

A STUDY OF THE RELATIONSHIP OF SEVERAL VARIABLES ON  
THE POLITICAL ATTITUDES OF ADOLESCENTS

by

Daniel John Sidelnick

Dissertation submitted to the Faculty of the  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Curriculum and Instruction

APPROVED:

---

T. E. Gatewood, Chairman

---

D. B. Fleming

R. McKeen

---

G. Belli

T. M. C. Travis

February, 1986

Blacksburg, Virginia

7/17/66 MAR  
98/1/1

A STUDY OF THE RELATIONSHIP OF SEVERAL VARIABLES ON  
THE POLITICAL ATTITUDES OF ADOLESCENTS

by

Daniel John Sidelnick

Committee Chairman: Thomas E. Gatewood

Curriculum and Instruction

(ABSTRACT)

This study investigated the influence of three variables on current political attitudes of secondary school adolescents at two suburban-rural high schools in the northern Virginia area. Ability, grade level, and sex were examined to determine their influence on attitude measures essential to the development of citizenship within the social studies curriculum. The Freedoms Scale, Law Scale and Dogmatism Field Scale were administered to a random sample of 180 ninth and twelfth grade adolescents which was equally divided between male and female subjects. The sample was further divided by ability levels (low, average, and high) which were selected by SRA subtest scores in reading, math, language arts, and educational ability. Significant findings were discerned using multivariate analysis of variance (MANOVA), and chi-square analysis. Group and individual differences were examined for each of the independent variables studied as they affected the dependent measures of political attitudes.

One three-way and three two-way interactions were tested using the MANOVA. Only one interaction (ability by grade) was significant at the

.05 level on the Dogmatism Scale. It was concluded that an increase in grade and ability levels effect lower scores on the Dogmatism Field Scale. Lower dogmatism scores effect an increase in support for the fundamental freedoms embodied in the Freedoms Scale.

Sex, as a variable, was the only main effect that did not interact with ability level or grade. The mean scores of the females in the study were slightly higher than the mean scores of the males on both the Freedoms Scale and the Law Scale. These results indicated a greater support for the fundamental freedoms embodied in the Freedoms Scale and a greater respect for the law and government officials for females over males.

Separate chi-square analysis of the individual responses to the questions on the Freedoms Scale and the Law Scale indicated a total of 21 items from the scales significantly related to ability and 17 items significantly related to grade or sex. No identifiable pattern was discernable which could be generalized into a group description of adolescent support or non-support for combinations of the various items.

Curricular approaches were suggested to improve citizenship instruction in the area of political socialization and recommendations were made for future research.

## ACKNOWLEDGEMENTS

I wish to express my gratitude to the members of my doctoral committee: Drs. Gabriella Belli, Dan Fleming, Tom Gatewood, Ron McKeen, and Toni-Michelle Travis. I am especially appreciative of my chairman, Dr. Thomas Gatewood for his continued support and encouragement of my work throughout my graduate studies at Virginia Tech. To Dr. Gabriella Belli, I wish to express my special thanks for assistance with the statistical computer analysis and many insightful critiques in the completion of the present work.

I wish to acknowledge my many friends and colleagues who have offered their support and encouragement throughout the long and sometimes arduous journey through graduate school, especially: Dr. Barbara Hutson, Dr. Charles E. Greenawalt III,

Finally, I wish to thank my family, who continued their support and love despite the many hours of time I stole from them in my desire to pursue graduate work.

TABLE OF CONTENTS

	Page
Abstract.....	ii
Acknowledgements.....	iv
List of Tables.....	vii
List of Figures.....	x
List of Appendices.....	xi
CHAPTER I INTRODUCTION.....	1
Statement of Problem.....	6
Definition of Terms.....	11
CHAPTER II REVIEW OF RESEARCH.....	13
CHAPTER III METHODOLOGY.....	27
Procedure.....	29
Instrumentation.....	30
CHAPTER IV RESULTS.....	38
Correlations.....	38
MANOVA.....	41
Individual Responses.....	50
Differences by Ability.....	51
Differences by Sex.....	66
Differences by Grade.....	70

CHAPTER V SUMMARY CONCLUSION AND RECOMMENDATIONS.....	78
Summary of Findings.....	79
Conclusions.....	82
General Recommendations.....	85
Recommendations for Further Research.....	88
General Discussion.....	90
APPENDICES.....	93
REFERENCES.....	119
VITA.....	126

LIST OF TABLES

Table	Page
3-1. Ability Grouping.....	29
3-2. Design of Study.....	35
4-1. Intercorrelations of Attitude Measures Across All Ability Levels.....	39
4-2. Intercorrelations of Attitude Scales by Ability Levels.....	40
4-3. Interaction Effects of Ability, Grade, and Sex with Three Dependent Measures.....	42
4-4. Main Effects of Ability, Grade, and Sex on Three Dependent Variables: Freedoms Scale, Law Scale, Dogmatism Scale ..	46
4-5. Univariate <u>t</u> -tests on Three Dependent Variables by Sex.....	47
4-6. Univariate <u>t</u> -tests: Dependent Variables Arranged According to Ability.....	49
4-7. Univariate <u>t</u> -tests on Three Dependent Variables by Grade....	49
4-8. Freedoms Scale Question 4 by Ability: Freedom of Religion.....	53
4-9. Freedoms Scale Question 10 by Ability: Freedom of Religion.....	53
4-10. Freedoms Scale Question 9 by Ability: Life, Liberty and Security.....	54
4-11. Freedoms Scale Question 8 by Ability: Life, Liberty and Security.....	54
4-12. Freedoms Scale Question 2 by Ability: Freedom of Assembly.....	55
4-13. Freedoms Scale Question 11 by Ability: Freedom of Assembly.....	55
4-14. Freedoms Scale Question 13 by Ability: Equality Before the Law.....	56
4-15. Freedoms Scale Question 12 by Ability: Freedom of the Press.....	56

4-16. Freedoms Scale Question 3 by Ability: Freedom of Speech.....	57
4-17. Law Scale Statement 2 by Ability.....	59
4-18. Law Scale Statement 22 by Ability.....	60
4-19. Law Scale Statement 11 by Ability.....	60
4-20. Law Scale Statement 14 by Ability.....	61
4-21. Law Scale Statement 19 by Ability.....	61
4-22. Law Scale Statement 16 by Ability.....	62
4-23. Law Scale Statement 7 by Ability.....	63
4-24. Law Scale Statement 5 by Ability.....	64
4-25. Law Scale Statement 6 by Ability.....	64
4-26. Law Scale Statement 18 by Ability.....	65
4-27. Law Scale Statement 21 by Ability.....	65
4-28. Law Scale Statement 1 by Ability.....	66
4-29. Freedoms Scale Question 1 by Sex: Equal Protection of the Law.....	67
4-30. Freedoms Scale Question 5 by Sex: Equal Protection of the Law.....	67
4-31. Law Scale Statement 2 by Sex.....	68
4-32. Law Scale Statement 4 by Sex.....	68
4-33. Law Scale Statement 12 by Sex.....	69
4-34. Law Scale Statement 13 by Sex.....	69
4-35. Freedom Scale Question 14 by Grade: Freedom of Speech.....	71
4-36. Freedom Scale Question 16 by Grade: Equal Protection of the Law.....	71
4-37. Law Scale Statement 2 by Grade.....	72



4-38. Law Scale Statement 5 by Grade.....	72
4-39. Law Scale Statement 6 by Grade.....	73
4-40. Law Scale Statement 7 by Grade.....	73
4-41. Law Scale Statement 10 by Grade.....	74
4-42. Law Scale Statement 12 by Grade.....	74
4-43. Law Scale Statement 18 by Grade.....	75
4-44. Law Scale Statement 21 by Grade.....	75
4-45. Law Scale Statement 22 by Grade.....	76

LIST OF FIGURES

	Page
Figure 4-1: Interaction of Ability by Grade - Dogmatism Scale.....	44
Figure 4-2: Interaction of Ability by Grade - Law Scale.....	44

LIST OF APPENDICES

<u>Appendix</u>	Page
A RESEARCH INSTRUMENTS.....	94
Freedoms Scale.....	95
Law Scale.....	99
Dogmatism Field Scale.....	102
B MEAN SCORES ON ATTITUDE SCALES.....	105
C DOGMATISM CHI-SQUARE DISTRIBUTIONS.....	109
D CORRESPONDENCE.....	116

## CHAPTER I

### INTRODUCTION

Political science research has expanded greatly since the publication of Hyman's seminal work, Political Socialization, in 1959. Despite the phenomenal growth in research, a clear definition of the political socialization process remains quite vague as researchers tend to define political socialization particular to their own studies. A comprehensive treatment of the subject draws a wealth of data from political theory, political behavior, group activity, the educational system, personality and motivational factors, cognitive development, sex and race differences, social class, and the impact of larger cross cultural climates (Bush, 1970). Greenberg (1970) provided a broad definition of the process when he defined political socialization as "the process by which the individual acquires attitudes, beliefs and values relating to the political system of which he is a member and his own role as a citizen within that political system" (p. 3). This study investigated the interaction of three variables on the political socialization process with American high school students. The variables considered were intelligence, age, and sex.

In a free democratic society there are at least three components of the political socialization process frequently cited by social studies educators as necessary for a model citizen. These characteristics are: (1) a belief in the equality of individuals and the constitutional rights of all citizens, (2) a respect for law and order in society, and (3) an open-mindedness to the opinions of others and receptiveness to new facts (eg. Crary, 1951; Carpenter & Spieseke, 1953; Roselle, 1966; NCSS, 1979). These characteristics have been studied from various approaches by political science researchers and social studies educators. Despite the vast growth of political socialization research, it has been noted that few of the studies attempted to analyze the role of intelligence or ability level and its effect on the political attitudes of adolescents within the socialization process (Renshon, 1977; Daurio, 1978).

The omission of intelligence as a variable in political socialization research is perhaps due to the problematic nature of collecting a valid measure of intelligence from subjects in the field. Of the few studies that considered intelligence as a variable (eg. Harvey & Harvey, 1970; Torney, 1971; Hess & Torney, 1967; Daurio, 1978; Curtis, 1977, 1981) few have considered the lower limits of intelligence within the context of their studies. Most of the research examined differences between average and above average children and adolescents.

Curtis (1977) devoted much attention to the development of programs to assist the slow learner in the attainment of citizenship values considered essential to the socialization process of adolescents. Most of the studies reviewed dealt ostensibly with curricular approaches to involve the low ability adolescents in the educational process through community projects and the study of local community problems. In an effort to identify the slow learner, Curtis and others (Abramowitz 1959, 1963, 1968, 1970; Ingram, 1960; Johnson, 1963; Abraham, 1964; Shelton, 1971) characterized the slow learner as possessing below average intelligence, experiencing difficulties with conventionally taught subjects, and having poorly developed reading skills. In many schools, the low ability students are homogeneously grouped into special classes usually designated as basic, modified or adaptive in nature rather than integrated into regular academic classes.

Curtis and Shaver (1983) developed an instrument to measure one aspect of political socialization. They developed the instrument because a review of the research indicated that there did not exist a suitable survey or questionnaire appropriate for use with low ability subjects. Their survey instrument, the Freedoms Scale, measured the subject's attitude toward democratic civil liberties. The instrument was administered to academic, vocational, and low ability students in a Canadian high school setting. Because the nature of the study involved field data collection, adequate measures of low ability students were not available. The students were primarily identified by the homogeneous grouping within the schools, and a wide variation of I.Q.

scores existed for each group (no I.Q. scores were available for the academic students). Age differences were not clearly discerned among groups and the interaction of age and ability levels was not clearly identifiable.

A series of developmental studies by a group of researchers at the University of Michigan discerned a definite change in the political thinking of adolescents over the ages of 11 to 18. (O'Neil, 1964; Beall, 1967; Gallatin, 1967; Bush, 1970; Adelson, 1971). This research was supported by other related studies which investigated age as a variable and found significant developmental differences between the ages of 14 and 18 in adolescent's political thinking and attitudes (Gallatin, 1972; Mussen, Sullivan & Eisenberg-Berg, 1977; Daurio, 1978). Unfortunately, none of these studies considered the political attitudes of low ability students in their designs. A review of the research would seem to indicate that it is imperative to include both age and ability level in a research design for an accurate interpretation of the political attitudes of all the students in the high school civics and government curriculum.

Curtis and Shaver (1983) found a negative correlation between scores on the Freedoms Scale and dogmatism within the low ability students. The Dogmatism Scale (Rokeach, 1960) was not administered to the academic students; thus, a comparison of the low ability and the academic students' performances on a measure of dogmatism was not possible. Other studies (Trudahl & Powell, 1965; Allen, 1966; Feather, 1970; Rokeach, 1970, 1973) found a negative correlation between

dogmatism and the acceptance of democratic values such as equality and freedom. Rokeach (1960) did not initially discern any significant relationship between dogmatism and intelligence when he reported on the development of the Dogmatism Scale. However, dogmatism has been linked with critical thinking (Handfield, 1980). Other studies (Plant, Telford & Thomas, 1965; Vacchiano, Strauss & Schiffman, 1968) have described dogmatism primarily as an extension of personality traits and behavior patterns. The question of dogmatism as related to ability level has not been fully explored, but its effect on the acceptance of democratic values was such that its inclusion was appropriate as a variable in this study.

The differences between children and adolescent's political attitudes as influenced by a person's sex have been somewhat controversial. Early studies on the topic have discerned a slightly significant growth in knowledge and awareness of political concepts and information for males over females (Greenstein, 1965; Hess & Torney, 1967; Easton & Dennis, 1969; Struve, 1969) Zellman (1973) reported that there were sex differences in political attitudes present by adolescence and that they generally increased with age. The National Assessment of Educational Progress (NAEP 1978) reported significant differences favoring males over females on both the 1970 and 1976 assessments in the areas of political knowledge and attitudes. Developmental studies, however, have not discerned any significant differences attributed to sex in their research (O'Neil, 1964; Beall, 1967; Gallatin, 1967, 1972; and Bush, 1970). Jimenez (1971) found no sex differences in political



socialization among the high school students that he tested. Researchers tended to attribute sex differences in political socialization to social conditions and modeling in our society rather than to intelligence. As a consequence of the effect of sex differences on political attitudes, it was included as an independent variable in this study.

#### Statement of the Problem

Recent research in adolescent political socialization has been scant since the 1971 adoption of the constitutional amendment lowering the voting age to 18. Past research has shown that many variables affect adolescent political attitudes. Intelligence, sex, age, and dogmatism have all been identified as having some influence on political attitudes. No study to date has examined the interaction of these variables on the development of political attitudes toward the law and the fundamental freedoms. This is especially true at the key grade levels of ninth and twelfth grades where citizenship courses are predominately taught in the curriculum throughout the United States. A few recent studies have shown a major shift in the changing nature of adolescent attitudes during the 1980's. The need for current research has been noted (Leming 1984). This need is especially great in the area concerning the political attitudes of the low ability adolescents who have generally been ignored in the political socialization research.

This study investigated differences in political attitudes among low ability, average ability, and above average ability male and female

adolescents in ninth and twelfth grades on three political attitude measures. These measures represent concepts that are viewed as essential to the political socialization process in a free democratic society. The concepts studied were: (1) a belief in the equality of all individuals and the constitutional rights of all citizens as measured by the Freedoms Scale (Curtis & Shaver, 1983), (2) a respect for law and order in society as measured by the Law Scale (Rundquist & Sletto, 1936, 1975), and (3) an open-mindedness to the opinions of others and receptiveness to new facts as measured by the Dogmatism Field Scale (Troidahl & Powell, 1965).

Six research questions were investigated in this study. Question 1 concerned investigating the correlations between the dependent variable measures to determine if similar correlation patterns existed across ability levels. Research questions 2, 3, 4, and 5 related to the interaction and the main effects of a multivariate analysis of variance (MANOVA). The use of MANOVA allowed for the simultaneous analysis of the three dependent measures and provided separate univariate F-tests for each measure following the multivariate results. Research question 6 involved the use of chi-square statistics to determine significant differences in the distribution of individual responses of the subjects in this study on the Freedoms Scale and the Law Scale. The six research questions which were investigated in this study are presented below:

- 1) Do correlations between pairs of dependent measures of attitude towards law, democratic freedoms, and dogmatism differ at different ability levels?
- 2) Are there differences among ability groups on measures of attitude toward law, democratic freedoms and dogmatism?
- 3) Is there a difference between ninth and twelfth grade students on measures of attitude toward law, democratic freedoms, and dogmatism?
- 4) Is there a difference between male and female students on measures of law, democratic freedoms, and dogmatism?
- 5) Are there any interactions among grade, sex, and ability levels using attitude measures of law, democratic freedoms, and dogmatism?
- 6) Are there any differences among ability groups, between grade level, and between male and female adolescents on individual responses of measures of attitude toward law and the democratic freedoms?

#### Significance

Political attitudes are an integral part of the social studies curriculum. Most of the political attitude surveys reviewed were conducted in the early 1970's to assess the impact of lowering the voting age to 18. Recent studies (Siegel & Hoskin, 1981; Johnson & Hess, 1984; NASSP, 1984) have noted a definite shift in the attitudes of children and adolescents from those of the 1960's and early 1970's. Students today seem to be generally more positive in their attitudes toward the government and laws but less willing to extend the constitutional freedoms to all citizens in all situations (Elam, 1984).

Civics and United States government classes are predominately taught at the ninth and twelfth grades in the curriculum throughout the United States (Superka, Hawke, & Morrissett, 1980). The 1984 recommendations of the National Council for the Social Studies concerning a scope and sequence included ninth and twelfth grade objectives related to the political attitude questions investigated in this study (NCSS, 1984). Previous research by many educators and political science researchers determined attitudes, knowledge and beliefs for adolescents of average and above average ability. Past research has not, however, fully addressed the problem of the socialization of all adolescents into the adult political realm. An extensive search of the literature discerned only a few studies which examined the low ability adolescent and the development of political attitudes. This seems inconsistent if, as Butts (1981) purported "the goal of civic education is to deal with all students in such a way as to motivate them and enable them to play their part as informed, responsible, committed and effective members of a modern democratic political system" (p. 7).

In a review of research concerning the political attitudes of today's youth, Leming (1984) commented that there is a need for continuous and current research regarding the political orientations of adolescents for the planning of educational experiences. It should be of the utmost importance that educators strive to understand the complete nature of adolescent thought in the political socialization process. This is especially true for those students who tend to be the

most alienated from the political scene, the low ability students.

The research data reported in Chapter IV provide a greater understanding of the thoughts and the attitudes of low ability learners and how they differ from average and above average students. The conclusions and instructional approaches outlined in Chapter V may assist instructional planners to design programs that will make learning more meaningful and effective for low ability adolescents within their formal educational experience.

Definition of Terms

1. Political Socialization -- the process by which the individual acquires attitudes, beliefs, and values relating to the political system of which he or she is a member and his or her own role within that particular system (Greenberg, 1970).
2. Political Attitudes -- an existing predisposition to respond to social objects that guides the direct and overt behavior of an individual (Cardno, 1955).
3. Freedoms Scale -- dependent attitude measure employed to measure the belief in the equality of individuals and the constitutional rights of all citizens (Curtis & Shaver, 1983).
4. Law Scale -- dependent attitude measure employed to measure a respect for law and order in society and a respect for law officials (Rundquist & Sletto, 1936, 1975).
5. Dogmatism Field Scale -- dependent attitude measure employed to measure the open or closed-mindedness to the opinions of others and receptiveness to new facts (Troidahl & Powell, 1965).

6. Low Ability Student -- subjects whose Reading, Math, Language composite sub-test scores and Educational Ability sub-test scores fell within stanines one, two, and three of the nationally normed SRA tests administered in 1984.
  
7. Average Ability Student -- subjects whose Reading, Math, Language composite sub-test scores and Educational Ability sub-test scores fell within stanine five of the nationally normed SRA tests administered in 1984.
  
8. High Ability Student -- subjects whose Reading, Math, Language composite sub-test scores and Educational Ability sub-test scores fell within stanines seven, eight, and nine of the nationally normed SRA tests administered in 1984.

## CHAPTER II

### REVIEW OF RESEARCH

The study of attitudes as a component of the political socialization process in adolescents is a diverse area of study. This is remarkable since political socialization is a relatively new term in political science and educational research. Herbert Hyman first introduced the term in his work, Political Socialization (1959), where he surveyed research that pertained to the development of political attitudes and behavior. Lucian Pyle (1959) used the term to help explain stability and change within political systems. Since that early introduction of political socialization as a concept in the social sciences, researchers have expanded and diversified the area of study to include many variables and approaches which can be referred to as part of the political socialization process. Many researchers have focused on the individual within the political system. Others have employed the systems level approach advocated by Pyle to determine how the political system perpetuates itself. It appears that it is at the individual level of analysis that political socialization research has the most relevance to educators and social studies curriculum developers.

Renshon (1977) reviewed various assumptive frameworks which emphasized the diversity of approaches within the field. A more recent



review of research (Gallatin, 1980) identified four major schools or approaches to political socialization research evident in the literature. Due to the broad nature of research in the field, it is necessary to define and limit the scope of this study and literature review.

This review will be concerned primarily with recent political attitude studies of adolescents enrolled in secondary schools, particularly the ninth and twelfth grade students enrolled in civics and government classes which are predominately taught at these grades in the curriculum throughout the United States. First, a review of major studies on political attitudes of adolescents will be presented. Second, citizenship studies which include intelligence or ability levels as a variable influencing political attitudes will be examined and related to developmental studies describing adolescent political attitudes. Finally, dogmatism as a variable of intelligence and political attitudes will be considered.

#### Studies on Adolescent Attitudes

Perhaps the most comprehensive study on the political knowledge and attitudes of adolescents in America today is the ongoing National Assessment of Educational Progress's survey of citizenship and social studies (NAEP 1978, 1983). Hundreds of schools and thousands of students were surveyed on their political knowledge and attitudes as measured in five areas: constitutional rights, respect for others, the structure and functions of government, the political process, and

international affairs. Survey data were reported by sex, race, region of the country, community size, and parental level of education. Ages surveyed by the NAEP were 9, 13, and 17. Because of the data collection methods employed, comparisons of the average performance of different age groups could not be made because performance averages were based on different sets of items. Similarly of importance to this study, ability levels of the subjects were not assessed so that there was no way to separate responses of low ability subjects from the responses of average or bright subjects.

Of the five areas reported on by the NAEP studies, questions concerning the constitutional rights are of the most interest to this study. Seventeen questions were asked of the 13 year olds and 16 questions were asked of the 17 year olds. Not all questions were identical but the same sets of questions were asked of each group between 1969 and 1976. This allowed comparisons of performance for the age groups over a seven year period from 1969 to 1976. The NAEP assessment asked whether the subjects recognized fundamental rights and if they supported them. The results showed a slight decline in the adolescent population concerning both the recognition of constitutional rights and the valuing of constitutional rights between 1969 and 1976. Data were presented in percentages of subjects who answered selected questions correctly.

Group performance data were reported on several variables including sex. In the national sample, females scored significantly below males and below the national average on items measuring political knowledge

and attitudes at ages 9 and 17, and above the national average and all males at the age of 13.

The 1981-82 assessment (NAEP, 1983) included survey data covering five objective areas which combined questions from the citizenship survey of 1969-70 and the social studies survey of 1971-72. Objective area III contained questions relating to political attitudes of adolescents ages 9, 13, and 17 from across the nation. Different questions were asked of each age group and results were compared to the previous assessments. Group results that showed a slight improvement in political attitudes of 13 and 17 year old students over the 1976 assessment were reported on items concerning the structure and function of the U.S. government and political process. On items measuring respect for the rights of others, performance of both 13 and 17 year olds remained at the 1976 levels. Knowledge of and support for constitutional rights improved at age 13 but did not change at age 17. The NAEP assessment seems most useful in helping the researcher discern what the status of political knowledge and values are within the general adolescent population.

The first major study which considered intelligence as a variable in the development of political attitudes concerned elementary children. Hess and Torney (1967) utilized questionnaire data from approximately 9000 subjects in grade three to eight and found a definite change in attitudes from grade to grade. They found that children's attitudes were first tied to personality figures in the government and later to institutions. Recognition of the political processes involved in

political institutions did not develop until at least the eighth grade. Intelligence and sex acted as mediating influences in the acquisition of some political attitudes. High IQ children had more reservations about the competence and intentions of government officials and institutions. They were less idealistic about the system and expected less from it. Little analysis was done to ascertain a measure of political attitudes toward civil liberties or the fundamental freedoms found in the Bill of Rights. Intelligence scores were not identified but were generally divided into low, average and high groups. Differences were generalized for each group based on the questionnaire response data.

Hess and Torney (1967) found that differences between males and females were not large and were generally consistent across grades three to eight. The most prominent differences reported were that the males acquired political attitudes more rapidly than the females, and that males were more interested in political affairs. No differences were reported between males and females in basic attachment, loyalty, and support of the country and its political principles investigated in the questionnaire utilized in the study.

Harvey and Harvey (1970) investigated the effect of intelligence on five areas of political attitudes among high school adolescents (grade, sex, and age data were not reported or analyzed). The five questionnaires utilized inquired into six ideological variables: Anti-Communism, Militarism, Belief in the Bill of Rights, Superpatriotism, Economic Liberalism, and Authoritarianism. Intelligence was measured by the Differential Aptitude Test's verbal

reasoning percentiles. Intelligence levels were further identified as very low, low, moderately low, moderate, medium high, and very high. Of interest to this study were the results from the questions concerning a belief in the Bill of Rights.

Responses to the questions concerning the Bill of Rights consisted of seven items which assessed the degree of favorable attitudes toward the protection of individual rights (freedom of speech, religion, and assembly) and the protection of the individual from arbitrary police authority. Belief in the Bill of Rights was positively related to intelligence as a chi-square statistic indicating an increase in support of the Bill of Rights with each increase in level of intelligence ( $p < .001$ ). While only 28.6% of the subjects very low in intelligence were found to be high in the belief in the Bill of Rights, 64.3% of those highest in intelligence exhibited a high belief in the Bill of Rights. More intelligent subjects believed that the fundamental political, religious, and social freedoms were to be preserved for the total community. Less intelligent subjects were more willing to restrict certain freedoms for all or part of the community. Since no data or analysis were presented to distinguish between age or grade level, there was no way to ascertain any interaction between age and intelligence which could be generalized into curricular approaches differentiating instruction in the ninth and twelfth grade civics and government curriculum.

Curtis (1981) conducted the only study which focused primarily on the political nature of the low ability adolescent. The study was a

part of a social studies curricular program designed to enhance the political learning of slow learners in a Canadian high school setting. The low ability students in the study were identified by their homogeneous grouping in a three year work experience program. They were identified as being two or three years retarded in grade level ability. Intelligence test scores ranged from 69 to 102 with a mean score of 81.3 for the defined low ability group. Age differences for the low group ranged from 14 to 19 years of age. Vocational students made up another sample of subjects. Vocational students' intelligence scores in the study ranged from 75 to 131 with a mean of 102.2. Age differences within this group were from 14 to 21 years of age. Academic students made up the final sample in the study. Academic students ranged in age from 15 to 18. No intelligence test score data were available for the academic subjects. Vocational and academic student scores were combined and compared to scores of low ability subjects. Due to the great variation in intelligence scores, it was difficult to clearly distinguish the true low ability subjects from the other subjects except for their homogeneous grouping in the work experience program.

Curtis found no statistically significant differences between age groups when the responses on the Freedoms Scale were categorized into two groups: subjects 15 years of age or younger and subjects between 16 and 21 years of age. This finding was inconsistent with developmental political studies of adolescents which found major shifts in the character of political thinking in adolescence (Adelson, 1971; Gallatin, 1972). Curtis' nonsignificant findings concerning age could

have been a result of the inclusion of subjects of continuous ages representing the gradual development and shift in the political awareness of adolescents from ages 14 to 21.

Travers (1983) did not investigate intelligence as a variable in the political socialization process, but did discern significant differences on a related variable, ability track placement. Travers discovered that the school-structured variable of ability track placement was more influential than socio-economic status or sex in determining students' political attitudes and participation over a nine year period at a suburban high school. Students were grouped into low, average, and high ability tracks by school personnel based on such factors as career aspirations, ability and achievement levels. In Traver's study, the higher the student's ability track placement, the more likely he or she was to be critical of school and government leadership and the more likely they were to participate in all kinds of political activity.

In one of the few developmental studies on political socialization, Adelson (1970) and a group of researchers at the University of Michigan found that a definite developmental trend existed among children and adolescents that correlated to Piagetian stages of cognitive growth (Adelson & Beall, 1970; Adelson & O'Neil, 1966; Adelson, Green & O'Neil, 1969; Gallatin & Adelson, 1970). In these studies, Adelson and his associates investigated the shifts in the character of political thinking and attitudes of subjects from ages 11 to 18. Student responses were analyzed according to age and intelligence. Subjects

were divided into groups of average (95-110 IQ) and above average (125 and above IQ). Adelson concluded that the single most significant influence on the development of political thinking and attitudes was age. (Adelson, 1971).

Gallatin (1972) refined and expanded the original questionnaire developed by the Adelson group and conducted a study of 450 adolescents in the Detroit area. Gallatin's research supported the findings of the original cross national study. She found that maturation was the most significant influence on political thinking across age groups in early to late adolescence. One major additional variable was included in her study. The subjects were equally divided by race and no significant difference was found between white and black subjects in the development of political thinking.

Mussen, Sullivan, and Eisenberg-Berg (1977), investigated political and economic attitudes in adolescents ages 14 and 17. The effect of sex differences of the subjects was not investigated as a variable in this study. They concluded that, contrary to the Adelson findings, political attitudes continue to develop and change beyond the age of 15. This finding is consistent with recent developmental theories which have extended Piaget's developmental stages beyond early adolescence (Arlin, 1975; Keating, 1979, 1980; Kuhn & Adams, 1979).

Daurio (1979) investigated intelligence as a factor of what was termed socio-political intelligence. Daurio collected data on very bright (125 and above IQ) and average adolescents. Daurio discovered that generalized intellectual ability, personality traits, and age



contributed significantly to the development of socio-political intelligence. Ages studied were 13 and 14 year olds.

Considering the different findings concerning age, sex, and intelligence in political attitude development, it appears necessary to include these variables in the research design when studying attitudes in adolescent subjects. Grouping subjects together into mixed age and ability groups seems to attenuate the significance of data collected in a study. This is especially true when younger adolescents (ages 13 to 15) are grouped with older adolescents and when varying levels of intelligence or ability groups are combined in a study to investigate political attitudes.

#### Dogmatism

Rokeach (1960) defined dogmatism as a belief system whose structure is manifested in a series of behavioral tendencies as attitudinal sets. Most researchers using Rokeach's Dogmatism Scale generally focused on the attitudes and behavior patterns of individuals or groups in connection with an open or closed belief system. Rokeach suggested that highly dogmatic persons exhibit an intolerant attitude towards those with dissimilar values and beliefs, an authoritarian personality and a tendency to distort incoming messages. Conversely, low dogmatic or predominately open-minded persons have less need to defend against thoughts or beliefs discrepant with their own, and are less likely to distort the narrow meanings and messages expressed by others. Open-minded persons are more likely to consider incoming information on

its own merits, and are more tolerant in their interpersonal relationships.

Other researchers (eg. Vacchiano, Strauss & Schiffman, 1968) extended Rokeach's construct to include personality patterns and psychological variables. While Rokeach (1960) did not find any significant relationship between dogmatic beliefs and intelligence, the personality traits of dogmatic groups identified are strikingly similar to descriptive characteristics attributed to slow learners (eg. Abramowitz 1959, 1963, 1970; Ingram, 1960; Johnson, 1963; Abraham, 1964; Shelton, 1971). Dogmatic and low ability subjects have generally been described as needing support, encouragement and understanding from others and as avoiding a change in the environment or daily routine. They lack self-esteem, confidence in themselves, are defensive and lack either self-acceptance or self-satisfaction. Dogmatic and low ability subjects are also low in ego-strength, frustrated by changeable conditions, submissive, conforming and respecting of institutional ideas.

DiMaria and DiNuovo (1983), noted that individuals who scored high on the Dogmatism Scale tended to be less articulated and cognitively differentiated. In a study of 80 men and women employed at three Italian public schools, significant negative correlations were obtained between scores on the Dogmatism Scale and Witkin's Group Embedded Figures Test and on the Flexibility Scale from Gough's California Psychological Inventory. Correlations were positive between highly dogmatic subjects and a favorable attitude towards concepts like

Discipline, Obedience, and Social Order as measured by a semantic differential scale. While these results tend to confirm certain cognitive traits evidenced in low ability individuals, no attempt was made to investigate the interaction of ability level and age on dogmatism. Further, the study was undertaken in Italy and invariably reflects certain cultural differences between the Italian socio-political system and other cultures.

Curtis and Shaver (1983) investigated the relationship of dogmatism to some political attitudes of adolescents. They reported a correlation of  $-.37$  ( $df=152$ ;  $p.01$ ) and a correlation corrected for attenuation of  $-.46$  for the relationship between scores on the Dogmatism Scale and scores on the Freedoms Scale. The data were collected from 156 American academic high school and university students as part of the validation study for the Freedoms Scale instrument utilized in this study. In a study of slow learners, Curtis (1981) found a correlation between high scores on the Dogmatism Scale and low scores on the Freedoms Scale ( $r=.37$   $p.05$ ) for a sample of 95 slow learners ages 14 to 19. No comparisons were made between slow learners and academic students in the study because the Dogmatism Scale was not administered to the academic students ( $n=138$ ).

Handfield (1980) studied certain factors that affected critical thinking among 75 eleventh grade American high school students. He found a significant relationship between intelligence (Otis-Lennon Mental Ability Test), critical thinking (Watson-Glaser Critical Thinking Appraisal), and dogmatism (Rokeach Dogmatism Scale). The ability to

think critically was inversely related to the level of dogmatism and positively related to intelligence.

Curtis and Shaver (1983) did not find a significant correlation with critical thinking as measured by the Cornell Critical Thinking Test and scores on the Freedoms Scale when the effects of intelligence and dogmatism were statistically removed.

Close and Bergman (1979), discovered a significant inverse relationship between educational attainment and dogmatism. They studied 445 managers in an agri-product industry which represented four levels of education (eg. high school education, some college, college graduates, and master's degrees and beyond). Their study represents an indirect measure of the relationship between ability level and dogmatism in the adult population.

No study reviewed concerned the effect of age on the development of dogmatism or the differences between age groups and dogmatism scores. Wilderom and Cyms (1985) commented that there are few studies that have considered the development of dogmatism and how it changes with age. Generational differences have been noted, but no studies to date have investigated the differences between dogmatism scores and grade levels in the adolescent population.

Summary

In the research reviewed concerning the development of political attitudes in adolescence, many variables had significant impact. Intelligence, sex, age and dogmatism were identified as interacting with political attitudes. No study to date has examined the interaction of these variables on the development of political attitudes toward law and the fundamental freedoms. This is especially true at the key grade levels of ninth and twelfth grades where citizenship courses are predominately taught in the curriculum throughout the United States. Recent research in political socialization has been scant since the 1971 adoption of the constitutional amendment lowering the voting age to 18. A few recent studies have shown a major shift in the changing nature of adolescent attitudes during the early 1980's. The need for current research to provide data has been noted (Leming 1984). It is expected that this research will provide some of the data necessary to answer several important questions concerning the political attitudes in adolescence and especially the development of political attitudes in low ability adolescents who have generally been ignored in the political socialization research.

## CHAPTER III

### METHODOLOGY

The purpose of this study was to investigate differences in selected political attitudes among three ability groups (low, average, and above average) of male and female adolescents in a typical American secondary school setting. Data were collected from ninth and twelfth grade subjects. A review of the literature indicated that intelligence or ability level had not been systematically considered in much of the political socialization research. The dependent variables consisted of three attitude measures viewed by social studies educators as essential to the political socialization and citizenship processes. These variables included measures of attitudes toward the fundamental freedoms, laws and law officials, and dogmatism.

The groups were compared and statistically tested to determine their differences or similarities in attitude toward the social object or attitude being investigated. The measurements of political attitudes in this study are inferred to represent the subject's predispositions as measured by the three instruments utilized. The scores are not absolute measures of the subject's political attitudes. It is conceivable that other existing measures of attitude toward the fundamental freedoms, law, and dogmatism could result in quite different scores when used with other samples and in other contexts.

### Selection of the Population

The research population consisted of all 14 and 15 year old ninth grade students enrolled in world geography and history classes and all 17 and 18 year old twelfth grade students enrolled in government classes at Loudoun County High School and Loudoun Valley High School in Loudoun County, Virginia. Loudoun County is a suburban and rural school system located approximately 30 miles outside of Washington, D. C. The student population is predominately comprised of middle and upper middle class students who aggregately score above the fiftieth percentile on nationally norm referenced tests. Low, average and above average abilities were determined by the homogeneous ability grouping at each school and by SRA test scores which were administered in the eighth and eleventh grades.

Scores from the Science Research Associates' Educational Ability Series (EAS) and the Reading, Math, and Language tests composite score (RML) were utilized to separate the subjects into low, average, and high ability groups from which the study samples were selected. Subjects were randomly selected so that 60 low ability (30 ninth and 30 twelfth grade), 60 average ability (30 ninth and 30 twelfth grade), and 60 high ability (30 ninth and 30 twelfth grade) subjects from the two high schools were studied. Each grade level group was evenly divided between 15 male and 15 female subjects. Table 3-1 provides the mean scores and standard deviations of the SRA scores used to distinguish ability grouping in this study. The subjects were equally divided by sex and grade level.

Table 3 - 1  
Ability Grouping<sup>a</sup>

	<u>Low</u>		<u>Ave</u>		<u>High</u>	
	RML <sup>b</sup>	EAS <sup>c</sup>	RML	EAS	RML	EAS
Grade 9						
N=90						
Mean	35.07	28.20	55.17	53.70	96.20	94.40
St. Dev.	(14.25)	(10.49)	(7.91)	(7.98)	(3.33)	(4.30)
Grade 12						
N=90						
Mean	21.07	19.20	57.53	58.03	93.90	93.00
St. Dev.	(11.18)	(11.62)	(10.88)	(6.91)	(4.96)	(4.52)

<sup>a</sup> Scores obtained are from different forms of SRA tests administered in 8th and 11th grades and are nationally normed percentile scores.

<sup>b</sup> Reading Math Language Composit Score (SRA)

<sup>c</sup> Educational Ability Series Score (SRA)

#### Procedure

During the 1984-85 school year three measures of attitude were administered to the 180 students to assess their predisposition toward law, fundamental freedoms, and degree of dogmatism. The measures were administered in the classrooms by the teachers of the students prior to units of instruction in law and the Bill of Rights. This was done to assess their attitude prior to formal instruction in the principles involved in the democratic process which may have altered their predispositions to the variables under study.



### Instrumentation

Definitions of the term "attitude" vary from researcher to researcher. Despite variations in the definitions, most agree upon one common characteristic, that attitudes entail an existing predisposition to respond to social objects that guide and direct the overt behavior of the individual (Cardno, 1955). The most frequently used methods of measuring attitudes require the subjects to indicate agreement or disagreement with a set of statements about the attitude object. These statements attribute to the object characteristics that are positively or negatively evaluated. The attitude toward the object is inferred from the statements endorsed by the subject (Shaw & Wright, 1967). The scores for each individual can be summed across all attribute statements of the attitude measures and group means computed to derive a composite attitude score for the sample group or population.

The instruments used in this study were: (1) Rundquist and Sletto's Law Scale (1936, 1975), (2) The Freedoms Scale (Curtis and Shaver, 1983), and (3) Rokeach's Dogmatism Field Scale (Troidahl and Powell, 1965). (Copies are included in Appendix A). The Freedoms Scale and the Law Scale assess the subject's predisposition to the dependent variables on a five point Likert scale ranging from "strongly agree" to "strongly disagree", with the median response being "uncertain" (Likert, 1932). A score was obtained for each subject by summing over the responses in each instrument. The Dogmatism Field Scale was scored on a seven point Likert scale. Each subject's responses were summed to

obtain a measure of open or close-mindedness. Reliability estimates were computed for each instrument and compared to previous estimates. These are given in the following sections.

The Law Scale. Rundquist and Sletto (1936, 1975) developed the 22 item scale as part of a study of the relative merits of Thurstone and Likert procedures. The scale was normed on 2882 college and high school students, school teachers, and adults. Split half reliabilities (corrected) of .84 and .82 for 500 males and females respectively were reported. The test-retest reliability coefficient was .78 for a sample of 70 males and 78 females (Shaw & Wright, 1967). A reliability coefficient of .73 was obtained when administered to the 90 males and 90 females in the present study. The scale is valid and reliable for measuring attitudes toward the law and law officials.

The 22 statements in the Law Scale relate to aspects of the law and legal system. A high score on the Law Scale indicates a subject's willingness to support the law, obey existing laws, and exhibit a belief in the honesty of law and government officials. Responses to individual statements contained in the Law Scale are presented in Chapter IV when significant differences were found among subjects of various ability levels, sex, and grade.

The Freedoms Scale. Curtis and Shaver (1983) developed the Freedoms Scale for use with low ability students to ascertain their predisposition toward the fundamental freedoms enumerated in the

Canadian Bill of Rights. The scale was developed primarily because existing scales of attitude measurement were deemed inappropriate for use with low ability students. The Freedoms Scale consists of 16 vignettes, which were developed to represent the fundamental freedoms enumerated in the Canadian Bill of Rights. These rights are commonly referred to as civil liberties. The rights and freedoms included in the Freedoms Scale are identified below:

1. The right of the individual to life, liberty, and security of person (items 8 and 9).
2. The right to property and due process of law (items 6 and 15).
3. The right of the individual to equality under law (items 13 and 16).
4. The right of the individual to equal protection under the law (items 1 and 5)
5. The freedom of religion (items 4 and 10).
6. The freedom of speech (items 3 and 14).
7. The freedom of assembly (items 2 and 11).
8. The freedom of the press (items 7 and 12).

The Freedoms Scale was modified slightly for use in this study to reflect common American syntactical arrangement of terms for use with American students. The essential values and freedoms of Canada's Bill of Rights are identical to the American Bill of Rights and the alterations to the instrument should not be construed to change the readability, reliability or validity findings discussed above (C. K. Curtis, personal communication, February 26, 1985).

The mean readability level for the Freedoms Scale was found to be grade 7 (Dale & Chall, 1948) and grade 7.5 (Frye, 1977). Reliability coefficients of .64 (Kuder-Richardson formula 21) and .61 (Spearman-Brown formula) were reported for internal consistency of the items administered to 570 high school subjects (Curtis & Shaver, 1983). A reliability coefficient of .65 was obtained for the 180 subjects who participated in this study. Corrected split half reliability estimates compared favorably with those reported for standardized attitude measures and were sufficiently high to be included within the moderate reliability range for such measures (Borg & Gall, 1979, p. 218).

Dogmatism Field Scale. As a measure of close-mindedness, Rokeach's Dogmatism Scale has received considerable attention and is accepted as a reliable and valid measure of an open or closed attitude towards others' opinions and beliefs (Rokeach, 1960, 1970). Troidahl and Powell (1965) developed a short form dogmatism scale for use in field studies which consists of 20 items rather than the original 40 items proposed by Rokeach. Correlations of .95 and .94 were obtained when the shorter scale was used in two studies and the results compared to Rokeach's 40 item scale. Split half reliability estimates of .79 were reported for the 20 item short form. The scale was reported as acceptable and more time economical than the original 40 item scale, taking approximately half the time to administer (Troidahl & Powell, 1965). A reliability coefficient of .78 was obtained when the 20 item Dogmatism Field Scale was administered to the 180 randomly selected subjects investigated in this study.

Dogmatism has been found to be inversely related to acceptance of democratic values such as the belief in equality and freedom of others (Allen, 1966; Rokeach, 1970; Feather, 1970; Curtis & Shaver, 1983). Additionally, several studies have described dogmatic individuals as having a tendency to hold conservative views of society and to experience apprehension when confronted with new ideas (Plant, Telford & Thomas, 1965; Vacchiano, Strauss & Schiffman, 1968). Rokeach (1960) did not discover any significant relationships between dogmatic individuals and intelligence as measured by scores on the American Education Test. The correlation between intelligence and scores on the Dogmatism Scale obtained by Rokeach was  $-.02$  (p. 190).

### Analysis

The independent variables in this study were ability level, grade, and sex of the subjects. Scores on the three political attitude scales previously described were the dependent variables. All analyses were performed on an IBM computer utilizing the SPSSX statistical package. The design of the study is given in Table 3-2.

Table 3 - 2

Design of the Study

<u>GRADE</u>	<u>SEX</u>	<u>Ability</u>		
		Low	Average	High
9	Male			
	Female			
12	Male			
	Female			
N=180	n=15			

Six research questions were investigated in this study. Question 1 concerned investigating the correlations between the dependent variable measures. Research questions 2, 3, 4, and 5 related to the interaction and main effects of a multivariate analysis of variance (MANOVA). Research question 6 concerned significant differences on the individual responses of the attitude scale items.

To answer the first research question and determine whether pairs of dependent measures of attitude towards law, democratic freedoms, and dogmatism differ at different ability levels, Pearson product-moment correlations were calculated between pairs of attitude measures. This was done for all subjects combined and at each ability level to determine if similar correlation patterns existed across ability levels.

To answer questions two through five, a three-way MANOVA analysis was conducted, where ability level, grade, and sex were the independent variables. The use of MANOVA allowed for the simultaneous analysis of the three dependent measures, and provided separate univariate F-tests for each measure following the multivariate results.

The final research question concerned an investigation of the differences among ability groups, between grade level, and between male and female adolescents on the individual responses of measures of attitudes toward law and the democratic freedoms. Chi-square statistics were used to determine significant differences in the distribution of individual responses of the subjects in this study on the Freedoms Scale and the Law Scale.

The item responses of the Dogmatism Field Scale were not examined in this study for significant differences due to the nature of the statements that made up the Dogmatism Field Scale. In the development of the Dogmatism Scale, Rokeach (1960), considered only the composite score as a measure of close-mindedness. Individually, many of the statements on the Dogmatism Scale are not political in nature and were not deemed to be of interest to social studies researchers investigating adolescents' political attitudes. Some researchers have considered dogmatism to be a personality trait and have incorporated it as an independent variable in their studies. In this study, the composite score of the Dogmatism Field Scale was employed as a dependent measure of the open or closed-mindedness of the subjects to new ideas and was considered to be an attitude variable essential to the political

socialization of adolescents in a democratic society. A breakdown of the individual response frequencies for the Dogmatism Field Scale and significant chi-square distributions is provided in the appendix.



## CHAPTER IV

### RESULTS

Presented in this chapter are the results of the data analysis. The intercorrelations of the dependent variables by ability groups relating to research question one are presented first. Next, data relating to research questions two through five are presented concerning the interactions and main effects of the multivariate analysis of variance. These are followed by post hoc analysis in those instances where significant differences were found. Finally, data from research question six, the responses to individual items contained in the Freedoms Scale and Law Scale, are presented where significant differences regarding ability, sex, and grade variables were found using chi-square statistics.

#### Correlations of Dependent Measures

Research Question 1. Do correlations between pairs of dependent measures of attitude towards law, democratic freedoms, and dogmatism differ at different ability levels?

To determine if any of the dependent attitude survey measures were correlated with each other, Pearson Product correlation coefficients were calculated. Table 4-1 shows the correlations when calculated across all ability levels.

---

Table 4 - 1  
Intercorrelations of Attitude Measures Across All Ability Levels

---

	<u>Dogmatism Scale</u>	<u>Law Scale</u>
Freedoms Scale	-.4359 p = .0005	.0505 p = .251
Law Scale	.0333 p = .329	

---

Scores on the Freedoms Scale and Dogmatism Scale indicated a moderate negative correlation ( $r = -.4359$ ;  $p = .0005$ ). This finding was consistent with other studies, which found a negative correlation between high scores on the Dogmatism Scale and low scores on measures of support for individual rights and political freedoms (eg. Troldohl & Powell, 1965; Feather, 1970; Allan, 1966; Curtis, 1983). None of the other scales significantly correlated to each other when the total sample was considered and entered into the analysis.

To investigate the pattern of correlations between different ability levels, separate correlations were calculated at each level. Table 4-2 lists the results of the intercorrelations by ability level in this study.

Table 4 - 2  
Intercorrelations of Attitude Scales by Ability Levels

<u>Low Ability</u>		
	<u>Dogmatism Scale</u>	<u>Law Scale</u>
Freedoms Scale	-.1702 p = .097* <sup>a</sup>	-.0116 p = .465
Law Scale	-.2294 p = .039** <sup>b</sup>	
<u>Average Ability</u>		
	<u>Dogmatism Scale</u>	<u>Law Scale</u>
Freedoms Scale	-.2192 p = .046**	-.0764 p = .281
Law Scale	-.3653 p = .002**	
<u>High Ability</u>		
	<u>Dogmatism Scale</u>	<u>Law Scale</u>
Freedoms Scale	-.3820 p = .001**	.1300 p = .161
Law Scale	.0034 p = .400	

<sup>a</sup> \* = p < .10; <sup>b</sup> \*\* = p < .05

The Freedoms Scale and Dogmatism Scale both produced significant correlations at each ability level that were similar to the negative correlation obtained for the total sample. It is interesting to note that each increase in ability level produced a larger negative correlation between the Freedoms Scale and the Dogmatism Scale. Further inspection of Table 4-2 indicates a significant negative correlation between the Law Scale and Dogmatism Scale for both low and average ability levels which was not evident with the high ability group. The

Law Scale and Freedoms Scale did not correlate significantly at any ability level.

#### MANOVA on Group Differences

Research questions two, three, and four relate to main effects and question five relates to the interactions in a three-way MANOVA. Interactions will be dealt with first. Subsequently, main effects will be discussed in detail where significant interactions were not present.

Research Question 5. Are there any interactions among grade, sex, and ability levels using attitude measures of law, democratic freedoms, and dogmatism?

Table 4-3 displays the multivariate interaction effects of the MANOVA and univariate F-statistics for each of the dependent attitude variable scales. Due to the presence of multivariate interaction effects, it is necessary to consider significant interactions and research question 5 before presenting the main effects obtained from the analysis.

Table 4 - 3

Interaction Effects of Ability, Grade, and Sex  
with Three Dependent Measures

<u>Source</u>	<u>df</u>	<u>F<sup>a</sup></u>	<u>p</u>
<u>Ability by Grade</u>	6	2.39383	.028** <sup>b</sup>
Freedoms Scale		1.73016	.180
Law Scale		2.70752	.070*
Dogmatism Scale		3.84559	.023**
<u>Ability by Sex</u>	6	1.49464	.179
Freedoms Scale		.38587	.680
Law Scale		2.23807	.110
Dogmatism Scale		1.65746	.194
<u>Sex by Grade</u>	3	.76135	.517
Freedoms Scale		.57913	.448
Law Scale		1.71643	.192
Dogmatism Scale		.00023	.988
<u>Ability by Sex by Grade</u>	6	1.29719	.258
Freedoms Scale		.25789	.773
Law Scale		.80235	.450
Dogmatism Scale		3.02188	.051

<sup>a</sup> F's for sources in design are approximation of Pillais-Bartlett Trace statistic. Indented F's are univariate statistics

<sup>b</sup> \*\*  $p < .05$ ; \*  $p < .10$

Table 4-3 shows that a significant interaction occurred between ability level and grade level of the subjects in this study. Given the design of the study, one three-way and three two-way interactions were evaluated using MANOVA. Results, which appear in Table 4-3, indicate that only one interaction (ability by grade) was significant at the .05 level.

Separate univariate F-statistics may be used to indicate which of the dependent measures contributed to the overall interaction effect of ability and grade level. Based on these univariate F-tests, it appears that the Dogmatism Scale was the most important variable ( $p=.023$ ) with the Law Scale also contributing to the interaction of ability and grade level ( $p=.070$ ). The group means for the two scales, broken down by ability and grade level, were graphed and appear in Figures 4-1 and 4-2.

Figure 4-1 illustrates that both ninth and twelfth grade high ability subjects had the lowest dogmatism scores with twelfth grade subjects being slightly less dogmatic than ninth grade subjects. This pattern held with the average subjects who had higher dogmatism scores at both grade levels. The pattern was reversed, however, for low ability subjects with ninth graders having lower scores on the Dogmatism Scale than twelfth graders.

Figure 4-2 shows the interaction between ability level and grade level of the subjects in this study on the Law Scale. Both ninth and twelfth grade subjects shared the same general pattern in their attitude towards the law and government officials. Scores on the Law Scale rose for average ability subjects and then fell for high ability subjects, although differences were more pronounced for ninth graders. Twelfth grade high ability subjects' scores were the lowest scores for all ability groups at both grade levels.

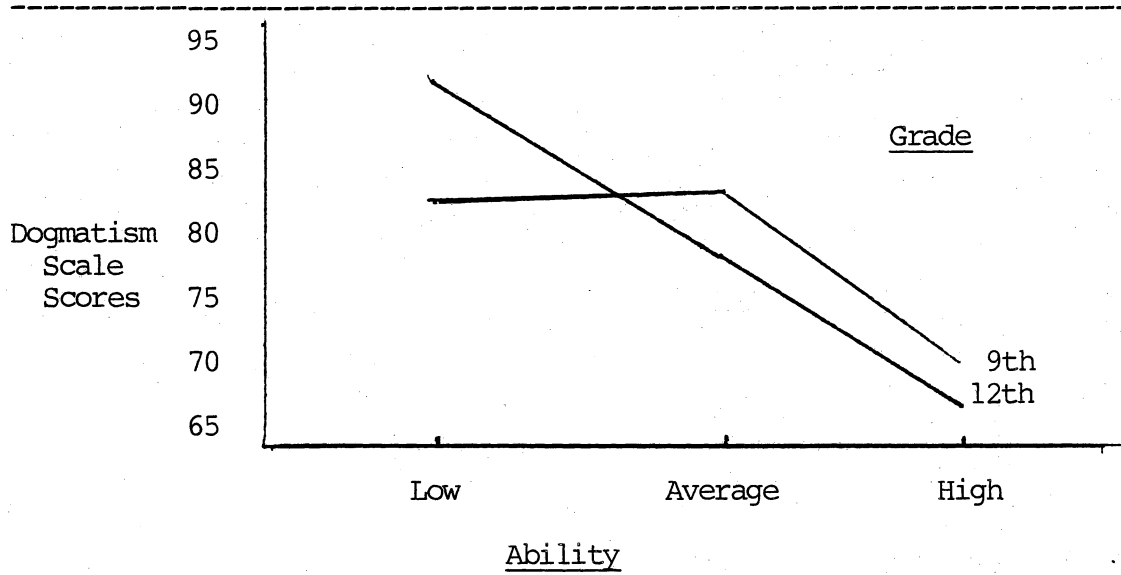


Figure 4 - 1: Interaction of Ability by Grade on Dogmatism Scale

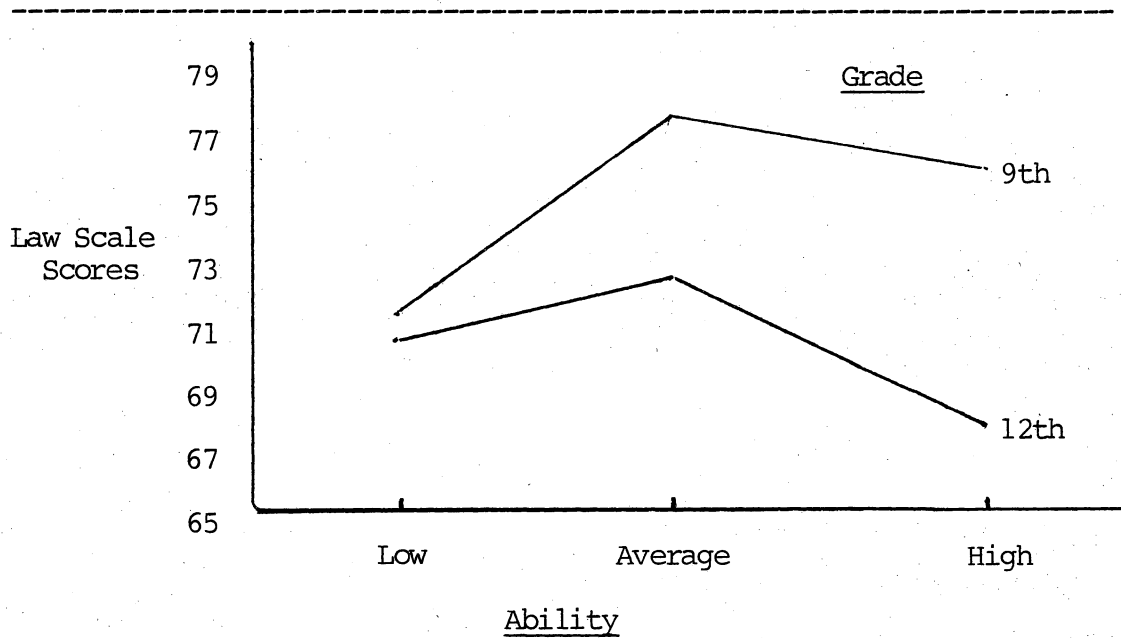


Figure 4 - 2: Interaction of Ability by Grade on Law Scale

### Main Effects

Research questions two, three, and four concerned an investigation of the relationships among ability levels, grade in school, and the sex of the adolescents on three measures of political attitudes considered essential to the political socialization process. The research questions are repeated below and followed by Table 4-4 which presents the results of the MANOVA with significant main effects.

Research Question 2: Are there differences among ability groups on measures of attitude towards law, democratic freedoms, and dogmatism?

Research Question 3: Is there a significant difference between ninth and twelfth grade students on measures of attitude towards law, democratic freedoms, and dogmatism?

Research Question 4: Is there a difference between male and female students on measures of attitude towards law, democratic freedoms, and dogmatism?



Table 4 - 4

Main Effects of Ability, Grade, and Sex on Three Dependent Variables: Freedom Scale, Law Scale, Dogmatism Scale.

Source	df	F <sup>a</sup>	p.
Ability	6	12.85040	.0001 * <sup>b</sup>
Freedom Scale		25.77985	.0001*
Law Scale		3.80215	.024 *
Dogmatism Scale		26.67592	.0001*
Sex	3	4.83495	.003 *
Freedom Scale		5.52799	.020*
Law Scale		9.34499	.003*
Dogmatism Scale		.57012	.451
Grade	3	3.23083	.024 *
Freedom Scale		.01561	.901
Law Scale		9.76028	.002*
Dogmatism Scale		.01132	.915

<sup>a</sup> F's for sources in design are F - approximations of Pillais-Bartlett Trace Statistic. Indented F's are univariate statistics where multivariate F's were significant.

<sup>b</sup> p < .05 for multivariate and univariate F's.

Table 4-4 indicates significant multivariate F's on ability, sex, and grade levels of the subjects. However, the interactions of ability and grade on the Dogmatism Scale and Law Scale discussed above with Table 4-3 make it necessary to examine only the main effect of sex, which did not interact significantly with other main effects.

The males and females in this study differed primarily in their scores on both the Law Scale and the Freedom Scale, but not on the Dogmatism Scale. Specific univariate t-tests were performed to test differences between male and female subjects. The data are presented in

Table 4-5. Since a total of 15 t-tests were performed, the Bonferroni procedure was used to set each alpha level at .007 for an overall significance of .10.

Table 4 - 5

Univariate t-tests on Three Dependent Variables by Sex

Source	MALE		FEMALE		t	df	p <sup>a</sup>
	<u>X̄</u>	SD	<u>X̄</u>	SD			
Freedoms Scale	53.50	8.02	55.80	6.67	-2.09	178	.038
Dogmatism Scale	79.42	16.22	77.77	17.79	.65	178	.515
Law Scale	70.93	9.22	74.98	9.54	-2.89	178	.004*

<sup>a</sup> \* indicates significant p

Table 4-5 shows that the females' mean scores on the Law Scale were significantly higher than the male's ( $p=.004$ ). This would indicate a greater respect for law among females over males. The scores on the Dogmatism Scale and Freedoms Scale did not significantly differ by sex of the subjects.

Main effects for ability and grade level were not clearly interpretable due to the existence of the ability by grade interaction. However, to better understand the nature of the relationship and to explore specific differences between pairs of ability groups and between the two grade levels of the subjects, additional post hoc analyses using

univariate t-tests were employed. Table 4-6 and Table 4-7 present the means and standard deviations of scores on the dependent variables arranged according to ability and grade levels with significant t-test statistics.

Table 4 - 6

t - Tests: Dependent Variables  
Arranged According to Ability.

<u>Source</u>	<u>LOW</u>		<u>AVERAGE</u>		<u>HIGH</u>		<u>t</u> <sup>a</sup>	<u>p</u>
	<u>X̄</u>	<u>SD</u>	<u>X̄</u>	<u>SD</u>	<u>X̄</u>	<u>SD</u>		
Freedoms	50.65	5.66	54.10	6.00			-3.24	.002* <sup>b</sup>
Scale	50.65	5.66	54.10	6.00	59.20	7.90	-6.81	.0001*
					59.20	7.90	-3.98	.0001*
Law	70.90	9.92	75.33	9.13			-2.64	.01
Scale	70.90	9.92	75.33	9.13	72.63	9.88	-.99	.324
					72.63	9.88	1.55	.123
Dogmatism	87.10	15.12	80.82	13.54			2.40	.018
Scale	87.10	15.12			67.87	16.39	6.68	.0001*
			80.82	13.54	67.87	16.39	4.72	.0001*

<sup>a</sup> df = 118; n = 60

<sup>b</sup> \* indicates significant p level

Table 4 - 7

Univariate t-tests on Three Dependent Variables by Grade

Source	NINTH		TWELFTH		t	df <sup>a</sup>	p
	$\bar{X}$	SD	$\bar{X}$	SD			
Freedoms Scale	54.59	7.32	54.71	7.60	-.11	178	.913
Dogmatism Scale	78.71	16.67	78.48	17.41	.09	178	.927
Law Scale	75.02	9.77	70.89	8.94	2.96	178	.003* <sup>a</sup>

<sup>a</sup> n = 90                      <sup>b</sup> \* indicates significant p

Table 4-6 indicated that there was a significant increase in the mean scores on the Freedoms Scale with each increase in level of ability. Dogmatism, as reflected in scores on the Dogmatism Scale, significantly decreased between low and high ability groups and between average and high ability groups. This general trend reflects the negative correlations reported in Tables 4-1 and 4-2 between dogmatism scores and scores on the Freedoms Scale. Table 4-7 indicated only one significant difference between ninth and twelfth graders on the Law Scale.

Individual Responses Toward Law and Democratic Freedoms

Research Question 6. Are there any differences among ability groups, between grade level, and between male and female adolescents on the individual responses of measures of attitude towards law and the democratic freedoms?

Frequency distributions were developed from all the items on the Freedoms Scale and the Law Scale and arranged on contingency tables with columns representing the student groups being compared and rows representing the intensity of response. This was done so that the differences between the subjects' responses could be examined when each question or statement was considered as a component of the political attitude being investigated. Significant chi-square results are reported for each item in the tables below. Contingency table frequencies were converted into percentages as suggested by Kerlinger (1973). An inspection of the distribution percentages indicated where the groups of students differed significantly on each scale item. Only those scale items which were significant are reported.

The Dogmatism Scale was not analyzed for different individual responses due to the nature of the statements which contribute to a composite score for the attitudinal measure of open-mindedness. A summary of the responses to statements on the Dogmatism Scale is presented in the appendix.

Freedoms Scale by Ability. Freedoms Scale questions 2 and 11 (freedom of assembly), 4 and 10 (freedom of religion), 8 and 9 (right to life, liberty, and security), 3 (freedom of speech), 12 (freedom of the press), and 13 (equality before the law) had significant chi-square statistics ( $p < .05$ ) when arranged by ability groups (Tables 4-8 through 4-16). The distribution of responses for these questions differed significantly from what would be expected if the attitude responses were equally distributed across ability levels of the adolescent sample. Responses to the remaining seven items on the Freedoms Scale were not related to ability level. An examination of the tables indicated a varied response pattern that was generally inconsistent across ability groups. The only related questions which had a discernable pattern were questions 4 and 10 which concerned the freedom of religion. On both questions concerning the freedom of religion, low and average ability subjects showed an intolerance toward supporting situations which involved a question of religious rights. The high ability subjects did not support a Moslem's right to pray during work (Table 4-9) but did show tolerance for a religion which refused blood transfusions (Table 4-8).

On questions 8 and 9 concerning the right to life, liberty, and security (Tables 4-10 and 4-11) all ability groups tended to object to the police holding a criminal without evidence but then supported the locking up of a motorcycle gang without a trial. The low ability group

was the only one that did not advocate locking up the gang and responded to both questions 8 and 9 in a manner that would support the rights of the accused.

Questions 2 and 11 concerned the freedom of assembly (Tables 4-12 and 4-13). Responses to these questions were significant. All three groups supported the right for a poverty group to hold a public rally but a significant number of low and average ability subjects indicated an "uncertain" response. Question 11, which concerned the rights of a group of homosexuals to rent a public building for a meeting, found a majority of the average and high ability groups opposing each other on the question while the low ability subjects' response frequencies were almost evenly dispersed across the five categories.

The remaining three questions which were significant (Tables 4-14 through 4-16) indicated that the average and high ability groups tended to respond similarly to the vignettes. Both groups generally opposed the radio speech of a communist party speaker (question 3) and supported the freedom of the press (question 12) and the right to release a person without excessive bail (question 13). The low ability subjects separated themselves from the average and high ability subjects on questions 3 and 12 and were uncertain or disagreed with question 13 concerning excessive bail.

Table 4 - 8

Responses to Freedom Scale Question 4 by Ability (in Percentages)  
 Freedom of Religion:  
 Religion that refuses blood transfusions should be allowed to exist.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	26.7	28.3	8.3	21.1
<u>Disagree:</u>	28.3	25.0	18.3	23.9
<u>Uncertain:</u>	16.7	16.7	10.0	14.4
<u>Agree:</u>	21.7	23.3	46.7	30.6
<u>Strongly Agree:</u>	6.7	6.7	16.7	10.0
N =	(60)	(60)	(60)	(180)
<hr/>				
$\chi^2 = 21.20582$ $df = 8,$ $p = .0066$ Phi Coefficient = .24270				
<hr/>				

Table 4 - 9

Responses to Freedom Scale Question 10 by Ability (in Percentages)  
 Freedom of Religion:  
 Moslem should not be allowed to pray on the job.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	8.3	1.7	0.0	3.3
<u>Disagree:</u>	13.3	3.3	1.7	6.1
<u>Uncertain:</u>	26.7	5.0	0.0	10.6
<u>Agree:</u>	31.7	56.7	40.0	42.8
<u>Strongly Agree:</u>	20.0	33.3	58.3	37.2
N =	(60)	(60)	(60)	(180)
<hr/>				
$\chi^2 = 54.41469$ $df = 8,$ $p = .00001$ Phi Coefficient = .38878				
<hr/>				



Table 4 - 10

Responses to Freedom Scale Question 8 by Ability (in Percentages)  
 Life Liberty and Security:  
 Police should not hold a known criminal until they gather evidence.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	10.0	1.7	3.3	5.0
<u>Disagree:</u>	8.3	20.0	21.7	16.7
<u>Uncertain:</u>	13.3	10.0	13.3	12.2
<u>Agree:</u>	41.7	45.0	55.0	47.2
<u>Strongly Agree:</u>	26.7	23.3	6.7	18.9
N =	(60)	(60)	(60)	(180)
$\chi^2 = 17.34795$ <u>df</u> = 8,    p = .0267    Phi Coefficient = .21952				

Table 4 - 11

Responses to Freedom Scale Question 9 by Ability (in Percentages)  
 Life, Liberty and Security:  
 Motorcycle gang should be locked up without a trial.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	21.7	6.7	5.0	11.1
<u>Disagree:</u>	31.7	21.7	13.3	22.2
<u>Uncertain:</u>	15.0	10.0	3.3	9.4
<u>Agree:</u>	21.7	50.0	60.0	43.9
<u>Strongly Agree:</u>	10.0	11.7	18.3	13.3
N =	(60)	(60)	(60)	(180)
$\chi^2 = 30.56306$ <u>df</u> = 8,    p = .0002    Phi Coefficient = .29137				

Table 4 - 12

Responses to Freedom Scale Question 2 by Ability (in Percentages)  
 Freedom of Assembly:  
 Poverty rights group should be allowed to hold rally.

	LOW	AVERAGE	HIGH	Total
<u>Strongly Disagree:</u>	11.7	10.0	0.0	7.2
<u>Disagree:</u>	20.0	13.3	11.7	15.0
<u>Uncertain:</u>	35.0	25.0	11.7	23.9
<u>Agree:</u>	30.0	46.7	53.3	43.3
<u>Strongly Agree:</u>	3.3	5.0	23.3	10.6
N =	(60)	(60)	(60)	(180)
$\chi^2 = 33.05465$ <u>df</u> = 8,    p = .0001    Phi Coefficient = .30302				

Table 4 - 13

Responses to Freedom Scale Question 11 by Ability (in Percentages)  
 Freedom of Assembly:  
 Homosexuals should not be allowed to rent a civic  
 building for a meeting.

	LOW	AVERAGE	HIGH	Total
<u>Strongly Disagree:</u>	23.3	26.7	8.3	21.1
<u>Disagree:</u>	16.7	28.3	13.3	19.4
<u>Uncertain:</u>	16.7	16.7	11.7	15.0
<u>Agree:</u>	16.7	21.7	40.0	26.1
<u>Strongly Agree:</u>	21.7	6.7	26.7	18.3
N =	(60)	(60)	(60)	(180)
$\chi^2 = 25.52231$ <u>df</u> = 8,    p = .0013    Phi Coefficient = .26626				

Table 4 - 14

Responses to Freedom Scale Question 13 by Ability (in Percentages)  
 Equality before the law:  
 It is not right to keep a poor person in jail if he can not make bail.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	10.0	15.0	8.3	11.1
<u>Disagree:</u>	30.0	23.3	23.3	25.6
<u>Uncertain:</u>	26.7	11.7	11.7	16.7
<u>Agree:</u>	18.3	40.0	46.7	35.0
<u>Strongly Agree:</u>	15.0	10.0	10.0	11.7
N =	(60)	(60)	(60)	(180)
$X^2 = 15.7766$ <u>df</u> = 8,    p = .0457    Phi Coefficient = .20934				

Table 4 - 15

Responses to Freedom Scale Question 12 by Ability (in Percentages)  
 Freedom of Press:  
 Underground newspaper license should not be renewed.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	26.7	21.7	10.0	19.4
<u>Disagree:</u>	41.7	41.7	33.3	38.9
<u>Uncertain:</u>	18.3	21.7	26.7	22.2
<u>Agree:</u>	6.7	13.3	26.7	15.6
<u>Strongly Agree:</u>	6.7	1.7	3.3	3.9
N =	(60)	(60)	(60)	(180)
$X^2 = 16.17857$ <u>df</u> = 8,    p = .0399    Phi Coefficient = .21199				

Table 4 - 16

Responses to Freedom Scale Question 3 by Ability (in Percentages)  
 Freedom of Speech:  
 Communist Party speaker should not be allowed on radio.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	11.7	3.3	6.7	7.2
<u>Disagree:</u>	36.7	21.7	6.7	21.7
<u>Uncertain:</u>	20.0	21.7	15.0	18.9
<u>Agree:</u>	25.0	43.3	51.7	40.0
<u>Strongly Agree:</u>	6.7	10.0	20.0	12.2
N =	(60)	(60)	(60)	(180)
$\chi^2 = 26.45992$ $df = 8,$ $p = .0009$ $\Phi$ Coefficient = .27111				

Law Scale by Ability. Twelve of the 22 statements on the Law Scale had significant chi-square statistics ( $p < .05$ ; Tables 4-17 through 4-28), indicating a relationship between ability level and responses to these items. For purpose of discussion, the Law Scale statements that had significant chi-squares were divided into two categories. Category I (statements 2, 11, 14, 16, 19, 22) required responses that indicated support for and willingness to obey existing laws. Category II (statements 1, 5, 6, 7, 18, 21) required responses that indicated a trust and belief in the honesty of law and government officials. Each category is discussed separately below.

Results for Category I statements are presented in Tables 4-17 through 4-22. The most interesting findings concerned statements 2 and

22 (Tables 4-17 and 4-18), in which a majority of all three ability groups indicated that it is alright for a person to break the law if he does not get caught, and that a person should obey only those laws which seem reasonable. Over half of the low ability subjects agreed with both statements (66% on Table 4-17 and 67% on Table 4-18). Average and high ability subjects also agreed with the statements, but with significantly higher percentages. Ninety percent of the average ability subjects agreed with statement 2 (Table 4-17) and eighty-five percent agreed with statement 22 (Table 4-18). High ability subjects responded with eighty percent in agreement with statement 2 (Table 4-17) and seventy-seven percent agreed with statement 22 (Table 4-18). For social studies educators concerned with developing positive social values, these responses represent a very discouraging response pattern.

Statement 16 (Table 4-22) indicated frequencies that found the three ability groups responding in a positive attitude towards obeying laws. The low ability subjects had higher percentages than the other groups while the high ability subjects were split between agreement and disagreement with the statement.

Statements 11 and 19 (Tables 4-19 and 4-21) indicated a varied response by ability. Average and low ability groups had predominately positive response patterns on statement 11, while high ability subjects showed negative responses. Statement 19 produced a reversal of that distribution, as average and high subjects scored in a positive response pattern while low ability subjects indicated a negative response (33% disagree). The final statement (statement 14, Table 4-20) showed a

willingness by all three ability groups to give false testimony to protect a friend on trial.

Table 4 - 17

Responses to Law Scale Statement 2 by Ability (in Percentages)  
A person should obey only those laws that seem reasonable.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	8.3	1.7	0.0	3.3
<u>Disagree:</u>	16.7	6.7	11.7	11.7
<u>Uncertain:</u>	8.3	1.7	8.3	6.1
<u>Agree:</u>	45.0	48.3	50.0	47.8
<u>Strongly Agree:</u>	21.7	41.3	30.0	31.1
N =	(60)	(60)	(60)	(180)
<hr/>				
$\chi^2 = 16.53617$ $df = 8,$ $p = .0353$ $\Phi$ Coefficient = .21432				

Table 4 - 18

Responses to Law Scale Statement 22 by Ability (in Percentages)  
 It is alright for a person to break the law if  
 he doesn't get caught.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	11.7	1.7	0.0	4.4
<u>Disagree:</u>	13.3	5.0	6.7	8.3
<u>Uncertain:</u>	8.3	8.3	16.7	11.1
<u>Agree:</u>	25.0	28.3	43.3	32.2
<u>Strongly Agree:</u>	41.7	56.7	33.3	43.9
N =	(60)	(60)	(60)	(180)
$\chi^2 = 23.4245$ $df = 8,$ $p = .0029$ Phi Coefficient = .25508				

Table 4 - 19

Responses to Law Scale Statement 11 by Ability (in Percentages)  
 Personal circumstances should never be considered  
 as an excuse for lawbreaking.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	6.7	6.7	16.7	10.0
<u>Disagree:</u>	20.0	21.7	48.3	30.3
<u>Uncertain:</u>	15.0	16.7	10.0	13.9
<u>Agree:</u>	43.3	31.7	20.0	31.7
<u>Strongly Agree:</u>	15.0	23.3	5.0	14.4
N =	(60)	(60)	(60)	(180)
$\chi^2 = 27.309$ $df = 8,$ $p = .0006$ Phi Coefficient = .27542				

Table 4 - 20

Responses to Law Scale Statement 14 by Ability (in Percentages)  
 A person is justified in giving false testimony to  
 protect a friend on trial.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	6.7	3.3	0.0	3.3
<u>Disagree:</u>	18.3	8.3	3.3	10.0
<u>Uncertain:</u>	16.7	15.0	10.0	13.9
<u>Agree:</u>	40.0	31.7	55.0	42.2
<u>Strongly Agree:</u>	18.3	41.7	31.7	30.6
N =	(60)	(60)	(60)	(180)
$\chi^2 = 21.3955$ <u>df</u> = 8,    p = .0062    Phi Coefficient = .24379				

Table 4 - 21

Responses to Law Scale Question 19 by Ability (in Percentages)  
 It is difficult to break the law and keep one's self respect.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	5.0	5.0	5.0	5.0
<u>Disagree:</u>	33.3	18.3	30.0	27.2
<u>Uncertain:</u>	18.3	25	10.0	17.8
<u>Agree:</u>	20.0	43.3	40.0	34.4
<u>Strongly Agree:</u>	23.3	8.3	15.0	15.6
N =	(60)	(60)	(60)	(180)
$\chi^2 = 16.45272$ <u>df</u> = 8,    p = .0363    Phi Coefficient = .21378				



Table 4 - 22

Responses to Law Scale Statement 16 by Ability (in Percentages)  
 All laws should be strictly obeyed because they are laws.

	LOW	AVERAGE	HIGH	Total
<u>Strongly Disagree:</u>	1.7	3.3	6.7	8.9
<u>Disagree:</u>	20.0	20.0	36.7	27.8
<u>Uncertain:</u>	8.3	25.0	20.0	21.1
<u>Agree:</u>	45.0	38.3	30.0	35.6
<u>Strongly Agree:</u>	25.0	15.3	6.7	6.7
N =	(60)	(60)	(60)	(180)
$\chi^2 = 19.96833$ $df = 8,$ $p = .0105$ Phi Coefficient = .23552				

Category II statements (Tables 4-23 through 4-28) are statements which were designed to measure the levels of trust and a belief in the honesty of law and law officials. An examination of the frequency percentages indicated that all ability groups felt that judges were more honest than policemen (Tables 4-23 and 4-24). However, the statement that judges made just decisions was divided between each ability group with the low ability subjects indicating a positive response and the average and high subjects indicating a negative response (Table 4-25).

Tables 4-26 and 4-27 indicated significant chi-square statistics that were difficult to interpret. There was no discernable pattern or relationship between the responses of the ability groups on the individual statements. Statement 18 indicated a positive response for

both the low ability and high ability subjects with a negative response for the average subjects (Table 4-26). Statement 21 (Table 4-27) indicated a positive response for the low and average ability subjects but an overwhelmingly negative response for the high ability subjects (83%). Such results may tend to indicate a situational attitude response pattern differentiated by ability groups which may not be generalizable outside of the individual vignettes contained in the attitude measures employed in this study.

The final significant statement from the Law Scale was statement 1 (Table 4-28). A significant number of subjects from all groups responded to the "uncertain" response on the statement concerning the belief that property rights were favored over human rights in our legal system. It appeared that this statement was particularly troublesome and perhaps confusing for a majority of subjects at all ability levels.

Table 4 - 23

Responses to Law Scale Statement 7 by Ability (in Percentages)  
On the whole, policemen are honest.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	16.7	5.0	5.0	8.9
<u>Disagree:</u>	40.0	26.7	16.7	27.8
<u>Uncertain:</u>	21.7	16.7	25.0	21.1
<u>Agree:</u>	20.0	41.7	45.0	36.6
<u>Strongly Agree:</u>	1.7	10.0	8.3	6.7
N =	(60)	(60)	(60)	(180)
$\chi^2 = 22.76375$ $df = 8,$ $p = .0037$ $\Phi$ Coefficient = .23552				

Table 4 - 24

Responses to Law Scale Statement 5 by Ability (in Percentages)  
On the whole, judges are honest.

	LOW	AVERAGE	HIGH	Total
<u>Strongly Disagree:</u>	6.7	0.0	0.0	2.2
<u>Disagree:</u>	21.7	15.0	8.3	15.0
<u>Uncertain:</u>	20.0	20.0	13.3	17.8
<u>Agree:</u>	36.7	51.7	65.0	51.1
<u>Strongly Agree:</u>	15.0	13.3	13.3	13.4
N =	(60)	(60)	(60)	(180)
$\chi^2 = 17.35295$ $df = 8,$ $p = .0266$ Phi Coefficient = .21955				

Table 4 - 25

Responses to Law Scale Statement 6 by Ability (in Percentages)  
Judges seldom understand a case well enough to make a  
really just decision

	LOW	AVERAGE	HIGH	Total
<u>Strongly Disagree:</u>	15.0	6.7	5.0	8.9
<u>Disagree:</u>	38.3	26.7	28.3	31.1
<u>Uncertain:</u>	26.7	20	13.3	20.0
<u>Agree:</u>	18.3	40	43.3	33.9
<u>Strongly Agree:</u>	1.7	6.7	10	6.1
N =	(60)	(60)	(60)	(180)
$\chi^2 = 18.05651$ $df = 8,$ $p = .0208$ Phi Coefficient = .22396				

Table 4 - 26

Responses to Law Scale Statement 18 by Ability (in Percentages)  
 Almost anything can be fixed in the courts if you have enough money.

	LOW	AVERAGE	HIGH	Total
<u>Strongly Disagree:</u>	33.3	13.3	8.3	18.3
<u>Disagree:</u>	23.3	15.0	35.0	24.4
<u>Uncertain:</u>	13.3	21.7	15.0	16.7
<u>Agree:</u>	18.3	35.0	28.3	27.2
<u>Strongly Agree:</u>	11.7	15.0	13.3	13.3
N =	(60)	(60)	(60)	(180)
$\chi^2 = 21.16113$ $df = 8,$ $p = .0067$ Phi Coefficient = .24245				

Table 4 - 27

Responses to Law Scale Statement 21 by Ability (in Percentages)  
 Violators of the law are almost always detected and punished.

	LOW	AVERAGE	HIGH	Total
<u>Strongly Disagree:</u>	15.0	8.3	28.3	17.2
<u>Disagree:</u>	18.3	38.3	55.0	37.2
<u>Uncertain:</u>	25.0	13.3	6.7	15.0
<u>Agree:</u>	35.0	36.7	10.0	27.2
<u>Strongly Agree:</u>	6.7	3.3	0.0	3.3
N =	(60)	(60)	(60)	(180)
$\chi^2 = 38.8171$ $df = 8,$ $p = .00001$ Phi Coefficient = .32837				

Table 4 - 28

Responses to Law Scale Statement 1 by Ability (in Percentages)  
The law protects property rights at the expense of human rights.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	13.3	3.3	3.3	6.7
<u>Disagree:</u>	33.3	23.3	11.7	22.8
<u>Uncertain:</u>	36.7	36.7	36.7	36.7
<u>Agree:</u>	13.3	33.3	33.3	26.7
<u>Strongly Agree:</u>	3.3	3.3	15.0	7.2
N =	(60)	(60)	(60)	(180)
-----				
$\chi^2 = 25.73358$ $df = 8,$ $p = .0012$ Phi Coefficient = .26736				
-----				

Differences by Sex. Analysis of the individual responses to the Freedoms Scale and Law Scale instruments using chi-square statistics produced only six significant response patterns. Freedoms Scale question one (Table 4-29) and Freedoms Scale question five (Table 4-30) showed that the majority of male and female subjects at both grade levels responded together on the Freedoms Scale questions supporting equal protection of the law. Question one showed a negative predisposition to support the concept of equality before the law and question five indicated a positive attitude to support equality before the law.

The Law Scale statements which showed significant differences (Law Scale statements 2, 4, 12, and 13) indicated a varied response pattern between males and females in the study as they tended to show support for the law and government officials in some situations and non-support in others (Tables 4-31 through 4-34).

Table 4 - 29

Responses to Freedoms Scale Question 1 by Sex (in Percentages)  
 Equal Protection of the Law: The police should not protect  
 a known criminal from harm.

	<u>MALE</u>	<u>FEMALE</u>	<u>Total</u>
<u>Strongly Disagree:</u>	8.9	4.4	6.7
<u>Disagree:</u>	13.3	24.4	18.9
<u>Uncertain:</u>	5.6	20.0	12.8
<u>Agree:</u>	44.4	37.8	41.1
<u>Strongly Agree:</u>	27.8	13.3	20.6
N =	(90)	(90)	(180)
<hr/>			
$\chi^2 = 16.67639$ <u>df</u> = 4,    p = .0022        Phi Coefficient = .30438			

Table 4 - 30

Responses to Freedoms Scale Question 5 by Sex (in Percentages)  
 Equal Protection of the Law: A woman should telephone the  
 police to protect a drunk driver from being beaten.

	<u>MALE</u>	<u>FEMALE</u>	<u>Total</u>
<u>Strongly Disagree:</u>	10.0	1.1	5.6
<u>Disagree:</u>	5.6	2.2	3.9
<u>Uncertain:</u>	1.1	2.2	1.7
<u>Agree:</u>	43.3	32.2	37.8
<u>Strongly Agree:</u>	40.0	62.2	51.1
N =	(90)	(90)	(180)
<hr/>			
$\chi^2 = 13.83746$ <u>df</u> = 4,    p = .0078        Phi Coefficient = .27726			

Table 4 - 31

Responses to Law Scale Statement 2 by Sex (in Percentages)  
 A person should obey only those laws that seem reasonable.

	<u>MALE</u>	<u>FEMALE</u>	<u>Total</u>
<u>Strongly Disagree:</u>	3.3	3.3	3.3
<u>Disagree:</u>	18.9	4.4	11.7
<u>Uncertain:</u>	7.8	4.4	6.1
<u>Agree:</u>	40.0	55.6	47.8
<u>Strongly Agree:</u>	30.0	32.2	31.1
N =	(90)	(90)	(180)
$\chi^2 = 11.2163$ <u>df</u> = 4, $p = .0242$ Phi Coefficient = .24963			

Table 4 - 32

Responses to Law Scale Statement 4 by Sex (in Percentages)  
 The sentences of judges in court are determined by their prejudices.

	<u>MALE</u>	<u>FEMALE</u>	<u>Total</u>
<u>Strongly Disagree:</u>	3.3	2.2	2.8
<u>Disagree:</u>	33.3	16.7	25.0
<u>Uncertain:</u>	25.6	21.1	23.3
<u>Agree:</u>	18.9	35.6	27.2
<u>Strongly Agree:</u>	18.9	24.4	21.7
N =	(90)	(90)	(180)
$\chi^2 = 10.81381$ <u>df</u> = 4, $p = .0287$ Phi Coefficient = .24511			

Table 4 - 33

Responses to Law Scale Statement 12 by Sex (in Percentages)  
 A man should tell the truth in court no matter what the consequences.

	<u>MALE</u>	<u>FEMALE</u>	<u>Total</u>
<u>Strongly Disagree:</u>	4.4	1.1	2.8
<u>Disagree:</u>	10.0	3.3	6.7
<u>Uncertain:</u>	16.7	7.8	12.2
<u>Agree:</u>	31.1	40.0	35.6
<u>Strongly Agree:</u>	37.8	47.8	42.8
N =	(90)	(90)	(180)
$\chi^2 = 9.76104$ <u>df</u> = 4,    p = .0447    Phi Coefficient = .23287			

Table 4 - 34

Responses to Law Scale Statement 13 by Sex (in Percentages)  
 A person who reports only minor law violations is a troublemaker.

	<u>MALE</u>	<u>FEMALE</u>	<u>Total</u>
<u>Strongly Disagree:</u>	15.6	4.4	10.0
<u>Disagree:</u>	25.6	22.2	23.9
<u>Uncertain:</u>	24.4	14.4	19.4
<u>Agree:</u>	25.6	45.6	35.6
<u>Strongly Agree:</u>	8.9	13.3	11.1
N =	(90)	(90)	(180)
$\chi^2 = 13.94164$ <u>df</u> = 4,    p = .0075    Phi Coefficient = .27830			



Differences by Grade. Analysis of the individual responses to the Freedoms Scale and Law Scale using chi-square statistics produced eleven significant response patterns. Freedoms Scale questions 14 and 16 showed both ninth and twelfth grade subjects supporting the freedom of speech (Table 4-35) but opposing the concept of equal protection of the law. (Table 4-36).

Nine of the Law Scale statements indicated significant response patterns by grade level. An inspection of a majority of the significant chi-square distributions indicated that, on an individual statement by statement analysis, the differences between male and female and ninth and twelfth grade subjects was not that great. A majority of the statements found both male and female as well as ninth and twelfth grade subjects closely grouped together by significantly responding in agreement or disagreement with the statements on the Law Scale. Only on three of the nine significant statements did the groups tend to separate themselves in their response patterns (Tables 4-39, 4-43, and 4-44).

Table 4 - 35

Responses to Freedoms Scale Question 14 by Grade (in Percentages)  
 Freedom of Speech: Police should allow an anti-American speech.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	5.6	3.3	4.4
<u>Disagree:</u>	5.6	14.4	10.0
<u>Uncertain:</u>	25.6	31.1	28.3
<u>Agree:</u>	46.7	46.7	46.7
<u>Strongly Agree:</u>	16.7	21.1	10.6
N =	(90)	(90)	(180)
$\chi^2 = 10.91417$ <u>df</u> = 4,    p = .0275    Phi Coefficient = .24624			

Table 4 - 36

Responses to Freedoms Scale Question 16 by Grade (in Percentages)  
 Equal Protection of the Law: The police should release the  
 son of a prominent citizen involved in a fight.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	4.4	0.0	2.2
<u>Disagree:</u>	12.2	12.2	12.2
<u>Uncertain:</u>	10.0	3.3	6.7
<u>Agree:</u>	24.4	45.6	35.0
<u>Strongly Agree:</u>	48.8	38.9	43.9
N =	(90)	(90)	(180)
$\chi^2 = 13.75547$ <u>df</u> = 4,    p = .0081    Phi Coefficient = .27644			

Table 4 - 37

Responses to Law Scale Statement 2 by Grade (in Percentages)  
 A person should only obey those laws that seem reasonable.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	4.4	2.2	3.3
<u>Disagree:</u>	15.6	7.8	11.7
<u>Uncertain:</u>	8.9	3.3	6.1
<u>Agree:</u>	36.7	58.9	47.8
<u>Strongly Agree:</u>	34.4	27.8	31.1
N =	(90)	(90)	(180)
<hr/>			
$\chi^2 = 10.56674$ $df = 4,$ $p = .0319$ Phi Coefficient = .24229			

Table 4 - 38

Responses to Law Scale Statement 5 by Grade (in Percentages)  
 On the whole, judges are honest.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	0.0	4.4	2.2
<u>Disagree:</u>	10.0	20.0	15.0
<u>Uncertain:</u>	18.9	16.7	17.8
<u>Agree:</u>	52.2	50.0	51.1
<u>Strongly Agree:</u>	18.9	8.9	13.7
N =	(90)	(90)	(180)
<hr/>			
$\chi^2 = 10.40848$ $df = 4,$ $p = .0341$ Phi Coefficient = .24047			

Table 4 - 39

Responses to Law Scale Statement 6 by Grade (in Percentages)  
Judges seldom understand a case well enough to make a  
really just decision.

---

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	11.1	6.7	8.9
<u>Disagree:</u>	21.1	41.1	31.1
<u>Uncertain:</u>	26.7	13.3	20.0
<u>Agree:</u>	33.3	34.4	33.9
<u>Strongly Agree:</u>	7.8	4.4	6.1
N =	(90)	(90)	(180)

---

$X^2 = 11.62029$    df = 4,    $p = .0204$    Phi Coefficient = .25408

---

Table 4 - 40

Responses to Law Scale Statement 7 by Grade (in Percentages)  
On the whole, policemen are honest.

---

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	4.4	13.3	8.9
<u>Disagree:</u>	23.3	32.2	27.8
<u>Uncertain:</u>	21.1	21.1	21.1
<u>Agree:</u>	38.9	32.2	35.6
<u>Strongly Agree:</u>	12.2	1.1	6.7
N =	(90)	(90)	(180)

---

$X^2 = 14.17583$    df = 4,    $p = .0068$    Phi Coefficient = .28013

---

Table 4 - 41

Responses to Law Scale Statement 10 by Grade (in Percentages)  
 In the courts, a poor man will receive as fair treatment  
 as a millionaire.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	10.0	25.6	17.8
<u>Disagree:</u>	30.0	36.7	33.3
<u>Uncertain:</u>	14.4	8.9	11.7
<u>Agree:</u>	25.6	22.2	23.9
<u>Strongly Agree:</u>	20.0	6.7	13.3
N =	(90)	(90)	(180)
$\chi^2 = 14.12478$ $df = 4,$ $p = .0069$ Phi Coefficient = .28013			

Table 4 - 42

Responses to Law Scale Statement 12 by Grade (in Percentages)  
 A man should tell the truth in court, regardless  
 of the consequences.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	3.3	2.2	2.8
<u>Disagree:</u>	5.6	7.8	6.7
<u>Uncertain:</u>	12.2	12.2	12.2
<u>Agree:</u>	25.6	45.6	35.6
<u>Strongly Agree:</u>	53.3	32.2	42.8
N =	(90)	(90)	(180)
$\chi^2 = 10.28414$ $df = 4,$ $p = .0359$ Phi Coefficient = .23903			

Table 4 - 43

Responses to Law Scale Statement 18 by Grade (in Percentages)  
 Almost anything can be fixed in the courts,  
 if you have enough money.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	10	26.7	18.3
<u>Disagree:</u>	17.8	31.1	24.4
<u>Uncertain:</u>	17.8	15.6	16.7
<u>Agree:</u>	35.6	18.9	27.2
<u>Strongly Agree:</u>	18.9	7.8	13.3
N =	(90)	(90)	(180)
$\chi^2 = 18.98274$ $df = 4,$ $p = .0008$ Phi Coefficient = .32475			

Table 4 - 44

Responses to Law Scale Statement 21 by Grade (in Percentages)  
 Violators of the law are almost always detected and punished.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	18.9	15.6	17.2
<u>Disagree:</u>	25.6	48.9	17.2
<u>Uncertain:</u>	16.7	13.3	15.0
<u>Agree:</u>	33.3	21.1	27.2
<u>Strongly Agree:</u>	5.6	1.1	3.3
N =	(90)	(90)	(180)
$\chi^2 = 12.3418$ $df = 4,$ $p = .015$ Phi Coefficient = .26185			

Table 4 - 45

Responses to Law Scale Statement 22 by Grade (in Percentages)  
 It is alright for a person to break the law if he doesn't get caught.

	<u>NINTH</u>	<u>TWELFTH</u>	<u>Total</u>
<u>Strongly Disagree:</u>	4.4	4.4	4.4
<u>Disagree:</u>	5.6	11.1	8.3
<u>Uncertain:</u>	13.3	8.9	11.1
<u>Agree:</u>	23.3	41.1	32.2
<u>Strongly Agree:</u>	53.3	34.4	43.9
N =	(90)	(90)	(180)
$\chi^2 = 10.53868$ <u>df</u> = 4,    p = .0323    Phi Coefficient = .24197			

Summary

The multivariate analysis of variance indicated significant differences in attitude among low, average, and high ability adolescents as measured by scores on the Freedoms Scale, Law Scale, and Dogmatism Field Scale. Other significant differences were observed between males and females on the Freedoms Scale and Law Scale; and between ninth and twelfth graders on the Law Scale. Grade and ability levels produced a significant interaction on the Dogmatism Field Scale ( $p < .05$ ) and on the Law Scale ( $p < .10$ ). The Freedoms Scale and Dogmatism Field Scale had a moderate negative correlation (-.44). Additionally, the Law Scale and Dogmatism Scale had low negative correlations with low and average

ability groups overall, as well as within each ability group, with correlations becoming stronger as ability increased.

Separate chi-square analyses of the individual questions contained on the Freedoms Scale and Law Scale indicated that a total of 21 items from the scales were significantly related with ability and that 17 items from both scales were significantly related to sex or grade. Of the thirty eight significant chi-square tables, those which examined ability groups were the most informative as the low, average, and high ability groups separated themselves on the attitude scale more frequently than in any of the other tables. Sex and grade distributions were generally grouped together which indicated a significant but similar disposition to agree or disagree with the statements on the Freedoms Scale and the Law Scale.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to investigate the influence of three variables on current political attitudes of secondary school adolescents at two suburban-rural high schools in the northern Virginia area. Ability, grade level, and sex were examined to determine their influence on attitude measures cited by social studies educators as essential to the development of citizenship within the social studies curriculum. The Freedoms Scale, Law Scale and Dogmatism Field Scale were administered to a random sample of 180 ninth and twelfth grade adolescents which was equally divided between male and female subjects. The sample was further divided by ability levels (low, average, and high) which were selected by SRA sub-test scores in reading, math, language arts, and educational ability. Correlations between the dependent measures were tested to identify any inter-relationships between the attitude scales. Significant findings were discerned using a multivariate analysis of variance to answer four of the six research questions. Further post-hoc analysis explored group and individual differences for each of the independent variables studied as they affected the dependent measures of political attitudes. Chi-square distributions were examined to discover group differences on each of the individual dependent variable statements.

This chapter will discuss the implications and limitations of the research and recommend instructional approaches to improve political socialization components in the educational environment. Suggestions for further research in the area of political socialization and attitude measurement in the social studies will also be discussed.

### Summary of Findings

The six research questions investigated in this study were intended to discover some of the differences in the political attitudes of adolescents based on their ability, sex, and grade levels. The following is a summary of the major findings of the study.

1. Research question one investigated the relationship of the three dependent attitude variables to each other. This was done by way of a series of intercorrelations computed on the attitude scales between the different ability groups. Scores on the Freedoms Scale and Law Scale did not correlate when compared across ability groups. Dogmatism, as a variable, did have a moderate negative correlation with scores on the Freedoms Scale.
2. Research question five called for the investigation of the existence of any interactions between the independent variables. One three-way and three two-way interactions were tested using the MANOVA. The results showed that only one interaction (ability by grade) was

significant at the .05 level on the Dogmatism Scale. The interaction showed that ninth and twelfth grade high ability subjects had the lowest dogmatism scores. Average subjects had higher dogmatism scores than the high ability subjects, and low ability twelfth grade subjects had the highest dogmatism scores. To help clarify the relationships between dogmatism, ability, and grade levels, univariate t-tests were performed. Significant differences were discovered by ability levels, but not by grade level on the Dogmatism Scale and Freedoms Scale. Dogmatism significantly decreased with each increase in ability level. Scores on the Freedoms Scale increased significantly with each increase in ability level.

3. Research questions 2, 3, and 4 concerned the main effects of the multivariate analysis. The interaction of grade and ability on all three scales eliminated these variables leaving only sex (Research Question 4) as a main effect to be considered.
  
4. Research question four concerned differences in attitude responses between male and female subjects in the study. The MANOVA analysis found that the sex of the adolescents was the only main effect variable that did not interact with the other variables of ability level or grade. The mean scores of the females in the study were slightly higher than the mean scores for the males on both the Freedoms Scale and the Law Scale (Table 4-5, p. 44). These

significant results indicated a greater support for the fundamental freedoms embodied in the Freedoms Scale and a greater respect for law and law officials for females over males.

5. Research question six concerned the individual responses to the items on the dependent variable scales. Separate chi-square analysis of the individual responses to the questions on the Freedoms Scale and the Law Scale indicated a total of 21 items from the scales that were significantly related to ability and 17 items from both scales that were significantly related to grade or sex. The most interesting observation from the examination of the chi-square tables was that no identifiable pattern was discernable across all of the significant questions which could be generalized into a group description of adolescent support or non-support for combinations of the various items.

### Conclusions

The low ability students identified in this study scored significantly lower than the average and high students on several measures of political attitudes. As a group, the political nature of low ability adolescents has not been systematically investigated by political socialization researchers. Most studies have attempted to include a stratified sample of all ability subjects in their design or have completely ignored ability level as a variable in the research design.

Scores on the Freedoms Scale and Law Scale did not correlate when compared across ability groups. Dogmatism, as a variable, did have a moderate negative correlation with scores on the Freedoms Scale. This has been shown in other studies and was expected. What was not expected, however, was the finding that the low ability group scored significantly higher than the average or high ability groups on the Dogmatism Field Test. Previous studies indicated that ability level or intelligence would not affect a person's dogmatic attitude. It is possible to conclude that the higher dogmatic character of the low ability subjects determined their lower political attitude scores on the Freedoms Scale and perhaps the Law Scale.

Given the moderate negative correlation shown to exist between dogmatism and scores on the Freedoms Scale, it is possible to conclude that while an increase in grade and ability level effects lower scores

on the Dogmatism Scale, the lower dogmatism scores also effect an increase in support for the fundamental freedoms embodied in the Freedoms Scale.

Generally, this relationship means that low ability subjects are more dogmatic in character and consequently less likely to support a libertarian orientation in support of the fundamental freedoms embodied in the Freedoms Scale and the Bill of Rights. Efforts of social studies educators should be to not only seek ways to increase support of the fundamental freedoms, but also to explore strategies to decrease the dogmatic nature apparent in the low ability and average adolescents enrolled in social studies government and civics classes.

The mean scores of the females in the study were slightly higher than the mean scores of the males on both the Freedoms Scale and the Law Scale (Table 4-5, p. 44). These significant results indicated a greater support for the fundamental freedoms embodied in the Freedoms Scale and a greater respect for the law and law officials for females over males. This finding is consistent with the previous studies which utilized the Freedoms Scale (Curtis, 1981) and the Law Scale (Rundquist & Sletto, 1936; 1975).

In a review of research related to sex-role differences in political socialization, Weissburg (1974) commented that females tend to show a greater acceptance and obedience in conforming to social norms in their views of the legal system and acceptance of laws in society. Females have traditionally held a more positive evaluation of government and its activities which is probably a developmental trait inherent in

our society's socialization process of children and adolescents. Males in our society are traditionally encouraged to confront conflict and assume a more assertive role in society while females are subtly relegated to a more passive and accepting role in political activities. Hess and Torney (1967) noted that with an increase in age, both sexes show a decline in their emphasis on obedience to existing laws, but that females do not decline as much as males. The results presented in this study tend to reaffirm earlier studies in that females indicated a greater support for the law and government officials on the Law Scale and a more libertarian attitude on the Freedoms Scale.

Upon examination of the individual responses, it appears that the attitudes and beliefs of adolescents are situational in nature and specific to the circumstances involved in the vignette or statement on each scale item. On the Freedoms Scale, each freedom was given two vignettes which represented a positive and negative attitude toward the freedom being considered. A similar pattern existed in the construction of the Law Scale as agreement to some statements indicated support of the law and agreement to other statements indicated non-support. For example, on the Freedoms Scale a significant majority of low ability subjects supported the right to life, liberty, and security of person (Table 4-10) for a criminal but did not support the same right for a motorcycle gang. Similar discrepancies can be found throughout the responses for the different ability groups in almost all the items analyzed with the chi-square statistics.

This finding suggests that political socialization studies that report group results of attitudes are situational and that generalized results have to be considered in the context of the instruments used to collect the individual response data. In other words, no one question about the nature of an attitude is like another unless it is identical in wording, context and meaning. This has always been a problem in the behavioral sciences where it is difficult to compare one researcher's study with another that utilizes different instruments of measurement and data collection.

#### General Recommendations

The mean scores for the groups of students on the Freedoms Scale and Law Scale (Appendix B) indicate a need to consider several important recommendations concerning the development of political attitudes in the socialization process of adolescents in social studies classrooms. Few social studies educators disagree that efforts should be made to develop student attitudes toward support of the law and fundamental freedoms embodied in the Bill of Rights. There is some disagreement, however, as to the best way to achieve effective improvements. Hepburn (1985) cited several studies which indicated that there is a growing increase in the limited comprehension of democratic principles evident in the youth of today. Leming (1985), reviewed many studies which dealt with attempts to improve attitudes and values in social studies classrooms. A review of such research indicates that perhaps the best approach to the



improvement of political attitudes is not being followed by many classroom teachers. One recommended approach to improve citizenship instruction in the area of political attitudes and values is the value analysis model of instruction.

The value analysis model of teaching represents a systematic approach to the discussion of controversial issues in the classroom (Silver, 1976). The purpose of value analysis is to (1) help students to use rational, analytical processes in interrelating and conceptualizing their values and (2) to help students use logical thinking and investigation to decide value issues and questions reflected in their attitude responses (Banks, 1973). Ehman (1978), commented that poor student attitudes toward support for minority rights and tolerance of dissent may be corrected through a basic change in the curriculum. Open classroom discussions of controversial issues which represent a realistic picture of political institutions and behavior were favored over the consensual, conflict free view of the political process as is commonly represented in texts and typical government and civics courses.

Ehman (1970) reported that while a majority of social studies teachers were willing to accept controversial issues discussion in their classroom, only a little more than one-third were willing to actively encourage such discussions. Several researchers (Levenson, 1972; Lorti, 1975) attribute the avoidance of controversial discussions in social studies classrooms as an aspect of the desirable goal of compliant student behavior. More reasonable explanations for the

omission of controversial material in the classroom may be the concern for classroom management and discipline (Shaver, Helburn, & Davis, 1979; Superka, Hawke, & Morrisett, 1980). The concern for discipline and classroom control is even more pronounced in classrooms designed for the slow learner or low ability adolescent (Curtis, 1977).

Interestingly, Ehman (1978) commented that compared to other factors such as family and the media, school can be an important agent for transmitting political information to the youth. This relationship increased for racial minorities and low social status groups (eg. many low ability adolescents).

Another observation must be made concerning instruction of low ability students. A potential danger exists in stressing basic knowledge outcomes and ignoring the values analysis approach to civics instruction. While instruction in low ability classes tends to center on basic skills and avoids controversial issues discussion, Torney, Oppenheim, and Farnen (1975) noted that stress on factual knowledge and printed drill materials in civic classrooms were related to negative political attitudes. Over emphasis on basic knowledge objectives in low ability classrooms may contribute to the negative attitudes evident in many socialization studies. This is a facet of the political socialization process and political education curriculum that needs to be further examined.

### Recommendations for Further Research

At this point it is necessary to consider some of the limitations inherent in this study of political attitudes. The MANOVA analysis of the variables indicated a significant interaction effect of grade and ability on scores of the Dogmatism Scale. Several researchers have considered dogmatism to be an independent variable manifesting itself as a personality trait inherent in each individual. In this study, dogmatism was assumed a priori to be a dependent variable and was examined as representing the student's politically desirable attitude towards open-mindedness and receptability to new viewpoints. Several other studies have also treated dogmatism in this way. More research needs to be done in this area to determine the nature of dogmatism as a variable in the political socializaion of adolescents.

Continued research is needed in the area of adolescent attitude development and values education curriculum, especially as it concerns low ability adolescents. It is evident that there has been a recent trend of decreased political knowledge and support for the fundamental freedoms considered basic to the political culture of the American citizen. Past research has been largely correlational and not experimental in nature. This means that it is not legitimate to draw causal inferences about what variables influence other variables in the socialization process. Experimental designs are needed to quantify and measure changes in political knowledge and attitudes. Longitudinal studies, always a problem in the behavioral sciences, should be

considered essential as a way to measure changes and other variable influences in the political socialization process. The current emphasis on measuring educational outcomes could be directed to successfully measure instructional strategies such as value analysis to improve affective as well as cognitive outcomes of the instructional process. The efforts of educators to develop critical thinking and decision making skills could be designed to encompass socio-political attitudes as a basis for development.

One last recommendation should be made for future research in the area of political socialization. There is a need for the development of valid research instruments that are accepted and can be shared for use by social science researchers. An examination of the number of surveys and instruments employed by researchers today reveals a wide variation in format and content that seriously affects the comparison of results across studies. This makes it difficult to make valid generalizations about the political socialization and attitudes of adolescents studied. This is potentially a serious problem given the situational nature of the attitude responses evident in this study. If support or non-support of a constitutional principle is conditional to the specific nature of the situation involved in the data collection instrument, then comparisons of study results have to be evaluated independently unless the nature of the instruments utilized to collect the data are taken into consideration.

### General Discussion

The primary focus of this study was to examine the political nature of the subjects identified as being low ability students in the ninth and twelfth grades. In dealing with low ability students, researchers need to be concerned with other variables that may affect attitude outcomes beyond the ability levels such as socio-economic status (SES), reading level, and motivation. Previous political socialization studies have indicated that socio-economic status does have an effect on the political attitudes and participation of individuals and groups. There is an assumption that more low ability subjects can be found in lower SES groups. Data collection limitations precluded the testing of this assumption in the present study. Limited access to student records and personal histories did not allow the researcher to collect an adequate measure of SES for all of the subjects. Generally, the subjects represented a cross section of low to high SES groups found in the suburban-rural northern Virginia area of Loudoun County.

Reading levels of the low ability students were a major concern of this study. The selection of the scale instruments was made after consideration of the potentially low reading ability of the students involved in this study. Curtis (1977) developed the Freedoms Scale for use with low ability students so that their lack of reading ability would not interfere with the data collection and attitude responses. The readability level was estimated to be grade seven on the Freedoms

Scale. The Law Scale and Dogmatism Scale statements were short and simple enough in vocabulary development to be easily understood by the students. The teachers who administered the instruments in their classrooms were instructed to briefly define terms when questioned by the students but not to elaborate upon each statement so as to influence the choice of the adolescents on the scale items.

One final observation can be made about the subjects in this study. Racial differences have been found to be both significant and non-significant by political socialization researchers. Race and SES have been found to be related variables in affecting attitudes. Because the main focus of this study was on the ability level of the subjects, race was not examined in the statistical analysis. The number of non-whites involved in the study was insufficient to test for statistical significance. A total of ten percent of the sample population was black. The racial distribution of the black students was almost evenly distributed across the ability levels (3% high; 3% average; 4% low).

### Summary

Research in the area of political socialization of adolescents has been scant in recent years. The few studies conducted have shown a general shift in the political attitudes of adolescents from the studies conducted in the early 1970's which were carried out to assess the potential impact of the constitutional amendment which lowered the voting age to 18. Traditionally, variables such as race, sex, social economic status, family, and school curriculum have been considered as having an impact on the political attitudes of adolescents. This study considered variables which have not usually been incorporated into the research design of other socialization studies. Ability level, age, and dogmatism were determined to have an influence on the political attitudes of the adolescents studied.

The ability level and grade level of the subjects in this study interacted with the dependent variable of dogmatism. Dogmatism, as a personality trait or as a dependent measure of a citizenship attitude, was shown to affect the political attitudes of groups of individuals, especially low ability students. In designing curricular approaches to improve adolescent political attitudes, curriculum developers must consider the relationship that exists between ability level, grade, and dogmatic character of the students. The values analysis model of instruction was recommended as a viable approach to effect a change in the political attitudes of adolescents within the school environment.

**APPENDICES**



**APPENDIX A**

**RESEARCH INSTRUMENTS**

THE FREEDOMS SCALE

On the following pages are a series of stories which describe a variety of situations. Each of these situations has occurred or could occur in our state. You are asked to tell how you feel about the suggestion made at the end of each story. Please circle the word that best describes your feelings.

1. A known mafia gangster has just learned that a contract is out on his life because he stole money belonging to his criminal bosses. He has decided to go to the police for protection. The police should deny his request.

Strongly Disagree      Disagree      Uncertain      Agree      Strongly Agree

2. A group of the county's poor have asked the County Board of Supervisors for permission to hold a rally in the county court house lawn. During the rally, speeches will be made that will be very critical of the county's and state's welfare programs. If the rally is held, the news coverage it will get in the national press will be very embarrassing to both the county and the state governments. Nevertheless, the group should be allowed to hold the rally

Strongly Disagree      Disagree      Uncertain      Agree      Strongly Agree

3. Representatives of the Republican, Democratic and Libertarian parties have been recent guests on a local hot-line radio show. The general secretary of the state Communist party has requested that he be allowed to appear on the program also. The station manager should deny his request.

Strongly Disagree      Disagree      Uncertain      Agree      Strongly Agree

4. A religious group teaches that it is a sin for its members to have blood transfusions. Because of this belief, several members of this church have died before doctors could get court orders granting them permission to administer blood. Nevertheless, such a religious groups should still be allowed to exist.

Strongly Disagree      Disagree      Uncertain      Agree      Strongly Agree

5. A hit and run driver, who has just seriously injured and perhaps even killed a small child, has been cornered and pulled from his car by an enraged man who witnessed the accident. A crowd of people is gathering at the scene and it appears that the man, who is obviously very drunk, will be badly beaten unless the police arrive shortly. Mrs. Smith, who is watching the incident from her living room window, should phone the police immediately and urge them to come quickly.

Strongly  
Disagree

Disagree

Uncertain

Agree

Strongly  
Agree

6. A year ago, the county planning commission approved the plans for the widening of Loudoun Street by 30 feet so that traffic will be able to move more rapidly toward the downtown area. In order to carry out the plan, the houses on the north side of the street would have to be torn down. All the houses except Mr. Anderson's have been purchased and torn down by the county. Mr. Anderson has been offered a very generous price for his property, but he refuses to sell and so the whole project is at a standstill. Last week, the county offered to pay Mr. Anderson \$12,000 more than any of his neighbors got. Mr. Anderson refused to accept. If the county takes Mr. Anderson to court, he is certain to lose and will probably have to accept less than the last offer, but a court case could last a year and cost the citizens a great deal of money. The county should force Mr. Anderson to accept the latest offer and move bulldozers in to clear away his house.

Strongly  
Disagree

Disagree

Uncertain

Agree

Strongly  
Agree

7. George Hill, the chief editor of the Washington Post has just received a packet of papers in the mail. He does not know who sent them. If they are published it will be highly embarrassing to the government. They will not be a threat to national security but, several congressmen will probably have to resign and the people's confidence in the government will be shaken. Even though it is a great news story, George should not be allowed to write it.

Strongly  
Disagree

Disagree

Uncertain

Agree

Strongly  
Agree

8. Charlie Johnson, a well known underworld character, has been jailed on a minor charge. The police have reason to believe that he is a member of a gang who recently held up a local bank and successfully escaped with \$145,000. The case is ready to break and the police will probably be able to charge Charlie with armed robbery in the next three or four days. If, however, he is allowed to contact his lawyer, he will be freed on bail and will probably vanish. The police should not be allowed to keep Charlie secretly jailed until they have the evidence they need to prove that he had a part in the robbery.

Strongly  
Disagree

Disagree

Uncertain

Agree

Strongly  
Agree

9. Last Friday night, while on a double date at the local drive-in, Reg and Jack were brutally attacked and beaten by members of the Pagans motorcycle gang. Several of the gang had begun to make lewd remarks about their dates, Mary and Beth, as so Reg and Jack approached them and asked them to stop. Without warning, they were struck with chains and knocked to the ground. The Pagans, and other gangs like them, should be locked in jail without a trial and the keys thrown away.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

10. Mohammed Ishmael is from Iran and he is a member of the Moslem religion. His faith requires him to face East and pray five times each day. Mohammed has asked the manager of the store where he works for permission to take his prayer rug into the warehouse to say his prayers. He has suggested that the several minutes required to say prayers be subtracted from his lunch hour. Since Islam is not a Christian religion, the manager should deny his request.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

11. A group of homosexual men have just formed a chapter of the Gay Liberation Front. They have decided to hold a convention with the hope of recruiting new members. The plans are progressing well and invitations have been sent to members of the Front in all the counties of the state. Four months ago, the members approached the county Board of Supervisors for permission to rent the civic auditorium. Citizens of the community should insist that the county Board of Supervisors refuse to allow the auditorium to be used by such a group.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

12. For the past several years, a group of Mexican Americans and Mexican immigrants have been publishing an underground newspaper. For the past several years the paper strongly criticized the American government's lack of concern for the rights of Mexican immigrants in America. Leaders in the government were called "cowards", "capitalist pigs", "prostitutes", and so forth. When the paper's business license expires next month, it should be renewed.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

13. Last night Jim Stevens and Ken Barber were caught attempting to break into a local grocery store. This morning they appeared in court and bail was set at \$1,000 each. Jim's father is quite able to raise the money and so his son will be released in his custody until the trial next month. Ken's father, however, is unemployed, has no savings, and because of a very poor credit rating cannot borrow the money. Ken will have to stay in jail until the trial. It doesn't seem right to allow one boy to go free while the other remains in jail.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

14. The police have just arrived. Several moments ago, a huge truckdriver pulled Oscar Jackson from a speakers platform and now he refuses to let Oscar finish his speech. The crowd seems to be against Oscar who, before he was seized, was making statements that many people in the crowd felt were anti-American. The police have arrived and they should force the man to release Oscar, return him to the platform, and make certain that he is allowed to finish his speech.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

15. After being engaged for the past two years, Ruth and Frank have broken up. Unfortunately, Ruth accepted Frank's ring before she was sure of her love for him, and when Bob came along, she was swept off her feet. Frank feels cheated and is very angry with Ruth and has insisted that she return the color television set he gave her for her birthday. Ruth refuses to do so saying that gifts do not have to be returned. Lately, Frank, who still has the key to her apartment, has been thinking about entering the apartment some time when Ruth is out and taking the set away. If he decided to do so, and is caught in the apartment by the police, they should stop him from removing the set even though he, not Ruth, paid for it.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

16. The police have just broken up a fight between Mitch Montana and Jeff Hodges. No one saw the fight but there has been bad feelings between the two boys for some time. Mitch, a local bully who is constantly in some kind of trouble, is sitting in the back seat of the police car. He will be taken to the police station, charged with disturbing the peace, and put in the cell for the night. Tomorrow morning he will face the judge. Jeff, whose father is a very prominent businessman, has asked the police not to embarrass his father by taking him to the police station. Jeff promised that he will not get involved in a fight again. The police should allow Jeff to go home.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
----------------------	----------	-----------	-------	-------------------

The Law Scale

Read each item carefully and circle the phrase which best expresses your feeling about the statement. Wherever possible, let your own personal experience determine your answer. If in doubt, circle the phrase which seems most nearly to express your feeling about the statement. Be sure to answer every item.

1. The law protects property rights at the expense of human rights.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

2. A person should obey only those laws that seem reasonable.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

3. It is alright to evade the law if you do not actually violate it.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

4. The sentences of judges in court are determined by their prejudices.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

5. On the whole, judges are honest.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

6. Juries seldom understand a case well enough to make a really just decision.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

7. On the whole, policemen are honest.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

8. A man should obey the laws no matter how much they interfere with his personal ambition.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree

9. Court decisions are almost always just.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

10. In the courts, a poor man will receive as fair treatment as a millionaire.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

11. Personal circumstances should never be considered as an excuse for lawbreaking.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

12. A man should tell the truth in court, regardless of the consequences.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

13. A person who reports minor law violations is only a troublemaker.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

14. A person is justified in giving false testimony to protect a friend on trial.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

15. A hungry man has a right to steal.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

16. All laws should be strictly obeyed because they are laws.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

17. Laws are so often made for the benefit of small selfish groups that a man cannot respect the law.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

18. Almost anything can be fixed up in the courts if you have enough money.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

19. It is difficult to break the law and keep one's self respect.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

20. On the whole, lawyers are honest.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

21. Violators of the law are almost always detected and punished.

Strongly Agree Agree Uncertain Disagree Strongly Disagree

22. It is alright for a person to break the law if he doesn't get caught.

Strongly Agree Agree Uncertain Disagree Strongly Disagree



Dogmatism Field Scale

Read each item carefully and circle the phrase that best expresses your feeling about the statement. Wherever possible, let your own personal experience determine your answer. If in doubt, circle the phrase which seems most nearly to express your feeling about the statement.

1. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.

- |                      |                         |
|----------------------|-------------------------|
| 1 Agree a little     | 1 Disagree a little     |
| 2 Agree on the whole | 2 Disagree on the whole |
| 3 Agree very much    | 3 Disagree very much    |

2. My blood boils when a person stubbornly refuses to admit he's wrong.

- |                      |                         |
|----------------------|-------------------------|
| 1 Agree a little     | 1 Disagree a little     |
| 2 Agree on the whole | 2 Disagree on the whole |
| 3 Agree very much    | 3 Disagree very much    |

3. There are two kinds of people in this world, those who are for the truth and those that are against the truth.

- |                      |                         |
|----------------------|-------------------------|
| 1 Agree a little     | 1 Disagree a little     |
| 2 Agree on the whole | 2 Disagree on the whole |
| 3 Agree very much    | 3 Disagree very much    |

4. Most people just don't know what's good for them.

- |                      |                         |
|----------------------|-------------------------|
| 1 Agree a little     | 1 Disagree a little     |
| 2 Agree on the whole | 2 Disagree on the whole |
| 3 Agree very much    | 3 Disagree very much    |

5. Of all the different philosophies there are in the world there is probably only one that is correct.

- |                      |                         |
|----------------------|-------------------------|
| 1 Agree a little     | 1 Disagree a little     |
| 2 Agree on the whole | 2 Disagree on the whole |
| 3 Agree very much    | 3 Disagree very much    |

6. The highest form of government is a democracy and the highest form of democracy is run by those that are most intelligent.

- |                      |                         |
|----------------------|-------------------------|
| 1 Agree a little     | 1 Disagree a little     |
| 2 Agree on the whole | 2 Disagree on the whole |
| 3 Agree very much    | 3 Disagree very much    |

7. The main thing in life is for a person to want to do something important.

- |                      |                         |
|----------------------|-------------------------|
| 1 Agree a little     | 1 Disagree a little     |
| 2 Agree on the whole | 2 Disagree on the whole |
| 3 Agree very much    | 3 Disagree very much    |

8. I'd like it if I could find someone who would tell me how to solve my personal problems.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

9. Most of the ideas that get printed nowadays aren't worth the paper they are printed on.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

10. Man on his own is a helpless and miserable creature.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

11. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

12. Most people just don't give a "damn" for others.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

13. To compromise with our political opponents is dangerous because it usually leads to a betrayal of our own side.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

14. It is often desirable to reserve judgement about what's going on until one has a chance to hear the opinions of those one respects.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

15. The present is all too often full of unhappiness. It is only the future that counts.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

16. The United States and Russia have just about nothing in common.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

17. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

18. While I don't like to admit this even to myself, my secret ambition is to become a great man like Einstein, or Beethoven, or Shakesphere.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

19. Even though the freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom for certain political groups.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

20. It is better to be a dead hero than a live coward.

- 1 Agree a little
- 2 Agree on the whole
- 3 Agree very much

- 1 Disagree a little
- 2 Disagree on the whole
- 3 Disagree very much

**APPENDIX B**

**MEAN SCORES ON ATTITUDE SCALES**

---

Mean Scores and Standard Deviations of Three  
Attitude Scales

---

<u>Source:</u>	Freedoms <sup>a</sup> Scale		Law <sup>b</sup> Scale		Dogmatism <sup>c</sup> Scale		<u>N</u>
	Mean	St. Dev.	Mean	St. Dev.	Mean	St. Dev.	
<u>Grade</u>							
9	54.59	(7.32)	75.02	(9.77)	78.71	(16.62)	90
12	54.71	(7.60)	70.89	(8.93)	78.48	(17.40)	90
<u>Sex</u>							
Male	53.50	(8.01)	70.93	(9.22)	79.42	(16.23)	90
Female	55.80	(6.72)	74.98	(9.53)	77.77	(17.79)	90
<u>Ability</u>							
Low	50.65	(5.66)	70.90	(9.29)	87.10	(15.12)	60
Average	54.10	(6.00)	75.33	(9.13)	80.82	(13.54)	60
High	59.20	(7.90)	72.63	(9.88)	67.87	(16.39)	60

---

<sup>a</sup> Median score on Freedoms Scale = 48

<sup>b</sup> Median score on Law Scale = 66

<sup>c</sup> Median score on Dogmatism Field Scale = 80

---

---

Mean Item Scores of Two Attitude Scales:  
Freedoms Scale and Law Scale<sup>a</sup>

---

Freedoms Scale		Law Scale	
Item No.	Mean	Item No.	Mean
1	3.50	1	3.05
2	3.35	2	3.92
3	3.28	3	3.14
4	2.84	4	3.40
5	4.25	5	3.59
6	3.74	6	2.97
7	2.99	7	3.03
8	3.58	8	3.74
9	3.26	9	2.91
10	4.04	10	2.82
11	3.01	11	3.12
12	2.46	12	4.09
13	3.12	13	3.14
14	3.49	14	3.87
15	3.69	15	3.71
16	4.06	16	3.34
		17	3.27
		18	2.93
		19	3.28
		20	2.98
		21	2.62
		22	4.03

---

<sup>a</sup> Median item scores for the Freedoms Scale and Law Scale is 3.00

---

---

Mean Item Scores and Standard Deviations:  
Dogmatism Field Scale<sup>a</sup>

---

Dogmatism Scale

Item No.	Mean	Standard Deviation
1	4.12	1.95
2	5.97	1.37
3	4.18	.15
4	4.22	1.85
5	2.63	1.75
6	3.47	1.85
7	4.49	2.08
8	3.97	2.08
9	4.13	1.90
10	2.59	1.91
11	4.23	2.00
12	4.22	2.18
13	3.54	1.73
14	5.34	1.47
15	2.75	1.86
16	3.64	.16
17	4.43	1.86
18	2.78	2.00
19	3.84	2.01
20	3.98	2.18

---

<sup>a</sup> Median item score for the Dogmatism Field Scale is 4.00

---

**APPENDIX C**

**CHI-SQUARE DISTRIBUTIONS:**

**DOGMATISM FIELD SCALE**

**BY ABILITY**



Responses to Dogmatism Field Scale Statement 1 (In Percentages)  
The only way to know what's going on is to rely on leaders

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	8.3	13.3	18.3	13.3
<u>Agree on the Whole:</u>	3.3	6.7	21.7	10.6
<u>Agree a Little:</u>	10.0	23.3	21.7	18.3
<u>Disagree a Little:</u>	35.0	30.0	21.7	28.9
<u>Disagree on the Whole:</u>	20.0	18.3	13.3	17.2
<u>Disagree Very Much:</u>	23.3	8.3	3.3	11.7
N =	(60)	(60)	(60)	(180)
<hr/>				
$\chi^2 = 30.41283$ $df = 10,$ $p = .0007$ Phi Coefficient = .29065				

Responses to Dogmatism Field Scale Statement 3 (In Percentages)  
There are two kinds of people: those for the truth and those against.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	6.7	3.3	16.7	10.6
<u>Agree on the Whole:</u>	3.3	8.3	31.7	14.4
<u>Agree a Little:</u>	21.7	21.7	23.3	22.2
<u>Disagree a Little:</u>	21.7	20.0	26.7	18.9
<u>Disagree on the Whole:</u>	26.7	26.7	6.7	20.0
<u>Disagree Very Much:</u>	20.0	15.0	6.7	13.9
N =	(60)	(60)	(60)	(180)
<hr/>				
$\chi^2 = 34.99786$ $df = 10,$ $p = .0001$ Phi Coefficient = .31180				

Responses to Dogmatism Field Scale Statement 4 (In Percentages)  
 Most people just don't know what's good for them.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	3.3	8.3	16.7	9.4
<u>Agree on the Whole:</u>	5.0	5.0	23.3	11.1
<u>Agree a Little:</u>	16.7	20.0	31.7	22.8
<u>Disagree a Little:</u>	28.3	38.3	18.3	28.3
<u>Disagree on the Whole:</u>	28.3	20.0	5.0	17.8
<u>Disagree Very Much:</u>	18.3	8.3	5.0	10.6
N =	(60)	(60)	(60)	(180)
$\chi^2 = 40.27947$ df = 10, p = .00001 Phi Coefficient = .33450				

Responses to Dogmatism Field Scale Statement 5 (In Percentages)  
 There is probably only one correct philosophy in the world.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	20.0	30.0	28.3	59.0
<u>Agree on the Whole:</u>	23.3	21.7	25.0	42.0
<u>Agree a Little:</u>	28.3	33.3	16.7	26.1
<u>Disagree a Little:</u>	11.7	8.3	1.7	13.0
<u>Disagree on the Whole:</u>	8.3	3.3	3.3	5.0
<u>Disagree Very Much:</u>	8.3	3.3	5.0	5.6
N =	(60)	(60)	(60)	(180)
$\chi^2 = 18.77157$ df = 10, p = .0433 Phi Coefficient = .22835				

Responses to Dogmatism Field Scale Statement 7 (In Percentages)  
 The main thing in life is for someone to want to do something important.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	8.3	11.7	15.0	11.7
<u>Agree on the Whole:</u>	3.3	8.3	20.0	10.6
<u>Agree a Little:</u>	16.7	11.7	21.7	16.7
<u>Uncertian:</u>	1.7	0.0	0.0	.6
<u>Disagree a Little:</u>	16.7	25.7	23.3	21.7
<u>Disagree on the Whole:</u>	20.0	20.0	8.3	16.1
<u>Disagree Very Much:</u>	33.3	23.3	11.7	22.8
N =	(60)	(60)	(60)	(180)
$\chi^2 = 23.9100$ <u>df</u> = 10,    p = .0209    Phi Coefficient = .25771				

Responses to Dogmatism Field Scale Statement 9 (In Percentages)  
 Most of the ideas printed aren't worth the paper they are printed on.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	1.7	3.3	15.0	6.7
<u>Agree on the Whole:</u>	13.3	11.7	28.3	17.8
<u>Agree a Little:</u>	21.7	28.3	23.3	17.8
<u>Uncertian:</u>	0.0	1.7	0.0	.6
<u>Disagree a Little:</u>	26.7	21.7	20.0	22.8
<u>Disagree on the Whole:</u>	8.3	20.0	11.7	13.3
<u>Disagree Very Much:</u>	28.3	13.3	1.7	14.4
N =	(60)	(60)	(60)	(180)
$\chi^2 = 36.50871$ <u>df</u> = 10,    p = .0003    Phi Coefficient = .31845				

Responses to Dogmatism Field Scale Statement 12 (In Percentages)  
 Most people just don't give a "damn" about others.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	15.0	11.7	21.7	16.1
<u>Agree on the Whole:</u>	6.7	8.3	18.3	11.1
<u>Agree a Little:</u>	18.3	18.3	18.3	18.3
<u>Uncertain:</u>	0.0	1.7	0.0	.6
<u>Disagree a Little:</u>	13.3	25.0	20.0	17.8
<u>Disagree on the Whole:</u>	11.7	13.3	20.0	15.0
<u>Disagree Very Much:</u>	35.0	21.7	6.7	21.1
N =	(60)	(60)	(60)	(180)
-----				
$\chi^2 = 23.89514$ df = 10, p = .0210      Phi Coefficient = .25763				
-----				

Responses to Dogmatism Field Scale Statement 13 (In Percentages)  
 Compromising political opponents leads to betrayal of our own side.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	5.0	6.7	20.0	10.6
<u>Agree on the Whole:</u>	10.0	18.3	30.0	19.4
<u>Agree a Little:</u>	33.3	35.0	30.0	32.8
<u>Disagree a Little:</u>	30.0	25.0	13.3	22.8
<u>Disagree on the Whole:</u>	11.7	6.7	6.7	8.3
<u>Disagree Very Much:</u>	10.0	8.3	0.0	6.1
N =	(60)	(60)	(60)	(180)
-----				
$\chi^2 = 24.84009$ df = 10, p = .0057      Phi Coefficient = .26268				
-----				

Responses to Dogmatism Field Scale Statement 14 (In Percentages)  
 It is desirable to reserve judgement until one has a chance to hear  
 the opinions of those one respects.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Agree Very Much:</u>	0.0	1.7	1.7	1.1
<u>Agree on the Whole:</u>	1.7	3.3	15.0	6.7
<u>Agree a Little:</u>	1.7	11.7	8.3	7.2
<u>Uncertain:</u>	0.0	1.7	0.0	.6
<u>Disagree a Little:</u>	40.0	38.3	25.0	34.4
<u>Disagree on the Whole:</u>	25.0	26.7	28.3	16.7
<u>Disagree Very Much:</u>	31.7	16.7	21.7	23.3
N =	(60)	(60)	(60)	(180)
$\chi^2 = 22.28753 \quad df = 10, \quad p = .0344 \quad \text{Phi Coefficient} = .34882$				

Responses to Dogmatism Field Scale Statement 15 (In Percentages)  
 It is only the future that counts.

	<u>LOW</u>	<u>AVERAGE</u>	<u>HIGH</u>	<u>Total</u>
<u>Agree Very Much:</u>	23.3	30.0	38.3	30.6
<u>Agree on the Whole:</u>	15.0	30.0	38.3	27.8
<u>Agree a Little:</u>	23.3	20.0	15.0	19.4
<u>Disagree a Little:</u>	13.3	10.0	3.3	8.9
<u>Disagree on the Whole:</u>	16.7	5.0	0.0	7.2
<u>Disagree Very Much:</u>	45.5	27.3	27.3	6.1
N =	(60)	(60)	(60)	(180)
$\chi^2 = 25.72501 \quad df = 10, \quad p = .0041 \quad \text{Phi Coefficient} = .26732$				

Responses to Dogmatism Field Scale Statement 16 (In Percentages)  
The United States and Russia have just about nothing in common.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	10.0	8.3	41.7	20.0
<u>Agree on the Whole:</u>	10.0	10.0	25.0	15.0
<u>Agree a Little:</u>	21.7	35.0	21.7	26.1
<u>Disagree a Little:</u>	15.0	16.7	8.3	13.3
<u>Disagree on the Whole:</u>	13.3	15.0	1.7	10.0
<u>Disagree Very Much:</u>	30.0	15.0	1.7	15.6
N =	(60)	(60)	(60)	(180)
$\chi^2 = 53.4734$ <u>df</u> = 10,    p = .00001    Phi Coefficient = .38541				

Responses to Dogmatism Field Scale Statement 17 (In Percentages)  
I find it necessary to repeat myself in order to be understood.

	LOW	AVERAGE	HIGH	Total
<u>Agree Very Much:</u>	6.7	5.0	6.7	6.1
<u>Agree on the Whole:</u>	5.0	10.0	26.7	13.9
<u>Agree a Little:</u>	21.7	18.3	16.7	18.9
<u>Disagree a Little:</u>	25.0	33.3	31.7	30.0
<u>Disagree on the Whole:</u>	13.3	20.0	11.7	15.0
<u>Disagree Very Much:</u>	28.3	13.3	6.7	16.1
N =	(60)	(60)	(60)	(180)
$\chi^2 = 23.21933$ <u>df</u> = 10,    p = .01    Phi Coefficient = .25396				

**APPENDIX D**

**CORRESPONDENCE**



The University of British Columbia  
FACULTY OF EDUCATION  
Department of Social and Educational Studies  
2125 Main Mall, Vancouver, B.C., Canada V6T 1Z5

February 26, 1985

Charles Town, West Virginia  
U.S.A.  
25414

Dear Mr. Sidelnick:

Please excuse this tardy response to your recent letter concerning the instrument I developed to assess attitudes toward civil liberties. Your letter arrived just as I was leaving for a teachers' convention in Edmonton. I hope that my response arrives in time for you to start your study as planned.

Your examination of low ability adolescents' attitudes on a number of measures interests me. I am pleased to learn that others are also conducting research in this area. I could not determine the design of your study from your letter. I gather that you are going to compare the attitudes of low ability students in grade 9 with the attitudes of similar students in grade 12. Do you also plan on comparing the attitudes of these groups with the attitudes of students of normal intellectual ability in comparable grades?

I can appreciate the concern that members of your committee have about modifications to the Freedoms Scale. It is appropriate to question the validity of an instrument that has been modified. In this case, however, the majority of changes were made to "Americanize" the test. As such, I see no problems with Items 2, 3, 7, 11, and 14. These modifications are easily justified, since they make the items suitable for students in your community but do not change the substance of the items. It is difficult for me to comment with any degree of authority on Item 12. The intent of this item is to assess students' attitude toward freedom of the press. The group in the original vignette whose right is threatened consists for the most part of naturalized Canadian citizens. These people were granted citizenship against the wishes of many Canadians who argued that Canada should not become a refuge for U.S. deserters and draft dodgers. I think that it is reasonable to suggest that the modified Item 12 is comparable to the original item if Mexican Americans in West Virginia occupy a status similar to that of U.S. deserters in Canada during the 1970's. If I were to use this item in Vancouver schools today, I would likely substitute Sikhs for deserters. The militant actions of this group (as described in the enclosed editorial) have angered many people and letters in newspapers often recommend that no more Sikhs be allowed to enter Canada. I think that Sikhs would generate the same response from students that draft dodgers did some 8 or 9 years ago.

Several other comments are in order. Item 3 pertains to freedom of speech. In Canada, the Communist Party is a legitimate, registered political party. It runs candidates in municipal, provincial, and federal elections. If the Communist Party is legal in West Virginia and the United States, then the



February 26, 1985

Page 2

nature of the item remains unchanged. If the Communist Party is not legitimate, the items are not comparable. If the Communist Party is not a legal party under West Virginia and U.S. law, it has no legal right to claim air time with the legitimate parties, and the station manager can reject the request on that basis. If the Communist Party is not a registered party, you might consider substituting the name of a legal party that has low acceptance and status.

When I wrote Item 10, Iran was an ally. I wonder if students will deny Ishmael the right to worship just because he comes from Iran. Perhaps his homeland should be changed to a Moslem country more friendly to the United States.

If you administer the Freedoms Scale yourself, you should be prepared for questions and comments from students. Frequently, I remained after class to discuss the items with students. In fact, I learned much about student attitudes from these discussions. Incidentally, you will have to find some way to help low ability students to understand the differences between "agree" and "strongly agree" and between "disagree" and "strongly disagree." I found that these students seemed to understand an explanation similar to the following:

If someone told you about the event in the item and you were interested and perhaps said to the person or thought to yourself "I don't think that's right," or "I don't think that that should be done" then you probably disagree. However, if it bothered you so much that you had to talk to someone about it (maybe a friend, teacher, or parent) then you probably strongly disagree. (Similar instructions were given for agree and strongly agree.)

You will find your own way of treating this. The key, of course, is to be consistent.

I am not sure if you have a copy of the report of the Freedoms Scale that \_\_\_\_\_ and I submitted to ERIC. In case you do not, I have included a copy here. I have also enclosed a copy of my study that was reported in Social Education. You may also find the article in the Journal of Social Studies Research to be of interest. I am sure that you will have articles in these and other journals when your study is completed. I look forward to reading them.

I hope that your study goes well. Please keep in touch, and if I can be of any further assistance, please do not hesitate to contact me.

Sincerely

Charles K. Curtis  
Associate Professor  
Department of Social & Educational  
Studies  
Faculty of Education  
Ponderosa Annex G

## References

- Abraham, W. (1964). The slow learner. New York: The Center for Applied Research in Education.
- Abramowitz, J. (1959). Revolutionizing the teaching of social studies to the slow learner. Social Education, 23, 219-220, 130.
- Abramowitz, J. (1963). How much subject matter for the slow learner? Social Education, 27, 11-12.
- Abramowitz, J. (1968). What kind of social studies for the slow learner? Social Education, 32, 550-553.
- Abramowitz, J. (1970). Six questions and answers about slow learners. Social Education, 34, 140-142, 172.
- Adelson, J. (1971). The political imagination of the young adolescents. Daedalus 100, pp. 1013-1050.
- Adelson, J., & Beall, L. (1970). Adolescent perspectives in law and government. Law and Society Review. May, 495-504.
- Adelson, J., & O'Neil, R. (1966). The political thought in adolescence: the sense of community. Journal of Personality and Social Psychology, 4, 295-306.
- Adelson, J., Green, B., & O'Neil, R. (1969). The growth of the idea of law in adolescence. Developmental Psychology, 1, 327-332.
- Allen, B. J. (1966). The construction of an instrument designed to measure student held attitudes toward certain american values as related to a jury of expert consensus. Dissertation Abstracts International, 26. 4487A-4488A. (University Microfilms No. 65-15,473).
- Allen, B. J. (1968). Impact of the study of communism on student attitudes toward democratic values. Tallahassee: Florida State University. (ERIC Document Reproduction Service No. ED 032 329).
- Arin, P. (1975). Cognitive development in adulthood: a fifth stage? Developmental Psychology, 1, 602-606.
- Beall, L. (1967). Political thinking in adolescence. Dissertation Abstracts International, 28. 2617B-2618B. (University Microfilms No. 67-15594).
- Banks, J. A. (1973). Teaching strategies for the social studies: inquiry, valuing, and decision making. Reading, Ma: Addison-Wesley.
- Borg, W., & Gall, M. (1979). Educational research (3rd ed.). New York: Longman.

- Bush, M. (1970). A developmental study of adolescent political thinking. Dissertation Abstracts International, 31, 7581B. (University Microfilms No. 71-15109).
- Butts, R. F. (1980). Curriculum for the educated citizen. Educational Leadership, 38 (7), 6-8.
- Cardno, J. A. (1955). The notion of attitude, an historical note. Psychological Reports, 1, 345-352.
- Carpenter, H., & Spieseke, A. (1953). Skills needed for democratic citizenship. In H. Carpenter (Ed.) Skills in the Social Studies, 24th Yearbook of the NCSS. Washington, D.C.: National Council for the Social Studies.
- Close, M. J. & Bergnabb, T. J. (1979). Dogmatism and attained educational level: a field study. Psychological Reports, 44, 671-673.
- Crary, R. W. (Ed.). (1951). Education for democratic citizenship, 22nd yearbook of the NCSS. Washington, D.C.: National Council for the Social Studies.
- Cryns, A. & Finn, J. (1973). A multivariate analysis of some attitudinal and ideological correlates of student activism. Sociology of Education. 46 (1). 127-142.
- Curtis, C. K. (1977). Citizenship education and the slow learner. In J. P. Shaver (Ed.). Building rationales for citizenship education, bulletin 52 (74-95). Washington, D. C.: National Council for the Social Studies.
- Curtis, C. K. (1981). Slow learner's attitudes toward fundamental freedoms. Journal of Social Science Research, 5 (1), 35-39.
- Curtis, C. K., & Shaver, (1983). J. P. A measure of attitudes towards civil liberties. (ERIC Document Reproduction Service No. ED 231 677).
- Dale, E., & Chall, J. S. (1948). A formula for predicting readability. Educational Research Bulletin, 27, 11-20, 28.
- Daurio, S. (1978). The development of socio-political intelligence. Dissertation Abstracts International. (University Microfilms No. 79-06447).
- DiMaria, F. & DiNuovo, A. (1983). About some psychological variables correlated with dogmatism. Psychological Reports, 53 427-432.
- Easton, D., & Dennis, J. (1969). Children in the political system. New York: McGraw Hill.
- Ehman, L. (1970). Normative discourse and attitude change in the social studies classroom. High School Journal. 54, 76-83.

- Ehman, L. (1972). Political efficacy and the high school social studies curriculum (90-112). In B.G. Massiaslas (Ed.). Political youth, traditional schools: national and international perspectives. Englewood Cliffs, New Jersey: Prentice Hall.
- Ehman, L. (1977). Social studies instructional factors causing change in high school students. Paper presented at American Educational Research Association. (ERIC Document Reproduction Service No. ED 162 959).
- Elam, S. M. (1984) Anti-democratic attitudes of high school seniors in the orwell year. Phi Delta Kappan, 65, 327-332.
- Frye, E. (1977). Fry's readability graph: clarification, validity and extension to level 17. Journal of Reading, 21, 242-252.
- Feather, N. T. (1970). Educational choice and student attitudes in relation to terminal and instrumental values, Australian Journal of Psychology, 22, 127-144.
- Gallatin, J. (1967). The development of the concept of rights in adolescence. Dissertation Abstracts International. (University Microfilms No. 68-07603).
- Gallatin, J. (1972). The development of political thinking in urban adolescents. (Final Report; Grant No. 0-0554). Washington, D.C.: National Institute of Education, U. S. Government Printing Office. (ERIC Document Reproduction Service No. ED 095 066).
- Gallatin, J. (1980). Political thinking in adolescence. In J. Adelson (Ed.), Handbook of Adolescent Psychology. New York: John Wiley & Sons.
- Gallatin, J. & Adelson, J. (1970). Individual rights and the public good, Comparative political studies. (July), 266-242.
- Greenberg, E. S. (1970). Concensus and dissent: trends in political socialization research. In E.S.Greenberg (Ed.), Political Socialization. New York: Atherton.
- Greenstein, F. (1965). Children in politics. New Haven: Yale University Press.
- Hageman, M. J. (1985). Authoritarianism and dogmatism in criminal justice research: themes over times. High School Journal. 68 (4). 429-437.
- Hahn, C. L., & Avery, P. (1985). Value analysis, political attitudes and reading comprehension: are they related? Theory and Research in Education. Summer.

- Handfield, J. H. (1980). An inquiry into certain factors that affect critical thinking among secondary social studies students. Dissertation Abstracts International, 41, 2052A. (University Microfilms No. 80-24106).
- Harvey, S. K., & Harvey, T. G. (1970). Adolescent political outlooks: the effects of intelligence as an independent variable. Midwest Journal of Political Science, 14, 565-694.
- Hepburn, M. A. (1985). Civic intelligence: a provocative approach to citizenship education. Social Education, 49 (8),670-677.
- Hess, R., & Torney, J. (1967). The development of political attitudes in children. Chicago: Aldine.
- Hyman, H. H. (1959). Political socialization. New York: The Free Press.
- Ingram, C. P. (1960). Education of the slow learning child. New York: Ronald Press.
- Jimenez, G. R. (1971). A study of secondary students attitudes toward politics and politicians in selected hillsborough florida public schools. Dissertation Abstracts International,32, 179A - 180A, (University Microfilms No. 71-18,631.
- Johnson, G. O. (1963). Education for the slow learners. Englewood Cliffs: Prentice Hall.
- Johnson, L., & Hess, R. D. (1984). Kids and citizenship: a national survey. Social education. 48, (7), 502-505.
- Keating, D. P. (1979). Toward a multivariate life-span theory of intelligence. In D. Kuhn (Ed.), New Directions for Child Development. San Francisco: Jossey-Bass, Inc.
- Keating, D. P. (1980). Thinking processes in adolescence. In J. Adelson (Ed.), Handbook of Adolescent Psychology. New York: John Wiley & Sons.
- Kerlinger, F. N. (1973). Foundations of behavioral research (2nd edition). New York: Holt, Rhinehart & Winston, Inc.
- Kuhn, D., Ho, V., & Adams, C. (1979). Formal reasoning among pre and late adolescents. Child Development. 50, 1128-1135.
- Leming, J. (1984). Research on social studies curriculum and instruction: interventions and outcomes in the social-moral domain. Paper presented at the 64th Annual Meeting of the National Council for the Social Studies, Washington, D.C.

- Levenson, G. (1972). The school's contribution to the learning of participatory responsibility. In B. B. Massialas (Ed.), Political youth, traditional schools: national and international perspectives. Englewood Cliffs, N.J.: Prentice Hall.
- Lortie, D. C. (1975). Schoolteacher: a sociological study. Chicago, IL: University of Chicago Press.
- Mussen, P., Sullivan, L. B., & Eisenberg-Berg, N. (1977). Changes in political-economic attitudes during adolescence. Journal of Genetic Psychology, 130, 69-76.
- National Association of Educational Progress. (1978). Changes in political knowledge and attitudes, 1969-1976. Denver Colorado: Educational Commission of the States.
- National Assessment of Educational Progress. (1983). Citizenship and social studies achievement of young americans: 1981-1982 performance changes between 1976 and 1982. Denver Colorado: Education Commission of the States.
- National Association of Secondary School Principals. (1984). The mood of american youth. Washington D.C.: N.A.S.S.P.
- National Council for the Social Studies. (1979). Revision of the social studies curriculum guidelines, Social Education, 43 (4), 261-278.
- National Council for the Social Studies. (1984). In search of a scope and sequence for social studies, Social Education, 48 (4), 251-162.
- Nelson, J. L., & Michaelis, J. U. (1980). Secondary social studies instruction curriculum evaluation. Englewood Cliffs, N.J.: Prentice Hall.
- O'Neil, R. (1964). The development of political thinking during adolescence. Dissertation Abstracts International, 25, 7371B (University Microfilms No. 65-05933).
- Plant, W. T., Telford, C. W., & Thomas, J. A. (1965). Some personality differences between dogmatic and non-dogmatic groups. Journal of Social Psychology, 67, 67-75.
- Renshon, S. A. (1977). Assumptive frameworks in political socialization theory. In S. A. Renshon (Ed.). Handbook of political socialization. New York: The Free Press.
- Rokeach, M. (1960). The open and closed mind. New York: Basic Books.
- Rokeach, M. (1970). Beliefs, attitudes and values. San Francisco: Josey Bass.

- Rokeach, M. (1973). The nature of human values. New York: The Free Press.
- Roselle, D. (1966). Citizenship goals for a new age, Social Education, 30, 415-420.
- Rundquist, E. A., & Sletto, R. F. (1936). Personality in the depression. Minneapolis: University of Minneapolis Press.
- Rundquist, E. A., & Sletto, R. F. (1975). Personality in the depression (2nd ed.). Westport Conn: Greenwood Press.
- Sanford, N. (1973). Authoritarian personality in contemporary perspective. In J. Knutsen (ed.). Handbook of political psychology. San Francisco: Josey Bass.
- Shaw, M. E., & Wright, J. M. (1967). Scales for the measurement of attitudes. New York: McGraw-Hill.
- Shaver, J. P., Helburn, S. & Davis, O. L. Jr. (1979). The status of social studies education: impressions from three NSF studies. Social Education, 43 (2), 150-153.
- Shelton, B. O. (1971). Teaching and guiding the slow learner. West Nyack, New York: Parker Publishing.
- Sigel, R. S., & Hoskin, M. B. (1981). The political involvement of adolescents. New Brunswick, N.J.: Rutgers University Press.
- Silver, M. (1976). Values education. Washington, D. C.: National Education Association.
- Struve, P. W. (1969). The political socialization of adolescents: a study of students in a midwestern high school. Dissertation Abstracts International, 30, 781A. (University Microfilms No. 69-13,179).
- Superka, D. P., Hawke, S., & Morrisett, L. (1980). The current and future status of the social studies, Social Education, 44 (5), 362-369.
- Torney, J. V. (1971). Socialization of attitudes toward the legal system, Journal of Social Issues, 27, 137-154.
- Torney, J. V., Oppenheim, A. M., & Farnen, R. F. (1975). Civic education in ten countries. New York: John Wiley & Sons, Inc.
- Travers, E. F. (1983). The role of political socialization reconsidered: evidence from 1970-1979. Youth and Society, 14, 475-500.
- Troldahl, V. C., & Powell, F. A. (1965). A short form dogmatism scale for use in field studies. Social Forces, 44, 211-215.

Vacchiano, R. B., Strauss, P. S., & Schliffman, D. C. (1968). Personality correlates of dogmatism, Journal of Consulting and Clinical Psychology, 32, 82-85.

Weissburg, R. (1974). Political learning, political choice and democratic citizenship. Englewood Cliffs, N. J.: Prentice Hall.

Wilderson, c. P. M. & Cryns, A. G. (1985). Authoritarianism/dogmatism as a function of age: a relevant yet forgotten area of research. High School Journal, 68 (4). 424-428.

Zellman, G. L. (1973). Sex roles and political socialization. Dissertation Abstracts International, 34, 4413A-4414A (University Microfilms No. 74-1594).



**The vita has been removed from  
the scanned document**