

The Comparison of Sexual  
Attitudes and Knowledge of Female College  
Students, Their Mothers, and Their Same-Sexed Best Friend

by

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## Abstract

This descriptive comparative study was designed to examine the similarities and differences in sexual attitudes and knowledge among female college students, their mothers, and their same-sexed best friend. A convenience sample was drawn from a population living in a rural Midwest state. Three groups of mother (N=24), female community college student (N=21), and same-sexed best friend (N=22) participated. Part I, II, and III of Lief and Reed's Sex Knowledge and Attitude Test was used for data collection. Analysis of variance and Pearson Product-Moment correlation were used for analysis of data.

Findings included: (1) no statistically significant differences among the three groups (mother, daughter, and best-friend) between the knowledge scores and abortion, sexual myths, and autoeroticism attitude subscales; (2) a significant difference in attitudes toward pre and extramarital heterosexual encounters between the group of friends and the group of mothers; (3) no statistically significant difference among the three groups (mother, daughter, and best-friend) between the knowledge scores and attitudes subscales which could be attributed to religion; (4) mothers were the most conservative and the female college students the most liberal in their sexual attitudes; (5) female college students were found to have the most correct sexual information, whereas, her best friend ascribed to more sexual myths; (6) protestants were the most conservative religious group and the group marking other religion the most liberal in sexual attitudes; (7) the group marking other religion was the most knowledgeable on human sexuality followed by

Catholics and then the protestant group, and (8) results showed a positive correlation between the total mean knowledge scores and the total mean attitude scores, indicating that the higher the knowledge level, the higher or more liberal the attitude score.

Overall, the analyses indicated that similarities do exist in sexual attitudes and knowledge among female college students, their mothers, and their same-sexed best friend. These results support the behavioristic theory of child development of sexual attitudes and knowledge.



## Chapter I

### Introduction

In all societies there has been some degree of social control of human sexual behavior. For this reason, every society has had, "socially sanctioned sexual relationships between men and women that are more or less exclusive, more or less permanent, and more or less difficult to sever (marriage)" (Yorburg, 1976, p. 509). Yorburg (1976) went on to say that even though marital sexual exclusiveness has varied in human societies, nonmarital sexual behavior has always been controlled to some degree in all societies.

There has been a growing acceptance and increased incidence of premarital heterosexual behavior since the 1940s and early 1950s when the Kinsey reports were published. "Modest predictions based on research indicate that, by the end of the senior year in college, 40% of females and 60% of males will have had sexual intercourse, compared to Kinsey's figures of 25% and 50%, respectively" (Juhasz, 1976, p. 512). Yorburg (1976) cites that in a survey of over 100,000 women subscribers of Redbook magazine, it was found that 93% of the women who responded and were married after the end of 1973 had sexual intercourse before marriage.

Recently, the focus of concern about premarital sexual intercourse has shifted from the college student to the high school student. At a time when 18 and 19 year olds are having fewer children and using contraceptives to lower fertility, larger number of teens are having

first and even second children before the age of leaving school (Bedger, 1980). Today 40% of babies born out of wedlock are born to teenaged mothers, and the economic and social implications of this for the infant, the mother, and for society as a whole justify concern (Juhasz, 1976).

The birth rate for teenage females continues to increase even though modern youth supposedly have more knowledge and sophistication toward sex and better means and greater availability of birth control. At present, the teenage birth rate is about 22 births per every 1,000 unwed females (Potter, 1976). Girls 15 years and under are responsible for one third of the 1,300,000 annual teenage pregnancies (Teenage Pregnancy, 1981).

The sexual revolution has in part been created by the industrialization of our society. Economic factors, the invention of the automobile, changes within religious theologies, and the women's movement have all been attributed to causing changes in sexual behavior.

Economic factors control the mating behavior of its young less when the family no longer operates as a economic unit and when inheritance is no longer important. Parents who have pensions and social security and no longer rely upon their children for support in old age become less concerned about their children's sexual behavior and marital choices. The shorter work week allows more free time for recreational rather than procreational purposes (Yorburg, 1976).

Sexual liberalism has been increased with the invention of the automobile and the growth of commercial, nonfamily entertainment. The availability of motels and hotels provide chances for greater sexual freedom. Religious faith has decreased with new scientific knowledge. In the past, most religious theologies have prescribed abstinence, and

the channeling of energies into hard work, thus lessening the energy available for sexual activity. Ministers and priests in modern societies are beginning to accept the fact of situational ethics, and are increasingly applying the findings of the behavioral sciences in their work.

More women are working which diminishes their dependency upon others. As women work, their status increases, patriarchy declines, and the double standard which allows sexual freedom to men, but not to women, also declines. People are uprooted in industrialized societies moving persons from rural to urban areas. This movement weakens the family, religious, and community control over nonconforming behavior (Yorburg, 1976).

The increase of births of infants to young adolescents is increasing and causing high infant mortality and morbidity rates. It is generally accepted, based upon scientific knowledge, that it is best to delay childbearing until a woman is in her late teens or early twenties (Walters, 1979). However, 65% teenagers are choosing to engage in intercourse with 35% choosing not to use contraceptives. Reasons for teenagers' sexual behavior are not completely understood. However, all too often teenagers make important sexual decisions based on inaccurate information (Sapala and Strokosch, 1981).

While traditional influences appear to be waning for the family, evidence suggests that, for many, the family and parents still exert a strong influence. Cromwell, in a paper on the current quality of American family life, stated that the first five years of life are most important in the "intellectual, emotional, physical, and social development of a child. What is done by the family during this time

cannot be duplicated or erased by anything the schools can do" (1977, p. 162).

Other researchers believe that the peer group provides important functions during the adolescent years. The peers, to some degree, take the place of the family, giving or denying him primary status. The peer group is also given the authority by the adolescent to set standards and isolates the adolescent from the coercions of adults. It provides a "type of psychosocial moratorium that many parents cannot give" (McCandless, 1970, p. 424, 426).

Maternal-child clinical nurse specialists work with families within the child-bearing years. Transformations of this society have created a complex process of change, especially in the primary institutions of marriage and family, and sexual attitudes and behaviors. McNab believes that, "Sexual attitudes never exist in isolation. They are invariably connected to how we feel about ourselves, other people in our lives, and life in general" (1976, p. 537). A greater understanding of sexual attitudes and knowledge and how they are developed and measured is basic to health education outcomes.

Literature reflects conflicting information regarding correlations between young adults, peers, and their parents' sexual knowledge and attitudes. Thus, additional parent-child-peer studies relating to sexual knowledge and attitudes are needed. The proposed research makes a contribution to the needed data base on sexual knowledge and attitudes.

#### Purpose of the Study

The purpose of this study was to examine the similarities and differences in sexual attitudes and knowledge among female college students, their mothers, and their same-sexed best friend.

## Null Hypotheses

The hypotheses were:

1. There is no statistically significant differences between the student and her mother among the attitude subscales.
2. There is no statistically significant differences between the student and her same-sexed best friend among the attitude subscales.
3. There is no statistically significant differences between the student and her mother among the knowledge scores.
4. There is no statistically significant differences between the student and her same-sexed best friend among the knowledge scores.
5. There is no statistically significant difference in sex attitude scores which can be attributed to the religion of the participant.
6. There is no statistically significant difference in sex knowledge scores which can be attributed to the religion of the participant.

## Definitions

Definitions for this study were as follows:

1. Student. A female attending a community college.
2. Mother. "A female who has borne an offspring, adopted a child, or otherwise established a maternal relationship with the child" (New College Edition, p. 856).
3. Best-Friend. "A favored female companion whom one knows, likes, and trusts" (New College Edition, p. 527).

## Assumptions

The following assumptions were made in this study regarding sexual attitudes and knowledge:

1. Attitudes are learned as a result of previous experience with one's human and nonhuman environment.

2. Parents contribute to the formation of a child's sexual attitudes and knowledge.

3. Individuals influence one another and individuals entering a new group are likely to adopt the same opinions and attitudes of that group.

4. Opinions originate and are maintained by an individual in common with others that he will be associated with.

5. Subjects (students, mothers, best friends) who experience difficulty in responding because of inadequacies in verbal ability or inexperience in this type of test will be equally divided.

## Chapter II

### Review of the Literature

#### Introduction

The literature is reviewed according to the following categories: (a) sex-roles, (b) sexual attitudes, (c) sexual knowledge, and (d) sexual behavior. The category of sexual attitudes is further divided into topics of (a) parental influence, (b) peer influence, (c) influence of religion, social class, sex, age, and residence, and (d) influence of sex education.

#### Sex-Roles

During the sixties, little was written on sex-roles as they related to the social and behavioral sciences, but, in the seventies, theorists began to define sex-roles and many studies were conducted. Scanzoni and Fox defined sex stratification as the idea that the "aggregates of men and women are not randomly distributed. Instead, there is a layering effect in which men tend to enjoy greater amounts of valued rewards (both tangible and intangible) than women" (1980, p. 563). Vanier and Hardison (1978) believed that sex-role stereotypes were the agreed upon differences in behavior between men and women. Van Fossen's definition of stratification structures states that it is "the hierarchical relations between men and women in the different social institutions of a society" (1977, p. 563). Van Fossen, also states that the "Family is the center of original socialization; it is the microcosm within which sex roles are most obviously salient; and it wields an influence on the

development of sex-role values that is uniquely powerful" (1977, p. 565).

The study by Zey-Ferrell, Tolone, and Walsh (1978) was conducted to determine if sex-role attitudes were transmitted from parents to children. The study investigated differential sex-role attitudes between genders and generations. College freshmen were sampled as they had been exposed to eighteen years of socialization by their parents and had not been exposed to college life or the affects of advanced education. The results of the study indicated that there was more of a gender-gap than a generation gap in sexual attitudes, especially in freshmen females. Gender differences in sexual attitudes developed between freshmen males and females, but not between mothers and fathers. Generational differences developed between freshmen females and mothers, but not between freshmen males and fathers. Combined gender and generational data indicated differences between freshmen females and fathers, but not between freshmen males and mothers.

A research study by Lanning (1971) investigated the relationship between parental role structure and the sexual permissiveness of children. The researcher postulated that role convergent parents would have children that were more permissive. The findings were contrary to the expectations. Permissiveness was found to decrease as parental roles converged and parents who were rated by their offspring as being highly compatible were significantly low in their permissiveness.

Kohlberg maintained that "gender identity is the major early categorization children make in developing their cognitive organization and once established, this categorization serves as the basis for modeling of the same-sex parent" (cited in Lueptow, 1980, p. 94).



Research has identified the mother as a dominant participant in the development of sex-roles of her daughter. In a study of young freshmen female college students, Smith and Self (1980) found that maternal attitudes influenced the development of sex-role attitudes among their daughters. The effectiveness with which the mother transmitted her attitudes was affected by sociodemographic variables, such as age, marital status, occupational status, and particularly education.

Van Fossen (1977) hypothesized that a daughter's sex-role attitudes were influenced largely by the position of her mother in familial patterns of sexual stratification. Mother's education and employment were positively associated with contemporary sex-role values. If the offspring has observed mother playing a subordinate role, she would identify with the more traditional sex-role values. If, however, the offspring observed mother in a more expanded role, she would identify with more contemporary sex-role values.

Scanzoni and Fox (1980) in their study found that children and young adults whose parents were better educated were less exposed to traditional preferences and stereotypes than children from less-advantaged homes. Thus, children from these homes made decisions concerning dating and sexual patterns based upon these preferences and stereotypes.

Other research studies have shown the father as an important agent in the development of a youth's sex-role. A study by Bartz (1978) examined differences between mothers and fathers on tasks and problems of parenting. The results of the study indicated that there was concern on the parts of both parents, but all significant differences of involvement and problem recognition, favored fathers rather than

mothers. Father's dominance was found in high status families by Van Fossen (1977). This encouraged traditional sex-role values and was increased if mother had lower occupational status or educational level.

In a study by Lueptow (1980), high school seniors of 1964 through 1975 were examined to determine the same-sex influence of the parents. The major change between 1964 and 1975 was a shift in parental influence. Mother's influence decreased during this time while father's influence increased. The external status of the mother did not affect her influence in the child, but was an influencing factor for the father. As occupational status and educational level of the father increased, the father's influence also increased. Mother's influence was related to internal factors within the family, not to the mother's educational level. However, whether or not the mother worked was an important factor. Lueptow stated that mothers who were employed outside the home exerted more influence upon their child's socialization.

Kirkpatrick (1979) administered the Bem Sex Role Inventory to 109 family units consisting of mothers, fathers, sons, and daughters to examine the relationships between adolescents' sex-role classification and the perceived and actual sex-role classification of their parents. This author found that male adolescents model their fathers in most areas. Girls' sex-role classifications were not associated with their mothers, but in males there was a significant relationship found between the sons' actual and perceived fathers' classification.

A study by Wicks and Workman (1978) examined how sex-role attitudes influenced the fertility process. Catholic University students who had never been married were tested. Findings indicated that sex-role attitudes do indeed play a role in the family formation plans of the

unmarried. The more traditional the student, the earlier the marriage and the birth of the first child were planned.

### Sexual Attitudes

There is now substantial research on the development of sexual attitudes. Variables have been identified which exert a substantial affect on the emerging sexual attitudes of the adolescent. The influence of such variables as parents, peers, religion, social class, sex, age, residence, and sex education will be examined.

Parental influence. Most professionals accept the fact that sexual attitudes begin forming in early childhood (Woody, 1973). The behavioristic theory of child development maintains "child development is a consequence of learning" and that "man can purposefully organize his and his children's experiences in such a way that he can clearly shape their future as desired by him and his contemporaries" (Maier, 1965, p. 205).

The adult model has been found to be influential in the development of sexual attitudes of their adolescent children in several research studies. In a research study at Illinois University, 117 college students and their natural parents completed the attitude portion of the Sex Knowledge and Attitude Test to learn to what extent, if any, the attitudes of parents were predictive of the attitudes of their children. Parental sex attitudes were shown to influence those of the sons' attitudes toward abortion, autoeroticism, and heterosexual relations. However, the only parental influence on the daughters' attitudes was the attitude toward abortion. While this study identified a relationship between parent and child sex attitudes, it also exposed a need for

further research to identify additional variables influencing a child's sex attitude development (McNab, 1976).

The Wilson and Patterson Conservatism Scale was used in 1972 by Feather (1978) with a sample of 176 families to examine family resemblances in conservatism. The greatest resemblance was found between parents and the least was found between sons and daughters. Daughters were found to resemble their parents more closely than did the sons.

In a research study of 653 father-mother-youth traits, the intergenerational similarity in political and religious orientations was examined by Acock and Bengston (1978). The results indicated that parents were good predictors of their children's responses. Mothers had a more important influence on their offspring in most areas than did the father, especially in the areas of politics, religion, and militarism. The data presented no substantial sex-specific differences in predictability.

A study by Abernathy and Davis (1978) of 2,144 junior and senior secondary school students in British Columbia examined the persons who influenced the students' career and education decisions. The mother (69.1%), followed by father (68.4%), was chosen by the adolescent to have been most influential in affecting career decisions. The influence of the parent decreased with age while the number influenced by boyfriends and girlfriends increased with age. The student's educational plans were also most affected by their mothers (70.7%) and fathers (64.1%) than any other source. Again, parental influence decreased with age, especially after 15 years of age.

Results of a study conducted by Acock and Bengston (1980) indicated that it was not what the parents actually thought that predicted their offsprings' attitudes, but what their children perceived they thought. Mothers' responses were more predictive than the fathers' responses of the children's opinions. The children perceived their parents to be far more conservative or traditional than the parents' responses would indicate. This supported the attribution theorists who believe that "one's perception of another's behavior is far more predictive of the other's influence on him or her than is the other's actual behavior or attitude" (p. 513).

Smith (1980) used multiple regression analysis to measure the degree of agreement between adolescents' educational expectation and perceptions of their mothers' and fathers' educational goal for them. The perception of maternal goals was 50% greater than the perception of paternal goals. Agreement of paternal goals was greater during the sixth and eighth grade and agreement of the maternal goals was greater in whites than in blacks.

Responses of mothers, fathers, sons, and daughters were analyzed in a study by Larson (1974) to attempt to identify perceptions of family roles concerning family power and problem-solving processes. It was found that father-mother dyads were most agreeable (77%) and mother-son dyads were typically least agreeable (27%).

Jessop (1981) examined responses from parent-child dyads concerning agreement and disagreement of family life. The topics represented were adolescent drug use, patterns of family and peer relationships, and attitudes and values. In this study, the level of agreement was low on all topics of family life, which does not support the literature that

parents provide an important aspect of familial socialization. An interesting finding of the study, however, was that the adolescent enlarged the degree of his own influence in the dyad in all areas of family life.

The influencing power of the parent upon the peer may change with the student's year in school. McDill and Coleman (1965) studied parental and peer influences on plans for attending college. When their subjects were freshmen in high school, the relative influence of parents compared with peers in the ratio of almost 5 to 1, favoring the parents. By the time the students in their sample had reached the senior year of high school, parental and peer influences were almost equal, though parents still held a slight edge.

Seigal and Boyes (1980) studied the research of several writers comparing the effects of adult and peer influence on children based on Piaget's theory of moral development. Piaget implies that adult models lose their influence with the increasing age of the child and with increased peer group interaction. Contrary results were found in the research of the literature as the adult model was found to be more influential than the peer model in stimulating moral judgement development.

Peer influence. During adolescence, peer influence may "outweigh counter-adults influence and the peer group becomes a major source of status and identity. Peer influences for the most part diminish by late adolescence and early adulthood" (Denno, 1979, p. 402). Bandura found the adolescents with whom he interviewed to be "discriminating and selection in their choice of reference group, and there were few signs of

slavish conformity. In most cases, peer group values did not appear to be in direct opposition to family values, nor did membership in a peer group appear to generate family conflict" (Coleman, 1978, p. 4).

Emmerich (1978) examined the influence of parents and peers on ninth and twelfth grade adolescents. The adolescent had a choice of two alternatives on the situational test, one favoring parents and the other favoring peers. Ninth grade boys were more influenced by parents while twelfth grade males were more influenced by peers. Girls in both grades were influenced by peers. The researcher stated that since girls mature more rapidly than boys, possible research done at an earlier time with the girls might have revealed a similar trend.

Thompson and Spanier (1978) investigated the influence of parents, peers, and partners on contraceptive use of college men and women. It was found that parents did not significantly influence contraceptive use, but friends were found to be an influencing factor with females, but not with males. The most influential predictor on contraceptive use in both men and women for this study was the involvement with the partner.

#### Influence of religion, social class, sex, age, and residence.

Wicks and Workman (1978) in their study of sex-role attitudes and their relationship to family formation planning, chose an all Catholic sample so that structural and attitudinal variables of family planning might be examined within this religious group. It was determined that the structure variables of social class, religious environment, and age played a small role in family planning. These authors also found that women who attended more years of Catholic schools were more career oriented. This was explained by the author to mean that girls who attended more years of Catholic school were probably from upper or middle

backgrounds and their beliefs probably were generated not from their religion, but from class values. Story's (1979) study of university students following a human sexuality course found no differences in sexual attitudes according to class, religion, or political affiliation.

In studies by Rubin (1972), Glenn and Weaver (1979), and Van Fossen (1970), Jews were found to be the most permissive religious group and Catholics the least permissive. Rubin and Adams (1972) found that sexual permissiveness increased as church attendance decreased. Of those attending church once a week, 28% accepted premarital sex, while of those rarely attending church, 78% accepted premarital sex.

Yost and Adamek (1974) examined attitude responses toward the family from 216 college students at Kent University. Sixteen percent were categorized as having radical attitudes toward the family, while 67.6% were classified as having conventional attitudes. Students with radical attitudes toward the family favored communal living and group marriage, abortion, homosexuality, premarital sex, and marriage and parenthood without any form of legal commitment or involvement. Students with conventional attitudes toward the family disapproved of group marriage, premarital sex, abortion, and found homosexuality to be immoral. These students favored marriage with legal ties and a relationship between husband and wife with the husband having a career outside the home and the wife being involved most directly with the home. The parents' religiosity, political views, and identification with their parents were the best predictors of the students' sex-roles. Families which expressed no religion or were permissive towards the student's sexual behavior were more likely to have radical attitudes.



Glenn and Weaver (1979) found well-educated young adults to be the most permissive in this age-education category by a substantial margin. Lanning (1971) also found that as the socioeconomic status increased the permissiveness of the subject increased. Van Fossen (1977) found that high status fathers were dominant in their families and their daughters were more apt to have traditional values. Also, father dominance decreased the importance of the mother's education and employment patterns on the daughter's values.

Research results are in conflict regarding whether gender, male or female, relates to differences in sexual attitudes. In a study conducted by Rubenstein (1976), a word list containing 112 specific sexual terms was used to determine which aspects of sex most interested young adolescents. Both sexes were interested in sexual intercourse not as an isolated act, but with its consequences and context. Girls were most interested in terms concerning control over sex and pregnancy while boys were most interested in words concerning pleasure.

Shymko (1978), in a study of 121 high school students, examined the sexual attitude and sex differences of adolescents. Eleven factors were selected as defining the structure of the sample. Sex differences were noted in seven sexual attitude factors suggesting that adolescent males and females are differentiated in their sexual attitudes.

The affects of a human sexuality course were examined by Story (1979) with summed scored pre, post and follow-up scales on some subjects yielding differences between males and females. The pretest indicated the males to be more accepting than females, but this difference had decreased by the posttest and it decreased more extensively two years following the course.

Sex differences were also found in a study by Rubin and Adams (1972) using the Reiss Premarital Sexual Performance Scale. Women were found to be less permissive toward sex than men. Men who did not have daughters were the most permissive. A study by Feather (1978) provided different results. Items on the Wilson and Patterson Conservatism Scale used in the study concerned with orthodox religion, morality, and hedonism were answered more conservatively by males.

Age appears to play a part in the development of sexual attitudes of youth. Differences in sexual attitudes by age groups have been found in the literature. Denno indicates that, "Generally, children of the same age show particular development characteristics which differ from characteristics of children of another age who may be at a different stage of development" (1979, p. 399).

In Alston and Tucker's study (1973) males were more accepting of premarital sex especially those in their twenties (54%). Females in their twenties, although more liberal than groups of older age, were still not as liberal as their male-age peers (30%). In both sexes, the acceptance of premarital sex decreased with each older age group.

Rubin's and Adam's (1972) data indicated an increase in permissiveness with adolescents during their teens with a drop in permissiveness on the part of their parents. Permissiveness also dropped with age. Forty-four percent of the 19-29 age group scored in the low permissive range while 8% of the over 40 age group scored low. Glenn and Weaver (1979) found that permissiveness was almost three times as prevalent among young adults as among respondents age 50 and older.

Mother and daughter attitudes to premarital sexual behavior was studied by Bell and Buerkle (1961) in a research design based on

responses to 434 questionnaires, 217 answered by coeds and 217 answered by mothers. Results indicated that around age 20 there emerges sharp differences between mothers and daughters in regard to premarital sexual attitudes. Girls 19 and under were more conservative as contrasted to those 20 and over. Comparison of the mothers' (88%) and daughters' (55%) responses to the question of premarital virginity indicated statistically significant differences. However, college educated mothers were as conservative as those mothers with less education.

Most research investigating the attitudes toward premarital sex has been conducted using local populations, usually a local college. A study by Alston and Tucker (1973) used a representative sample of white American girls. The most conservative group was found to be the farm owner and laborers. The West was found to be the most liberal with the South being the most conservative. The study found that regional differences were very important and that studies which tend to ignore regional differences might be lacking in generality.

Regional differences were also found by Abernathy and Robinson (1979) as related to sexual behavior and attitudes, and residence. Males from urban areas were found to be more sexually active than those from rural or suburban areas and more permissive on the attitudinal items of the questionnaire. Suburban females were found to be the most sexually active with the average of 1.8 different partners. However, the urban female was the most liberal of all three groups in her attitudes. An interesting finding was that, even though urban adolescents were more permissive in their attitudes, they were less willing than the other two groups to grant women the same sexual freedom as men.

Sex education. Knowledge of abortion, contraception, reproduction, and venereal disease of teenagers was studied by Reichelt and Werley (1978) in cooperation with the Planned Parenthood League. The study of 1,327 teenagers was undertaken to see if sex education in the four areas would improve the teenagers' knowledge. Friends (45%) were the female teenager's major source of information on sexual matters whereas, the male teenager listed the mass media (40%). Mass media (23%) was listed as second by the females and friends (29%) second by the males. Parents were ranked third by the the females (19%), but last for the males (8%). The teenagers were poorly informed in most areas with lack of information rather than incorrect information being the problem. The teenagers were better informed about abortion than about birth control or reproduction. The highest scores were obtained by white females and those with some college and high socioeconomic status. The scores increased with age up to 17 years and then started to decline. A single rap session increased knowledge scores to exceed the pre-rap session scores.

A group of 14 and 15 year old eighth grade students were given the opportunity to participate in a sex education program after school in a study conducted by Parcel, Finkelstein, Luteman and Nader (1979). Their concerns pre- and post-course were analyzed. The results indicated that most adolescents were concerned at some time about their sexual development. Following a sex education program, fewer girls were concerned about masturbation and the meaning of sex terms, but all students were more concerned about how to tell if someone loves you. The study demonstrated the fact that adolescents are not only interested in

the physical aspects of sexual development, but also sexual attitudes and behavior.

Fifty-five black youths, both male and female, were sampled by McKenzie (1978) to examine their interest items in the content of a proposed sex education course. It was found that black youth have similar concerns as other ethnic groups in sex education matters. Females usually indicated more interest than did the males and as the black youth grew older, he became interested in more items. The author believed that the sample was biased as there was not a random sample and reflected the youths' housing patterns and peer groups.

Sex education was found to have a positive affect on the knowledge and attitudes of college students. After a course in human sexuality, the 156 college students studied by Gunderson and McCary (1980) were found to be more knowledgeable, to have experienced a reduction of guilt about their own and others' sexuality, and to experience a reduction of the double standard. Traditional attitudes toward love and marriage continued. Sex education did not lead to increased promiscuity of non-married students as premarital intercourse and use of contraception increased only slightly following the course.

Seventy families with an adolescent with spina bifida were involved in a study by Donner (1976) in England. The families were representative in terms of age and sex of the total group (about 150) of known, surviving adolescents who had at some time been treated at the hospital. Parents, usually mothers, were interviewed at home using a semi-structured schedule taking an average of two and one-half hours to complete. The teenagers were seen on their own, using a separate schedule. Their mean age was 16.4 years with a fairly even distribution

across the age range. Findings indicated that of 63 adolescents with spina bifida, most had had some form of sex education, more occurring from schools and parents than their peers. No attempt was made to correlate the parents' responses and the adolescents' responses.

### Sexual Knowledge

A group of youth was surveyed by Inman (1974) in Arizona to determine their sexual knowledge. Both formal and informal knowledge were found to increase with age. White female adolescents and Catholics had more formal sexual knowledge. The students named their mothers as their major information source, but 22% of males and 18.1% of females stated they would have preferred sex education to come from both parents. Ninety-five percent of the students had siblings, but they were not mentioned as a source of sexual knowledge.

Bedger (1980) found in a study that was conducted prior to the wide availability of abortion in 1973, a low acceptance of abortion and a poor use of contraception. The girls studied, mostly young, poor, and black, had a poor knowledge of or no knowledge of contraception. The girls believed their parents would not give permission for the use of contraceptives and their boy friends were not supportive of the use of contraceptives.

An extensive research project developed and conducted by Smith (1980) examined 100 unwed mothers. The subjects were questioned about the extent and source of their knowledge about human sexuality. The mother was seen as the primary provider of sexual information. The father was seen as a very passive provider of sexual information with no more than two percent of the sample receiving information from their fathers. Other persons listed as providing sexual information were

friends, school, books, and the church. Friends seemed to contribute the most information to their peers. Most of the information on sexually transmitted disease was obtained from the school. Three percent credited the church as a major source of sexual information and 17% credited books as a source.

Walters (1979) studied 1,200 high school youth to determine their knowledge level of sexuality, childbearing, and early marriage. It was found that there was a very modest difference between never-pregnant and pregnant teenagers, however, more of the never-pregnant youth responded correctly to the questions. The knowledge of childbearing was similar for males and females, thus rejecting the belief that females are better in understanding concepts of childbearing than are males.

Sexual myths and inaccurate sexual information has been found to occur in college students. Mosher's (1979) study examined the prevalence of these in 87 males and 88 female college students. This author defined a sex myth as, "A false belief about sexual behavior or physiology that is either scientifically inaccurate or downright apocrophal" (p. 224). College men were found to have more sexual myths than college women. Men and women, as they scored higher on the sex guilt inventory, were found to endorse more sexual myths. Sexual experience did not lower sexual myths or increase sexual information about heterosexual behavior. Since more men than women endorse sexual myths, it would then seem that the adolescent male peer group would not be a good source for obtaining sexual information.

One hundred sixty-nine unmarried pregnant black adolescents who were involved in prenatal services at Sinai Hospital in Baltimore were a part of Furstenberg's study in 1969. Sexual patterns, reactions to

pregnancy, and birth control knowledge experience were examined. Most girls in the study were involved in a relatively stable relationship with the father of the child. Most had not planned on becoming pregnant and believed the pregnancy would interrupt educational plans. Only 41% of the sample used birth control and, in most cases, it was a condom (85%). Thus, pregnancy occurred not because of sexual promiscuity, but because the girls did not have enough knowledge or access to birth control.

In a study conducted by Hall (1973) 61 noninstitutionalized, mildly and moderately retarded adolescents were assessed in reference to self-concept, sexual ethics, and knowledge of sex and in addition, parents tried to predict their retarded adolescents' responses in these areas. A knowledge test was used consisting of 53 multiple choice questions generated from curriculum concepts outlined in A Resource Guide in Sex Education for the Mentally Retarded. The findings implicated that the retarded respondents were significantly more liberal in sexual ethics than their parents predicted, but parents accurately predicted the scores of the adolescents on knowledge.

Blind children's sexual knowledge, attitudes, and behavior were studied in a survey by Foulke and Uhde (1974). The researchers were interested in finding if the absence of visual stimulation would affect these areas, since most blind children are educated in residential state schools where there is a tendency to prevent the child from using the sense of touch which is an important behavior in a blind child's world. The blind children listed their three sources of advice concerning personal and sexual matters as peers first and parents second. They did not consult their parents on sexual matters, but did discuss equally personal and sexual matters with their best friends. The study also



indicated that subjects with some formal sex education were better informed than those who had no formal sex education. The data also suggested that blind children also formulate idiosyncratic theories concerning the anatomy and functions of sex. Those subjects having had some formal sex education had more misconceptions concerning lactation and ejaculation.

### Sexual Behavior

Attitudes of American adults toward premarital, extramarital, and homosexual relations in the 1970's were examined by Glenn and Weaver (1979). Older persons, protestants, and those with little formal education were found to be the most restrictive adults in their sexual behavior. These researchers found that although attitudes toward extramarital and homosexual relations remain fairly restrictive, those toward premarital sex are changing in a permissive direction.

The attitudes toward sexual permissiveness before marriage was studied by Alson and Tucker (1973). This study was conducted in 1969 and was a cross-sectional representative study. Of the 1,196 white adults in the survey, 80% of the population rejected the attitude of premarital sex.

Meyer (1978) examined girls' sexual self-concept, behavior and values, and their emotional relationships with their parents. Differences were found between virgins and non-virgins. In virgins, father-daughter closeness was related to their daughter's self-concept, whereas, mother-daughter closeness was negatively related to their daughter's sexual behavior.

Hainline and Feig (1978) studied a group of college-aged girls whose father was absent in the home due to death or divorce. The study

used control group subjects who were from intact families where both mother and father were living in the home. None of the subjects had male siblings. The findings of this research did not support other research findings in father-absent literature. There were no significant differences between the father-absent group and controls on most personality measures. There were some attitudinal differences about the acceptability of sexual intercourse by the father-absent group, but there was no difference in actual amount of heterosexual behaviors reported. Those girls whose fathers were absent from the home at an early age seemed somewhat more traditional in some aspects of sexual behavior than girls whose fathers became absent at a later age.

Sexual attitudes and behaviors were researched by Wilson (1975) using a representative sample of 2,486 adults in 48 states. These were collected by face-to-face interviews including questions dealing with nudity, sexual intercourse, oral-genital sex, and homosexual relations. When Wilson moved from attitude items to behavior items, he found a marked increase in the proportion of people who did not answer a question. Twice as many persons 60 years of age and over failed to answer questions than those persons in their 20's. Those persons with elementary school education failed to answer the questions one and three-quarters times as often as people with some college education. Two-thirds of the respondents rejected the idea that sex is "for fun" (p. 63). Wilson found that sexual behavior even among the young and college educated was still regulated by values established by norms of society and by psychological inhibitions.

## Chapter III

### Methodology

A descriptive comparative study was conducted to examine the similarities and differences in sexual attitudes and knowledge among female college students, their mothers, and their same-sexed best friend. This chapter describes the setting, sample, instrument, procedure, proposed analysis, and ethical considerations for this study.

#### Setting

Contact with the student subjects was made through the classroom at two community colleges in a rural midwestern state. The two community colleges are located 17 miles from each other. Both community colleges service the population of their county and adjoining counties.

#### Sample

The subjects of this study were a convenience sample of female community college students, their mothers, and their same-sexed best friends. Thirty female community college students between the ages of 18 and 21 were contacted. The group of 30 mothers were selected by means of matching these female college students with their biological, adopted, foster, or stepmothers. The group of 30 subjects comprising best friends consisted of those persons between the ages of 18 and 21 identified by the female college student as their same-sexed best friend.

#### Instrument

The Sex Knowledge Attitude Test (SKAT) developed by Harold I. Lief, M.D., and David Reed, Ph.D., in 1967 was the instrument used in this investigation. The instrument was designed to gather demographic,

sexual knowledge and attitude data, and degree of experience in a variety of sexual behaviors. In this study, Part I (Attitudes), Part II (Knowledge), and Part III (Basic Information) were used. Scores on the four attitude scales and on the knowledge scales can be obtained either as raw scores or as standardized scores. The raw scores were used for this investigation.

Part I (Attitudes) contains five-alternate Likert-type items dealing with sexual activities, sexual misconceptions, autoeroticism, and abortion. Each subscale contains 7-9 items with three nonscore filler items being included. The abortion scale deals with general social, medical, and legal feelings about abortion. A subject with high A (Abortion) scores views abortion as an acceptable form of birth control with low scores suggesting that abortion is a form of murder. The masturbation scale deals with one's general attitude toward the permissibility of masturbatory activities. Subjects with high M (Autoeroticism) scores implies a healthy attitude toward masturbation with low scores suggesting that masturbation be prohibited by parents. The heterosexual relations scale deals with a person's attitude toward pre-and extra-marital coitus. High HR (Heterosexual Behavior) scores consider premarital intercourse acceptable and view extra-marital relations as potentially benefiting the marital relationship, whereas, low scores imply a disapproving attitude. The sexual myths scale deals with commonly held sexual misconceptions. Subjects with high SM (Sexual Myths) scores indicate a rejection, with low scores an acceptance of sexual misconceptions. Thus, the total possible attitude score range was 32-160, with the higher score implying a more liberal attitude toward sexuality. The possible score ranges of the four subscales were: (1)

heterosexual behavior (8-40), (2) sexual myths (9-45), (3) abortion (8-40), and (4) autoeroticism (7-35) (Lief, 1972). Internal consistency reliability (coefficient-alpha) for the four attitudinal scores range from .68 to .86 (Miller, 1979).

Part II (Knowledge) yields a single score and contains 71 true-false items dealing with the physiological, psychological, and social aspects of sexual knowledge. Twenty-one of these items were chosen specifically for their heuristic value with 50 items selected on the basis of psychometric considerations. Thus, the possible knowledge score range is 0-50. All of the items in the 50 items sex knowledge test are considered to have face and content validity. Estimates of concurrent and predictive validity have not yet been done. The knowledge section has an estimated reliability (KR-21) of .87, a standard deviation of 5.78, and a standard error of measure of 2.75. Items included on the knowledge section carried point biserial correlations of .30 or greater and each item adds a positive increment to the external consistency of the overall test (Lief, 1972).

Part III (Basic Information) is composed of 12 items prepared to obtain general demographic information. This part investigates two areas: basic information and personal background. Contained in the first area is information concerning the respondents' age, sex, race, and marital status. The father's occupation, parents' education status, religious affiliation, and earliest sex education is contained in the information to be obtained from the personal background questions (Lief, 1982).

The SKAT test is designed to study groups, not individuals. The scales in SKAT are ordinal measures only, not interval scales. Thus,

equal score differences do not necessarily mean equal differences in the trait measured. No test-retest studies of SKAT item responses have been made. However, it was noted that reviews of test-retest reliability of responses to personal information questions used in survey research show that percentages of agreement were usually in the 80's (Lief, 1982).

All of the items in the SKAT are regarded as having face validity. All of the items on the SKAT are undisguised and straightforward. Each question requests only the information implied in its wording.

Miller and Lief (1979) state that construct validity is shown in two different ways. First is the correlations between the SKAT scales and selected items within the SKAT. Product-moment correlations and point-biserial correlations are used for this internal analysis. This analysis shows that the four attitude scales are related to other SKAT responses in a way that supports the meaning and interpretation of the scales. The highest correlation involving the knowledge scale is that between the knowledge scale and the Sexual Myth scale. The Sexual Myth scale is an attitudinal subscale which measures the acceptance or rejection of sexual myths. Those persons who accept many sexual myths can be expected to have lower scores on the sexual knowledge test.

The second way that Miller and Lief (1979) show construct validity of the SKAT scales is "that obtained from SKAT testing before and after an intervention designed to change attitudes and/or knowledge" (p. 286). Construct validity has been demonstrated in a number of published studies. Mims, Brown, and Lubow (1976) found a significant increase on the knowledge scale and all the SKAT attitude scales except Abortion, following a five day sexuality course. Following a one week human sexuality course, Marcotte, Gever, Kilpatrick, and Smith (1976) reported

a significant increase in first year medical students' knowledge and a greater liberalization of attitudes on all four attitude subscales.

### Data Collection

Two community college presidents in rural midwestern state were contacted regarding the participation of their students in the research. A consent form (Appendix C) was submitted to them and consequently signed. After approval was obtained from the human subjects committee of a midwestern university hospital, permission to enter the classroom and enlist participation of students was obtained from the individual instructors of the college.

The students were told that the investigator was a graduate nursing student doing research on sexual attitudes and knowledge. The students were told that to participate in the study, they needed to be between 18 and 21 years of age, have a same-sexed best friend between 18 and 21 years of age, and a living biological, adopted, foster, or stepmother who had parented them. The students were told that it would be necessary for her to enlist participation in this study from her mother and her same-sexed friend. The students were also told that it would take approximately 30 minutes to complete the questionnaire.

Three packets containing Part I, II, and III of the SKAT (Appendix A), an answer sheet, a self-addressed stamped envelope for returning the questionnaire, and a cover letter (Appendix B) explaining the study were given personally to the consenting student. The college student was asked to give the packet marked "mother" and "best friend" to her mother and designated best friend for completion and return. The packet marked "student" was to be completed and returned by the college student.

### Ethical Considerations

Before starting the study, permission was obtained from the committee of human subjects of a midwestern university hospital. Written institutional consent from each participating community college president was obtained before contacting the students. Verbal permission was obtained from each college instructor prior to entering the classroom to engage participation of the students in the study. Subjects participated in this study on a voluntary basis. The subjects were also informed that they could withdraw from the study if they felt a need to do so and that anonymity would be respected. The instructions given to the subjects in the cover letter for taking and returning the completed test placed the responsibility on the subjects to maintain their own confidentiality.



## Chapter IV

### Analysis of Data

A descriptive/comparative study was conducted to determine if there were similarities in sexual attitudes and knowledge among female college students, their mothers, and their same-sexed best friend. This chapter describes the sample, the data collected, data analysis, and a discussion of the results.

#### Sample

The subjects were a convenience sample of a population of women living in rural communities in a midwest state. All student subjects were enrolled in academic courses at one of two community colleges in a rural midwestern state and were between 18 and 21 years of age. Subjects in the friends' group were also between 18 and 21 years of age, while the ages of the subjects in the mothers' group were all above 36 years of age.

Of the students' sample, 21 out of 30, or 70%, of the questionnaires were completed and mailed to the investigator. In the friends' sample, 22 out of 30, or 73%, were completed, and in the mothers' sample, 24 out of 30, or 80%, were completed. This accounts for the unequal sample sizes in the following tables.

The combined sample of 67 subjects were predominantly white (96%). As Table 1 depicts, 54% were married and 46% were single. Twenty-two percent had been married a year or less, 6% for two years, 3% for three years, and 69% for five or more years (see Table 2).

Table 1  
Marital Status of Subjects

	Friend		Student		Mother		Total	
	N=22	%	N=21	%	N=24	%	N=67	%
Single	13	59	18	86			31	46
Married	9	41	3	14	24	100	36	54

Table 2  
Length of Marriage of Subjects

	Friend		Student		Mother		Total	
	N=9	%	N=3	%	N=24	%	N=36	%
1 year or less	7	78	1	33			8	22
2 years			2	67			2	6
3 years	1	11					1	3
4 years								
5 years or more	1	11			24	100	24	69

The protestant faiths were the dominant religious affiliations for the subjects, with 54% in this group. Twenty-seven percent of the

subjects were Catholic and 19% were in the category designated 'other'. This is illustrated in Table 3.

Table 3  
Religious Affiliation of Subjects

	Friend		Student		Mother		Total	
	N=22	%	N=21	%	N=24	%	N=67	%
Protestant	11	50	11	53	14	58	36	54
Catholic	5	23	7	33	6	25	18	27
Other	6	27	3	14	4	17	13	19

Information from the 67 subjects concerning their parents' level of education was obtained. The educational levels were divided into six categories: non-high school graduate, high school graduate, attended some college, college graduate, attended some graduate school, and holds a graduate or professional degree. The educational status of the student and best friends' parents belonged predominantly to the high school graduate and attended some college category. Tables 4 and 5 show that 48% of the students' and 67% of the friends' mothers fall in this category, while 52% of the students' and 64% of the friends' fathers are in this category.

In the group of mothers, 50% of their mothers and 58% of their fathers had no high school diploma. Only one or four percent (4%) of the group of mothers had graduated from college. This is in contrast to the student group with 38% of their mothers and 43% of their fathers

having graduated from college, attended graduate school or holding graduate or professional degrees. Twenty-four percent of the mothers and 23% of the fathers of the friends group were college graduates, attended graduate school, or held graduate or professional degrees.

Table 4  
Educational Status of Subject's Mother

	Friend		Student		Mother		Total	
	N=21	%	N=21	%	N=24	%	N=66	%
Non-High School Graduate	2	9.5	3	14	12	50	17	26
High School Graduate	10	48	8	38	11	46	29	44
Attended Some College	4	19	2	10			6	9
College Graduate	2	9.5	4	19	1	4	7	11
Attended Some Graduate School			1	5			1	1
Graduate/ Professional Degree	3	14	3	14			6	9

Table 5  
Educational Status of Subject's Father

	Friend		Student		Mother		Total	
	N=22	%	N=21	%	N=24	%	N=67	%
Non-High School Graduate	3	14	1	5	14	58	18	27
High School Graduate	7	32	8	38	6	25	21	31
Attended Some College	7	32	3	14	4	17	14	21
College Graduate	1	4	3	14			4	6
Attended Some Graduate School	1	4	2	10			3	5
Graduate/ Professional Degree	3	14	4	19			7	10

### Data Analysis

A positive linear correlation between knowledge and attitude was found and the total mean scores of the total sample are plotted on the scatter diagram found in Figure 1. A flatter and wider platycurve can be identified on Figure II for the attitude mean scores of the total sample which illustrates the wide range of scores. The knowledge mean scores fall into a normal distribution curve and all are plotted in Figure III. The knowledge scores ranged from 19 to 40 correct, out of a possible 50. The attitude scores ranged from a conservative 57 to a liberal 116. A one-way analysis of variance was used to test the hypotheses.

Figure I  
Scattergram of Total Sample  
Knowledge and Attitude Mean Scores

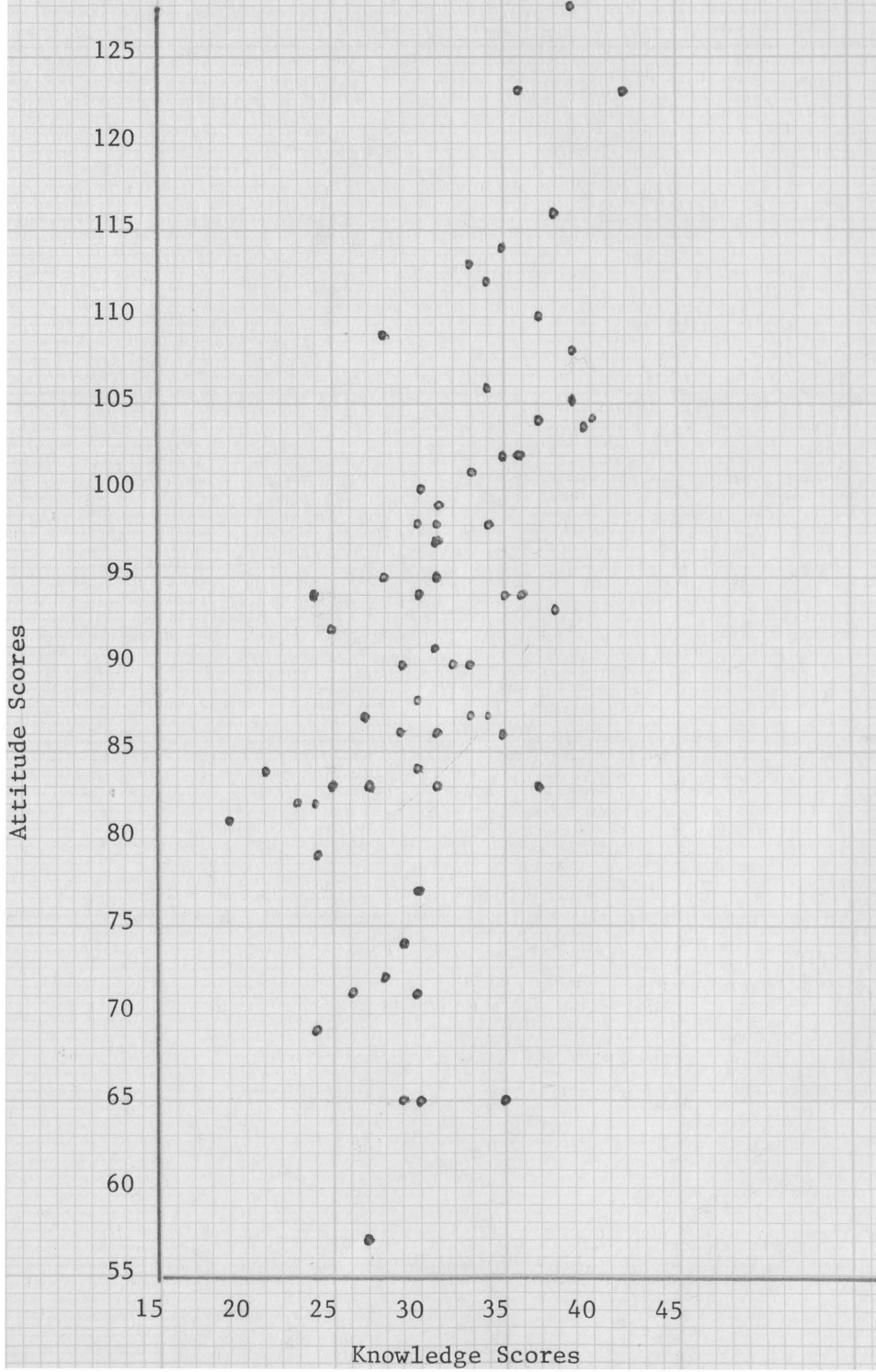


Figure II

Frequency Distribution for Attitude Scores  
of the Total Sample

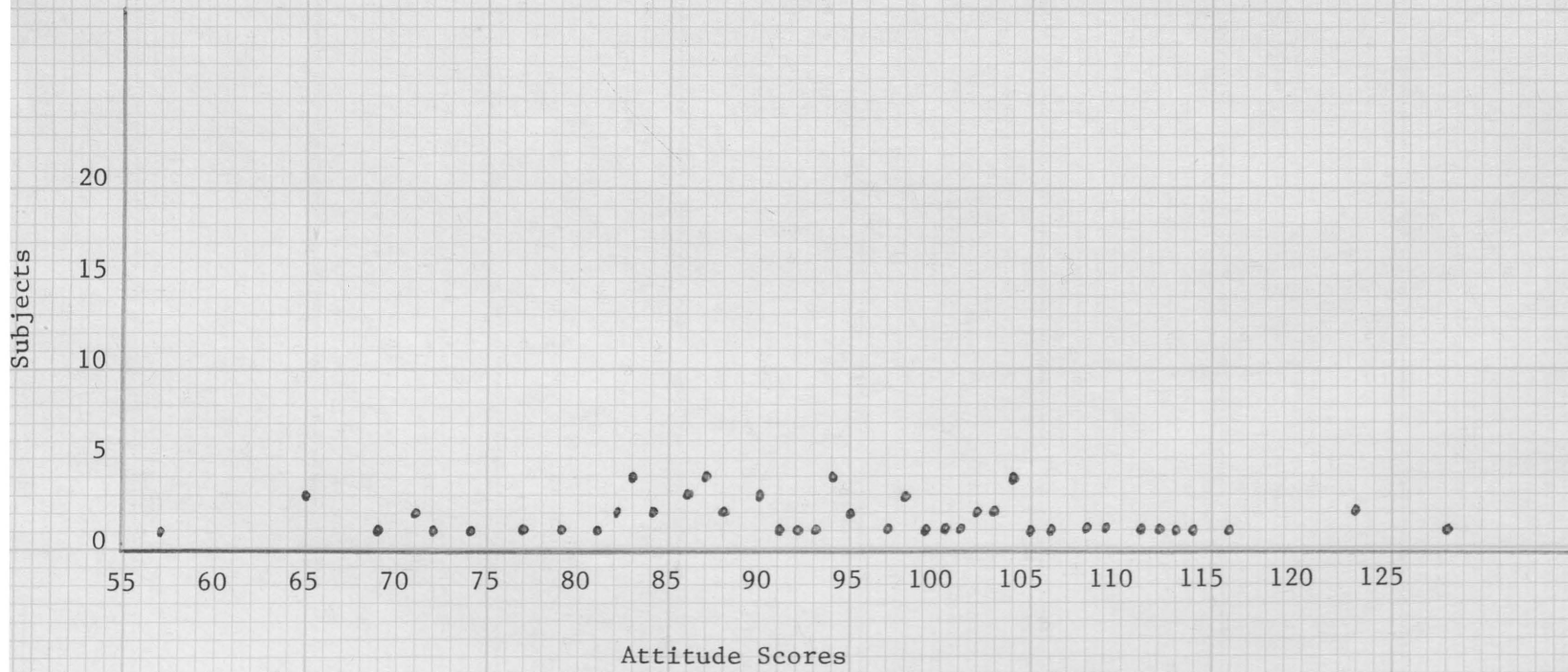
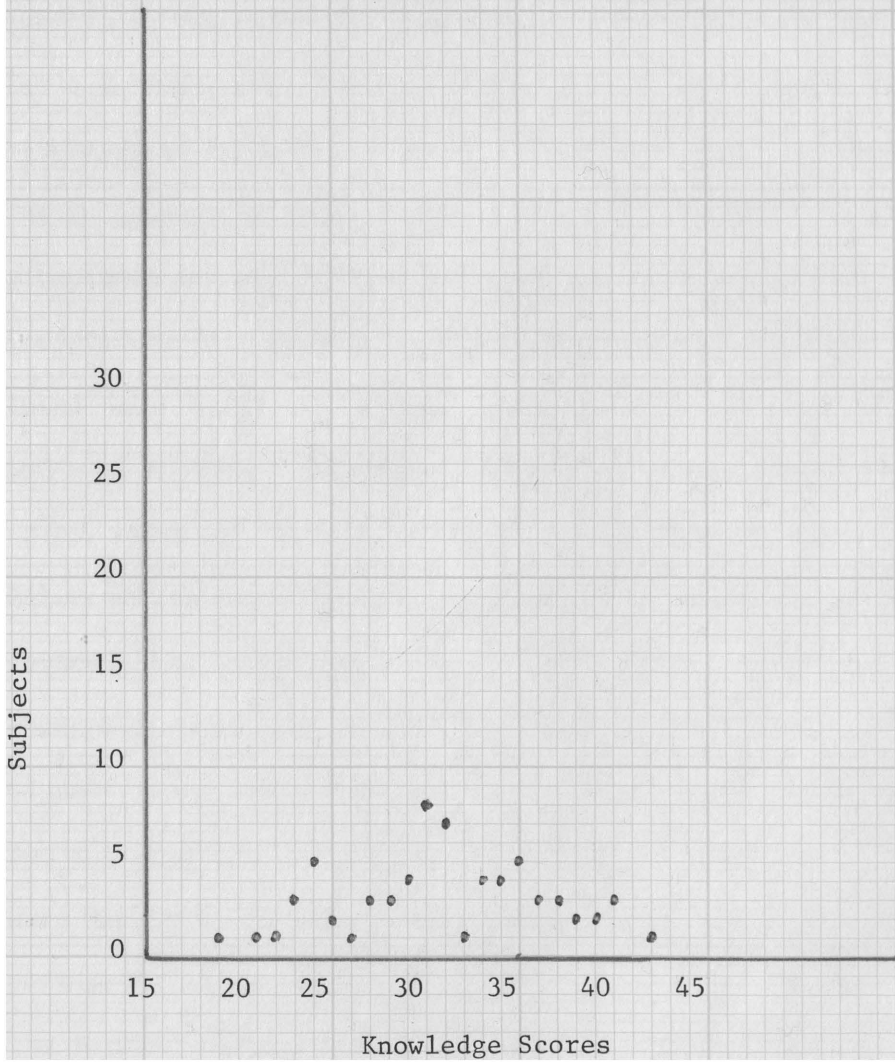


Figure III  
Frequency Distribution for Knowledge Scores  
of the Total Sample





Hypotheses I and II. The first hypothesis states that there is no significant differences between female college students and their mothers among the sex attitude subscales. Likewise, the second hypothesis states that there is no significant differences between the female college student and their same-sexed best friend.

The attitude section of the SKAT questionnaire, was divided into four subscales: Heterosexual Behavior (8 questions), Sexual Myths (9 questions) Abortion (8 questions), and Autoeroticism (7 questions). Table 6 shows that the most conservative total score was found on the heterosexual behavior subscale, followed by the abortion score and then the autoeroticism score. The sexual myths category which determines the acceptance or rejection of commonly held sexual myths had the highest (rejection) total score. Mothers were the most conservative group with a total mean score of 88.501, followed by the best friend with a total score of 93.546. The college student group was the most liberal with a total score of 94.905. The group of mothers scored lowest on the heterosexual behavior and autoeroticism subscales which measures the respondents' attitude toward pre- and extramarital heterosexual encounters and the permissibility of masturbatory activities. The student group was found to be the most conservative on their general social, medical, and legal beliefs about abortion. The student group were the most liberal of all three groups in their attitude toward the permissibility of masturbatory activities. The student group, also had the highest rejection rate of commonly held sexual myths. The friend group was found to be the most liberal of all three groups in their attitudes toward pre- and extramarital heterosexual encounters. The friend group ascribed to more sexual myths than did the other two groups.

Table 6  
Attitude Subscales - Estimate of Means of  
Friends, Students, and Mothers

	Friend $\bar{X}$	Student $\bar{X}$	Mother $\bar{X}$	Total $\bar{X}$
Heterosexual Behavior	22.000	19.238	16.167	19.045
Sexual Myths	30.000	32.571	31.292	31.288
Abortion	20.273	19.810	21.000	20.361
Autoeroticism	21.273	23.286	20.042	21.533
Total	93.546	94.905	88.501	

A standard deviation was computed on the friends, students, mothers, and total sample groups on each attitude subscale. These values are found in Table 7.

Table 7  
Attitude Subscales - Standard Deviation of  
Friends, Students, and Mothers

	Friend SD	Student SD	Mother SD	Total SD
Heterosexual Behavior	6.157	6.402	5.821	6.498
Sexual Myths	3.952	4.833	5.481	4.857
Abortion	5.734	3.614	4.413	4.632
Autoeroticism	4.410	5.349	5.060	5.058

An analysis of variance was done with each subscale to test the hypotheses. Table 8 presents the analysis results for the Heterosexual Behavior subscale. With an F-Value of 5.23, a statistically significant difference in attitudes toward pre and extramarital heterosexual encounters among the groups is illustrated. The post hoc t-test analysis illustrated in Table 9 shows that the specific difference is between the group of friends and the group of mothers.

Table 8  
Heterosexual Behavior - Analysis of Variance  
Among Friends, Students, and Mothers

	Degrees of Freedom	Sum of Squares	Mean Square	F-Value
Between Groups	2	391.72	195.86	5.23
Within Groups	64	2395.14	37.42	

Table 9  
Heterosexual Behavior - T-Test Matrix  
Among Friends, Students, and Mothers

	Friend	Student	Mother
Friend	0.0		
Student	-1.69	0.0	
Mother	-3.30*	-1.44	0.0

\*t .05(44) = 2.01

Table 10 presents the analysis results for the Sexual Myths subscale. With a f-value of 1.53, no statistically significant difference among the groups was found.

Table 10  
Sexual Myths - Analysis of Variance  
Among Friends, Students, and Mothers

	Degrees of Freedom	Sum of Squares	Mean Square	F-Value
Between Groups	2	71.06	35.53	1.53
Within Groups	64	1486.10	23.22	

The analysis of the Abortion subscale is presented in Table 11. The f-value of .37 showed no statistically significant difference between the groups on their attitudes toward abortion.

Table 11  
Abortion - Analysis of Variance  
Among Friends, Students, and Mothers

	Degrees of Freedom	Sum of Squares	Mean Square	F-Value
Between Groups	2	16.31	8.15	.37
Within Groups	64	1399.59	21.87	

An analysis of the last subscale, Autoeroticism, also showed no statistically significant difference between the groups toward the permissibility of masturbatory activities. The results, f-value of 2.43, is found in Table 12.

Table 12  
 Autoeroticism - Analysis of Variance  
 Among Friends, Students, and Mothers

	Degrees of Freedom	Sum of Squares	Mean Square	F-Value
Between Groups	2	119.05	59.53	2.43
Within Groups	64	1567.60	24.53	

In conclusion, the data supports hypothesis I but rejects hypothesis II. The overall picture that emerges from these analyses is that similarities in sexual attitudes between mothers and their college aged daughters and the daughter's same-sexed best friend exists in the areas of sexual myths, abortion, and autoeroticism. In the area of heterosexual behavior, similarities are found between the group of mothers and their daughter, but a statistically significant difference is found between the group of mothers and the group of same-sexed best friends.

The group of mothers were the most conservative in regard to premarital sex and masturbatory activities, and the group of college students were most conservative on the subject of abortion. The group of friends ascribed to more sexual myths than did either of the other two groups.

Hypotheses III and IV. The third hypothesis states that there is no statistically significant differences between female college students and their mothers among the knowledge scores. The fourth

hypothesis states that there is no statistically significant differences between female college students and their same-sexed best friend among the knowledge scores. An analysis of variance was done to test the hypotheses. These hypotheses are supported by the analysis.

Table 13 presents the analysis results for the knowledge scores. The f-value of .31 showed no statistically significant difference among the groups.

Table 13  
Knowledge Scores - Analysis of Variance  
Among Friends, Students, and Mothers

	Degrees of Freedom	Sum of Squares	Mean Square	F-Value
Between Groups	2	17.71	8.86	.31
Within Groups	64	1845.22	28.85	

The results of these within-group analyses supported the two hypotheses, III and IV. In conclusion, the analyses provided information that similarities exist in sexual levels among mothers, their college aged daughter and the daughters' same-sexed best friend. The female college student was found to have the most correct sexual information, followed by her mother, and then her same-sexed best friend. This is illustrated in Table 14.

Table 14  
 Knowledge Scores - Estimate of Means  
 of Friends, Students, and Mothers

	Friend $\bar{X}$	Student $\bar{X}$	Mother $\bar{X}$	Total $\bar{X}$
Knowledge	30.273	31.524	31.125	30.974

Standard deviation was computed on the friends, students, mothers, and the total sample groups knowledge scores. These values are found in Table 15.

Table 15  
 Knowledge Scores - Standard Deviation of  
 Friends, Students and Mothers

	Friend SD	Student SD	Mother SD	Total SD
Knowledge	6.548	4.665	4.712	5.314

Hypothesis V. Hypothesis V states that there is no statistically significant difference in sex attitude scores which can be attributed to the religion of the participant. An analysis of variance was done to test the hypothesis. The hypothesis was supported by the analysis. The religious affiliations were divided into three categories: (1) Catholic,

(2) Protestant, and (3) other. Table 16 presents the analysis of the results for the sexual attitude scores in terms of the samples religious affiliation. The f-value of .29 showed no statistically significant difference between religions in sexual attitudes.

Table 16  
Attitude Scores - Analysis of Variance  
Among Protestant, Catholic and Other Religious Groups

	Degrees of Freedom	Sum of Squares	Mean Square	F-Value
Between Groups	2	130.37	65.19	.29
Within Groups	64	14360.77	224.39	

Table 17  
Religious Affiliation - Estimate of Means

	Catholic $\bar{X}$	Protestant $\bar{X}$	Other $\bar{X}$	Total $\bar{X}$
Knowledge	31.049	29.863	33.639	31.517
Attitude				
Autoeroticism	22.173	20.398	24.167	22.246
Abortion	19.097	21.067	20.000	21.443
Heterosexual	21.467	18.874	16.556	18.965
Sexual Myths	30.870	30.708	33.667	31.748
Total	93.607	91.047	94.390	



The Protestant group was the most conservative in regard to masturbatory activities and sexual myths, while the Catholic group was more conservative in their attitudes towards abortion. The respondents who marked 'other' for their religious preference were the most conservative towards premarital sex. Overall, the Protestant group was the most conservative in their sexual attitudes, followed by the Catholic group, and then the group who marked 'other' for their religious preference. These results are shown in Table 17. Standard deviation values of Sexual Attitude scores by religious groups is found in Table 18. In conclusion, the data supports hypothesis V. Similarities exist in sexual attitudes among mothers, their college aged daughters, and the daughters' best friend when grouped in terms of their religious preference.

Table 18  
Standard Deviation of Knowledge and Attitude Scores  
by Religious Groups

	Protestant SD	Catholic SD	Others SD	Total SD
Attitude	15.421	11.849	17.441	14.818
Knowledge	5.261	4.933	5.471	5.314

Hypothesis VI. Hypothesis VI states that there is no statistically significant difference in sex knowledge scores which can be attributed to the religion of the participant. The respondents who marked 'other'

for their religious preference were the most knowledgeable about human sexuality with the highest mean score, 33.639. Catholics followed with a mean score of 31.049 and the Protestant group was the least knowledgeable about human sexuality with a mean score of 29.863. These results are found in Table 17. An analysis of variance showed no statistically significant differences among the knowledge scores and religious affiliation with an f-value of 2.25. Table 19 presents the analysis results for the sexual knowledge scores in terms of the samples religious affiliation. Standard Deviation values of Sexual Knowledge scores by religious groups is found in Table 18.

Table 19  
Knowledge Scores - Analysis of Variance  
Among Protestant, Catholic, and Other Religious Groups

	Degrees of Freedom	Sum of Squares	Mean Square	F-Value
Between Groups	2	122.35	61.17	2.25
Within Groups	64	1741.59	27.21	

In conclusion, these results parallel the results for the mean attitude scores. The respondents who marked 'other' for their religious preference were found to be the most knowledgeable about sexuality and were also found to be the most liberal in their sexual attitudes. The Catholic group fell in the middle on both mean attitude score and the mean knowledge score, whereas Protestants were the most conservative

group in sexual attitudes and the least knowledgeable concerning human sexuality.

Additional Data. A Pearson Product-Moment Correlation showed a positive correlation between the total of the sex attitude subscales and the sex knowledge scores. The calculated correlation coefficient was .53 which was significant at the .01 level of significance. The t value was 5.93 which was significant at the .01 level of significance. Thus, it would be expected that individuals with more liberal attitudes and high attitude scores may also score higher on the test of sexual knowledge.

## Chapter V

### Summary, Conclusions, and Recommendations

This chapter contains the summary, conclusions, and limitations of this study. The final sections give implications for nursing and recommendations for future research.

#### Summary

The purpose of this study was to examine the similarities and differences in sexual attitudes and knowledge among female college students, their mothers, and their same-sexed best friend. The study included a sample of 21 students, 24 mothers, and 22 same-sexed best friends, making a total of 67 respondents in the study. Each of the participants completed a three part questionnaire taken from the Sex Knowledge and Attitude Test developed by Lief and Reed. Contact was made with the female college student through the classroom at two community colleges. The female community college students enlisted their mothers' and same-sexed best friends' participation in this study. The data compiled from Part I, II, and III of the SKAT questionnaire was analyzed by a one-way analysis of variance. Post hoc testing was done through the t-test to further investigate significant differences. Additional data were obtained by using Pearson Product-Moment Correlation. The results of the study supported five of the six hypotheses.

A summary of the findings are:

1. Similarities exist in sexual attitudes among female college students, their mothers, and their same-sexed best friends in the areas of sexual myths, abortion, and autoeroticism.

2. In the area of heterosexual behavior, similarities were found between the group of mothers and daughters but, a difference was found between the group of mothers and the group of same-sexed best friends.

3. Mothers were the most conservative group of the three groups in their sexual attitudes. The mothers scored lowest on the heterosexual behavior and autoeroticism subscales, but were the most liberal in their feelings about abortion.

4. The student group was found to be the most liberal of the three groups in their sexual attitudes. The student group was most conservative about their feelings about abortion, but the most liberal on their attitude toward the permissibility of masturbatory activities. The student group also had the highest rejection rate of the three groups of commonly held sexual myths.

5. The group of friends was found to be the most liberal of all three groups in their attitudes toward pre- and extramarital heterosexual encounters. The friend group was found to ascribe to more sexual myths than did the other two groups.

6. Similarities exist in sexual knowledge among female college students, their mothers, and their same-sexed best friend.

7. The female college student was found to have the most correct sexual information, followed by her mother, then her same-sexed best friend.

8. There were no differences in sexual knowledge among female college students, their mothers, and their same-sexed best friend when grouped in terms of their religious preference.

9. Overall, the Protestant religious group was the most conservative group, while the respondents who marked "other" for their

religious preference were the most liberal in both sexual knowledge and attitudes.

10. Of the three groups, the Protestant group was the most conservative in regard to the permissibility of masturbatory activities and believed in more commonly held sexual myths. The Catholic group was more conservative in their attitudes toward abortion and the group marking "other religion" was more conservative toward pre-and extramarital heterosexual behavior.

11. Of the three groups, the Protestants were more liberal toward pre-and extramarital heterosexual behavior, and the group marking "other religious preference" was more liberal toward the permissibility of masturbatory activities and had the highest rejection rate of commonly held sexual myths.

12. A positive correlation of .53 between total knowledge scores and total attitude scores was found.

### Conclusions

The overall picture that emerged from the analyses was that similarities in sexual attitudes and knowledge among female college students, their mothers, and their same-sexed best friend exists in the areas of sexual myths, abortion, and autoeroticism. A statistically significant difference was found between the group of mothers and the group of same-sexed best friends on the area of heterosexual behavior. Results showed a positive correlation between the total mean knowledge scores and total mean attitude scores. Thus, it would be expected that individuals with more liberal attitudes and high attitude scores would also score higher on the test of sexual knowledge.

These results are supportive of the behavioristic theory of child development in which Maier (1965) states, "Man can purposefully organize his and his children's experiences in such a way that he can clearly shape their future as described by him and his contemporaries" (p. 197). Also, Woody (1973) feels, "Underlying the analysis is the conviction that 'healthy' parental sexual attitudes are more likely to result in formation of healthy attitudes by children. . ." (p. 241).

This study supports this investigator's assumption that opinions originate and are maintained by an individual in common with others that he is associated with and that individuals influence one another, and those individuals entering a group (peer group) are likely to adopt the same opinions and attitudes of the group. Thus, as health professionals involved with the education of families, it is important to present correct sexual knowledge and to assist families in understanding the part they play in providing the needed sexual information, attitudes and values to all family members.

### Implications for Nursing

The results of this study indicated that 18 to 21 year old females share similar attitudes and knowledge about sex in most areas as do their own mothers. They also share similar attitudes and knowledge about sex as do their closest friend. This supports Cromwell's (1977) belief that parents exert a strong influence on the intellectual, emotional, physical and social development of a child. It also supports Bandura's belief found in an article by Coleman (1978) in which he states, that adolescents to be "discriminating and selective in their choice of reference group. . .In most cases, peer group values did not appear to be

in direct opposition to family values, nor did membership in a peer group appear to generate family conflict" (p. 4).

The data from this study provides the health professional who is trying to do effective counseling with young women in the childbearing years, added insight into the similarities in sexual attitudes and knowledge within a family. Following an assessment of the individual client or family's sexual knowledge and attitudes needed interventions may be provided.

The nurse may need to assist parents in understanding the relationship between their own sexual attitudes and knowledge as they influence their child's attitudes and knowledge. The nurse can assist in clarifying parental responsibilities and competencies in developing sexual attitudes and knowledge for all family members. The nurse, through various instructional media, may assist families to understand normal processes of sexual growth and development over the life cycle. The sexual myths and inaccurate sexual information that may be prevalent within a family, may be clarified by the nurse for the client or family members. Family members may be assisted in clarifying their individual and group values and expectations regarding intimate relations including marriage and the family. The nurse may encourage intergeneration communication and provide assistance to families to increase communication skills to create an atmosphere conducive to support and acceptance of others' ideas in dealing with sexual attitudes and knowledge.

#### Recommendations for Future Research

Based on the results of this study, recommendations for future study include:



1. Replication of the study, using different geographical areas to see if the findings are consistent.
2. Replication of the study using both rural and urban populations.
3. Replication of the study using populations with different educational levels.
4. Replication of the study including a male population of fathers and sons.
5. Replication of the study using various ethnic groups.
6. Replication of the study identifying subject's social class.
7. Replication of the study using groups with varying marital status.
8. Replication of the study comparing high school students from private and public high schools and students housed in custodial group homes.
9. Study of sexual attitudes and knowledge of female college students, their mothers, and their best friend using a different tool.
10. Longitudinal studies to identify the developmental changes in a person's sexual attitudes and knowledge.

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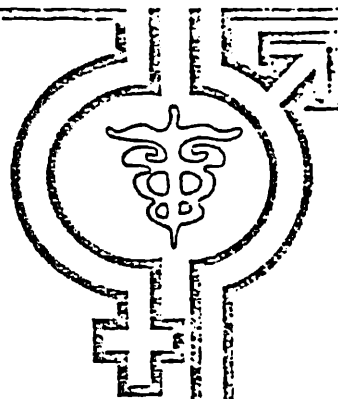
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**APPENDIX A**

**INSTRUMENT**

CENTER FOR THE  
STUDY OF  
SEX EDUCATION  
IN MEDICINE



SEX KNOWLEDGE AND ATTITUDE TEST  
(S. K. A. T.)

A TEST ON KNOWLEDGE ABOUT AND ATTITUDES  
CONCERNING SEXUAL BEHAVIOR.

Second Edition  
(REVISED 1972)

Division of Family Study  
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DAVID M. REED, Ph. D.

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THIS TEST OR ANY PARTS THEREOF, MAY NOT BE REPRODUCED IN ANY FORM WITHOUT  
PERMISSION OF THE AUTHORS.



CODING AND GENERAL INSTRUCTIONS

1. Pencils--Use any type of soft lead pencil. Do not use an ink or ballpoint pen.
2. All answers are to be recorded on the separate answer sheet. Please make no marks on this booklet.
3. Regardless of the number of alternatives provided, please mark only one answer per question.

IDENTIFICATION INFORMATION

- I. We strive to maintain complete confidentiality. Some identifying number is necessary simply for the processing of this material. If there is some concern about using your Social Security or Student I.D. number, make up your own unique number and retain the key. Identifying numbers are used only for matching information for pre-and post-test comparisons.
- II. Please select the one alternative that best describes yourself:
 

A. High School Student	C. Graduate Student
B. College Student	D. Non-Student (Skip to VI)
- III. Which one of the following alternatives best describes your present occupation or field of study:
 

A. Medicine	F. Sociology/Anthropology
B. Theology	G. Humanities
C. Psychology	H. Nursing
D. Education	I. Law
E. Social Work	J. Other
- IV. If you are a medical student, intern or resident, please indicate your status:
 

A. 1st year student	D. 4th year student or above
B. 2nd year student	E. Intern
C. 3rd year student	F. Resident
- V. If you are a medical student or a physician, please indicate proposed or present area of specialization:
 

A. General Practice	F. Pediatrics
B. Family Medicine	G. Surgery
C. Internal Medicine	H. Urology
D. Obstetrics-Gynecology	I. Community Medicine
E. Psychiatry	J. Other
- VI. Are you completing this questionnaire before or after a specific course in sex education?
 

A. Pre-instruction	B. Post-instruction	C. Neither
--------------------	---------------------	------------

VII. Please mark block A (to identify this as the 1972 version of SKAT).

## PART I: ATTITUDES

Please indicate your reaction to each of the following statements on sexual behavior in our culture, using the following alternatives:

- A. Strongly agree
- B. Agree
- C. Uncertain
- D. Disagree
- E. Strongly disagree

Please be sure to answer every question.

1. The spread of sex education is causing a rise in premarital intercourse.
2. Mutual masturbation among boys is often a precursor of homosexual behavior.
3. Extramarital relations are almost always harmful to a marriage.
4. Abortion should be permitted whenever desired by the mother.
5. The possession of contraceptive information is often an incitement to promiscuity.
6. Relieving tension by masturbation is a healthy practice.
7. Premarital intercourse is morally undesirable.
8. Oral-genital sex play is indicative of an excessive desire for physical pleasure.
9. Parents should stop their children from masturbating.
10. Women should have coital experience prior to marriage.
11. Abortion is murder.
12. Girls should be prohibited from engaging in sexual self-stimulation.
13. All abortion laws should be repealed.

14. Strong legal measures should be taken against homosexuals.
15. Laws requiring a committee of physicians to approve an abortion should be abolished.
16. Sexual intercourse should occur only between married partners.
17. The lower class male has a higher sex drive than others.
18. Society should offer abortion as an acceptable form of birth control.
19. Masturbation is generally unhealthy.
20. A physician has the responsibility to inform the husband or parents of any female he aborts.
21. Promiscuity is widespread on college campuses today.
22. Abortion should be disapproved of under all circumstances.
23. Men should have coital experience prior to marriage.
24. Boys should be encouraged to masturbate.
25. Abortions should not be permitted after the twentieth week of pregnancy.
26. Experiences of seeing family members in the nude arouse undue curiosity in children.
27. Premarital intercourse between consenting adults should be socially acceptable.
28. Legal abortions should be restricted to hospitals.
29. Masturbation among girls is a frequent cause of frigidity.
30. Lower class women are typically quite sexually responsive.
31. Abortion is a greater evil than bringing an unwanted child into the world.
32. Mutual masturbation in childhood should be prohibited.
33. Virginity among unmarried girls should be encouraged in our society.
34. Extramarital sexual relations may result in a strengthening of the marriage relationship of the persons involved.
35. Masturbation is acceptable when the objective is simply the attainment of sensory enjoyment.

## PART II: KNOWLEDGE

Each of the following statements can be answered either true or false. Please indicate your position on each statement using the following alternatives:

T. True

F. False

Be sure to answer every question.

1. Pregnancy can occur during natural menopause (gradual cessation of menstruation).
2. Most religious and moral systems throughout the world condemn premarital intercourse.
3. Anxiety differentially affects the timing of orgasm in men and women.
4. A woman does not have the physiological capacity to have as intense an orgasm as a man.
5. There is no difference between men and women with regard to the age of maximal sex drive.
6. Social class is directly correlated with the frequency of incest.
7. The use of the condom is the most reliable of the various contraceptive methods.
8. The incidence of extramarital intercourse is constant for males between the ages of 21 and 60.
9. Nealy half of all unwed girls in American have sexual interocurse by age 19.
10. There are two kinds of physiological orgastic responses in women, one clitoral and the other vaginal.
11. Impotence is almost always a psychogenic disorder.
12. Transvestitism (a form of cross-dressing) is usually linked to homosexual behavior.
13. There was as much premarital coitus a generation ago as there is now.
14. Sexual attitudes of children are molded by erotic literature.

15. In some successful marriages, sex adjustment can be very poor.
16. Homosexuals are more likely to be exceptionally creative than heterosexuals.
17. A woman who has had a hysterectomy (removal of the uterus) can experience orgasm during sexual intercourse.
18. Homosexuality comes from learning and conditioning experiences.
19. In responsive women, non-coital stimulation tends to produce a more intensive physiological orgasmic response than does coitus.
20. Those convicted of serious sex crimes ordinarily are those who began with minor sex offenses.
21. One of the immediate results of castration in the adult male is impotence.
22. The body build of most homosexuals lacks any distinguishing features.
23. Masturbation by a married person is a sign of poor marital adjustment.
24. Exhibitionists are latent homosexuals.
25. A woman's chances of conceiving are greatly enhanced if she has an orgasm.
26. Only a small minority of all married couples ever experience mouth-genital sex play.
27. Impotence is the most frequent cause of sterility.
28. Certain foods render the individual much more susceptible to sexual stimulation.
29. A high percentage of those who commit sexual offenses against children is made up of the children's friends and relatives.
30. A higher percentage of unmarried white teenage girls than unmarried black teenage girls in the United States have had intercourse with four or more partners.
31. The attitude of the average American male towards premarital intercourse is shaped more by his religious devoutness than by his social class.
32. In teaching their daughters female sex roles, middle-class mothers are more affected by cultural stereotypes than mothers in other social classes.

33. In most instances, the biological sex will override the sex assigned by the child's parents.
34. The onset of secondary impotence (impotence preceded by a period of potency) is often associated with the influence of alcohol.
35. Nursing a baby usually protects the mother from becoming pregnant.
36. In our culture, some homosexual behavior is a normal part of growing up.
37. Direct contact between penis and clitoris is needed to produce female orgasm during intercourse.
38. For a period of time following orgasm, women are not able to respond to further sexual stimulation.
39. In some legal jurisdictions, artificial insemination by a donor may make a woman liable to suit for adultery.
40. Habitual sexual promiscuity is the consequence of an above average sex drive.
41. Approximately one out of three adolescent boys has a homosexual experience leading to orgasm.
42. Impotence in men over 70 is nearly universal.
43. Certain conditions of mental and emotional instability are demonstrably caused by masturbation.
44. Women who have had several sex partners before marriage are more likely than others to be unfaithful after marriage.
45. The emotionally damaging consequences of a sexual offense against a child are more often attributable to the attitudes of the adults who deal with the child than to the experience itself.
46. Sexual maladjustment is the major cause of divorce.
47. Direct stimulation of the clitoris is essential to achieving orgasm in the woman.
48. Age affects the sexual behavior of men more than it does women.
49. The circumcized male has more trouble with ejaculatory control than the uncircumcized male.
50. More than a few people who are middle-aged or older practice masturbation.
51. Varied coital techniques are used most often by people in lower socioeconomic classes.

52. Individuals who commit rape have an unusually strong sex drive.
53. The rhythm method (refraining from intercourse during the six to eight days midway between menstrual periods), when used properly is just as effective as the pill in preventing conception.
54. Exhibitionists are no more likely than others to commit sexual assaults.
55. The ability to conceive may be significantly delayed after the menarche (onset of menstruation).
56. Many women erroneously consider themselves to be frigid.
57. Menopause in a woman is accompanied by a sharp and lasting reduction in sexual drive and interest.
58. The two most widely used forms of contraception around the world are the condom and withdrawal by the male (coitus interruptus).
59. People in lower socioeconomic classes have sexual intercourse more frequently than those of higher classes.
60. Pornographic materials are responsible for much of today's aberrant sexual behavior.
61. For some women, the arrival of menopause signals the beginning of a more active and satisfying sex life.
62. The sex drive of the male adolescent in our culture is stronger than that of the female adolescent.
63. Lower-class couples are generally not interested in limiting the number of children they have.
64. Excessive sex play in childhood and adolescence interferes with later marital adjustment.
65. There is a trend toward more aggressive behavior by women throughout the world in courtship, sexual relations, and coitus itself.
66. Sometimes a child may have cooperated in or even provoked sexual molestation by an adult.
67. LSD usually stimulates the sex drive.
68. Seven out of ten parents desire formal sex education in the schools.
69. For every female that masturbates four males do.
70. Douching is an effective form of contraception.



71. Freshmen medical students know more about sex than other college graduates.

## Part III: BACKGROUND

This information will be treated as strictly confidential and will be used for research purposes only. In no way will it be used to reveal anyone's identity. Please mark your responses on Part III of the answer sheet.

1. Age
 

A. 17 or under	F. 26 - 27
B. 18 - 19	G. 28 - 30
C. 20 - 21	H. 31 - 35
D. 22 - 23	I. 36 or over
E. 24 - 25	
  
2. Sex
 

A. Male	B. Female
---------	-----------
  
3. Race
 

A. White	B. Non-white
----------	--------------
  
4. If you have been or are married, age at first marriage?
 

A. 17 or under	D. 27 - 35
B. 18 - 22	D. 36 or over
C. 23 - 26	
  
5. If you have been or are married, how long?
 

A. 1 year	D. 4 years
B. 2 years	E. 5 or more years
C. 3 years	
  
6. Are you first born?
 

A. Yes	B. No
--------	-------
  
7. Father's occupation:
 

A. Physician	F. Executive
B. Clergyman	G. Clerical/sales
C. Lawyer	H. Skilled manual
D. Teacher	I. Semi-skilled
E. Other professional	J. Unskilled
  
8. Number of siblings:
 

A. 0	D. 3
B. 1	E. 4 or more
C. 2	
  
9. Please indicate the educational status of your father:
 

A. Non-high school graduate	D. College graduate
B. High school graduate	E. Attended graduate or professional school but did not graduate
C. Attended college but did not graduate	F. Holds graduate or professional degree

10. Using the alternatives listed above, please indicate the educational status of your mother.
11. Religion:
- |               |           |
|---------------|-----------|
| A. Catholic   | C. Jewish |
| B. Protestant | D. Other  |
12. What was the earliest Church-affiliated sex education you received?
- |                     |                     |
|---------------------|---------------------|
| A. None             | D. Sr. High (10-12) |
| B. Elementary (K-6) | E. College          |
| C. Jr. High (7-9)   |                     |

**APPENDIX B**

**COVER LETTERS**

## SAME-SEXED BEST FRIEND'S COVER LETTER

May 2, 1983

Dear Subject:

I am currently finishing my Master's degree in Nursing at   . To complete the requirements for this degree, I am conducting research which compares the affects of mothers and peers on young adult sexual attitudes and knowledge. Results from this study will provide additional information for nurses in working with young adults and their families. Your best friend has agreed to participate in this study and to enlist your participation and that of her mother. In this packet, you will find an answer sheet, a test booklet, and an envelope marked "TEST".

Instructions:

1. Complete Part I, II, and III of the test booklet. Circle the correct answer on the answer sheet. Please be sure to answer each question. Do not discuss your answers with anyone before completing the test.
2. As soon as you have finished taking the test, place the completed answer sheet and test booklet in the envelope marked "TEST". Return the information no later than May 18, 1983.
3. No identifying marks or information of any kind should be placed on the test booklet or answer sheet. This will assist in maintaining strict confidentiality and anonymity.
4. If at any time, you should decide not to participate in the study, return the answer sheet and test booklet in the envelope marked "TEST".
5. You will not receive any further communication from this researcher and no follow-up letter will be sent.

Same-Sexed Best Friend's Cover Letter

May 2, 1983

Page 2

Thank you so much for your cooperation. It is important for analysis that I receive completed tests from all members of a group (mother, student, best friend). A copy of the results of this study will be available upon request.

Sincerely,

Mary Grimes

## STUDENT'S COVER LETTER

May 2, 1983

Dear Subject:

I am currently finishing my Master's degree in Nursing at \_\_\_\_\_ . To complete the requirements for this degree, I am conducting research which compares the affects of mothers and peers on young adult sexual attitudes and knowledge. Results from this study will provide additional information for nurses in working with young adults and their families. You have verbally agreed to participate in this study and to enlist participation in this study from your mother and your same-sexed best friend.

In this packet, you will find an answer sheet, a test booklet, and an envelope marked "TEST". You have also been handed packets that are marked "MOTHER" and "BEST FRIEND".

Instructions:

1. Give the packet marked "MOTHER" to your mother to complete and return.
2. Give the packet marked "BEST FRIEND" to your same-sexed best friend to complete and return.
3. Complete Part I, II, and III of the test booklet. Circle the correct answer on the answer sheet. Please be sure to answer each question. Do not discuss your answers with anyone before completing the test.
4. As soon as you have finished taking the test, place the completed answer sheet and test booklet in the envelope marked "TEST". Return the information no later than May 18, 1983.
5. No identifying marks or information of any kind should be placed on the test booklet or answer sheet. This will assist in maintaining strict confidentiality and anonymity.

Student's Cover Letter

May 2, 1983

Page 2

6. If at any time you should decide not to participate in the study, return the answer sheet and test booklet in the envelope marked "TEST".
7. You will not receive any further communication from this researcher and no follow-up letter will be sent.

Thank you so much for your cooperation. It is important for analysis that I receive completed tests from all members of a group (mother, student, best friend). A copy of the results of this study will be available upon request.

Sincerely,

Mary Grimes



## MOTHER'S COVER LETTER

May 2, 1983

Dear Subject:

I am currently finishing my Master's degree in Nursing at                                     . To complete the requirements for this degree, I am conducting research which compares the affects of mothers and peers on young adult sexual attitudes and knowledge. Results from this study will provide additional information for nurses in working with young adults and their families. Your daughter has agreed to participate in this study and to enlist your participation and that of her same-sexed best friend. In this packet you will find an answer sheet, a test booklet, and an envelope marked "TEST".

Instructions:

1. Complete Part I, II, and III of the test booklet. Circle the correct answer on the answer sheet. Please be sure to answer each question. Do not discuss your answers with anyone before completing the test.
2. As soon as you have finished taking the test, place the completed answer sheet and test booklet in the envelope marked "TEST". Return the information no later than May 18, 1983.
3. No identifying marks or information of any kind should be placed on the test booklet or answer sheet. This will assist in maintaining strict confidentiality and anonymity.
4. If at any time you should decide not to participate in the study, return the answer sheet and test booklet in the envelope marked "TEST".
5. You will not receive any further communication from this researcher and no follow-up letter will be sent.

Mother's Cover Letter  
May 2, 1983  
Page 2

Thank you so much for your cooperation. It is important for analysis that I receive completed tests from all members of a group (mother, student, best friend). A copy of the results of this study will be available upon request.

Sincerely,

Mary Grimes

**APPENDIX C**

**FACILITY CONSENT FORM**

To Whom It May Concern:

\_\_\_\_\_ gives Mary Grimes permission to contact students in the classroom to enlist their participation in her study of sexual attitudes and knowledge of young adults.

It is understood that the purpose of the study is for data collection for research in the comparative affects of mother and peer influence on a young adult's sexual attitudes and knowledge.

\_\_\_\_\_  
President

\_\_\_\_\_  
Date