VALUES OF NAZARENE COLLEGE STUDENTS ON A PUBLIC
AND A CHURCH SPONSORED CAMPUS

by

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STATEMENT BY AUTHOR

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ABSTRACT

This study focused on values of Church of the Nazarene college students. Two comparisons were made: values of Nazarene college students on a public campus were compared with values of Nazarene college students on a church sponsored campus; and values of Nazarene students were compared with values of non-Nazarene students.

The six scales of the S.R.A. Survey of Interpersonal Values were utilized to collect data and test hypotheses. The t-test for significance of difference between means was used.

It was found that values of Nazarene students on a public campus did not differ significantly from the values of Nazarene students on a church sponsored campus.

It was found that Nazarene and non-Nazarene students did differ significantly in their values. Nazarene men students scored higher on the Conformity and Benevolence scales and lower on the Independence scale than non-Nazarene men students. Nazarene women students scored higher on Conformity and Benevolence and lower on Recognition scale than non-Nazarene women students.

Also, it was found that Nazarene students on a church sponsored campus believed more strongly than Nazarene students on a public campus...
that the college they were attending was playing an important role in their value development.
CHAPTER I

INTRODUCTION

Church sponsored higher education is an important segment of higher education in the United States; and, like all institutions of higher learning, the church sponsored institution has as its goal the development of the whole student (Carpenter, 1960; Doescher, 1963).

Thornton (1966, p. 76), considering junior colleges alone, reported that as of 1966 there were 169 two-year institutions of higher learning in the United States sponsored by various religious denominations. Two-year, baccalaureate, and graduate education are today being supported by various churches. Pattillo and Mackenzie (1966) provide a comprehensive picture of the role of the church sponsored college in United States higher education. Like other churches, the Church of the Nazarene, a protestant denomination, sponsors institutions of higher education. Presently, the Nazarene church sponsors a seminary, a Bible college, and seven four-year colleges. Future plans by the education commission of the denomination call for junior colleges to be started. Administrators of Nazarene colleges project the enrollment of Nazarene colleges and seminary to be 8,503 in 1972 (Parrott, 1964, p. 84).

Caught in the unbelievable expansion of higher education in the United
States, increasing numbers of denominational youth are seeking their education outside of church sponsored higher education. One Nazarene educator (Meredith, 1967, p. 7) reported that some denominations which surveyed their youth have found as many as eighty per cent who were bound for a public institution.

In the literature, there is a divergence of opinion as to the relative merits of attending a church sponsored or public institution. Doescher (1963, p. 52) claims that the church college in today's culture has a grave social responsibility to help preserve our civilization. The concept that the church college can do more for a student than a secular education is alluded to in Averill (1963, p. 59), Bergendoff (1957), Brown (1957, p. 157), Hulme (1957, p. 102), Parrott (1964), Grismer (1968), and Maxson (1957). One opinion is that the church sponsored college effects a unique influence on personality and value development. By providing a particular environment (Parrott, 1964, p. 55; Stroup, 1968, p. 387), selected faculty (Parrott, 1964, p. 30; Goodman, 1962, p. 66), and a homogeneous religious student body (Parrott, 1964, p. 75), it is believed that personal development is enhanced. Fisher and Noble (1960, p. 349) discuss the resources of religion in value development and add that it is to the advantage of the college and scholar "to maintain as close a relationship as possible to the church" (p. 352). The idea that church-related colleges do nothing extra in facilitating value development is
held by Eddy (1959, p. 115) and Jacob (1957, pp. 112-113). Wicke (1964, p. 45) also throws some doubt on the idea that the church college is more potent than the secular institution:

No purpose is more difficult to achieve than the development of a community ethos in which intellectual adventure is possible in an atmosphere of moral concern and commitment. Studies which have attempted to measure the changing value structure of college students show no evidence that church-related colleges are any more effective generally on this point than any other types of institutions. The well known summary by Phillip E. Jacob in Changing Values in College gives no comfort at all to church colleges.

The Committee on the Student in Higher Education (Kauffman, 1968, p. 42) urges that the students' cognitive and personality development be integrated through the college experience. Blumberg (1961, p. 34) warns that higher education must fulfill its value education function or there will be "...a very highly-developed technical society which will be run by extremely skillful technicians who know not whence they came nor where they go." Katz and Sanford (1962d, p. 45) call for a developmental change in personality structure as a goal of learning. McConnell and Heist (1962, p. 250) point out, "It has been suggested that the distinction of a college depends less on what it does to students than on the students to whom it does it." This present study, conducted by the writer, looks at the Nazarene college student, on the church sponsored and public campus in an attempt to describe him in terms of his values and to draw certain comparisons between particular groups of Nazarene and non-Nazarene students.
Statement of the Problem

The problem is to determine if Nazarene college students on a public campus and a church sponsored campus differ in values, and to determine if Nazarene college students differ in values with the population of a public campus.

Hypotheses of the Study

The specific null hypotheses derived from the statement of the problem are:

1. Values of Nazarene college students on a public campus will not be significantly different from the values of Nazarene students on a church sponsored campus.

2. Values of Nazarene college students will not differ significantly from the values of college students at a public institution.

Limitations

1. Only one religious denomination will be used in this study: the Church of the Nazarene. Although the writer encourages other denominations to undertake similar research in assessing their student population, the focus of this study will be on college students in the Church of the Nazarene.

2. One instrument will be utilized for value measurement: The S.R.A. Survey of Interpersonal Values.
3. Only two campuses will be utilized to collect data for this study; Pasadena College and The University of Arizona.

4. As will be seen in Chapter III, the Survey of Interpersonal Values, out of necessity, was not administered at one time to all subjects in the study, but rather at different times and at different places.

5. This is a study and comparison of different groups at different stages of exposure: this study is not longitudinal.

6. This study will not investigate the process of choosing a college. Meredith (1967, p. 1) has mentioned that specialization, academic quality, finances, escape from parental or church authority and other factors influence a college bound student's choice of a school, whether public or church sponsored. Sanford (1962d, p. 44) says that the process of choosing a college is often irrational, and extremely difficult to assess. It is not the intent of this study to look at personality as it influences the choice of a college.

Definition of Terms

The following are definitions of key terms used in this study.

1. **Values.** Scores obtained from the S.R.A. Survey of Interpersonal Values. This survey consists of six scales: Support, Conformity, Recognition, Independence, Benevolence, and Leadership.

2. **Church sponsored campus.** An institution which is financially supported by and administratively integrated into a religious denomination.
In this study, Pasadena College in Pasadena, California is the church sponsored campus.

3. **Public campus.** An institution which is supported by state tax monies. In this study, public campus refers to The University of Arizona in Tucson, Arizona.

4. **Church of the Nazarene.** A protestant, holiness denomination with headquarters in Kansas City, Missouri. A statement of beliefs of the denomination may be found in the *Manual* of the Church of the Nazarene (Manual, 1964, p.5).

5. **Nazarene college student.** As defined by the following criteria: a student who is registered at an institution of higher learning and who attends a Church of the Nazarene. In this study, these students either attend Pasadena College or The University of Arizona.

**Justification for the Study**

1. Newcomb (1956, p. 575) reports that in thirty years, almost 12,000 articles and books have been published in English on the topic of attitudes (values); he adds: "At the level of psychological generalization, such studies have probably taught us more about the organization of individual personality, and about group influences upon individual motivation and cognition than about the nature of person-to-person relationships." This present study purports to take a look at the person-to-
person relationships of the Nazarene college student by assessing his interpersonal values.

2. In 1961, Foster (p. 1), discussing research in the area of value change, said that most of the research has dealt with secular institutions, where the teaching of values is often not a declared institutional goal. This present study deals with college students from a denominational institution.

3. This study is descriptive in nature. Therefore, it is assumed that college administrators at Pasadena College and the campus pastor at the University of Arizona will be given new insights into their particular student communities. The education commission of the Church of the Nazarene should also find the study valuable.

4. This present study will add to the literature on value acquisition and change in higher education. It may shed some light on the relative potencies of the public and church sponsored college in value development. Havighurst (1946, p. 39) mentions that he perceives the outcome of general education as coming from two processes: knowing and loving. His implication is that more than knowledge is acquired in education. More recently, Averill (1966, p. 73) criticized higher education when he said, "Volition, valuation, affection - these are the pieces of the person that are assigned not to the teacher, but to the student personnel program and its administrative specialists." Averill (1963, p. 61)
discusses the relevance of Christian values in the education of the whole person. Many other cries are heard from the literature for educating the whole person: Doescher (1963, pp. 53-55), Allport (1967), von Grueningen (1957), Blumberg (1961), Carpenter (1960), Dressel and Lehmann (1965), Heath (1969), House (1948), Overholt (1966), Sanford (1962a), and many others. Valuable insights into the role of the denominational college in value development could come from this study.

5. By comparing values of Nazarene students on a public campus with those on a church sponsored campus, this study may provide provocative and useful insights into the relative attitudes toward the function of the church sponsored school and the possible merits of campus centers. The Church of the Nazarene at the present time has no campus religious center. Meredith (1967) suggests that the Church of the Nazarene construct campus centers near public universities and colleges. The University of Arizona has been considered as the site for a pilot project for such a denominational center. Why appropriate one million dollars, for example, for a new church sponsored college before building five campus centers near public institutions, where many Church of the Nazarene youth are now attending, especially when the traditional argument for the church sponsored college, that it is conducive to certain value development, may not be borne out by research? This study may assist in answering this question by describing two groups of Nazarene students in terms of their interpersonal values and needs.
Methods of Investigation Used

The S.R.A. Survey of Interpersonal Values will be administered to three groups of college students. These three groups are: (1) Nazarene students attending the University of Arizona; (2) Nazarene students attending Pasadena College; and (3) Random sample of all students attending the University of Arizona. Both groups of Nazarene students, in addition to completing the S.R.A. survey, filled out a short questionnaire devised by the investigator to obtain identification data.

Organization of the Study

This study focuses on the interpersonal values of Nazarene college students on a public and a church sponsored campus and non-Nazarene students on a public campus. A brief explanation of the content of the following chapters is appropriate. Included in Chapter II is a discussion of the related literature. In Chapter III, the author will discuss the method and procedure used in undertaking this study and treating the data. Results of the study and an analysis of the data will be discussed in Chapter IV. In Chapter V, the author will summarize the entire study and present the various conclusions and recommendations of the study.
CHAPTER II

SURVEY OF THE RELATED LITERATURE

Introduction

As was stated in Chapter I, church sponsored higher education is an important segment of higher education in the United States. It was also seen that the Church of the Nazarene, like other denominations, is involved in higher education. The question was raised and debated whether or not church sponsored higher education is any more potent a vehicle for value change than is secular higher education. The problem was raised: do Nazarene college students on a public campus differ in values from those on a church sponsored campus? And, do Nazarene students differ in values from the population of a public campus? In this chapter, the related literature will be surveyed. Literature pertaining to the following areas will be discussed:

1. Value change in college students
2. Influences on value change
3. Group differences in values
4. The importance of studying interpersonal values.
Literature Pertaining to Value Change in College Students

Bushnell (1960, p. 45) states: "It is a revealing commentary on the place which higher education holds in our society to report that there is no volume extant which contains a comprehensive and scientifically-grounded analysis of what actually takes place in a college or university." After looking at the literature in the domain of "values," the investigator realizes the vast area covered in values research. Dukes (1955, p. 38) states: "The exact role of college in value development remains undefined." Not only does the role of the college in value development remain undefined, but the term value has no one particular definition. The literature has as many and varied definitions for value as it has for the term intelligence (Lehmann, 1967, p. 35). Although there are very real problems in definition, the value domain is a vital one for study if, for the only reason, that liberal education is based on the faith that it can cause a significant change in students' personality, values, and attitudes (Freedman, 1967, p. 23).

Students at Wisconsin State University reported that they believed their basic values and attitudes were changed by their college experiences (Hartig, 1967, p.15); Hartig cautions, though, that the student responses may have reflected long-standing attitudes as well as attitude changes resulting from college attendance.

But the literature disagrees whether or not the college experience does make a difference. Perhaps the work which has influenced the
literature more than any other is the summary by Jacob in *Changing Values in College* (1957). It seems that much of the work before 1957 is summarized by Jacob, while much of the literature after 1957 mentions him. Barton (1959, p. 75) claims that the best statement of Jacob's overall conclusion is:

> When all is said and done, the value changes which seem to occur in colleges and set the college alumnus apart from others are not very great, at least for most students at most institutions. They certainly do not support the widely held assumption that a college education has an important, almost certain "liberalizing" effect (Jacob, 1957, p. 75).

In 1959, Jacob (p. 4) summarized his view: "Indeed the impact of American higher education as a whole upon the value patterns of college youth as a whole seems negligible."

Jacob's *Changing Values in College* stimulated a lot of writing. Marquis (1958) commented on Jacob's conclusions. Riesman (1959, p. 390) criticized the Jacob review. Webster (1958), reporting in detail the results of research at Vassar, refuted Jacob's conclusion that students become more homogeneous in values and attitudes from freshman to senior year. Freedman (1960) reported substantial change over four years of college, with particular reference to the Vassar research. In addition to Freedman, another major study done by Webster, Freedman and Heist (1962) claimed that the majority of studies, before and after World War II, show changes in attitudes, beliefs, interests or values, in college students while in college.
Before Jacob's *Changing Values in College* there seemed to be conflicting reports in the literature. Fischer and Andrews (1947), and Whitely (1938) pointed out the constancy of values during college years. At the same time, Newcomb (1943) reported changes in students' attitudes and values during four years of college.

More recently, contradictory evidence has been provided by Plant (1958), and Brown and Bystryn (1956). Plant reports that there is a significant decrease in authoritarianism for those subjects who attended college, while Brown and Bystryn report that time in college has little bearing on authoritarian changes.

Arseanian (1943, p. 338), in a longitudinal study at Springfield College in Massachusetts, found that students' value patterns emerge or develop in agreement with the dominant and contemporary cultural norms.

Brennan (1964) reports shifts in religious attitudes and beliefs of University of Arizona students. Dressel and Lehmann (1965, p. 256), using a battery of tests at Michigan State University, concluded that college students do change during the period of college attendance.

Huntley (1965), in one of the most extensive investigations, says that when scores at entrance to college are compared with those at graduation for the same individuals, there is clear evidence of change. Using the Allport Vernon Lindzey Study of Values at Union College, Huntley (1967, p. 46) again concluded that change definitely takes place.
Talking specifically about religious values, Jacob (1957, p. 55) says that religion is a value area where the fundamental pattern is set before college and will probably not change until well after graduation. Katz and Allport (1931, p. 396) reported a "liberalizing of older beliefs" in Syracuse University students in their study of religious attitudes. Pace (1964, p. 1) says that educational research shows very clearly that environments, in higher education, influence behavior.

Wilson (1966, p. 89) lists seven categories of change: intellectual, development of interest in new fields, world view and personal philosophy, personality development, social development, career plans and choices, and attitude toward Antioch College on the whole.

An excellent group of articles on the values of college students may be found in a symposium in Religious Education (Values, 1960). Although some literature reports constancy of values in students during their college years, the literature seems more to indicate that value change does take place in college.

Literature Pertaining to Influence on Value Change in College Students

Although Jacob's review work (1957) purported that the college experience generally has little effect on value change in the student, it seems that the subsequent literature indicates that change does take place in college. Some of the influences or factors seen in value change can be found in the following literature.
Coleman (1966, p. 248) says that the agents which affect students may be quite diverse. Much literature has been written about the influence of the teacher-student relationship on value change. Allport (1967, p. 353) says that education for values occurs when teachers stand for what they teach, no matter what the subject is. Averill (1963, p. 59) emphasizes the teacher-student relationship as being the key to student development. Goodman (1962, p. 66) emphasizes the personal relationship between student and teacher as being a vital influence.

House (1948, p. 192) in an essay calls for men in higher education who are centers of spiritual stability. Hulme (1957, p. 102), from a Christian education viewpoint, places great importance on the teacher-learner relationship. Bergendoff (1957, p. 79) says that a personal relationship to Jesus Christ is the key to Christian personality development, from a Christian education standpoint.

Coleman (1966, p. 249) writes that different levels of social organization influence the values of college students: total student body, voluntary organizations, and interpersonal association with friends, classmates, and dates. Newcomb (1966a) shows that college peer groups may be a potent influence on the developing college student.

The social organization within which the college and the student operates is an important factor in the development of the individual (Eddy, 1959, p. 172). Eddy goes on to say (p. 178) that colleges must place
special emphasis on principles if it seeks to encourage character development. He discusses influences on character development in terms of six sets of experiences: level of expectancy, level of environment, concept of teaching, organization of curriculum, degree of student responsibility, and opportunity for religious understanding and practice (p. 177). Stroup (1968, p. 387) says that religion makes social cohesion possible. Quoting Raushenbush, Dressel and Lehmann (1965, p. 250), using a sociological explanation, say that a climate of values created by the college gives direction to student mores and influences students.

Sanford (1962c, p. 17) argues that marked shifts in the emphasis of colleges comes only when there is change in the country's general system of values. Kemp (1961, p. 64), after surveying a body of literature, concludes that groups may be expected to change their value patterns in accordance with the values prominent in the culture.

Maxson (1957, p. 76) says personal development is contingent on individual initiative and social interaction. Pace (1964, p. 1) stresses the influence of college environment on value development. Nazarene college catalogues show a heavy emphasis on "good social atmosphere" (Parrott, 1964, p. 55).

Sanford (1962d, p. 57) discusses the cultural and societal interaction that the student experiences and how these influences are
assimilated by the student as he passes through college. Toby (1967) looks at college as a socialization process.

Influences on the value development of college students may precede the college experience. Jacob (1957, p. 55) declares that in the area of religious values, the student's fundamental pattern is set before college; he feels that students are already conditioned by family and church to hold particular values (p. 112). Ferman (1959, p. 12) said there is religious change on the campus, but it is closely tied to influences which the student brings to the campus. Eddy (1959, p. 172) comments: "Values are first discovered and developed in the arena of experience, and the college student is a product of eighteen years of experience."

Lehmann and Payne (1963, p. 408), reviewing recent literature, report a significant relationship between informal, extracurricular activities and value changes; they say that formal academic types such as instructor or course have no impact on student behavior.

Levine (1966, p. 108) uses the term selective recruitment to suggest that the type of student selected by a college influences the impact of the institution on value change.

Sanford (1962d, p. 42) cautions that in addition to the influences of the college, how a student turns out at the end of his college experience is also dependent on what he was like at the time of admission.
Sanford (p. 66) also claims that the features of the freshmen environment are especially conducive to development.

The characteristics of the institution are an important influence on the development of values in students. Newcomb (1943) reports that colleges with particular characteristics make a deeper impression on their students than other colleges. Levine (1966) studied five very unique educational institutions: nurses training programs and medical internships, Chinese thought-reform schools for intellectuals, Bennington College, and British officer-training schools (p. 113). Levine (p. 114) says that the common features, which enable these institutions to have a marked impact on their students, may be considered under six headings: motivation, isolation, consistency of goals, explicitness of values, and practice of positively valued responses. Lifton (1957, p. 15) writes that the Chinese thought-reform schools have as a major goal the "...shift in role behavior and personal identity from the filial son or daughter to the enthusiastic participant in the communist movement." Thorner (1955) indicates that the goal of many nurses training programs is the promotion of the internalization of role personality.

Sutherland (1962) is an excellent sourcebook on the various influences on the personality of the college student. Impellizeri (1968) as well as Dennis and Kauffman (1966) also provide excellent insights into the personality of the college student. Dressel (1965) addresses
himself to the factors involved in changing the values of college students.

**Literature Pertaining to Group Differences in Values**

Whether or not groups may be differentiated from each other in terms of values measurement is the question that will be discussed here. Previously discussed was the concept of value change in college students. McConnell and Heist (1962, p. 250) suggest from Darley "...that the distinction of a college depends less on what it does to students than on the students to whom it does it." Heist (1960, p. 285) says there is a lack of research showing personality difference from one institution to another. He adds that MMPI (Minnesota Multiphasic Personality Inventory) scores for the student bodies of various colleges in this country are practically identical (p. 285).

It would seem from the following literature that particular, homogeneous groups could be differentiated from each other in terms of values measurement. Tarwater (1966, p. 354), using the S.R.A. Survey of Interpersonal Values in a cross cultural comparison, found varying differences between Chinese and American college students.

Allport (1967, p. 349) reports a comparative study he did with Gillespie of college youth in ten nations. He concludes that American students were the most self-centered and "privativistic" in values (p. 349). Allport's findings agree with Jacob's summary (1957, p. 14). The Literature shows, then, that American students could be differentiated
from college youth of other nations in values measurement.

Harris (1933, p. 555), using the Allport-Vernon-Lindzey Study of Values, found differences in scores between students majoring in different areas. Liberal Arts students, for example, scored higher on "Theoretical" and "Aesthetic" than did business and engineering majors (p. 555). Huntley (1965, p. 349) found characteristic differences in the patterns of value scores among different curricular groups.

Dukes (1955, p. 28) cites eight studies to show that differences have been found between major academic interest groups. Reviewing studies by Eagleson and Bell (1945), Gray (1947), and Pugh (1951), Dukes attributes value differences less to the religious background of the groups than to other factors.

Jacob (1957 p. 112), talking in terms of life goals, was able to describe students at denominational colleges as having a particular set of values. He added (p. 112) that institutional influence alone could not account for this, but that preconditioning by family and church was an important factor in the value development of students.

In a study conducted at Michigan State University, Dressel and Lehmann (1965, p. 253) were able to find differences in attitudes and values of Protestant students coming from liberal and fundamental sects. Brennan (1964, p. 86) found differences in attitudes between students from the three major faiths: Jewish, Protestant, Roman Catholic, at the University of Arizona
In various unpublished studies, investigators have found group differences, using the Survey of Interpersonal Values (Gordon, 1963).

Bittner (1968, p. 1) undertook research to determine the value profiles of Dakota Wesleyan University, a church-related liberal arts institution, and Southern State College, a public college of approximately equal size, for comparative purposes. Using the Differential Value Profile as the measurement instrument, he concluded there was no significant difference between the value profile of the two institutions; he also concluded that the church and state relationship of the two institutions made little difference in value profile (p. 4).

**Literature Showing the Importance of Studying Interpersonal Values**

The investigator believes that to know an individual, one needs to look at how he relates with others. One way to look at the values of college students is to look at their interpersonal values.

Sullivan, in *The Interpersonal Theory of Psychiatry* (1953, p. 378), defines psychiatry as the study of interpersonal values. Heider (1958, p. 2) says that the scientific study of interpersonal relations may be thought of as belonging to social psychology, and that researchers in many fields are engaged in its study; Sullivan and the Neo-Freudians in clinical psychology; Mayo, Rothlisberger and Homons in industrial psychology; Cartwright, Festinger, Lippitt and Newcomb in social psychology; Moreno and Jennings in sociometry.
Kennedy (1958, p. 2) mentions the increasing importance of the study of interpersonal relations: "Probably the greatest single influence on the resurgence of theoretical emphasis on self and self-in-relationship as key notions in understanding personality comes from Rogers and his associates." Karen Horney (1945, p. 47) regards neuroses as expressions of disturbances in human relations. Tarwater (1966, p. 351) feels that interpersonal values are central to the developing student. Argyle (1967, p. 121) sees the origin of the self in the reactions of other people, comparison of self with others, and past and present roles which the individual has played.

One of the four hallmarks of the well developed person, according to Heath (1969, p. 216) is depth of interpersonal relations; he adds: "While intellectuality is a self-to-world relationship, a second characteristic of a well developed person is a self-to-other selves relationships."

The importance of interpersonal relations in the college student's value development has been mentioned previously: the student-teacher relationship is a vital factor in such development (House, 1948). Also, student-peer group relations have significant influences on the developing student (Newcomb, 1964). Coleman (1966, p. 249) mentions interpersonal association with friends, roommates, classmates, and dates as being one level of social organization which affect students.
A recent basic text in psychology by Hutt, Isaacson, and Blum (1966) highlights the importance of interpersonal values. Rosenberg (1957, p. 26) emphasizes the importance of interpersonal factors in occupational choice and activity. He reports research undertaken at Cornell University to reveal that individuals in some occupational areas stress interpersonal occupational values while others value impersonal values more highly.

Summary

The present chapter has been a survey of related literature.

First, literature concerning value change in college students was examined. It was reported that students themselves believe change takes place. There was some disagreement in the past and present literature concerning whether or not value change takes place, but the research was more indicative that change does in fact take place in college.

Secondly, the various influences on value change were seen through a survey of the literature. These influences were quite diverse. They included: the student-teacher relationship, the peer group-student relationship, the social organization of the college, the pre-college experience and disposition, the goals of the institution, and the student's personality.

Thirdly, group differences in values were surveyed in the literature. It was found that groups have been differentiated from one another when
measured for values. Various types of groups, when compared, showed differences in values: students from two cultures, students in different academic areas, students of different religious persuasion, and students in different stages of their education. Although many group differences were reported, one study, comparing a denominational college with a public college, found no differences in the value profiles of the two institutions.

Finally, literature which stressed the importance of studying interpersonal values was surveyed. Interpersonal values were seen to be strategic to all the values of an individual.

In summary it was reported that: value change takes place in college; various influences are responsible for this value change; there are group differences in values; and the study of interpersonal values is important.
CHAPTER III

METHOD AND PROCEDURE

The purpose of this study, as discussed in Chapter I, was to describe and compare Nazarene college students on a public and church sponsored campus in terms of their values, and to compare Nazarene students with the population of a public campus. In this chapter, the following are discussed: instruments used, design and procedure, treatment of the data. For the reader, who desires to learn about the various problems of methodology in values research, the author suggests Barton (1959) and Newcomb (1966b).

**Instruments Used**

Two instruments were utilized by the author: a questionnaire and the S.R.A. Survey of Interpersonal Values.

The S.R.A. Survey of Interpersonal Values was chosen as the instrument to measure the values of the subjects. The survey was constructed in 1960 by Dr. Leonard V. Gordon. According to the survey manual (Gordon, 1960, p. 3): "It is designed to measure certain critical values involving the individual's relationships to other people or their relationships to him." According to the author of this instrument, these
values are important to the individual's personal, social, marital, and occupational adjustment. The survey affords measurements on six scales: Support (S), Conformity (C), Recognition (R), Independence (I), Benevolence (B), and Leadership (L). Definitions of the six scales follow (Gordon, 1960, p. 3).

S - Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

C - Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

R - Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

I - Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.

B - Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.

L - Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.

Siegel (1962, p. 92) reviewed the survey and concluded, "This reviewer, at least, remains unconvinced about the necessity for a test measuring what SIV measures."
The S.R.A. Survey of Interpersonal Values was developed through the use of factor analysis. The six scales of the survey represent reliable, discrete categories, and therefore, have factorial validity. The instrument was further validated through comparison with other measures on the basis of "reasonableness of relationships" (Gordon, 1960, p. 6). Gordon (1960, p. 6) reports that test-retest reliability coefficients for the instrument are sufficiently high to permit interpretation of scores for individual use.

A survey of the literature showed that there have been few published studies using the S.R.A. Survey of Interpersonal Values. One recently published study, using the survey, found significant differences between Chinese and American students (Tarwater, 1966, p. 354).

Unpublished studies which have utilized the survey are reported and summarized by Gordon in the manual (1960) and the manual supplement (1963). In the manual supplement, Gordon (1963, p. 2) says that the survey should be used as a research instrument.

Significant correlations between the S.R.A. Survey of Interpersonal Values and the Allport-Vernon-Lindzey Study of Values show that the two instruments moderately overlap in what they measure (Gordon, 1960, p. 7). Correlations between the survey and trait characteristics of the Gordon Personal Profile and Gordon Personal Inventory are also reported by Gordon (1960, p. 7) to show that values and traits are generally independent of one another.
The format of the S.R.A. Survey of Interpersonal Values is forced choice. The instruments consists of thirty sets of three statements. For each triad, the respondent indicates one statement as representing what is most important to him and one statement as representing what is least important to him.

The author chose the S.R.A. Survey of Interpersonal Values for several reasons. The survey is short, requiring only fifteen minutes to complete. Also, it measures values which the author believes to be vital to an understanding of a student or a student population.

In addition to the survey, a questionnaire was administered to the Nazarene students from Pasadena College and the University of Arizona. This questionnaire was designed by the investigator to obtain descriptive identification data such as sex, college major, and similar data. Results obtained through the use of the questionnaire are given in Chapter IV. The questionnaire may be found in Appendix B.

Design of the Study

The problem of describing and comparing the values of Nazarene college students was accomplished by administering the S.R.A. Survey of Interpersonal Values to three groups of students. Group I consisted of all the Nazarene college students at the University of Arizona. Group II consisted of a sample of Nazarene students from Pasadena College.
Group III consisted of a random sample of the whole University of Arizona student population.

Group I data were obtained with the assistance of Reverend Ross Hayslip, pastor of Tucson First Church of the Nazarene and religious advisor to Nazarene students at the University of Arizona. A list of thirty-six students was obtained. Of the thirty-six students, data were obtained for twenty-eight of the students. Seventy-eight per cent of the Nazarene student population at the University of Arizona was tested.

Group II data were obtained through Dr. James H. Jackson, Dean of Students at Pasadena College. This sample of Nazarene college students consisted of 111 students who attend Pasadena College. To obtain this sample, two dormitories and one class were administered the survey and questionnaire.

Group III consisted of a random sample of the whole University of Arizona student population. A random sample of 117 students was extracted from the University of Arizona student directory (Directory, 1968-69). A fifty-one per cent return was received with a total of sixty students responding.

Procedure

The three groups previously described were surveyed in the ways described below.
Group I, consisting of Nazarene students at the University of Arizona, was administered the survey and questionnaire at group meetings at First Church of the Nazarene in Tucson. Students in Group I were notified of these group meetings through the mail (Appendix A). The author administered the survey and questionnaire to Group I according to a sequence schedule (Appendix A). For those students who did not attend one of the group meetings, a follow-up by mail was executed. A cover letter (Appendix A), questionnaire, and a S.R.A. Survey of Interpersonal Values were sent to each Nazarene student who failed to attend one of the group meetings. Also, sent to each of these students was a stamped, self-addressed envelope to make their participation convenient. A seventy-eight per cent response was obtained through the initial use of group meetings, and the follow-up mailing.

Group II, a sample of Nazarene college students attending Pasadena College, was administered the survey and questionnaire through the office of Dean of Students at Pasadena College. Permission to test the students in Group II was obtained by the author from the faculty Administrative Council of Pasadena College. The author sent 120 questionnaires and 120 surveys to Pasadena College. With the instruments, several sequence schedules and cover letters were sent (Appendix A). Two dormitories and one literature class formed the sample. Data for 111 students were obtained.
Group III, a random sample of the total University of Arizona student population, was administered the S.R.A. Survey of Interpersonal Values through the mail. With the survey, a cover letter (Appendix A), and a stamped, self-addressed envelope were sent to each student. The random sample of 117 students yielded a response of sixty students, with one follow-up letter (Appendix A) being used.

Test results were made available to students in Groups I and II. The author notified participating students of meetings where their results could be obtained. Group III participants were notified by mail in the follow-up letter (Appendix A). Group I participants were given their results during their college Sunday School class two weeks after the survey was administered.

**Treatment of the Data**

It has been stated previously that three groups of students were administered the S.R.A. Survey of Interpersonal Values. These three groups were:

1. University of Arizona (U of A) Nazarene students
2. Pasadena College (P.C.) Nazarene students

Since there is a strong sex difference in the S.R.A. Survey of Interpersonal Values, each of the above groups had to be divided on the basis of sex before they could be compared. As a result, the data were treated
in terms of six groups:

1. U of A Nazarene men
2. U of A Nazarene women
3. P.C. Nazarene men
4. P.C. Nazarene women
5. U of A random sample men
6. U of A random sample women

All comparisons, then, using the survey were male-male and female-female comparisons. The above six groups were compared as follows:

U of A Nazarene men students with P.C. Nazarene men students
U of A Nazarene women students with P.C. Nazarene women students
U of A and P.C. Nazarene men students with non-Nazarene men students
U of A and P.C. Nazarene women students with non-Nazarene women students

The above four comparisons allowed the investigator to answer the two hypotheses raised in Chapter I.

The general purpose of this study was to describe and compare three groups of students in terms of their interpersonal values. It was felt that the mean and t-test would yield the statistical information desired. Means and standard deviations were calculated for the groups on the six scales of the survey to show the average response of each group. To
determine whether the differences between group means were significant, t-tests were calculated.

In addition to an analysis of the results from the S.R.A. Survey of Interpersonal Values, results from the Nazarene student questionnaire will be given. A chi-square ($x^2$) analysis was run on one of the questionnaire items. For both the t-tests and the chi-square analyses, .05 and .01 were chosen as the levels of significance.

**Summary**

This chapter has presented the method and procedure of this study. First, the S.R.A. Survey of Interpersonal Values was discussed. The development of the survey and definitions for its six scales were presented. Secondly, the design of the study was discussed. Three groups of students were described and compared in terms of their interpersonal values. Thirdly, the procedure of the study was described. How the three groups were tested was explained. Finally, it was shown how the data obtained from the three groups were treated.
CHAPTER IV

ANALYSIS OF DATA

In this chapter, data will be analyzed with reference to the two hypotheses developed in Chapter I:

1. Values of Nazarene college students on a public campus will not be significantly different from the values of Nazarene students on a church sponsored campus.

2. Values of Nazarene college students will not differ significantly from the values of college students at a public institution.

It was seen in Chapter III that the three groups tested were divided into six groups to account for the sex difference in the S.R.A. Survey of Interpersonal Values. Comparisons of group performance on the survey were made using the "student's $t$" (Guilford, 1956, p. 217). The formula for the $t$-test of a difference between means is:

$$ t = \frac{M_1 - M_2}{\sqrt{\frac{\Sigma x^2 + \Sigma x^2}{N_1 + N_2 - 2} \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}} $$

where $M_1$ and $M_2$ are the means of the two samples, $\Sigma x^2$ and $\Sigma x^2$ are the sums of squares in the two samples, and $N_1$ and $N_2$ are the number of cases in the two samples. The $t$-test is a statistic which is especially appropriate for use with small samples.
In addition to analyzing the data obtained from the S.R.A. Survey of Interpersonal Values, a selected item on the Nazarene student questionnaire was submitted to a chi-square ($x^2$) analysis. The formula for $x^2$ (Guilford, 1956, p. 236) is:

$$x^2 = \frac{N (|ad - bc| - 2)^2}{(a+b)(a+c)(b+d)(c+d)}$$

where $a$, $b$, $c$, and $d$ represent the four squares of a two cell by two cell frequency table.

**Results of the Study**

The results of the study will be presented in five parts in this chapter:

1. A comparison of University of Arizona (U of A) Nazarene men students with Pasadena College (P.C.) Nazarene men students.


5. A chi-square analysis of a selected item on the Nazarene student questionnaire.

Summary data tables will be presented, showing the sample sizes, means, standard deviations, t-values, and significance levels for each of the four comparisons mentioned in Chapter III.
1. When University of Arizona Nazarene men students were compared to Pasadena College Nazarene men students, it was found that there were no significant differences between the two groups on the six scales of the S.R.A. Survey of Interpersonal Values. Table 1 summarizes the comparison of these two groups.

Table 1

A Comparison of University of Arizona Nazarene Men with Pasadena College Nazarene Men on the Six Scales of the S.R.A. Survey of Interpersonal Values Using t

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>S</th>
<th>C</th>
<th>R</th>
<th>I</th>
<th>B</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U of A Nazarene Men</strong></td>
<td>18</td>
<td>12.9</td>
<td>13.3</td>
<td>10.4</td>
<td>16.6</td>
<td>19.4</td>
<td>17.8</td>
</tr>
<tr>
<td>Means</td>
<td></td>
<td>5.5</td>
<td>4.6</td>
<td>4.0</td>
<td>5.8</td>
<td>5.5</td>
<td>5.9</td>
</tr>
<tr>
<td>Standard Deviations</td>
<td></td>
<td>5.5</td>
<td>4.6</td>
<td>4.0</td>
<td>5.8</td>
<td>5.5</td>
<td>5.9</td>
</tr>
<tr>
<td><strong>P.C. Nazarene Men</strong></td>
<td>42</td>
<td>13.6</td>
<td>13.7</td>
<td>10.4</td>
<td>16.1</td>
<td>20.6</td>
<td>15.5</td>
</tr>
<tr>
<td>Means</td>
<td></td>
<td>5.3</td>
<td>6.3</td>
<td>4.6</td>
<td>7.2</td>
<td>6.1</td>
<td>6.0</td>
</tr>
<tr>
<td>Standard Deviations</td>
<td></td>
<td>5.3</td>
<td>6.3</td>
<td>4.6</td>
<td>7.2</td>
<td>6.1</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>t Values</strong></td>
<td></td>
<td>-.52</td>
<td>-.24</td>
<td>0.0</td>
<td>.26</td>
<td>.71</td>
<td>1.34</td>
</tr>
<tr>
<td>Significance*</td>
<td></td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td></td>
</tr>
</tbody>
</table>

* t value at .05 level of significance (60 df) = 2.000
  t value at .01 level of significance (60 df) = 2.660

2. Similar results to those obtained for the Nazarene male comparison were found when University of Arizona Nazarene women students were compared to Pasadena College Nazarene women students. There was no significant difference between these two groups on any of the six scales of the survey (Table 2).
Results of the preceding two comparisons show that the interpersonal values of Nazarene college students at the University of Arizona do not differ significantly from the values of Nazarene college students at Pasadena College. The author fails to reject Hypothesis 1:

Values of Nazarene college students on a public campus will not be significantly different from the values of Nazarene students on a church sponsored campus.

Table 2

A Comparison of University of Arizona Nazarene Women with Pasadena College Nazarene Women on the Six Scales of the S.R.A. Survey of Interpersonal Values Using t

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>S</th>
<th>C</th>
<th>R</th>
<th>I</th>
<th>B</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>U of A Nazarene Women</td>
<td>10</td>
<td>15.0</td>
<td>14.4</td>
<td>9.4</td>
<td>17.4</td>
<td>23.5</td>
<td>14.0</td>
</tr>
<tr>
<td>Means</td>
<td></td>
<td>4.7</td>
<td>3.4</td>
<td>3.4</td>
<td>4.3</td>
<td>4.7</td>
<td>7.6</td>
</tr>
<tr>
<td>Standard Deviations</td>
<td></td>
<td>4.7</td>
<td>3.4</td>
<td>3.4</td>
<td>4.3</td>
<td>4.7</td>
<td>7.6</td>
</tr>
<tr>
<td>P.C. Nazarene Women</td>
<td>69</td>
<td>18.1</td>
<td>14.2</td>
<td>11.0</td>
<td>14.7</td>
<td>21.4</td>
<td>10.6</td>
</tr>
<tr>
<td>Means</td>
<td></td>
<td>5.7</td>
<td>6.0</td>
<td>4.1</td>
<td>5.7</td>
<td>4.5</td>
<td>5.4</td>
</tr>
<tr>
<td>Standard Deviations</td>
<td></td>
<td>5.7</td>
<td>6.0</td>
<td>4.1</td>
<td>5.7</td>
<td>4.5</td>
<td>5.4</td>
</tr>
<tr>
<td>t Values</td>
<td>-1.65</td>
<td>.10</td>
<td>-1.18</td>
<td>1.44</td>
<td>1.37</td>
<td>1.77</td>
<td></td>
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<td>Significance*</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

* t value at .05 level of significance (80 df) = 1.990
  t value at .01 level of significance (80 df) = 2.638

3. Whereas no significant differences were found between University of Arizona Nazarene students and Pasadena College Nazarene students, significant differences were found when Nazarene and non-Nazarene students were compared.
Significant differences between sample means were obtained on the Conformity, Independence, and Benevolence scales, when Nazarene men students were compared with non-Nazarene men students (Table 3). Nazarene men students scored significantly higher on the Conformity and Benevolence scales and lower on the Independence scale than did the non-Nazarene men students.

Table 3

A Comparison of Nazarene Men Students with Non-Nazarene Men Students on the Six Scales of the S.R.A. Study of Interpersonal Values Using t

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>S</th>
<th>C</th>
<th>R</th>
<th>I</th>
<th>B</th>
<th>L</th>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Means</td>
<td>60</td>
<td>13.4</td>
<td>13.6</td>
<td>10.3</td>
<td>16.3</td>
<td>20.2</td>
<td>16.2</td>
</tr>
<tr>
<td>Standard Deviations</td>
<td></td>
<td>5.3</td>
<td>5.8</td>
<td>4.5</td>
<td>6.8</td>
<td>5.9</td>
<td>6.0</td>
</tr>
<tr>
<td>Non-Nazarene Men Students</td>
<td>35</td>
<td>15.4</td>
<td>10.8</td>
<td>10.6</td>
<td>21.9</td>
<td>15.6</td>
<td>15.7</td>
</tr>
<tr>
<td>Means</td>
<td></td>
<td>5.9</td>
<td>6.2</td>
<td>5.2</td>
<td>6.1</td>
<td>5.5</td>
<td>7.8</td>
</tr>
<tr>
<td>t Values</td>
<td></td>
<td>-1.59</td>
<td>2.09</td>
<td>-.28</td>
<td>-3.78</td>
<td>3.54</td>
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<td>n.s</td>
<td>.01</td>
<td>.01</td>
<td>n.s</td>
</tr>
</tbody>
</table>

* t value at .05 level of significance (100 df) = 1.984
  t value at .01 level of significance (100 df) = 2.626

4. Significant differences between the group means were also found when Nazarene women students were compared with non-Nazarene women students. Significant differences were found when the two groups were compared on the Conformity, Recognition, and Benevolence scales.
Table 4 summarizes the results. Nazarene women students scored higher on the Conformity and Benevolence scales and lower on the Recognition scale than did the non-Nazarene women students.

Table 4

A Comparison of Nazarene Women Students with Non-Nazarene Women Students on the Six Scales of the S.R.A. Interpersonal Values Using t

<table>
<thead>
<tr>
<th>Scales</th>
<th>N</th>
<th>S</th>
<th>C</th>
<th>R</th>
<th>I</th>
<th>B</th>
<th>L</th>
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</thead>
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<td>Nazarene Women Students</td>
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<td>14.2</td>
<td>10.8</td>
<td>15.0</td>
<td>21.7</td>
<td>11.0</td>
</tr>
<tr>
<td>Means</td>
<td></td>
<td>5.6</td>
<td>5.7</td>
<td>4.0</td>
<td>5.6</td>
<td>4.5</td>
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<tr>
<td>Standard Deviations</td>
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<td></td>
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<td></td>
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</tr>
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<td>25</td>
<td>18.8</td>
<td>10.7</td>
<td>12.8</td>
<td>16.6</td>
<td>17.8</td>
<td>12.6</td>
</tr>
<tr>
<td>Means</td>
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<td>5.5</td>
<td>5.3</td>
<td>5.9</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>t Values</td>
<td></td>
<td>-.89</td>
<td>2.76</td>
<td>-2.03</td>
<td>-1.25</td>
<td>3.51</td>
<td>-1.23</td>
</tr>
<tr>
<td>Significance*</td>
<td></td>
<td>n.s.</td>
<td>.01</td>
<td>.05</td>
<td>n.s.</td>
<td>.01</td>
<td>n.s.</td>
</tr>
</tbody>
</table>

* t value at .05 level of significance (125 df) = 1.979
  t value at .01 level of significance (125 df) = 2.616

Significant differences were found when Nazarene students were compared with non-Nazarene students. On the basis of the found differences in the preceding two comparisons, Hypothesis 2 is rejected:

Values of Nazarene college students will not differ significantly from the values of college students at a public institution.

5. Results of the Nazarene student questionnaire may be found summarized in tables in Appendix B. It may be generally noted that the
responses of University of Arizona Nazarenes and Pasadena College
Nazarenes are quite similar. A few observable differences can be seen.
Perhaps future research could deal with the relationship of measured
values to descriptive background information. The results are not in-
cluded in the body of this study since they are not relevant to the dis-
cussion.

Using a chi-square (x^2) analysis to test for independence, Uni-
versity of Arizona Nazarene students were compared to Pasadena College
Nazarene students on one questionnaire item. The questionnaire item
selected was question twenty-two:

(22) Do you feel that the college you are attending is doing more
than giving you intellectual skills? That is, do you feel
that the college is playing an important part in the develop-
ment of your character?

Table 5 presents the calculated chi-square value, level of signifi-
cance and hypothesis for this one item. Nazarene students at Pasadena
College report a stronger belief than University of Arizona Nazarene
students that the college they are attending is contributing to their
character development.
Table 5

Results of a Comparison of University of Arizona Nazarene Students with Pasadena College Nazarene Students on One Questionnaire Item

<table>
<thead>
<tr>
<th>Item</th>
<th>$x^2$</th>
<th>Acceptance or Rejection</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>9.57</td>
<td>Rejected*</td>
<td>.01</td>
</tr>
</tbody>
</table>

HO: Self perceptions of college influence on one's own value development and type of student are independent.

$*x^2$ value at .01 level of significance (1 df) = 6.635

Summary

Using raw scores on the S.R.A. Survey of Interpersonal Values, means and standard deviations were computed and t-tests were calculated for group comparisons.

When University of Arizona Nazarene students were compared to Pasadena College Nazarene students, no significant differences were found on the six scales of the survey.

When Nazarene and non-Nazarene groups of students were compared, significant differences were obtained.

Using a chi-square analysis of a questionnaire item, it was found that Nazarene students at Pasadena College felt more strongly, than did the Nazarene students at the University of Arizona, that their college was contributing to their character development.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was designed to determine if Nazarene college students on a public campus differ in values with Nazarene college students on a church sponsored campus; and to determine if Nazarene college students differ in values with the population of a public campus.

Limitations of the study were discussed, and a review of the related literature was made. Literature in four areas was discussed: value change in college students, influences on value change, group differences in values, and the importance of studying interpersonal values.

The S.R.A. Survey of Interpersonal Values was used to measure the values of twenty-eight Nazarene college students at the University of Arizona, 111 Nazarene college students at Pasadena College, and sixty students from a random sample of the University of Arizona student population. All six scales of the survey were used: Support, Conformity, Recognition, Independence, Benevolence, and Leadership.

Since there is a strong sex difference in the S.R.A. Survey of Interpersonal Values, only male-male and female-female comparisons
could be made. As a result, four comparisons were conducted. University of Arizona Nazarene men students were compared with Pasadena College Nazarene men students. University of Arizona Nazarene women students were compared with Pasadena College Nazarene women students. Nazarene men students were compared with non-Nazarene men students. And, Nazarene women students were compared with non-Nazarene women students.

Means and standard deviations were computed to give a general picture of group performance on each of the six scales. The t-test for significance of difference between two means was calculated to determine whether or not values differed significantly between samples compared.

In addition to the S.R.A. Survey of Interpersonal Values, a questionnaire was administered to the Nazarene students to obtain descriptive data. A chi-square analysis was run for one questionnaire item.

For both the t-test and chi-square analyses, .05 and .01 were arbitrarily chosen as the levels of significance.

Conclusions

On the basis of the present findings, the following conclusions can be tentatively made. Generalizations to other situations can legitimately be made only if the limitations of this study are kept in mind.
1. Values of Nazarene college students on a church sponsored campus do not differ significantly from values of Nazarene college students on a public campus.

2. Values of Nazarene college students do differ significantly from values of the population of a public campus.

Nazarene men students differ significantly with non-Nazarene men students on three scales: Conformity, Independence, and Benevolence. Nazarene men students score higher on the Benevolence and Conformity scales and lower on the Independence scale than non-Nazarene men students.

Nazarene women students differ significantly with non-Nazarene women students on three scales: Conformity, Recognition, and Benevolence. Nazarene women students score higher on Conformity and Benevolence and lower on Recognition than non-Nazarene women students.

Both Nazarene men and Nazarene women students score higher on the Benevolence and Conformity scales than non-Nazarene men and women students. It would appear that high scores on Conformity and Benevolence are characteristic of both male and female Nazarene students.

3. Nazarene students on a church sponsored campus feel more strongly than Nazarene students on a public campus that the institution they are attending is contributing to their character development.
Recommendations

On the basis of this study, the following recommendations can be tentatively made:

1. It is recommended that the following behavioral descriptions of the Nazarene college student be considered by Nazarene college officials and religious advisors to Nazarene college students on a public campus. The following descriptions should give college officials and Nazarene religious advisors insights into their respective student populations.

On the basis of performance on the S.R.A. Survey of Interpersonal Values, Nazarene men and women college students as compared with non-Nazarene students value the following behavior in their relationships with other people.

Doing things for other people, sharing with others, helping the unfortunate, being generous.

Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

Nazarene men students as compared with non-Nazarene men students indicate that they do not value the following behavior in their interpersonal relationships.

Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.
Nazarene women students as compared with non-Nazarene women students indicate that they do not value the following behavior in dealing with other people.

Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.

2. It is recommended that further research with Nazarene students be conducted in other areas of the value domain, since this study focused on interpersonal values. Occupational values, personal values, religious values, interests and attitudes are possible broad areas for consideration.

3. It is recommended that the church of the Nazarene re-examine its philosophy of Christian higher education. This study finds no difference between Nazarene students on two campuses. Does this mean that the church sponsored college has no unique or different influence on its students? If further research indicates that there is no difference in the values of church affiliated students on a public and a church sponsored campus, then the role of the church sponsored college in value development should be questioned.

4. If further research indicates that there is no difference between Nazarene students on a church sponsored and a public campus, then it is recommended that the Church of the Nazarene investigate the feasibility of establishing Nazarene campus centers on or adjacent to public campuses. It has been seen in this study that there are varied influences on value change and development. The student-professor relationship,
the goals of the institution, societal interaction, peer-group influences, and institutional characteristics are some of the factors which influence value development in the college student. If interpersonal values and values in general are to be developed in Nazarene college students on a public campus, then the Church of the Nazarene must take to its youth on a public campus some of the influences purported to exist on a church sponsored campus. A campus center with a planned program, a resident theology scholar, a resident counselor, and a homogeneous religious group could provide much of the same environment that a church sponsored campus provides.

5. It is recommended that longitudinal research be conducted to determine whether or not values change during the four years at a Nazarene college. Also, Nazarene students on a public campus should be assessed to determine if value change takes place. Longitudinal research is needed to more strongly ascertain the potencies of the public and church sponsored campuses in value development.

6. It is recommended that other religious denominations engage in similar research. Such research will help a denomination understand its college population better and perhaps contribute to an understanding of the relationship between religious background and value acquisition and development.
APPENDIX A

ADMINISTRATION OF THE INSTRUMENTS

Letter to University of Arizona Nazarene Students.
Follow-Up Letter to University of Arizona Nazarene Students.
Letter to University of Arizona Random Sample.
Follow-Up Letter to University of Arizona Random Sample.
Sequence Followed in Non-Mail Administration of Instruments.
Cover Letter to Pasadena College Nazarene Students.
Letter to University of Arizona Nazarene Students

25 February 1969

Dear

As an individual who indicated Nazarene as his religious preference during UA registration, you are very important to a research project concerning Nazarene college students.

I am conducting research for a thesis entitled "Values of Nazarene College Students on a Public and a Church Sponsored Campus."

Students at UA and Pasadena College are taking part in this research. The Administrative Council of Pasadena College and Rev. Ross Hayslip, advisor to UA Nazarene students, have approved this research. It will contribute to our denomination's knowledge of higher education.

Your help, 40 minutes of time, is needed.

Please be at First Church of the Nazarene, E. 10th Street and N. Highland Avenue, in the Education Building at one of the following times:

- Saturday, March 1 3 P.M.
- Sunday, March 2 2:30 P.M.
- Monday, March 3 6 P.M.

Your cooperation will be greatly appreciated. You will be asked to complete a short questionnaire and a survey. Thank you.

Sincerely,

Andy Stropko
Dean of Students
Arizona Bible College

AS:ch
Follow-Up Letter to University of Arizona Nazarene Students

14 March 1969

Dear

As an individual who indicated Nazarene as his religious preference during UA registration, you are very important to a research project concerning Nazarene college students.

I am conducting research for a thesis entitled "Values of Nazarene College Students on a Public and a Church Sponsored Campus."

Students at UA and Pasadena College are taking part in this research. The Administrative Council of Pasadena College and Rev. Ross Hayslip, advisor to UA Nazarene students, have approved this research. It will contribute to our denomination's knowledge of higher education.

Your help, 40 minutes of time, is needed.

First, please read the instructions and complete the enclosed survey. After completing the survey, fill in the questionnaire. Kindly return both in the enclosed, stamped, envelope. All responses will be held in strict confidence to be used only as scores for group statistical analysis.

Thank you very much for your help.

Andrew Stropko
Dean of Students
Arizona Bible College

AS:eeK
March 1969

Dear

This letter is to ask you for your cooperation in a research study on values of college students.

Through the use of the UA student directory and the process of random sampling, your name was selected to be part of a sample representing the entire UA population.

Enclosed you will find a "Survey of Interpersonal Values" and a stamped return envelope. Please read the survey instructions, complete the survey and return in the enclosed envelope.

The survey takes only 15 minutes. If it would not be an inconvenience, please complete it now. This research is being conducted through the UA Department of Counseling and Guidance under the direction of Dr. Gordon Harshman, Associate Professor of Education.

Before the end of the semester you will be invited to a group meeting in the College of Education. At this time, your survey results will be given to you if you wish. Your performance is strictly confidential and your results will be used only for statistical analysis.

Since you are one of only 120 students asked to participate, it would be greatly appreciated if you could respond as soon as possible. Thank you.

Sincerely,

Andrew Stropko
Graduate Student
Department of Counseling and Guidance

AS:ek

Enclosure
Follow-Up Letter to University of Arizona Random Sample

19 May 1969

Dear Student:

In March you were sent a Survey of Interpersonal Values and were requested to participate in research I am conducting through the Department of Counseling and Guidance, University of Arizona.

At this time, allow me to say thank you for your participation!

On Friday, May 23, 1969 I will be in Room 402 of the College of Education at 4:30 P.M. This meeting is for anyone who is interested in obtaining his scores on the Survey of Interpersonal Values.

If you have not yet returned the survey to me, please do so as soon as possible. Your participation will make my sample complete. Thank you.

Sincerely,

Andrew Stropko
Graduate Student
Department of Counseling

AS: eek
**Sequence Followed in Non-Mail Administration of Instrument**

Step 1  Read cover letter to group (p. 2)

Step 2  Pass out S.R.A. Survey of Interpersonal Values
         One to each student.

Step 3  Ask students to fill in **names only** on the survey sheet: age,
         sex, etc., is not necessary.

Step 4  Read aloud the instructions on the survey sheet while the
         students follow, silently.

Step 5  Allow 15 minutes, longer if necessary, for all the students to
         complete the survey.

Step 6  Collect one survey from each student.

Step 7  Pass out questionnaire – one to each student.

Step 8  Allow 10 minutes, longer if necessary for all the students to
         complete the questionnaire.

Final
Step  Collect one questionnaire from each student.
Dear Nazarene Student:

You are being asked to participate in a research study.

Mr. Andrew Stropko, a graduate student at the University of Arizona and Dean of Students at Arizona Bible College, is conducting the educational research.

The administrative Council of Pasadena College has approved this research.

This research should provide valuable insights for the Church of the Nazarene in the area of Higher Education.

Your participation is needed. Your contribution is important to the success of the research.

You will be asked to complete a survey. Following the survey, you will fill in a questionnaire.

Please make sure your name is on both items. Kindly follow the instructions given to you very carefully. Thank you.

Sincerely,

Andrew Stropko
Dean of Students

AS:sl
APPENDIX B

QUESTIONNAIRE RESULTS

Nazarene Student Questionnaire

Questionnaire Response Percentages of Nazarene Men Students

Questionnaire Response Percentages of Nazarene Women Students
Nazarene Student Questionnaire

(1) Name: ___________________________ Age: ___________________________

(2) Sex: male ____ female ____

(3) Marital Status: married ____ single ____

(4) Class: fr ____ soph ____ jr ____ sr ____ grad ____

(5) Residence: on campus ____ off campus ____

(6) Major: biological sciences ____ education ____
          fine arts ____
          natural sciences ____ social sciences ____
          religion ____

(7) Are you a Christian? yes ____ no ____ Sanctified? yes ____ no ____

(8) Years you have been a Christian:
    1 - 2 ____ 7 - 8 ____
    3 - 4 ____ 9 - 10 ____
    5 - 6 ____ 11 - 12 ____
    more ____

(9) Are you a member of the church of the Nazarene? yes ____ no ____

(10) Years you have been a Nazarene:
     1 - 2 ____ 7 - 8 ____
     3 - 4 ____ 9 - 10 ____
     10 or more ____

(11) Is your mother a Christian? yes ____ no ____ uncertain ____

(12) Is your father a Christian? yes ____ no ____ uncertain ____

(13) Is your mother a Nazarene? yes ____ no ____

(14) Is your father a Nazarene? yes ____ no ____
(15) Years your mother has been a Christian:

<table>
<thead>
<tr>
<th></th>
<th>1 - 2</th>
<th>7 - 8</th>
<th>13 - 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 - 4</td>
<td>9 - 10</td>
<td>15 or more</td>
</tr>
</tbody>
</table>

(16) Years your father has been a Christian:

<table>
<thead>
<tr>
<th></th>
<th>1 - 2</th>
<th>7 - 8</th>
<th>13 - 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 - 4</td>
<td>9 - 10</td>
<td>15 or more</td>
</tr>
<tr>
<td></td>
<td>5 - 6</td>
<td>11 - 12</td>
<td>more</td>
</tr>
</tbody>
</table>

(17) Years your mother has been a Nazarene:

<table>
<thead>
<tr>
<th></th>
<th>1 - 2</th>
<th>7 - 8</th>
<th>13 - 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 - 4</td>
<td>9 - 10</td>
<td>15 or more</td>
</tr>
<tr>
<td></td>
<td>5 - 6</td>
<td>11 - 12</td>
<td>more</td>
</tr>
</tbody>
</table>

(18) Years your father has been a Nazarene:

<table>
<thead>
<tr>
<th></th>
<th>1 - 2</th>
<th>7 - 8</th>
<th>13 - 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 - 4</td>
<td>9 - 10</td>
<td>15 or more</td>
</tr>
<tr>
<td></td>
<td>5 - 6</td>
<td>11 - 12</td>
<td>more</td>
</tr>
</tbody>
</table>

(19) Do you work while attending college? yes  no

(20) How many hours a week do you work while attending college?

<table>
<thead>
<tr>
<th></th>
<th>1 - 5</th>
<th>16 - 20</th>
<th>30 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6 - 10</td>
<td>21 - 25</td>
<td>more</td>
</tr>
<tr>
<td></td>
<td>11 - 15</td>
<td>26 - 30</td>
<td></td>
</tr>
</tbody>
</table>

(21) How many church services do you attend each week (Sunday morning service, Sunday evening service, Sunday School, mid-week service, N.Y.P.S., ET.)?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(22) Do you feel that the college you are attending is doing more than giving you intellectual skills? That is: do you feel that the college is playing an important part in the development of your character?

yes  no  uncertain
<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Response</th>
<th>Univ. of Arizona Nazarene</th>
<th>Pasadena College Nazarene</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Are you a Christian?</td>
<td>Yes</td>
<td>95</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>05</td>
<td>15</td>
</tr>
<tr>
<td>7b</td>
<td>Are you sanctified?</td>
<td>Yes</td>
<td>72</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>17</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>Years you have been a Christian</td>
<td>1-6</td>
<td>21</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7-12</td>
<td>61</td>
<td>39</td>
</tr>
<tr>
<td>9</td>
<td>Are you a member of the Church of the Nazarene</td>
<td>Yes</td>
<td>67</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>33</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>Years you have been a member</td>
<td>1-6</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7-12</td>
<td>67</td>
<td>81</td>
</tr>
<tr>
<td>21</td>
<td>Number of services you attend weekly?</td>
<td>1-3</td>
<td>67</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4-6</td>
<td>28</td>
<td>48</td>
</tr>
<tr>
<td>22</td>
<td>Is college playing an important part in your value development?</td>
<td>Yes</td>
<td>50</td>
<td>82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>39</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Un</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>Is your mother a Christian?</td>
<td>Yes</td>
<td>100</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Un</td>
<td>0</td>
<td>01</td>
</tr>
<tr>
<td>12</td>
<td>Is your father a Christian?</td>
<td>Yes</td>
<td>72</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Un</td>
<td>0</td>
<td>03</td>
</tr>
<tr>
<td>13</td>
<td>Is your mother a Nazarene?</td>
<td>Yes</td>
<td>72</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>14</td>
<td>Is your father a Nazarene?</td>
<td>Yes</td>
<td>45</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>50</td>
<td>31</td>
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</table>
Questionnaire Response Percentages of Nazarene Men Students—Contd.

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Response</th>
<th>Univ. of Pasadena Nazarene Men</th>
<th>Arizona College Nazarene Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Years your mother has been a Christian</td>
<td>1-8</td>
<td>0</td>
<td>86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-15</td>
<td>100</td>
<td>73</td>
</tr>
<tr>
<td>16</td>
<td>Years your father has been a Christian</td>
<td>1-8</td>
<td>0</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-15</td>
<td>73</td>
<td>74</td>
</tr>
<tr>
<td>17</td>
<td>Years your mother has been a Nazarene</td>
<td>1-8</td>
<td>11</td>
<td>05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-15</td>
<td>56</td>
<td>72</td>
</tr>
<tr>
<td>18</td>
<td>Years your father has been a Nazarene</td>
<td>1-8</td>
<td>11</td>
<td>07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9-15</td>
<td>39</td>
<td>29</td>
</tr>
<tr>
<td>Item</td>
<td>Question</td>
<td>Response</td>
<td>Univ. of Arizona Nazarene Women</td>
<td>Pasadena College Nazarene Women</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------</td>
<td>----------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Are you a Christian?</td>
<td></td>
<td>100</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>100</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>7b</td>
<td>Are you sanctified?</td>
<td></td>
<td>100</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>100</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td></td>
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