 44 Monogamy	Anglo	4.20	12.64	.001
	Mex.-Am.	3.22		
Item 64 Alternate Family Forms	Anglo	2.32	0.48	N/S
	Mex.-Am.	2.50		

\* N = 79 Anglo students; 18 Mexican-American students

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

5.21 = F value with degrees of freedom equal to 1 and 95 significant at the .025 level

6.95 = F value with degrees of freedom equal to 1 and 95 significant at the .001 level

\*\*\* N/S = Non-significant

Hypothesis 2, Group Comparison C regarding the size of the school attended by the subjects was stated as follows:

Hypothesis 2, Group Comparison C: There is no significant difference in responses of students enrolled in small schools and those in intermediate schools to survey items indicating personal preference for the traditional American family, matriarchal power, monogamy, and alternate family forms.

Table 13 summarizes the statistics related to Hypothesis 2, Group Comparison C. The F values resulting from the analysis were not significant at the .05 level or beyond; therefore, the hypothesis was not rejected. The analysis implied that student preferences for designated family characteristics were not significantly influenced by the size of the school attended.

TABLE 13

DIFFERENCES BETWEEN THE PERSONAL PREFERENCES OF STUDENTS ATTENDING SMALL AND INTERMEDIATE SIZE SCHOOLS FOR SPECIFIC FAMILY CHARACTERISTICS

Item Number & Attitude Object	Size of School*	Mean Response Score	F Value	Level of Sig.**
Item 12 Traditional American Family	Small	4.00	3.46	N/S***
	Inter.	3.61		
Item 28 Matriarchal Power	Small	1.68	0.23	N/S
	Inter.	1.78		

TABLE 13: Continued

Item Number & Attitude Object	Size of School*	Mean Response Score	F Value	Level of Sig.**
Item 44 Monogamy	Small	4.24	1.30	N/S
	Inter.	3.94		
Item 64 Alternate Family Forms	Small	2.04	3.25	N/S
	Inter.	2.46		

\* N = 25 students from a small school; 72 students from intermediate size schools

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

\*\*\* N/S = Non-significant

Hypothesis 2, Group Comparison D regarding the location of the subject's residence was stated as follows:

Hypothesis 2, Group Comparison D: There is no significant difference in responses of students residing in rural areas and those residing in towns to survey items indicating personal preference for the traditional American family, matriarchal power, monogamy, and alternate family forms.

Table 14 summarizes the statistics related to Hypothesis 2, Group Comparison D; the hypothesis was rejected. There was no significant differences in the personal preference responses of students differing in location of residence in the case of three family characteristics. However, a difference significant at the .01 level was found regard-

ing the personal preference of rural and town residences for alternate family forms. Students residing in towns indicated a greater preference for alternate family forms than did rural residents.

TABLE 14

DIFFERENCES BETWEEN THE PERSONAL PREFERENCES OF STUDENTS RESIDING IN RURAL AREAS AND TOWNS FOR SPECIFIC FAMILY CHARACTERISTICS

Item Number & Attitude Object	Place of Residence*	Mean Response Score	F Value	Level of Sig.**
Item 12 Traditional American Family	Rural	3.85	2.16	N/S***
	Town	3.85		
Item 28 Matriarchal Power	Rural	1.66	1.05	N/S
	Town	1.84		
Item 44 Monogamy	Rural	4.17	1.64	N/S
	Town	3.88		
Item 64 Alternate Family Forms	Rural	2.06	7.86	.01
	Town	2.62		

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 value

6.95 = F value with degrees of freedom equal to 1 and 95 significant at the .01 level

\*\*\* N/S = Non-significant

Hypothesis 2, Group Comparison E regarding the subject's grade in school was stated as follows:

Hypothesis 2, Group Comparison E: There is no significant difference in responses of eleventh grade and twelfth grade students to survey items indicating personal preferences for the traditional American family, matriarchal power, monogamy, and alternate family forms.

Table 15 summarizes the statistics related to Hypothesis 2, Group Comparison E; the hypothesis was not rejected. The F values were not significant at or beyond the .05 level implying that student preferences for the traditional American family, matriarchal power, monogamy, and alternate family forms were not affected significantly by whether the subject was an eleventh or twelfth grade student.

TABLE 15

DIFFERENCES BETWEEN THE PERSONAL PREFERENCES OF  
ELEVENTH AND TWELFTH GRADE STUDENTS FOR  
SPECIFIC FAMILY CHARACTERISTICS

Item Number & Attitude Object	Grade Level*	Mean Response Score	F Value	Level of Sig.**
Item 12 Traditional American Family	Eleventh	3.64	0.22	N/S***
	Twelfth	3.74		
Item 28 Matriarchal Power	Eleventh	2.00	3.29	N/S
	Twelfth	1.65		

TABLE 15: Continued

Item Number & Attitude Object	Grade Level*	Mean Response Score	F Value	Level of Sig.**
Item 44 Monogamy	Eleventh	3.75	2.34	N/S
	Twelfth	4.13		
Item 64 Alternate Family Forms	Eleventh	2.57	1.90	N/S
	Twelfth	2.26		

\* N = 28 eleventh grade students; 69 twelfth grade students

\*\* 3.96 = F value with degrees of freedom equal to 1 and 95 significant at the .05 level

\*\*\* N/S = Non-significant

Hypothesis 2, Group Comparison F regarding the social class of the subjects was stated as follows:

Hypothesis 2, Group Comparison F: There is no significant difference in responses of students in designated social classes to survey items indicating personal preference for the traditional American family, matriarchal power, monogamy, and alternate family forms.

Table 16 summarizes the statistics related to Hypothesis 2, Group Comparison F; the hypothesis was rejected. The analysis resulted in an F value significant at the .05 level indicating that social class is a significant factor in determining the extent to which one would prefer to have a monogamous family. Following use of the analysis of vari-

ance statistical test, the data were subjected to Duncan's New Multiple Range Test to determine the specific social classes whose personal preferences for the family characteristics differed significantly. The latter computation indicated the students in social class groups 2 and 3 had a greater preference for a monogamous family than did students in social class 5. There was no significant difference among the personal preferences of the various social classes for the other family characteristics considered.

TABLE 16

DIFFERENCES AMONG THE PERSONAL PREFERENCES  
OF STUDENTS VARYING IN SOCIAL CLASS FOR  
SPECIFIC FAMILY CHARACTERISTICS

Item Number & Attitude Object	Social Class*	Mean Response Score	F Value	Level of Sig.**
Item 12 Traditional American Family	1	5.00		
	2	4.13		
	3	3.75	0.93	N/S***
	4	3.66		
	5	3.62		
	Nonclass.	3.40		
Item 28 Matriarchal Power	1	2.00		
	2	1.63		
	3	1.64	0.90	N/S
	4	1.69		
	5	2.04		
	Nonclass.	1.40		

TABLE 16: Continued

Item Number & Attitude Object	Social Class*	Mean Response Score	F Value	Level of Sig.**
Item 44 Monogamy	1	2.00		
	2	4.50		
	3	4.32	2.55	.05
	4	4.07		
	5	3.54		
	Nonclass.	4.20		
Item 64 Alternate Family Forms	1	2.00		
	2	1.75		
	3	2.29	1.27	N/S
	4	2.55		
	5	2.50		
	Nonclass.	1.80		

\* N = 1 student in class 1; 8 students in class 2; 28 students in class 3; 29 students in class 4; 26 students in class 5; and 5 nonclassifiable students

\*\* 2.33 = F value with degrees of freedom equal to 5 and 91 significant at the .05 level

2.73 = F value with degrees of freedom equal to 5 and 91 significant at the .025 level

\*\*\* N/S = Non-significant

The third hypothesis was tested through use of a  $t$ -test, a statistical model that determine whether two groups, as represented by their means, are significantly different. The hypothesis was analyzed for the purpose of determining if there was a significant difference between the mean score

for each of the four items indicating personal preference for a specific family characteristic and the mean of response scores for the attitude object representing the respective family characteristic. Hypothesis 3 was stated as follows:

Hypothesis 3: There is no significant difference in the mean attitude survey score for the traditional American family, matriarchal power, monogamy, and alternate family forms and the responses to items indicating personal preference for those family characteristics.

The statistics related to this analysis are summarized in Table 17. Hypothesis 3 was rejected; each of the four  $t$  values resulting from the analysis was significant beyond the .05 level.

As shown in Table 17, subject preferences for having a traditional American family and the mean of the responses to the group of survey items assessing the general attitude toward the traditional American family differed significantly beyond the .001 level. Whereas the subjects had a generally positive attitude toward the traditional American family form, they were significantly more intent upon their family taking this form.

The data in Table 17 also shows that the personal preference for matriarchal power and the mean of responses to items related to this attitude object differed significantly beyond the .001 level. In this instance, the general attitude toward the characteristic was somewhat negative, but the subject's responses to the personal choice item related to matriarchal power were significantly more

negative than the general attitude. This implies that the subjects were more tolerant of matriarchal power as a general family characteristic than they would be if it were a characteristic of their own families.

Table 17 indicates that students' responses to the item assessing their personal preference for their family being monogamous were less positive than the responses to items measuring the general attitude toward monogamy; this difference was significant at the .049 level. Although the mean for both groups of responses indicated a very positive attitude, the subjects were not as intent upon establishing monogamous families as their general attitude toward monogamy would suggest.

The final portion of the analysis summarized in Table 17 deals with alternate family forms. Subjects' responses to the item related to their personal preference for choosing an alternate family form were more negative than the general attitude toward alternate family forms beyond the .001 level of significance. Although the responses to all of the items concerning alternate family forms indicated a negative attitude, the subjects were significantly less tolerant of the incorporation of alternate family form characteristics in their own families.

TABLE 17

DIFFERENCES BETWEEN THE MEAN RESPONSE SCORES  
FOR ITEMS INDICATING PERSONAL PREFERENCE  
FOR SPECIFIC FAMILY CHARACTERISTICS AND  
THE MEAN RESPONSE SCORES FOR THE  
RESPECTIVE ATTITUDE OBJECTS

Variable	Mean Response Score	t Value	Level of Sig.*
Item 12 Attitude Toward the Traditional American Family	3.71  3.42	  4.01	  .001
Item 28 Attitude Toward Matriarchal Power	1.75  2.15	  -5.03	  .001
Item 44 Attitude Toward Monogamy	4.02  4.19	  -1.99	  .05
Item 64 Attitude Toward Alternate Family Forms	2.35  2.76	  -4.15	  .001

\* Based on 96 degrees of freedom

Hypotheses 4 through 8 involved the Roosevelt High School portion of the sample only; the hypotheses dealt with the effect of a family form education unit of instruction on students' family-related attitudes. Hypothesis 4 was analyzed through the use of a t-test to determine if there was a significant difference between mean scores for each of the eleven attitude objects on pretests and post-

tests. The eleven differential scores for the twenty-five participants from Roosevelt High School were analyzed for the value of  $t$ . Hypothesis 4 was stated as follows:

Hypothesis 4: There is no significant difference in students' family-related attitudes as indicated by survey scores obtained before and after family form education.

Table 18 summarizes the statistics related to this analysis; the hypothesis was rejected. For five of the eleven attitudes there was a significant difference between the means of the pretest and post-test scores. Specifically, attitudes toward the traditional American family, parental guidance and understanding, patriarchal power, and monogamy were significantly less positive following the unit of instruction regarding family forms (levels of significance .005, .040, .008, and .004, respectively); student attitudes toward alternate family forms were more positive following the instruction unit and were significant at the .001 level. The fact that the family form education unit stressed both positive and negative aspects of the various attitude objects and facilitated critical analysis could account for the more critical attitudes toward frequently unquestioned family characteristics and the more tolerant attitude toward alternate family forms.

TABLE 18

DIFFERENCES BETWEEN STUDENTS' FAMILY-RELATED  
ATTITUDE SCORES BEFORE AND AFTER  
FAMILY FORM EDUCATION

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Family Institution	Pretest	24.40	4.07	0.61	N/S**
	Post-test	24.04	4.01		
Traditional American Family	Pretest	25.16	3.59	3.06	0.005
	Post-test	23.56	3.37		
Parental Guidance & Understanding	Pretest	21.40	3.06	2.18	0.04
	Post-test	19.64	2.81		
Equality of Sex Roles	Pretest	32.64	3.26	-1.70	N/S
	Post-test	34.48	3.45		
Patriarchal Power	Pretest	28.64	3.18	2.91	0.008
	Post-test	26.32	2.92		
Matriarchal Power	Pretest	19.76	2.20	-1.47	N/S
	Post-test	20.72	2.30		
Democratic Power	Pretest	33.36	3.71	-0.56	N/S
	Post-test	33.68	3.74		
Extended Family	Pretest	12.96	2.16	0.27	N/S
	Post-test	12.80	2.13		
Monogamy	Pretest	25.96	4.33	3.14	0.004
	Post-test	22.92	3.82		
Lineage Traced in Male Line	Pretest	20.44	3.41	1.10	N/S
	Post-test	19.88	3.31		
Alternate Family Forms	Pretest	36.24	2.79	-3.87	0.001
	Post-test	40.92	3.15		

\* Based on 24 degrees of freedom

\*\* N/S = Non-significant

Hypothesis 5 dealt with the effect of a family form education unit of instruction on the family-related attitudes of males, females, and members of various social classes. Hypothesis 5 was analyzed through the use of the  $t$ -test to determine if there was a significant difference between the mean scores for each of eleven attitudes on pretests and post-tests. The differential scores for each attitude were analyzed for the value of  $t$  for the previously designated groups of subjects. Hypothesis 5 was stated as follows:

Hypothesis 5: There is no significant difference in family-related attitudes as indicated by survey scores obtained before and after family form education for the following groups of subjects:

- A. males
- B. females
- C. students with a nonclassifiable social class
- D. students in social class 2
- E. students in social class 3
- F. students in social class 4
- G. students in social class 5

Tables 19-25 indicate the results of analyzing Hypothesis 5. Specifically, Hypothesis 5, Group Comparison A regarding differential scores of male subjects was stated as follows:

Hypothesis 5, Group Comparison A: There is no significant difference in family-related attitudes of male students as indicated by survey scores obtained before and after family form education.

Table 19 summarizes the statistics related to Hypothesis 5, Group Comparison A; the hypothesis was rejected. The resulting  $t$  values indicated that males' attitudes toward parental guidance and understanding were less positive following family form education; this change was significant at the .04 level. The remaining ten attitudes measured were not significantly different following family form education.

TABLE 19  
DIFFERENCES BETWEEN MALE STUDENTS'  
FAMILY-RELATED ATTITUDE SCORES  
BEFORE AND AFTER FAMILY  
FORM EDUCATION

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	$t$ Value	Lev. of Sig.*
Family Institution	Pretest	24.30	4.05	1.87	N/S**
	Post-test	22.50	3.75		
Traditional American Family	Pretest	24.50	3.50	2.18	N/S
	Post-test	22.50	3.21		
Parental Guidance & Understanding	Pretest	22.10	3.16	2.41	.04
	Post-test	19.10	2.73		
Equality of Sex Roles	Pretest	31.00	3.10	0.24	N/S
	Post-test	30.60	3.06		
Patriarchal Power	Pretest	29.40	3.27	0.66	N/S
	Post-test	28.70	3.19		

TABLE 19: Continued

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Matriarchal Power	Pretest	19.80	2.20	-0.22	N/S
	Post-test	20.00	2.22		
Democratic Power	Pretest	32.40	3.60	0.56	N/S
	Post-test	31.90	3.54		
Extended Family	Pretest	14.70	2.45	0.00	N/S
	Post-test	14.70	2.45		
Monogamy	Pretest	24.00	4.00	1.76	N/S
	Post-test	20.20	3.37		
Lineage Traced in Male Line	Pretest	20.30	3.38	-0.21	N/S
	Post-test	20.50	3.42		
Alternate Family Forms	Pretest	38.20	2.94	-1.40	N/S
	Post-test	41.50	3.19		

\* Based on 24 degrees of freedom

\*\* N/S = Non-significant

Hypothesis 5, Group Comparison B regarding differential scores of female participants was stated as follows:

Hypothesis 5, Group Comparison B: There is no significant difference in family-related attitudes of female students as indicated by survey scores obtained before and after family form education.

Table 20 summarizes the statistics related to Hypothesis 5, Group Comparison B; the hypothesis was rejected. The analysis revealed that the attitudes of females toward equality of sex roles and alternate family forms were significantly more positive following family form education (differences significant at the .024 and .001 levels, respectively). The attitudes of females toward patriarchal power and monogamy were significantly less positive following the unit of instruction (differences significant at the .006 and .007 levels, respectively). Differential scores for the seven remaining attitudes measured were not statistically significant.

TABLE 20

DIFFERENCES BETWEEN FEMALE STUDENTS'  
FAMILY-RELATED ATTITUDE SCORES  
BEFORE AND AFTER FAMILY  
FORM EDUCATION

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Family Institution	Pretest	24.47	4.08	-0.92	N/S**
	Post-test	24.18	4.18		
Traditional American Family	Pretest	25.60	3.66	2.09	N/S
	Post-test	24.27	3.47		
Parental Guidance & Understanding	Pretest	20.93	2.99	0.90	N/S
	Post-test	20.00	2.86		

TABLE 20; Continued

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Equality of Sex Roles	Pretest	33.73	3.37	-2.53	0.024
	Post-test	37.07	3.71		
Patriarchal Power	Pretest	28.13	3.13	3.21	0.006
	Post-test	24.73	2.75		
Matriarchal Power	Pretest	19.73	2.19	-1.60	N/S
	Post-test	21.20	2.36		
Democratic Power	Pretest	34.00	3.78	-1.20	N/S
	Post-test	34.87	3.87		
Extended Family	Pretest	11.80	1.97	0.40	N/S
	Post-test	11.53	1.92		
Monogamy	Pretest	27.27	4.54	3.17	0.007
	Post-test	24.73	4.12		
Lineage Traced in Male Line	Pretest	20.53	3.42	1.95	N/S
	Post-test	19.47	3.24		
Alternate Family Forms	Pretest	34.93	2.69	-4.35	0.001
	Post-test	40.53	3.12		

\* Based on 14 degrees of freedom

\*\* N/S = Non-significant

The findings related to the analysis of Hypothesis 5 pertaining to the sex of the subjects suggest that the attitudes of males and females are affected differently by

family form education. Whereas the significant change in males' attitudes was in regard to parental guidance and understanding, there was a significant change in females' attitudes toward equality of sex roles, patriarchal power, monogamy, and alternate family forms.

Hypothesis 5, Group Comparison C regarding differential scores of students with a nonclassifiable social class was stated as follows:

Hypothesis 5, Group Comparison C: There is no significant difference in family-related attitudes of students with a nonclassifiable social class as indicated by survey scores obtained before and after family form education.

Table 21 summarizes the statistics related to Hypothesis 5, Group Comparison C; the hypothesis was not rejected. The statistical analysis did not reveal a significant difference between the pretest and post-test scores of this portion of the sample for any of the eleven attitudes measured.

TABLE 21

DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE SCORES OF STUDENTS WITH A NONCLASSIFIABLE SOCIAL CLASS BEFORE AND AFTER FAMILY FORM EDUCATION

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Family Institution	Pretest	25.00	4.17	0.47	N/S **
	Post-test	24.00	4.00		

TABLE 21: Continued

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Traditional American Family	Pretest	25.75	3.68	1.51	N/S
	Post-test	23.25	3.32		
Parental Guidance & Understanding	Pretest	22.50	3.21	1.12	N/S
	Post-test	20.50	2.93		
Equality of Sex Roles	Pretest	32.00	3.20	-0.68	N/S
	Post-test	34.50	3.45		
Patriarchal Power	Pretest	30.75	3.42	0.91	N/S
	Post-test	29.75	3.31		
Matriarchal Power	Pretest	21.75	2.42	0.42	N/S
	Post-test	21.25	2.36		
Democratic Power	Pretest	30.75	3.42	0.38	N/S
	Post-test	30.25	3.36		
Extended Family	Pretest	11.50	1.92	-1.90	N/S
	Post-test	14.50	2.42		
Monogamy	Pretest	26.75	4.46	1.18	N/S
	Post-test	23.75	3.96		
Lineage Traced in Male Line	Pretest	20.75	3.46	0.60	N/S
	Post-test	20.00	3.33		
Alternate Family Forms	Pretest	35.75	2.75	-0.41	N/S
	Post-test	37.50	2.88		

\* Based on 3 degrees of freedom

\*\* N/S = Non-significant

Hypothesis 5, Group Comparison D regarding differential scores of students in social class 2 stated:

Hypothesis 5, Group Comparison D: There is no significant difference in family-related attitudes of students in social class 2 as indicated by survey scores obtained before and after family form education.

Table 22 summarizes the statistics related to Hypothesis 5, Group Comparison D; the hypothesis was rejected. The finding indicated that students in social class 2 had significantly more positive attitudes toward equality of sex roles and alternate family forms after family form education (differences significant at the .041 and .040 levels respectively). Changes in the nine remaining attitudes measured were not statistically significant.

TABLE 22

DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE SCORES  
OF STUDENTS IN SOCIAL CLASS 2 BEFORE AND  
AFTER FAMILY FORM EDUCATION

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Family Institution	Pretest	25.00	4.17	0.43	N/S**
	Post-test	24.00	4.00		
Traditional American Family	Pretest	26.50	3.79	1.99	N/S
	Post-test	24.00	3.43		
Parental Guidance & Understanding	Pretest	21.25	3.04	1.42	N/S
	Post-test	18.50	2.62		

TABLE 22: Continued

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Equality of Sex Roles	Pretest	31.75	3.53	-3.45	0.041
	Post-test	36.50	3.65		
Patriarchal Power	Pretest	31.75	3.53	3.10	N/S
	Post-test	25.00	2.78		
Matriarchal Power	Pretest	17.75	1.97	-1.43	N/S
	Post-test	21.50	3.39		
Democratic Power	Pretest	31.25	3.47	-1.63	N/S
	Post-test	33.50	3.72		
Extended Family	Pretest	11.75	1.96	0.63	N/S
	Post-test	10.75	1.79		
Monogamy	Pretest	27.75	4.63	1.32	N/S
	Post-test	22.50	3.75		
Lineage Traced in Male Line	Pretest	21.00	3.50	1.70	N/S
	Post-test	19.25	3.21		
Alternate Family Forms	Pretest	34.50	2.65	-3.48	0.040
	Post-test	43.75	3.37		

\* Based on 3 degrees of freedom

\*\* N/S = Non-significant

Hypothesis 5, Group Comparison E regarding differential scores of students in social class 3 was stated as follows:

Hypothesis 5, Group Comparison E: There is no significant difference in family-related attitudes of students in social class 3 as indicated by survey

scores obtained before and after family form education.

Table 23 summarizes the statistics related to Hypothesis 5, Group Comparison E; the hypothesis was not rejected. The statistical analysis did not reveal a significant difference between the pretest and post-test scores of this portion of the sample for any of the eleven attitudes measured.

TABLE 23

DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE SCORES OF STUDENTS IN SOCIAL CLASS 3 BEFORE AND AFTER FAMILY FORM EDUCATION

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev of Sig.*
Family Institution	Pretest	25.33	4.22	-0.22	N/S**
	Post-test	25.50	4.25		
Traditional American Family	Pretest	25.67	3.67	1.94	N/S
	Post-test	24.67	3.52		
Parental Guidance & Understanding	Pretest	21.00	3.00	0.39	N/S
	Post-test	20.00	2.86		
Equality of Sex Roles	Pretest	32.83	3.28	-0.73	N/S
	Post-test	33.50	3.35		
Patriarchal Power	Pretest	28.83	3.20	1.56	N/S
	Post-test	26.17	2.91		
Matriarchal Power	Pretest	19.50	2.17	0.43	N/S
	Post-test	19.00	2.11		

TABLE 23: Continued

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Democratic Power	Pretest	33.50	3.72	-0.89	N/S
	Post-test	34.83	3.87		
Extended Family	Pretest	12.50	2.08	0.00	N/S
	Post-test	12.50	2.08		
Monogamy	Pretest	26.50	4.42	1.77	N/S
	Post-test	23.67	3.94		
Lineage Traced in Male Line	Pretest	20.33	3.39	0.32	N/S
	Post-test	20.00	3.33		
Alternate Family Forms	Pretest	36.83	2.83	-2.02	N/S
	Post-test	39.67	3.05		

\* Based on 5 degrees of freedom

\*\* N/S = Non-significant

Hypothesis 5, Group Comparison F regarding differential scores of students in social class 4 was stated as follows:

Hypothesis 5, Group Comparison F: There is no significant difference in family-related attitudes of students in social class 4 as indicated by survey scores obtained before and after family form education.

Table 24 summarizes the statistics related to Hypothesis 5, Group Comparison F; the hypothesis was rejected. Following the unit of instruction concerning family forms, students in this social class had less positive attitudes toward monogamy; this attitude change was significant at the

.046 level. After the family form education unit students also indicated significantly more positive attitudes toward matriarchal power and alternate family forms (differential scores significant at the .026 and .024 levels, respectively). Changes in the eight remaining attitudes measured were not statistically significant.

TABLE 24

DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE SCORES OF STUDENTS IN SOCIAL CLASS 4 BEFORE AND AFTER FAMILY FORM EDUCATION

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Family Institution	Pretest	24.00	4.00	1.60	N/S**
	Post-test	23.00	3.83		
Traditional American Family	Pretest	24.11	3.44	1.30	N/S
	Post-test	22.78	3.25		
Parental Guidance & Understanding	Pretest	21.11	3.02	1.33	N/S
	Post-test	19.78	2.83		
Equality of Sex Roles	Pretest	33.33	3.33	-0.45	N/S
	Post-test	34.44	3.44		
Patriarchal Power	Pretest	26.67	2.96	1.64	N/S
	Post-test	25.56	2.84		
Matriarchal Power	Pretest	20.00	2.22	-2.73	0.026
	Post-test	21.44	2.38		
Democratic Power	Pretest	34.89	3.88	0.30	N/S
	Post-test	34.67	3.96		

TABLE 24: Continued

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Extended Family	Pretest	14.11	2.35	2.16	N/S
	Post-test	12.67	2.11		
Monogamy	Pretest	25.73	4.30	2.37	0.046
	Post-test	22.56	3.76		
Lineage Traced in Male Line	Pretest	20.33	3.39	0.71	N/S
	Post-test	19.89	3.31		
Alternate Family Forms	Pretest	36.11	2.78	-2.77	0.024
	Post-test	42.11	3.24		

\* Based on 8 degrees of freedom

\*\* N/S = Non-significant

Hypothesis 5, Group Comparison G regarding differential scores of students in social class 5 was stated as follows:

Hypothesis 5, Group Comparison G: There is no significant difference in family-related attitudes of students in social class 5 as indicated by survey scores obtained before and after family form education.

Table 25 summarizes the statistics related to Hypothesis 5, Group Comparison G; the hypothesis was not rejected. The statistical analysis did not reveal a difference significant at the .05 level or beyond between the pretest and post-test scores of this portion of the sample for any of the eleven attitudes measured.

TABLE 25

DIFFERENCES BETWEEN THE FAMILY-RELATED ATTITUDE  
SCORES OF STUDENTS IN SOCIAL CLASS 5 BEFORE  
AND AFTER FAMILY FORM EDUCATION

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Family Institution	Pretest	21.00	3.50	-2.33	N/S**
	Post-test	24.50	4.08		
Traditional American Family	Pretest	24.50	3.50	0.33	N/S
	Post-test	23.50	3.36		
Parental Guidance & Understanding	Pretest	22.00	3.14	1.00	N/S
	Post-test	18.50	2.64		
Equality of Sex Roles	Pretest	32.00	3.20	-1.00	N/S
	Post-test	33.50	3.35		
Patriarchal Power	Pretest	26.50	2.94	0.08	N/S
	Post-test	26.00	2.89		
Matriarchal Power	Pretest	19.50	2.17	-0.11	N/S
	Post-test	20.00	2.22		
Democratic Power	Pretest	35.50	3.94	5.00	N/S
	Post-test	33.00	3.67		
Extended Family	Pretest	14.50	2.42	-0.33	N/S
	Post-test	15.00	2.50		
Monogamy	Pretest	20.00	3.33	-0.43	N/S
	Post-test	21.50	3.50		
Lineage Traced in Male Line	Pretest	19.50	3.25	-0.20	N/S
	Post-test	20.50	3.42		

TABLE 25: Continued

Attitude Object	Survey Administration	Mean Attitude Score	Mean Response Score	t Value	Lev. of Sig.*
Alternate Family Forms	Pretest	39.50	3.04	-1.00	N/S
	Post-test	40.50	3.12		

\* Based on 1 degree of freedom

\*\* N/S = Non-significant

The analysis of Hypothesis 5 pertaining to the social class of the subjects revealed significant differences between pretest and post-test attitude scores in five instances; there was a significant change in two attitudes of students in social class 2 and in three attitudes for students in social class 4. The more positive attitude of students in social class 4 toward matriarchal power was the only instance of a significant change in this attitude for any of the social classes, males, females, or the Roosevelt High School participants. The change in attitude toward equality of sex roles of social class 2 was consistent with a like change in the attitudes of females as a group. Females, social class 4, and the Roosevelt participants as a total group showed significantly more positive attitudes toward alternate family forms following the unit of instruction. The change in attitude toward monogamy shown by social class

4 was consistent with the attitude change shown by the total group of Roosevelt High School participants.

Hypothesis 6 required the analysis of the differential scores from the pretests and post-tests of specific groupings of the Roosevelt sample. Analysis of covariance was utilized to make a statistical correction for group differences in pretest scores so that the differential scores could be more accurately analyzed for the independent-dependent variable relationship. The eleven corrected differential scores for each participant in the groups being considered were analyzed for the value of F. Hypothesis 6 was stated as follows:

Hypothesis 6: There is no significant difference in the paired comparison of family-related attitudes as indicated by survey scores obtained before and after family form education for students in the following groups:

- A. males and females
- B. designated social classes

Tables 26 and 27 indicate the results of the analysis of Hypothesis 6. Specifically, Hypothesis 6, Group Comparison A regarding the effect of family form education on males as compared to females was stated as follows:

Hypothesis 6, Group Comparison A: There is no significant difference in the paired comparison of family-related attitudes of males and females as indicated by survey scores obtained before and after family form education.

Table 26 summarizes the statistics related to Hypothesis 6, Group Comparison A; the hypothesis was rejected.

Whereas the females had a more positive attitude toward the family institution following the instruction on family forms, males in the sample had a more negative attitude toward the attitude object; the change in attitudes of the two groups compared to each other was statistically significant at the .05 level. As with the attitude toward the family institution, female attitudes were more positive and male attitudes less positive toward equality of sex roles following family form education; this comparison of changes was significant at the .025 level. Both male and female attitudes toward monogamy were less positive following family form education. However, male attitudes became significantly more negative than did the attitudes of the females in the sample; the difference in the two groups' changes of attitude was significant at the .05 level. There were no statistically significant changes in the attitudes of males and females toward the remaining eight attitude objects following family form education.

TABLE 26

DIFFERENCES BETWEEN THE EFFECT OF FAMILY FORM  
EDUCATION ON FAMILY-RELATED ATTITUDE  
SCORES OF MALES AND FEMALES

Attitude Object	Sex*	Pretest Mean Response Score	Post-test Mean Response Score	F Value	Level of Sig.**
Family Institution	Female	4.08	4.18	7.891	.05
	Male	4.05	3.75		

TABLE 26: Continued

Attitude Object	Sex*	Pretest Mean Response Score	Post-test Mean Response Score	F Value	Level of Sig.**
Traditional American Family	Female	3.66	3.50	1.540	N/S***
	Male	3.47	3.21		
Parental Guidance & Understanding	Female	2.99	2.86	0.705	N/S
	Male	3.16	2.73		
Equality of Sex Roles	Female	3.37	3.71	6.461	.025
	Male	3.10	3.06		
Patriarchal Power	Female	3.13	2.75	3.559	N/S
	Male	3.27	3.19		
Matriarchal Power	Female	2.19	2.36	0.858	N/S
	Male	2.20	2.22		
Democratic Power	Female	3.78	3.87	1.789	N/S
	Male	3.60	3.54		
Extended Family	Female	1.97	1.92	2.444	N/S
	Male	2.45	2.45		
Monogamy	Female	4.54	4.12	4.967	.05
	Male	4.00	3.37		
Lineage Traced in Male Line	Female	3.42	3.24	1.406	N/S
	Male	3.38	3.42		
Alternate Family Forms	Female	2.69	3.12	0.002	N/S
	Male	2.94	3.19		

\* N = 15 females; 10 males

\*\* 4.30 = F value with degrees of freedom equal to 1 and 22 significant at the .05 level

5.79 = F value with degrees of freedom equal to 1 and 22 significant at the .025 level

\*\*\* N/S = Non-significant

Hypothesis 6, Group Comparison B regarding the effect of family form education on a specific social class as compared to others was stated as follows:

Hypothesis 6, Group Comparison B: There is no significant difference in the paired comparisons of family-related attitudes of different social classes as indicated by survey scores obtained before and after family form education.

Table 27 summarizes the statistics related to Hypothesis 6, Group Comparison B; the hypothesis was not rejected. There was no instance when family form education affected the attitude of a single social class toward an attitude object significantly more or less than it affected the attitudes of the other social classes. Although there were some significant changes in attitudes of various social classes after family form education as reported earlier, this analysis showed that the social classes compared to each other were not significantly different in the direction or extent to which their attitudes were changed.

TABLE 27

DIFFERENCES IN THE EFFECT OF FAMILY FORM  
EDUCATION ON FAMILY-RELATED ATTITUDE  
SCORES OF VARIOUS SOCIAL CLASSES

Attitude Object	Social Class*	Pretest Mean Response Score	Post-test Mean Response Score	F Value	Level of Sig.**
Family Institution	2	4.17	4.00	0.797	N/S***
	3	4.22	4.25		
	4	4.00	3.83		
	5	3.50	4.03		
	Nonclass.	4.17	4.00		
Traditional American Family	2	3.79	3.43	0.260	N/S
	3	3.67	3.52		
	4	3.44	3.25		
	5	3.50	3.36		
	Nonclass.	3.68	3.32		
Parental Guidance & Understanding	2	3.04	2.64	0.227	N/S
	3	3.00	2.86		
	4	3.02	2.83		
	5	3.14	2.64		
	Nonclass.	3.21	2.93		
Equality of Sex Roles	2	3.18	3.65	0.311	N/S
	3	3.28	3.35		
	4	3.33	3.44		
	5	3.20	3.35		
	Nonclass.	3.20	3.45		

TABLE 27: Continued

Attitude Object	Social Class*	Pretest Mean Response Score	Post-test Mean Response Score	F Value	Level of Sig.**
Patriarchal Power	2	3.53	2.78	1.610	N/S
	3	3.20	2.91		
	4	2.96	2.84		
	5	2.94	2.89		
	Nonclass.	3.42	3.31		
Matriarchal Power	2	1.97	2.39	1.151	N/S
	3	2.17	2.11		
	4	2.22	2.38		
	5	2.17	2.22		
	Nonclass.	2.42	2.36		
Democratic Power	2	3.47	3.72	1.266	N/S
	3	3.72	3.87		
	4	3.88	3.85		
	5	3.94	3.67		
	Nonclass.	3.42	3.36		
Extended Family	2	1.96	1.79	1.634	N/S
	3	2.08	2.08		
	4	2.35	2.11		
	5	2.42	2.50		
	Nonclass.	1.92	2.42		
Monogamy	2	4.63	3.75	0.122	N/S
	3	4.42	3.94		
	4	4.30	3.76		
	5	3.33	3.58		
	Nonclass.	4.46	3.96		

TABLE 27: Continued

Attitude Object	Social Class*	Pretest Mean Response Score	Post-test Mean Response Score	F Value	Level of Sig.**
Lineage Traced in Male Line	2	3.50	3.21	0.234	N/S
	3	3.39	3.33		
	4	3.39	3.31		
	5	3.25	3.42		
	Nonclass	3.46	3.33		
Alternate Family Forms	2	2.65	3.37	1.177	N/S
	3	2.83	3.05		
	4	2.78	3.24		
	5	3.04	3.12		
	Nonclass	2.75	2.88		

\* N = 4 students in class 2; 6 students in class 3; 9 students in class 4; 2 students in class 5; and 5 non-classifiable students

\*\* 2.90 = F value with degrees of freedom equal to 4 and 19 significant at the .05 level

\*\*\* N/S = Non-significant

Hypothesis 7 dealt with the effect of family form education on students' personal preference to incorporate certain family characteristics into their own families. Student pretest and post-test responses to the survey items indicating one's personal preference regarding the four family characteristics considered were analyzed through use of a t-test. Hypothesis 7 was stated as follows:

Hypothesis 7: There is no significant difference in

responses to survey items indicating one's personal preference for the traditional American family, matriarchal power, monogamy, and alternate family forms as indicated by a survey of family-related attitude scores obtained before and after family form education.

Table 28 summarizes the statistics related to Hypothesis 7; the hypothesis was rejected. Following the unit of instruction on family forms the students indicated a stronger preference for including a matriarchal power system in their own families; these post-test responses were more positive than responses to corresponding items on the pretest at a .011 level of significance. Students also indicated a more positive preference for including characteristics of alternate family forms in their own family after family form education; this change was significant at the .038 level. Although the post-test responses to the items related to personal preference for matriarchal power and alternate family forms were more positive than pretest responses, the post-test responses in each instance were still negative in nature.

TABLE 28

DIFFERENCES BETWEEN PERSONAL PREFERENCES FOR  
SPECIFIC FAMILY CHARACTERISTICS BEFORE  
AND AFTER FAMILY FORM EDUCATION

Item Number & Attitude Object	Survey Admin- istration	Mean Response Score	t Value	Level of Sig.*
Item 12 Traditional Amer- ican Family	Pretest	4.00	1.19	N/S**
	Post-test	3.72		

TABLE 28: Continued

Item Number & Attitude Object	Survey Admin- istration	Mean Response Score	t Value	Level of Sig.*
Item 28 Matriarchal Power	Pretest	1.44	-2.75	0.011
	Post-test	1.68		
Item 44 Monogamy	Pretest	4.24	0.19	N/S
	Post-test	4.20		
Item 64 Alternate Family Forms	Pretest	2.04	-2.19	0.038
	Post-test	2.44		

\* Based on 24 degrees of freedom

\*\* N/S = Non-significant

The survey instrument was designed so that the response choices were on a continuum from strong agreement to strong disagreement. Hypothesis 8 dealt with the number of student responses to survey items that indicated the two extremes of feelings before and after instruction on family forms. A t-test was used to assess the significance of the change in number of extreme responses on each administration of the survey instrument. Hypothesis 8 was stated as follows:

Hypothesis 8: There is no significant difference in the number of extreme responses given on a survey of family-related attitudes before and after family form education.

Table 29 summarizes the statistics related to Hypothesis 8; the hypothesis was rejected. Student responses

indicating strong agreement or disagreement to survey items were significantly fewer in number following instruction on family forms than on the pretest administration of the survey; this change was significant at the .05 level. This analysis suggests that students were less radical or extreme in their family-related attitudes following family form education.

TABLE 29

DIFFERENCES BETWEEN THE NUMBER OF EXTREME RESPONSES TO SURVEY ITEMS BEFORE AND AFTER FAMILY FORM EDUCATION

Survey Adnin- istration	Mean Extreme Responses	t Value	Level of Sig. *
Pretest	30.36	2.05	.05
Post-test	25.12		

\* Based on 24 degrees of freedom

In summary, statistical analyses of data provided by the Survey of Students and the Survey of Attitudes Toward the Family indicated that the biographical variables of sex, ethnic group, location of residence, and social class were influential to a statistically significant degree on the family-related attitudes and personal preferences of high school students. The variables of sex and social class were found to have significantly influenced the

effect of family form education on the family-related attitudes and personal preferences of high school students.

## CHAPTER V

### SUMMARY

The investigation was concerned with developing an instrument for objectively measuring student attitudes toward designated characteristics of the family institution, using the instrument to determine the family-related attitudes of various groups of high school students eligible for enrollment in home and family living classes, and using the instrument to assess the effect studying a variety of family forms has on student attitudes. The instrument developed consisted of two sections: the Survey of Students included items to obtain biographical information; the Survey of Attitudes Toward the Family was composed of items designed to measure student attitudes toward eleven designated family-related attitude objects. After the instrument was refined and assessed to be both valid and reliable, it was administered to ninety-seven students enrolled in three West Texas high schools; all participants were either enrolled in or eligible for enrollment in a high school home and family living course. Following administration of the survey at Roosevelt High School, a unit of instruction on the family institution and cultural family forms was presented to the two home and family living classes at that school; twenty-

five students from the total sample were enrolled in these classes. Following the family form education unit, the participants at Roosevelt High School responded a second time to the Survey of Attitudes Toward the Family. Data provided by the sample were analyzed at the Texas Tech University Computer Center.

Biographical information provided by the Survey of Students revealed that the sample was predominantly composed of females, Anglos, twelfth grade students, and students attending intermediate size schools. Students residing in towns and those living in rural areas were almost equally represented in the sample. Of the participants, approximately 1 percent was in social class 1, 8 percent were in social class 2, 29 percent were in social class 3, 30 percent were in social class 4, 27 percent were in social class 5, and 5 percent had a nonclassifiable social class.

### Findings

Findings from the analyses of data were as follows:

1. Analysis of the mean response scores for the eleven attitudes measured indicated that the sample as a whole had generally positive attitudes toward monogamy, the family institution, democratic power, lineage traced in the male line, the traditional American family, equality of sex roles, patriarchal power, and parental guidance and understanding. The participants' attitudes toward alternate family forms,

matriarchal power, and the extended family were negative in nature. With the exception of the students' negative attitudes toward the extended family, these findings seem to be relatively consistent with the general feelings of the traditionally conservative, patriarchal population from which the sample was taken. Although there are numerous examples of extended families in the geographic area represented by the sample, participants in the study may have indicated a desire for freedom and independence in the form of negative attitudes toward extended families. With the passing of time and the students having a chance to exercise more independence from their families, these feelings may mellow to the point that the participants would actually choose to participate in an extended family system.

2. The variable of sex was found to have a significant influence on the sample's attitudes toward three attitude objects; whereas males had significantly more positive attitudes than females toward patriarchal power, females had significantly more positive attitudes than males toward democratic power and monogamy. No significant difference was found to exist between males' and females' personal preferences for incorporating designated family characteristics into their own families. Analysis of student responses of the Roosevelt High School portion of the sample revealed that males had significantly less positive attitudes toward parental guidance and understanding following instruction on

family forms than before. Following the family form education the females in this group had more positive attitudes toward equality of sex roles and alternate family forms and less positive attitudes toward patriarchal power and monogamy. Pretest and post-test differential scores of the males and females were significantly different in the degree or direction of attitude change indicated for the family institution, equality of sex roles, and monogamy. The favorable attitude of males toward patriarchal power systems may have been influenced by the fact that a large proportion of the families represented in the sample exhibited patriarchal power systems, and males in the geographic area from which the sample was taken traditionally pride themselves in the powerful role they play in their families. The females' attitudes toward monogamy may indicate their desire for security as well as a desire for a strong love relationship with one individual. The fact that the females in the culture from which the sample was drawn are traditionally encouraged more than males to uphold certain moral standards may also be reflected in their attitudes toward monogamy. Effects of the social movement for the liberation of women may be evidenced by the females favoring democratic power; the changes in females' attitudes following family form education may also reflect some effects of the women's liberation movement.

3. The variable of ethnic group was found to be a sig-

nificant factor in the existing family-related attitudes of high school students. Student responses to the survey revealed that Anglos had significantly more positive attitudes than Mexican-Americans toward the family institution and monogamy; the attitudes of Mexican-Americans toward the extended family and alternate family forms were significantly more positive than the same attitudes of Anglos. Mexican-Americans in the study indicated a more positive personal preference for including the characteristic of matriarchal power in their own families than did the Anglo participants. The Mexican-Americans in the sample primarily represented families that were farm laborers and migrant workers; to an extent these professions often represent extended family systems with several generations working and sharing in economic endeavors. Thus, the Mexican-Americans' attitudes toward extended family systems may indicate a degree of satisfaction with their current situation. Whereas the Mexican-American families represented in the sample were quite conservative and had a very strong male leader, the Mexican-American participants had more positive attitudes toward alternate family forms and personal preferences for matriarchal power systems than did the Anglos. This may be an example illustrating that people sometimes want what is extremely difficult for them to obtain.

4. Students attending a small school had significantly more positive attitudes toward the traditional American family

than did students attending an intermediate size school. This may be attributed to the fact that the families of participants from the small school followed the traditional pattern more closely than did those families of students from the interemediate size schools. This finding may also reflect the extent to which the traditional American family is supported by families in small communities primarily involved in agriculture with family members working together for economic survival. Although many of the students from the intermediate size schools also represented farming families, some of their families were also involved in business professions in town. The size of the school attended had no significant influence on students' personal preferences for including designated family characteristics in their own families.

5. Students residing in rural areas had significantly more positive attitudes toward the family institution than did students residing in towns. Personal preferences for including alternate family forms in their own families were indicated significantly more often by students residing in towns than those living in rural areas. Individuals living in populated areas may be more liberal in their thinking because they are more likely to find others who support a similar viewpoint. It is also easier to become lost in the numbers of a more populated area and, therefore, avoid much of the social pressure to conform which is common in rural areas.

6. There was no evidence that a student's grade level in school had a significant influence on his general attitudes toward the family or personal preferences for including specific characteristics in his own family. However, a student's grade in school cannot be used as an exact indication of maturity; one grade level probably contains students varying in mental, social, and chronological maturity.

7. Social class was found to have a significant influence on the students' general family-related attitudes, personal preferences for specific family characteristics, and changes of attitudes following family form education. The survey of high school students' general attitudes related to the family indicated that students in social class 2 had significantly more positive attitudes toward patriarchal power than did students in social classes 4 and 5. Students in social class 2 had significantly more positive general attitudes toward monogamy than did the students in social class 4. Not only did social classes 2 and 3 have significantly more positive general attitudes toward monogamy than social class 5, but students in these two social classes also indicated a stronger preference for incorporating monogamy into their own families than did students in social class 5. Thus, it seems that subjects in higher social classes had more positive attitudes toward monogamy than those in lower social classes. Analysis of the Roosevelt High School participants' responses to the survey before and

after instruction on family forms revealed that students in social class 2 had significantly more positive attitudes toward equality of sex roles and alternate family forms following the instruction; students in social class 4 had significantly less positive attitudes toward monogamy and more positive attitudes toward matriarchal power and alternate family forms following family form education. This finding may indicate a basic dissatisfaction of students in social class 4 with some aspects of their families. However, following family form education there were no significant changes in family-related attitudes of students with non-classifiable social class or those in social classes 3 and 5. The comparison of the pretest post-test differential scores for each social class to those differential scores of the other classes did not indicate that any one social class responded significantly differently in extent or direction to the family form education than the other classes.

8. None of the variables studied was found to have a significant influence on the participants' general attitudes toward parental guidance and understanding, equality of sex roles, matriarchal power, and lineage traced in the male line.

9. None of the variables studied was found to have a significant influence on the participants' personal preference for including characteristics of the traditional American family in their own families.

10. A significant difference was found between the students' personal preferences for incorporating specific family characteristics into their own families and their general attitudes toward the respective characteristics. Students' general attitudes toward matriarchal power, monogamy, and alternate family forms were significantly more positive than personal preferences for those characteristics. This may be indicative of a greater tolerance for others having these family characteristics than a desire to personally incorporate the characteristics into one's own family. Students' personal preferences for the traditional American family were significantly more positive than their general attitudes toward that characteristic. This finding may indicate that the participants see negative aspects in the traditional American family; however, they may see no more suitable alternative for their own family.

11. Students' attitudes toward five attitude objects were found to be significantly different following instruction on family forms than was indicated on the original survey. Following family form education, student attitudes were significantly more positive toward alternate family forms and less positive toward the traditional American family, parental guidance and understanding, patriarchal power, and monogamy. However, these were some areas in which the participants had very strong feelings before family form education. After studying both positive and negative aspects

of family characteristics, it is likely that extremely positive or negative attitudes would be modified to some degree.

12. When the Roosevelt High School participants' responses were grouped and analyzed according to the variables of sex and social class, attitudes toward the family institution, the traditional American family, democratic power, the extended family, and lineage traced in the male line were not significantly different following family form education than had been indicated at the time of the original administration of the survey.

13. Although students' personal preferences for matriarchal power and alternate family forms were negative in nature following instruction on family forms, the preferences were significantly more positive than had been indicated on the pretest administration of the survey. Thus, the participants had become more tolerant of matriarchal power systems and alternate family forms, but not to the extent that they indicated a positive preference for including the characteristics in their own families.

14. Students who studied the unit on family form education gave significantly fewer item responses indicating strong agreement or disagreement following the unit of instruction than on the pretest administration of the survey. After an objective study of positive and negative aspects of family characteristics, subjects' extremely strong feelings for or against specific characteristics were modified to a

significant degree. Thus, subjects saw fewer family characteristics as being almost perfect or useless.

### Conclusions

The following conclusions have been based on the analysis and interpretation of the data and the findings of the study:

1. An attitude measurement instrument can be designed and utilized to assess the family-related attitudes of high school students eligible for enrollment in home and family living classes.

2. Certain biographical variables seem to be significantly influential on the family-related attitudes of high school students and on their personal preferences for specific family characteristics.

3. A student's personal preference for including specific family characteristics in his own family may be significantly different from his general attitude or tolerance regarding the respective characteristics.

4. Whether a student is enrolled in the eleventh or twelfth grade does not seem to significantly influence the family-related attitudes considered in the study.

5. A student's comparative study of family characteristics and cultural family forms seems to result in many of his family-related attitudes and personal preference for specific family characteristics being significantly changed.

6. Students tend to have significantly fewer extremely positive or negative family-related opinions and attitudes following an objective study of family characteristics and cultural family forms.

7. The attitudinal effect of a high school student's study of family characteristics and cultural family forms seems to be significantly influenced by his sex and social class.

#### Recommendations for Further Research

The findings of the study suggest the following additional research:

1. A study of a large sample of high school students' family-related attitudes to determine the effect of family form education on these attitudes when other minority ethnic groups are represented in the population.

2. A study of a large sample of high school students' family-related attitudes to determine the effect of family form education on these attitudes when students from large schools are included in the population.

3. A study of a large sample of high school students' family-related attitudes to determine the effect of family form education on these attitudes when students residing in cities are represented in the population.

4. A study of a large sample of high school students' family-related attitudes to determine the effect of family

form education on these attitudes when males are more equally represented in the population.

5. A study of a large sample of high school students' family-related attitudes to determine the effect of family form education on these attitudes when students from geographic areas other than West Texas are included in the population.

6. A study of a large sample of high school students' family-related attitudes to determine the effect of family form education on these attitudes when all social classes are adequately and proportionately represented in the population.

7. A study of a large sample of high school students' family-related attitudes to determine the effect of family form education on these attitudes when eleventh grade students are more equally represented in the population.

8. A study of a large sample of high school students' family-related attitudes to determine the effect of family form education on these attitudes when the responses are analyzed to assess the significance of the variable of age.

9. A study of the effect of family form education on the family-related attitudes of a large population of college and university students representing biographic variables.

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## APPENDIX

- A. Survey of Students
- B. Survey of Attitudes Toward the Family
- C. Survey of Attitudes Toward the Family: Items Grouped According to Attitude Measured
- D. Family Form Education Unit: Conceptual Framework
- E. Family Form Education Unit: Behavioral Objectives

## APPENDIX A: SURVEY OF STUDENTS

Directions: Select the one response that best completes the following statements describing yourself. Indicate your choice by placing an "X" in the space provided at the left of the answer.

1. My ethnic group is:

- Anglo  
 Mexican-American  
 Negro  
 Other (please specify) \_\_\_\_\_

2. My sex is:

- Female  
 Male

3. My home is located in a:

- Rural area  
 Town

4. My grade in school is the:

- 11th  
 12th

5. The adult living in my home who provides the major source of income for the family completed the following years in school:

- Less than seven years of school  
 Junior high school  
 Partial high school  
 High school graduation  
 Partial college training  
 College or university graduation  
 Graduate professional training

Directions: In the space below describe in detail the occupation of the adult living in your home who provides the major source of income for your family:

APPENDIX B:  
SURVEY OF ATTITUDES TOWARD THE FAMILY

Directions: A study is being conducted to determine the opinions of students concerning various aspects of family relations. Please indicate the degree of your agreement or disagreement with each of the following statements. Your responses will remain anonymous and will in no way affect your grade, so please reflect your honest opinion. On the answer sheet, black out the letter that represents your opinion on each numbered statement according to the code below. Do not mark on the survey itself.

- a - I strongly agree
- b - I agree
- c - I am undecided
- d - I disagree
- e - I strongly disagree

**EXAMPLE:**

1. It is best if the oldest child in the family is a male.

If you agree with this statement, but do not strongly agree, the answer sheet would be marked by blacking out the letter "b" beside answer number 1.

1. a ● c d e

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1. A married woman has as much right as her husband to work outside the home.
2. Parents are inclined to be too old-fashioned about what a family should be like.
3. Sexual expression should be limited to marriage.
4. The male should have final authority over his wife and children.
5. Children are better off living with one parent rather than two who cannot get along well together.
6. It is right for a person to think that his type of family is better than any other.

7. It is disgraceful for a child to be born to an un-married couple.
8. When family members of different generations jointly operate a business, problems and hurt feelings result.
9. Parents should teach their children the morals of their society.
10. One should feel very obligated to his family.
11. In the ideal family, several couples share residence, income, responsibilities, and sexual partners.
12. I like the present American family system too well to give it up for an extremely different one.
13. The wife has the right to make important family decisions without consulting her husband.
14. Women live under unfair restrictions that ought to be eliminated.
15. Taking the husband's name after marriage means loss of individuality for the wife.
16. The practice of many generations living in the same or adjoining households is desirable for our modern society.
17. Children need a home with both a father and a mother even though the parents are not suited to one another.
18. If husbands and/or wives were allowed to have more than one mate, families would become much happier.
19. Even if both the husband and wife are employed, a male should not be expected to care for children or do household tasks.
20. Society is unjust to criticize couples who choose not to have children.
21. Teen-agers are usually better understood by their friends than by their parents.
22. A woman has as much right as a man to keep her family name after marriage.
23. Americans should realize that individuals can meet the needs of more than one spouse at a time.

24. A husband has the right to expect his wife to be obliging and dutiful at all times.
25. Because a child deserves to have two parents, no single adult should be allowed to adopt a child.
26. It is desirable for a young couple to live with either the wife's or the husband's family.
27. It is old-fashioned to think that the family is something to be honored.
28. I want the female adults in my family to have most of the power or authority.
29. The only career a woman should concern herself with is that of devotion to husband and children.
30. In our society it is best that people are limited to having one marriage partner at a time.
31. It is undesirable for children to be reared in communes.
32. When a young person's wants and those of his parents are in conflict, the adults' viewpoint should be given more consideration.
33. When possible, one should move the in-laws into his household to help with financial, housekeeping, and child care responsibilities.
34. In deciding whether a serious operation should be performed on a child, the mother and father should have equal authority.
35. Women, to a greater extent than men, should be expected to subordinate their careers to home duties.
36. Openly exchanging mates should be tried by more couples.
37. Since females are more economically dependent than males, it would be fair to divide property to be inherited only among women.
38. The most lasting satisfactions in life come from one's family.
39. Sexual unfaithfulness of one's marriage partner should be overlooked.

40. The husband and wife should have equal voices in decisions affecting the family as a whole.
41. There is no reason to discourage a person from living and having sexual experiences with someone to whom he is not married.
42. In the long run, ideas of parents may be more realistic than young people admit.
43. There would be more justice in the system of inheritance if an estate were divided only among surviving males.
44. I would choose to live in a family with each adult having only one spouse.
45. A woman who works outside the home after marriage fails in her duty to care for her home, husband, and children.
46. The family could be eliminated from society without harmful effects.
47. The rearing of children by only one parent, whether natural or adopted, is desirable in some cases.
48. If there is a difference of opinion between husband and wife, the wife should make the final decisions.
49. It is desirable for several generations of a family to own and operate a business together.
50. It would be better if males rather than females changed their last names when they married.
51. If both the husband and wife work to share financial responsibilities, they should also share child care, cooking, and housekeeping tasks.
52. The advantages of having more than one spouse at a time far outweighs any disadvantages of such an arrangement.
53. A couple has the right to decide whether or not to have children.
54. Which mate makes a decision should be determined by knowledge, ability, and the nature of the situation rather than by the person's sex.
55. Parents have the right to inquire into the personal affairs of their teenage children.

56. Finding a totally new family system is vitally necessary for the welfare of this country.
57. A teen-age girl is entitled to the same freedom from adult regulation and control as is a teenage boy.
58. Families living independently from either set of in-laws have the greatest possibility of success and happiness.
59. The husband is justified in thinking that he should make all major decisions himself.
60. The family, as most Americans know it, has more advantages than disadvantages.
61. It is disgraceful for a society to allow persons to have more than one mate at a time.
62. If the practice of living in communes were used more, it would develop into a good form of family life.
63. Parents fail to give enough respect to the opinions of their teen-age children.
64. Even though it may be looked on unfavorably by society, I would like to try a family system very different from that most commonly practiced in America.
65. The unmarried mother is morally a greater failure than the unmarried father.
66. A woman should have the same right as a male to inherit property.
67. Couples who agree that each spouse may have sexual relations with other persons are destroying the holiness of marriage and the family.
68. One should make decisions which affect his family with them in mind.
69. Since the family system practiced by most people in this country has been in existence many years, it would be foolish to try to change it.
70. Women should be concerned with their duties of child-rearing and housekeeping rather than with desires for professional and business careers.

## APPENDIX C:

SURVEY OF ATTITUDES TOWARD THE FAMILY:  
ITEMS GROUPED ACCORDING TO ATTITUDE MEASUREDThe Family Institution

6. It is the right of a person to think that his type of family is better than any other.
10. One should feel very obligated to his family.
- \*27. It is old-fashioned to think that the family is something to be honored.
38. The most lasting satisfactions in life come from one's family.
- \*46. The family could be eliminated from society without harmful effects.
68. One should make decisions which affect his family with them in mind.

The Traditional American Family

3. Sexual expression should be limited to marriage.
12. I like the present American family system too well to give it up for an extremely different one.
- \*39. Sexual unfaithfulness of one's marriage partner should be overlooked.
- \*56. Finding a totally new family system is vitally necessary for the welfare of this country.
60. The family, as most Americans know it, has more advantages than disadvantages.
- \*64. Even though it may be looked on unfavorably by society, I would like to try a family system very different from that most commonly practiced in America.
69. Since the family system practiced by most people in this country has been in existence many years, it would be foolish to try to change it.

### Parental Guidance and Understanding

- \* 2. Parents are inclined to be too old-fashioned about what a family should be like.
- 9. Parents should teach their children the morals of their society.
- \*21. Teen-agers are usually better understood by their friends than by their parents.
- 32. When a young person's wants and those of his parents are in conflict, the adults' viewpoint should be given more consideration.
- 42. In the long run, ideas of parents may be more realistic than young people admit.
- 55. Parents have the right to inquire into the personal affairs of their teen-age children.
- \*63. Parents fail to give enough respect to the opinions of their teen-age children.

### Equality of Sex Roles

- 1. A married woman has as much right as her husband to work outside the home.
- 14. Women live under unfair restrictions that ought to be eliminated.
- 19. Even if both the husband and wife are employed, a male should not be expected to care for children or do household tasks.
- \*29. The only career a woman should concern herself with is that of devotion to husband and children.
- \*35. Women, to a greater extent than males, should be expected to subordinate their careers to home duties.
- \*45. A woman who works outside the home after marriage fails in her duty to care for her home, husband, and children.
- \*51. If both the husband and wife work to share financial responsibilities, they should also share child care, cooking, and housekeeping tasks.

57. A teen-age girl is entitled to the same freedom from adult regulation and control as is a teen-age boy.
- \*65. The unmarried mother is morally a greater failure than the unmarried father.
- \*70. Women should be concerned with their duties of child-rearing and housekeeping rather than with desires for professional and business careers.

#### Patriarchal Power

4. The male should have final authority over his wife and children.
- \*13. The wife has the right to make important family decisions without consulting her husband.
24. A husband has the right to expect his wife to be obliging and dutiful at all times.
- \*28. I want the female adults in my family to have most of the power or authority.
- \*34. In deciding whether a serious operation should be performed on a child, the mother and father should have equal authority.
- \*40. The husband and wife should have equal voices in deciding affecting the family as a whole.
- \*48. If there is a difference of opinion between husband and wife, the wife should make the final decisions.
54. Which mate makes a decision should be determined by knowledge, ability, and the nature of the situation rather than by the person's sex.
59. The husband is justified in thinking that he should make all major decisions himself.

#### Matriarchal Power

- \* 4. The male should have final authority over his wife and children.
13. The wife has the right to make important family decisions without consulting her husband.

- \*24. A husband has the right to expect his wife to be obliging and dutiful at all times.
- 28. I want the female adults in my family to have most of the power or authority.
- \*34. In deciding whether a serious operation should be performed on a child, the mother and father should have equal authority.
- \*40. The husband and wife should have equal voice in decisions affecting the family as a whole.
- 48. If there is a difference of opinion between husband and wife, the wife should make the final decisions.
- \*54. Which mate makes a decision should be determined by knowledge, ability, and the nature of the situation rather than by the person's sex.
- \*59. The husband is justified in thinking that he should make all major decisions himself.

#### Democratic Power

- \* 4. The male should have final authority over his wife and children.
- \*13. The wife has the right to make important family decisions without consulting her husband.
- \*24. A husband has the right to expect his wife to be obliging and dutiful at all times.
- \*28. I want the female adults in my family to have most of the power or authority.
- 34. In deciding whether a serious operation should be performed on a child, the mother and father should have equal authority.
- 40. The husband and wife should have equal voice in decisions affecting the family as a whole.
- \*48. If there is a difference of opinion between husband and wife, the wife should make the final decisions.
- 54. Which mate makes a decision should be determined by knowledge, ability, and the nature of the situation rather than by the person's sex.

- \*59. The husband is justified in thinking that he should make all major decisions himself.

### Extended Family

- \* 8. When family members of different generations jointly operate a business, problems and hurt feelings result.
16. The practice of many generations living in the same or adjoining households is desirable in our modern society.
26. It is desirable for a young couple to live with either the wife's or the husband's family.
33. When possible, one should move the in-laws into his household to help with financial, housekeeping, and child care responsibilities.
49. It is desirable for several generations of a family to own and operate a business together.
- \*58. Families living independently from either set of in-laws have the greatest possibility of success and happiness.

### Monogamy

- \*18. If husbands and/or wives were allowed to have more than one mate, families would become much happier.
- \*23. Americans should realize that individuals can meet the needs of more than one spouse at a time.
30. In our society it is best that people are limited to having one marriage partner at a time.
44. I would choose to live in a family with each adult having only one spouse.
- \*52. The advantages of having more than one spouse at a time far outweigh any disadvantages of such an arrangement.
61. It is disgraceful for a society to allow persons to have more than one mate at a time.

### Lineage Traced Through the Male Line

- \*15. Taking the husband's name after marriage means loss of individuality for the wife.

- \*22. A woman has as much right as a man to keep her family name after marriage.
- \*37. Since females are more economically dependent than males, it would be fair to divide property to be inherited only among women.
- 43. There would be more justice in the system of inheritance if an estate were divided only among surviving males.
- \*50. It would be better if males rather than females changed their last names when they married.
- \*66. A woman should have the same right as the male to inherit property.

#### Alternate Family Forms

- 5. Children are better off living with one parent rather than with two who cannot get along well together.
- 7. It is disgraceful for a child to be born to an unmarried couple.
- 11. In the ideal family, several couples share residence, income, responsibilities, and sexual partners.
- \*17. Children need a home with both a father and a mother even though the parents are not suited to one another.
- 20. Society is unjust to criticize couples who choose not to have children.
- 25. Because a child deserves to have two parents, no single adult should be allowed to adopt a child.
- \*31. It is undesirable for children to be reared in communes.
- 36. Openly exchanging mates should be tried by more couples.
- 41. There is no reason to discourage a person from living and having sexual experiences with someone to whom he is not married.
- 47. Rearing of children by only one parent, whether natural or adopted, is desirable in some cases.
- 53. A couple has the right to decide whether or not to have children.

62. If the practice of living in communes were used more, it would develop into a good form of family life.
- \*67. Couples who agree that each spouse may have sexual relations with other persons are destroying the holiness of marriage and the family.

\* Agreement with items marked with an asterisk (\*) was scored as a negative attitude toward the concept.

## APPENDIX D:

FAMILY FORM EDUCATION UNIT:  
CONCEPTUAL FRAMEWORK

Family institution  
   Definition  
   Origin and history  
   Functions  
 Terminology related to the family  
   Matriarchal  
   Matrilocal  
   Matrilineal  
   Patriarchal  
   Patrilocal  
   Patrilineal  
   Democratic  
   Neolocal  
   Monogamy  
   Polygamy  
   Polygyny  
   Polyandry  
   Nuclear Family  
   Extended Family  
 Cultural family forms  
   Matrilineal Hopi family  
     Characteristics  
     Functionalism  
     Suitability for culture  
   Polygynous Baganda family  
     Characteristics  
     Functionalism  
     Suitability for culture  
   Patriarchal family of ancient Hebrews  
     Characteristics  
     Functionalism  
     Suitability for culture  
   Ancient Roman family  
     Characteristics  
     Functionalism  
     Suitability for culture  
 The American family  
   Characteristics  
     Identification  
     Background and explanation  
   Slight variations

Functionalism  
 Strengths and weaknesses  
 Means of improvement  
 Alternate family forms  
   Historical family experiments  
     Oneida community  
       Characteristics  
       Functionalism  
       Suitability for culture  
     Soviet family experiment  
       Characteristics  
       Functionalism  
       Suitability for culture  
   Alternate family forms in America  
     Living together  
       Characteristics  
       Functionalism  
       Suitability for culture  
   Trial marriage  
     Characteristics  
     Functionalism  
     Suitability for culture  
   Group marriage  
     Characteristics  
     Functionalism  
     Suitability for culture  
   Wife swapping  
     Characteristics  
     Functionalism  
     Suitability for culture  
   Communal living  
     Characteristics  
     Functionalism  
     Suitability for culture  
   Voluntary childlessness  
     Characteristics  
     Functionalism  
     Suitability for culture  
   One parent families  
     Characteristics  
     Functionalism  
     Suitability for culture  
   Proposed alternate forms  
     Characteristics  
     Functionalism  
     Suitability for culture

## APPENDIX E:

FAMILY FORM EDUCATION UNIT:  
BEHAVIORAL OBJECTIVES

At the conclusion of the unit the students will be able to:

1. Define the family as a universal institution
2. Relate the functions of the family to those of other social institutions
3. Predict the results of there being no institution to perform the functions of the family
4. Point out similar and unique characteristics of cultural family types
5. Determine the patterns of residence, authority, lineage, kinship, and spouse configuration of cultural family types
6. Evaluate family types to assess the degree to which they perform the functions assigned the family
7. Demonstrate the ability to critically analyze material before accepting it as truth
8. Describe the traditional American family
9. Assess the functionalism of the American family in meeting the needs of family members and society
10. Relate the characteristics of alternate family forms to the existence and reasons for similar characteristics in historical family forms
11. Determine the strengths and weaknesses of alternate family forms
12. Combine family characteristics to create a family type suitable for personal needs and values in relation to the larger society

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