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Demographic characteristics and moral development
of freshmen college students affiliated with
Greek fraternities
by
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Signatures have been redacted for privacy

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INTRODUCTION

Statement of Problem

College students are subject to a number of influences other than their classroom learning. According to Longino and Kart (1973), the impact that higher education has on its clientele is largely mediated through its subgroups. The role of college residences in the development of the higher education population has been discussed by many authors (Baird, 1969; Chickering, 1972; Longino & Kart, 1973). Chickering (1972) suggests that residential environments provide an opportunity for student development and the formulation of personal values. One of the specific dimensions of student development is that of moral development. Rest (1979) defines this term as a concern for "how the benefits and burdens of social cooperation are to be distributed" among individuals. A limited amount of research has been published evaluating the development of moral judgement in fraternity members.

A great deal of controversy exists concerning the influence greek groups have on their members' moral development and values (Marlowe & Auvenshine, 1982). Wilder, Hoyt, Surbeck, Wilder, and Carney (1986) indicate that the role of greek organizations has not been more controversial than it is today. Some institutions

are reassessing the greek role on their campuses ("Old Standards", 1984), and many greek organizations are reevaluating themselves (Fuller, 1984), while some institutions are actually removing fraternities and sororities from their systems due to such infractions as date rape and hazing violations (Harrison, 1988; Meyer, 1984; Rochester, 1988). College greek groups, praised and criticized by many, have publicly stated their objectives. The National Interfraternity Conference in its Declaration of Principles states that fraternity's "obligation [is] to promote the most complete personal development of its members - intellectual, moral, physical, and social" (Slivinske, 1984). Although a number of higher education institutions have similar goals, many faculty members believe that greek values promote an anti-intellectual, conservative, pragmatic, and unduly social emphasis to students (Wilder, Hoyt, Surbeck, Wilder, & Carney, 1986). This study was conducted to determine the differences in moral development levels of greek affiliates and nonaffiliates.

Purpose of Study

The purpose of this study was to assess demographic characteristics and moral development levels of greek members and non-affiliates in order to determine if differences exist between the groups. Pretest and posttest differences within groups were also investigated.

Research Questions

In order to gain an understanding of the demographic characteristics and moral development levels of greek affiliates and residence hall independents, the following research questions were addressed in the study:

- 1) Is there a significant difference in the change in moral development, as measured by the Defining Issues Test (DIT), between male freshmen affiliated with greek fraternities and unaffiliated male freshmen residing in the residence halls?
- 2) Is there a significant difference in the principled moral development of male freshmen affiliated with greek fraternities, as measured by the DIT, over a 3-month time period?

- 3) Is there a significant difference in the principled moral development of independent male freshmen residing in the residence halls, as measured by the DIT, over a 3-month time period?
- 4) Is there a significant relationship between principled moral development and the following demographic characteristics: high school grade point average, father's greek affiliation, mother's greek affiliation, number of hours working during school, source of financing education, annual family income, and number of high school extracurricular activities?
- 5) Is there a significant difference in the demographic characteristics studied between greek affiliates and residence hall independents?

Significance of the Study

The researcher intended to add to the body of knowledge concerning student development in differing residential environments and fraternities in particular. Many generalizations have been made about the influence of greek organizations, and the controversy has been magnified by the small amount of research in

the subject area. If results of this study indicate that the moral development of greek affiliates is not significantly different than non-greek students, then the objectives related to moral development of greek members should not justifiably be questioned although greek groups may want to reevaluate their pledge education programs to determine if chapter development is reaching its objectives. Also, one of the functions of higher education and greek groups specifically is to promote moral judgment. This study may inform Student Affairs professionals of the developmental status of the students which should aid in the process of enhancing development to its fullest potential. According to Cohen (1982), development levels of students must be known in order to encourage further development. Furthermore, the researcher hopes to stimulate efforts by Student Affairs professionals to support more research and provide more programming and guidance directed to student development in all living environments.

Limitations

The following limitations should be taken into consideration when examining this study:

- 1) This study was at a large, public, research university with a strong residential greek system. Generalizations made from the results should be applicable only to similar settings.
- 2) Due to the selection process of fraternity membership, it was not possible to randomly assign subjects to the groups under study. Therefore, equality between groups was not controlled.
- 3) Time constraints will also produce limitations. The data only assessed development within the first semester of the freshmen year. According to James Rest (Professor of Educational Psychology, University of Minnesota, personal communication, May 27, 1987), the DIT has a relative insensitivity to short-term change. However, he stated that the minimal time interval to wait for moral development measurement is three weeks while the ideal time period is one and one-half years.

- 4) Since this study is a longitudinal one, it will not control for cohort effects. That is, history may effect the development of the generation being studied. Generalizations to other cohorts should be made with caution.

Definitions

Greek Affiliate - student who is in the process of pledging a greek fraternity and resides in a fraternity house.

Residence Hall Independent - student who is not pledging a greek group and resides on an all-male residence hall floor.

Description of Variables

Dependent variable: Levels of moral judgment

Moral judgment involves a framework which allows analysis of a moral dilemma and judgment of a proper course of action.

Subject variable: Fraternity, sex and age

Fraternity affiliation involves a process of mutual selection by the greek organization as well as the prospective member. The process continues by a period of pledgeship, "a transition process to test the commitment which the neophyte has pledged" (Longino & Kart, 1973). After completing the pledge period, full membership may be granted.

For the purposes of this study, independent status involves students who choose not to pledge a greek group and reside on an all-male residence hall floor.

LITERATURE REVIEW

Greek organizations from the past and present are self-aware groups initiated entirely by students (Beach, 1973). From their inception in the mid 1800s, the American fraternities have always considered themselves unique in what they offer their members. According to Scott (1965), an organization may influence its members by exposing them to new experiences, encouraging and recognizing creative ideas, providing for role variations, and requiring certain practices. In their early days, fraternities exposed their members to topics considered to be the current pressing social, political, and personal issues that were otherwise not available to students until the college president introduced them (Beach, 1973). The fraternities also provided a sense of community in an impersonal world and a sense of meaning on a large, heterogeneous campus as well as an assistance in making students' education meaningful to their lives. Greek groups saw themselves as satisfying the needs of their members which were not being met by the regular college curriculum.

According to Peterson, Altbach, Skinner, and Trainor (1976) and Marlove and Auvenshine (1982), greek organizations appear to be alive and well on college campuses in America. The system continues to believe in the important services it provides for its members. For example, Delta Tau Delta Fraternity states that a primary purpose of its founding was and is to contribute to the

moral, spiritual, and social development of its members (Robson, 1977). The objectives of Theta Chi Fraternity include developing the qualities of truth, temperance, tolerance, virtue, harmony, and the extension of a helping hand in its members. Similar goals continue to be strived for by most greek groups today.

A more recent position of fraternities was summed up by Owen and Owen (1976) in their report on the findings of the Commission on the American College Fraternity for the Year 2000.

Whether or not American higher education ever achieves anything resembling consensus on the matter, the fraternity will remain committed -- as indeed it always has been -- to the task of helping students develop themselves as whole human beings, not merely as academic performers. In this endeavor, the fraternity...attempts to shape individual character in relation to the values and ideals of human excellence.

The attitudes, characteristics, and environmental influences of fraternity members as compared to students in other living situations have been investigated by many. Miller (1973) used the College Student Questionnaire (CSQ) at the University of Pennsylvania to compare and contrast fraternity affiliates and independents. At the time of matriculation, subjects beginning to pledge were less interested in cultural activities, more conservative, and more dependent on their peers than the independent participants. When both groups were retested seven months later, the affiliates "were significantly more conservative politically and socially, less concerned with social injustice,

less approving of the total student body, and more involved in extracurricular activities." However, Miller's findings showed that the degree of change in the fraternity members was not significantly different from the changes in the non-greeks. He concluded that there appears "to be a distinctive 'fraternity type' college student...Men with similar motivating factors tend to migrate toward similar groups." These conclusions were substantiated by other studies using the CSQ (Kuder, 1972; Wilder, Hoyt, Doren, Hauck, & Zettle, 1978; Wilder, Hoyt, Surbeck, Wilder, & Carney, 1986), although Wilder et al. (1986) reported that greek students assimilate values of higher education as well and sometimes better than the unaffiliated students do.

A group of all single, American male freshmen attending Oklahoma State University during the spring semester of 1962 was administered a questionnaire in order to determine the characteristics of students living in greek houses, residence halls, and off-campus (Dollar, 1962). Results indicated that fraternity members may have the greatest potential for academic success and persistence in higher education while off-campus students may have less academic aptitude and a greater chance for financial difficulty. The residence hall group was placed at an intermediate position on the socio-economic scale and reported a

greater value for independence than the other two groups. Other characteristics of greek affiliates include a greater dependence on family (Jakobsen, 1986), more involvement in leadership roles (Baird, 1969; Jackson & Winkler, 1964), a greater need for heterosexual relationships (Jackson & Winkler, 1964), a lesser tendency to work during the academic year (Baird, 1969; Dollar, 1962) and a greater tendency to come from a high socio-economic family background (Baird, 1969; Jackson & Winkler, 1964; Peterson et al., 1976).

Hughes and Winston (1987) conducted a study in order to measure the effects of fraternity membership on interpersonal values. Data were collected from a random sample of fraternity members and independent students. Each participant completed the Survey of Interpersonal Values (SIV) during the first 2 weeks of the fall term and again in the spring term. Results indicate that interpersonal values of fraternity pledges are only marginally influenced when compared to independent students. Independence and leadership were the only two values significantly different between the two groups. Independence became less important to the fraternity participants while non-affiliated subjects valuing of independence remained unchanged. Greek pledges also reported an increased value on leadership, the ability to exercise power and

influence over others, while independents maintained the same level of importance of this value.

Fraternity members' perceptions of their own environment are also indicators of their characteristics. Parker and Gade (1981) administered the University Residence Environment Scale to a group of fraternity and sorority members in order to develop a profile of their self perceptions. The results revealed that greek members perceived themselves as highly involved and committed to their houses in return for high levels of emotional support from other members. A healthy competitiveness among the groups as well as a drive for academic achievement and intellectual pursuit was above average. They believed they had the freedom to control and administer their houses and try out new ideas and activities with the entire group.

Although these studies have been approached from a variety of theoretical perspectives and with numerous methodologies, they do provide valuable information about students who choose to affiliate with greek groups. They do not, however, assess the levels of moral development of greek affiliates. There are differing views on the impact greek membership has on college students, but there appears to be no question that an influence of some kind does exist (Schmidt, 1971).

Kohlberg's Theory of Moral Development (1969) offers a structure of moral development levels that can be empirically evaluated. His theoretical framework consists of six stages arranged in a hierarchy such that each stage is more complex than the previous one. According to the theory, every individual progresses through the same sequence ranging from avoidance of punishment (stage 1) to a system of judgment based on ethical personal values of justice, reciprocity, equality, and respect for the dignity of the individual (stage 6) (Kohlberg, 1971). Table 1 illustrates a complete list of Kohlberg's stages.

Table 1. Kohlberg's stages of moral development

<u>Stage</u>	<u>Orientation</u>
1	Punishment and obedience orientation
2	Instrumental relativist orientation
3	Interpersonal concordance/good boy-nice girl orientation
4	Law and order orientation
5a	Social-contract, legalistic orientation
5b	Higher law & conscience orientation
6	Universal ethical-principle orientation

Kohlberg uses the term "moral judgment" when referring to a person's reasoning for why a decision was made rather than the content of the decision made (Kohlberg, 1969). His method of assessment is a structured interview called the Kohlberg's Moral Judgment Interview. This interview is rather lengthy and requires trained interviewers and scorers to conduct it (Rest, 1979). Criticisms of the method include lack of objectivity and reliability, interviewer and scorer biases, and subjective scoring methods (Martin, Shafto, & Van Deinsen, 1977). The Defining Issues Test (DIT), a standardized version of the same scale with objective scoring methods, was designed by James Rest. The DIT is an alternative means of moral judgment evaluation that is more easily administered than Kohlberg's interview.

Moral development of college students was one of the primary functions in the early colleges. Institutions have lowered the priority of that function and tend to concentrate solely on intellectual development (Beach, 1973). According to Brown and Canon (1978), a growing concern and resurgence of interest in moral education is taking place in America. Researchers, student affairs practitioners, administrators, and faculty should acknowledge the affective elements of students as well as the cognitive ones (Brown & Canon, 1978).

Recent studies have assessed the levels of moral judgment in college students using the DIT. Shauer (1985) followed the moral development of students at a Christian, liberal arts college. The participants were randomly selected and administered the shortened version of the DIT (three stories) as they entered their college experience as well as in the spring of their senior year. A significant increase in the students' principled level thinking (the sum of Kohlberg's stages 5a, 5b, and 6 scores) was reported over the four-year period. The study supports Kohlberg's claims of the universal applicability and the hierarchical structure of his theory.

Shauer (1987) conducted a similar study using the DIT to determine the levels of moral judgment of students attending a Christian, liberal arts college, but compared these students' levels to those levels of students attending a Bible college. A random sample of both groups living on-campus participated. They were tested during freshmen orientation and again after four years. Results indicated that both groups were functioning at the stage 4 level at entry and liberal arts students moved to stage 5 by the end of their senior year. Bible college students had a significantly higher preference for stage 6 than the liberal arts

subjects, but were still functioning at stage 4 after their four-year college experience.

According to Lehman and Payne (1963), a significant relationship exists between some extracurricular activities and moral development of college students. Due to this finding, it seems important to investigate students who choose to participate in one particular extracurricular option, the greek system. Various studies have attempted to determine the differences of moral judgment levels of greek members and independents (Cohen, 1982; Marlowe & Auvenshine, 1982; Schmidt, 1971; Scott, 1965). Scott (1965) conducted research to assess value changes in pledges and independents over a one-year interval. Subjects were administered a questionnaire at matriculation and again at the end of the school year. Results revealed that fraternity pledges decreased significantly in their values of academic achievement and religiousness while increased in their value of independence. Sorority pledges decreased in valuing loyalty, but showed a greater value of intellectualism and independence. Though these significant changes were found in greek members, no significant differences were reported when comparing them to non-greek students. Therefore, this study supports the notion that greek organizations have no distinctive impact on their pledges'

values. Schmidt (1971) reported similar results indicating that independents and sorority members experience comparable personality and attitudinal changes over a four-year period.

Two recent studies have attempted to determine the levels of moral judgment of greek members using the DIT. College freshmen at a small liberal arts college were given the DIT at matriculation and at the end of their freshmen year in order to investigate the impact of greek affiliation on the principled-moral reasoning of college freshmen. Scores of the subjects were separated into two groups: greek affiliates and independents. No significant differences were found in the development of principled-moral reasoning during the span of the freshmen year indicating that greek organizations may not weaken or strengthen the moral reasoning of greek members as compared to non-greeks (Marlove & Auvenshine, 1982). It is important to note that in this study greek affiliates and independents were all housed in residence halls; thereby failing to include a number of environmental differences associated with greek/independent comparisons in the measurement.

Cohen (1982) measured the moral development of sorority and fraternity members of a large, public university. A one-test assessment, using the DIT, was conducted and produced no

significant differences with respect to sex, year in college, or offices held by the subjects. Although there were no significant differences in the moral development of freshmen, sophomores, juniors, and seniors, the study did report the functioning of juniors and seniors to be slightly above stage 4 while freshmen and sophomores slightly below stage 4. This finding is consistent with Kohlberg's data which indicates that the majority of the adult population in America is operating at the stage 4 level (Kohlberg, 1981) as well as Rests' claim that the number of years of formal education is the strongest and most consistent correlate of moral development. (Rest, 1986).

METHODS

The methods section will include a description of the students surveyed, the design of the survey, and procedures used to collect and analyze the data.

Subjects

The sample of students used in this study were male freshmen who lived in greek fraternity houses or on all-male residence hall floors in the Richardson Court residence hall complex at Iowa State University during the 1987 fall semester. All greek affiliates were pledging during the time of testing. The students residing in the residence halls were not affiliated with greek organizations. The residence hall floors were randomly selected from a complete list of all-male residence hall floors in the Richardson Court residence hall complex. The participating fraternities were randomly selected from a complete list of all greek fraternities at Iowa State University. Male freshmen enrolled in an introductory psychology class (Psychology 101) were also invited to participate in the study. They received extra credit for their participation. When considering all subjects, seven fraternities and seven residence hall floors were represented in order to include 44 greek affiliates and 57 residence hall independents. Eleven greek affiliates and twelve

resident hall independents were from the Psychology 101 class.

Of the 195 subjects completing pretests, 108 of the same participants completed the posttest. The DIT scoring system provided 2 reliability checks in order to eliminate those instruments that were not completed with adequate thought and consideration. The survey included a number of meaningless statements called M items placed randomly between meaningful statements. These items were written to sound lofty and pretentious but not to mean anything. If a subject consistently ranked M items high, it is possible that the subject did not understand the test or did not complete it seriously. All participants receiving an M score of 4 or more were eliminated from the study. The second reliability check involved a comparison of a subject's ratings (done at the upper left hand side of the page) with the subject's rankings (the 4 items listed at the bottom of the page in order of decreasing importance). If the rankings and ratings were not consistent in 2 or more stories or if the number of inconsistencies on a given story exceeded 4 instances, the survey was not used in the analyses. Seven surveys were not included in the final sample because they did not pass the DIT consistency check and/or their M score was too high. Five of these surveys were from the non-affiliate group while 2 were from the greek group. The overall return rate was 51.79%. Specifically, 103 greek affiliates took the pretest and 44

completed the posttest. The return rate for the greek subjects was 42.72%. Out of the 92 residence hall independents participating in the pretest, 57 completed the posttest. The return rate for this group was 61.96%.

Instrument

A questionnaire designed by the researcher was used to gather demographic information. The instrument was designed in a similar format as the Cooperative Institutional Research Program survey developed by the American Council on Education. The final instrument was approved by the members of the researcher's committee. Characteristics studied include high school grade point average, father's greek affiliation, mother's greek affiliation, number of hours working during school, source of financing education, annual family income, and number of high school extracurricular activities. Moral judgment was assessed by the Defining Issues Test (DIT), a standardized instrument constructed by Rest (1974) (see Appendix A). Based on Kohlberg's theory of moral development, Rest designed the DIT under the assumption that moral judgment can be measured by determining a person's preference for and comprehension of moral judgments made by others (Rest, 1979). The DIT is an objective instrument consisting of six story dilemmas. Each story dilemma describes a

situation requiring an ethical decision. Associated with each dilemma are 12 statements. Each statement represents a particular stage of moral judgment. The participants are asked to rate each statement using one of these ratings: great importance, much importance, some importance, little importance, and no importance. After rating each issue, the participants are asked to select the four most important issues and rank them in order of importance from most important (1) to least important (4).

The shortened version (three stories) of the DIT was used in this study due to the amount of time completion of the 6 story instrument involves. The 3 story version requires 25-30 minutes in order to thoroughly complete all the items; therefore, the researcher believed that use of the shortened instrument would result in a higher return rate. The three dilemmas are described below:

- 1) Heinz and the Drug: If it is necessary to save his wife's life, should Heinz steal a drug from a greedy druggist? (property right vs. value of human life).
- 2) Escaped Prisoner: If an escaped convict has eluded authorities for 8 years and, meanwhile, has lived a respectable life under assumed identity, should he be turned over to the police? (letter of the law vs. purpose of the law).

- 3) Newspaper: Is a high school principal justified in stopping the publication of a student newspaper if he/she judges the contents to be disruptive to the operation of the school? (freedom of expression vs. established authority) (Martin, Shafto, & Van Deinse, 1977).

The scoring system for the DIT is expressed in terms of the relative importance participants place to stage related statements. Table 2 describes the various outcome scores provided by the DIT (Rest, 1979).

Table 2. Summary of DIT outcome scores

<u>Outcome</u>	<u>Description</u>
Stage scores	The amount of reasoning displayed by subjects at stages 2, 3, 4, 5a, 5b, and 6.
P score	The amount of Principled Reasoning, expressed as the sum of stages 5a, 5b, and 6.
P%	The P score divided by the maximum P of 60.
D score	A reflection of relative preference for Principled Reasoning over lower stages.
M score	The amount of importance attached to meaningless statements
Consistency Check	A comparison of ratings and rankings of statements.

For the purposes of this study, the stage scores, P scores, M scores, and consistency checks were used.

The stage scores were calculated by the subject's rankings (the 4 items listed at the bottom of each dilemma in order of decreasing importance). Each statement included on the instrument represents a level of Kohlberg's stages of moral development. If the item was ranked as most important, the stage represented by the statement received 4 points. The second most important ranked item received 3 points, third most important 2 points, and fourth most important 1 point. The rankings from all 3 stories were added in order to calculate stage scores for each participant.

The P score was calculated by the sum of stage 5A, 5B, and 6 stage scores.

The M score was calculated by the subject's rankings of importance of meaningless statements (M items). If any of the M items were ranked most important by the subject, the participant would receive an M score of 4 points for that dilemma. The second most important ranked item received 3 points, third most important item 2 points, and fourth most important item 1 point. All subjects receiving an M score of 4 or more points were eliminated from the study.

The consistency checks involved a comparison of the subject's ratings with his/her rankings. If the two were not consistent in 2 or more stories or if the number of inconsistencies exceeded 4 instances, the survey was not included in the analyses.

Davison and Robbins (1978) reported that the reliability of the shortened version of the DIT is .76 and the longer version .77. Rest (1979) stated that using the three-story version of the DIT would not affect the reliability of the results in studies in which group means are not being analyzed. The reliability of the P score is .70 (Martin, Shafto, & Van Deirse, 1977). Correlations of the P score with other score indices thought to assess moral development are shown in Table 3.

Table 3. Correlations of the P score with other score indices assessing moral development

<u>Indices</u>	<u>Reliability</u>
Comprehension of Moral Issues	.65 (Davison & Robbins, 1978) .50 (Bode & Page, 1978)
Law and Order Orientation	-.59 (Davison & Robbins, 1978)
Political Tolerance	.62 (Davison & Robbins, 1978)
Kohlberg's Interview Scores	.68 (Davison & Robbins, 1978) .48 (Rest, 1975)

Using the Statistical Analysis System (SAS) (1985), the test-retest reliability of the DIT measuring moral development levels was .61.

Internal reliability of the instrument was checked by use of the M score and consistency check of the DIT. If a subject ranked a large number of meaningless statements with great importance or had a large number of inconsistencies in rankings, the survey was omitted from the final sample.

Procedures

A proposal was submitted for approval to the Iowa State University Committee on Use of Human Subjects in research. The committee reviewed the proposal and concluded that the rights and welfare of the subjects were adequately protected.

The surveys were distributed to 103 greek affiliates and 92 residence hall residents between September 20, 1987 and September 30, 1987. The researcher administered the surveys to the members during the pledge meetings in their respective fraternity houses. The research was explained to the subjects and voluntary participation was also discussed. Refreshments were provided for incentive to complete the surveys. The completed surveys were collected by the researcher at that time.

The researcher also administered the survey to Psychology 101 class members who had volunteered to participate. The experiment project was explained prior to giving the subjects the surveys. Extra credit points were given to these subjects for their participation. The completed surveys were collected by the researcher at that time.

Resident assistants residing on the chosen residence hall floors were contacted by the researcher. The research project was described and discussed with them and directions pertaining to the survey were explained. Resident assistants administered the surveys to freshmen residents living on their floors. The resident assistant explained the research to the residents and instructed them on how to complete the survey. They were also informed of the right to voluntary participation. The completed surveys were collected by the resident assistant and returned to the researcher.

During the week of December 1 through 8, 1987, the posttest was administered using the same procedures as the pretest process. The only contact that was made to any of the participants between the pretest and posttest was to the students enrolled in Psychology 101. A short letter asking them to complete the posttest was mailed to them (see Appendix B). Rest (1979) recommends that the same three dilemmas be used for repeated measures, stating that the effects of retesting are not

significant. Therefore, the same 3-story survey was administered as the posttest.

Hypotheses of the Study

1. There is no significant difference in the change in moral development, as measured by the DIT, between male freshmen affiliated with greek fraternities and unaffiliated residence hall students.
2. There is no significant difference in the moral development, as measured by the DIT, of male freshmen affiliated with greek fraternities over a 3-month time period.
3. There is no significant difference in the moral development, as measured by the DIT, of male freshmen independents residing in the residence halls over a 3-month time period.
4. There is no significant relationship between principled moral development and the demographic characteristics studied which includes high school grade point average, father's greek affiliation, mother's greek affiliation, number of hours working during school,

source of financing education, annual family income, and involvement in high school extracurricular activities.

5. There is no significant difference between the male freshmen affiliated with greek fraternities and male freshmen independents residing in the residence halls in regards to the demographic characteristics studied which include high school grade point average, father's greek affiliation, mother's greek affiliation, number of hours working during school, source of financing education, annual family income, and involvement in high school extracurricular activities.

Analyses

Evidence to support the first hypothesis was based on the stage scores and P scores of each subject. A split-plot analysis of variance was used to compute any significant differences. This procedure was used due to the fact that the study was a longitudinal one comparing two different groups of subjects.

The second and third hypotheses were examined by analyzing the pretest stage scores and P scores and the posttest stage scores and P scores within each group. A split-plot analysis of variance determined if any significant differences exist.

Evidence to support the fourth hypothesis was based on a maximum regression computation which examined the relationship between each demographic characteristic studied and principled moral development.

A chi-square analysis was used to determine any significant demographic differences between the fraternity group and the residence hall group.

An alpha level of .05 was selected for all analyses.

FINDINGS AND DISCUSSION

An analysis of the stage scores and P scores was used to determine whether there was a significant difference in the moral development levels of greek affiliates and independent students.

The means of the stage scores and P scores for both groups are shown in Table 4. According to these results, both groups were functioning at the stage 4 level of moral development at the time of the pretest and posttest. Rest (1986) reported that the average P score for institutionalized delinquent boys (16 years old) was 9.45 while the average junior high school student received a score of 10.95 (see Figure 1). Although these average scores were revealed in studies conducted between 1972 and 1979, it is interesting to note that both greek affiliates and residence hall independents earned a mean P score comparable to these scores.

A split-plot analysis of variance was used to compare the moral development levels of greek affiliates and non-affiliates. The interaction effects of the groups (greek affiliates and residence hall independents) and the test scores (pretest and posttest) took into account the error of each group consisting of different subjects. The results of the analysis are shown in Table 5.

Table 4. Mean stage scores and P scores for greek affiliates and independent residence hall students

	<u>Greek Affiliates</u>		<u>Independents</u>	
	Pretest	Posttest	Pretest	Posttest
Stage 2	2.4318	2.0000	2.1579	1.5088
Stage 3	6.5455	5.5682	6.6140	5.3509
Stage 4	9.7500	10.0909	9.7368	9.2456
Stage 5A	6.5227	6.9318	8.2982	8.1754
Stage 5B	.3636	.8182	.8772	.9649
Stage 6	1.3636	1.2227	1.8246	1.4211
P Score	8.2273	8.9318	9.6842	10.3860

Stage 2

The test indicated no significant difference ($F(1,99) = 2.51$, $p = .1164$) between the greek affiliate group and the residence hall independent group. A significant difference ($F(1,99)=5.36$, $p=.0227$) was found between the pretest and posttest scores of both groups. No significant difference was found between the groups with respect to the overall difference in pretest and posttest scores ($F(1,99) = 1.58$, $p = .1164$).

P-Score Comparisons

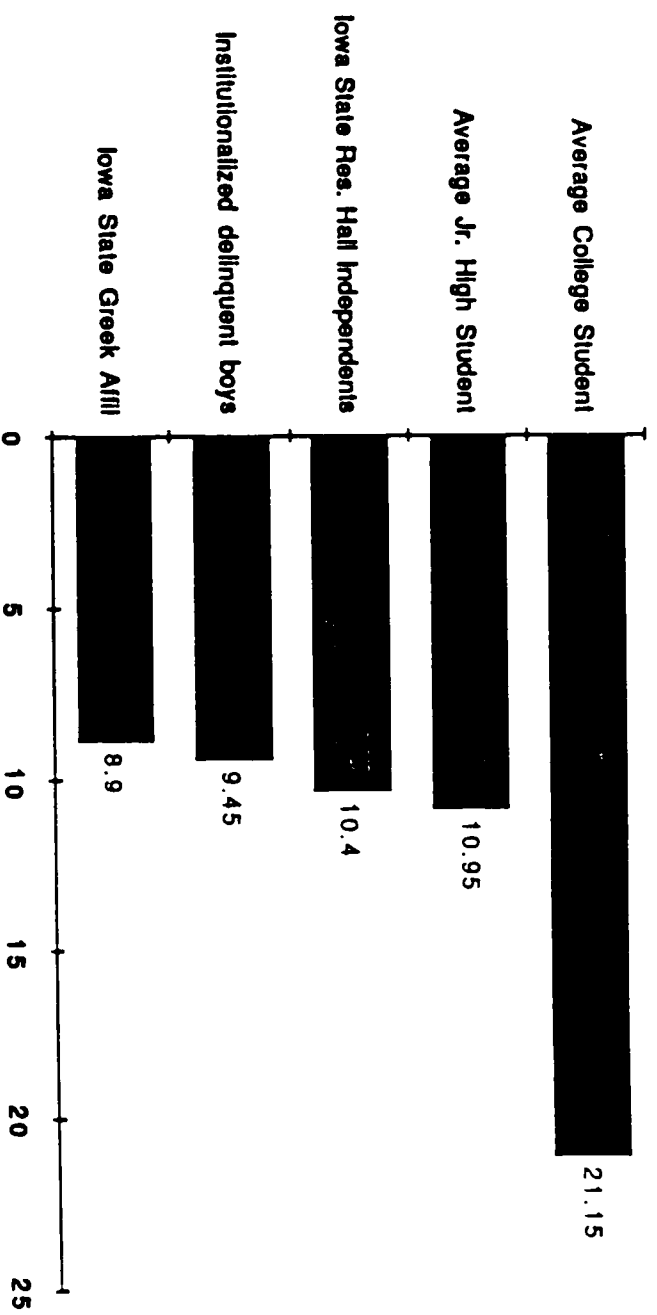


Figure 1. P-score comparisons

Table 5. F values and probability levels of stage scores
and P scores

	<u>F value</u>	<u>Probability > F</u>
Stage 2		
Groups (greek/independents)	2.51	.1164
Tests (pretest/posttest)	5.36	.0227
Interaction (groups x tests)	1.58	.2119
Stage 3		
Groups (greek/independents)	.02	.8807
Tests (pretest/posttest)	5.40	.0222
Interaction (groups x tests)	.01	.9211
Stage 4		
Groups (greek/independents)	.52	.4743
Tests (pretest/posttest)	.05	.8285
Interaction (groups x tests)	.29	.5908
Stage 5A		
Groups (greek/independents)	6.34	.0134
Tests (pretest/posttest)	.03	.8551
Interaction (groups x tests)	2.97	.0877
Stage 5B		
Groups (greek/independents)	5.27	.0238
Tests (pretest/posttest)	3.01	.0858
Interaction (groups x tests)	2.40	.1243
Stage 6		
Groups (greek/independents)	.54	.4646
Tests (pretest/posttest)	.42	.5176
Interaction (groups x tests)	.47	.4934
P Score		
Groups (greek/independents)	12.42	.0006
Tests (pretest/posttest)	2.95	.0892
Interaction (groups x tests)	3.09	.0819

Stage 3

No significant differences were found between the two groups ($F(1,99) = .02$, $p = .8807$) or in the interaction of groups and test scores ($F(1,99) = .01$, $p = .9211$). However, the pretest and posttest scores did differ significantly ($F(1,99) = 5.40$, $p = .0222$).

Stage 4

At this stage of moral development a significant differences were not found between the moral development of the greek affiliates and independents ($F(1,99) = .52$, $p = .4743$), between the pretest and posttest scores ($F(1,99) = .05$, $p = .8285$), or between the interaction of groups and test scores ($F(1,99) = .29$, $p = .5908$).

Stage 5A

A significant difference was revealed ($F(1,99) = 6.34$, $p = .0134$) between the moral development levels of the two groups. The pretest and posttest scores did not differ significantly ($F(1,99) = .03$, $p = .8551$) nor did the interaction effects ($F(1,99) = 2.97$, $p = .0877$).

Stage 5B

The two groups differed significantly in their stage 5B scores ($F(1,99) = 5.27, p = .0238$) while the comparison of the pretest and posttest scores showed no significant difference ($F(1,99) = 3.01, p = .0858$). No significant difference was found in the interaction effects of the groups and test scores ($F(1,99) = 2.40, p = .1243$).

Stage 6

No significant differences were found between the group stage scores ($F(1,99) = .54, p = .4646$), between the pretest and posttest scores ($F(1,99) = .42, p = .5176$), or between the interaction of the groups and test scores ($F(1,99) = .47, p = .4934$).

P score

While analyzing the combination of stages 5A, 5B, and 6, a significant difference between the groups' scores was revealed ($F(1,99) = 12.42, p = .0006$). The analysis revealed that resident hall independents had a significantly higher preference for principled moral reasoning than greek affiliates at the time of the pretest and posttest (see Figure 2). The pretest and posttest

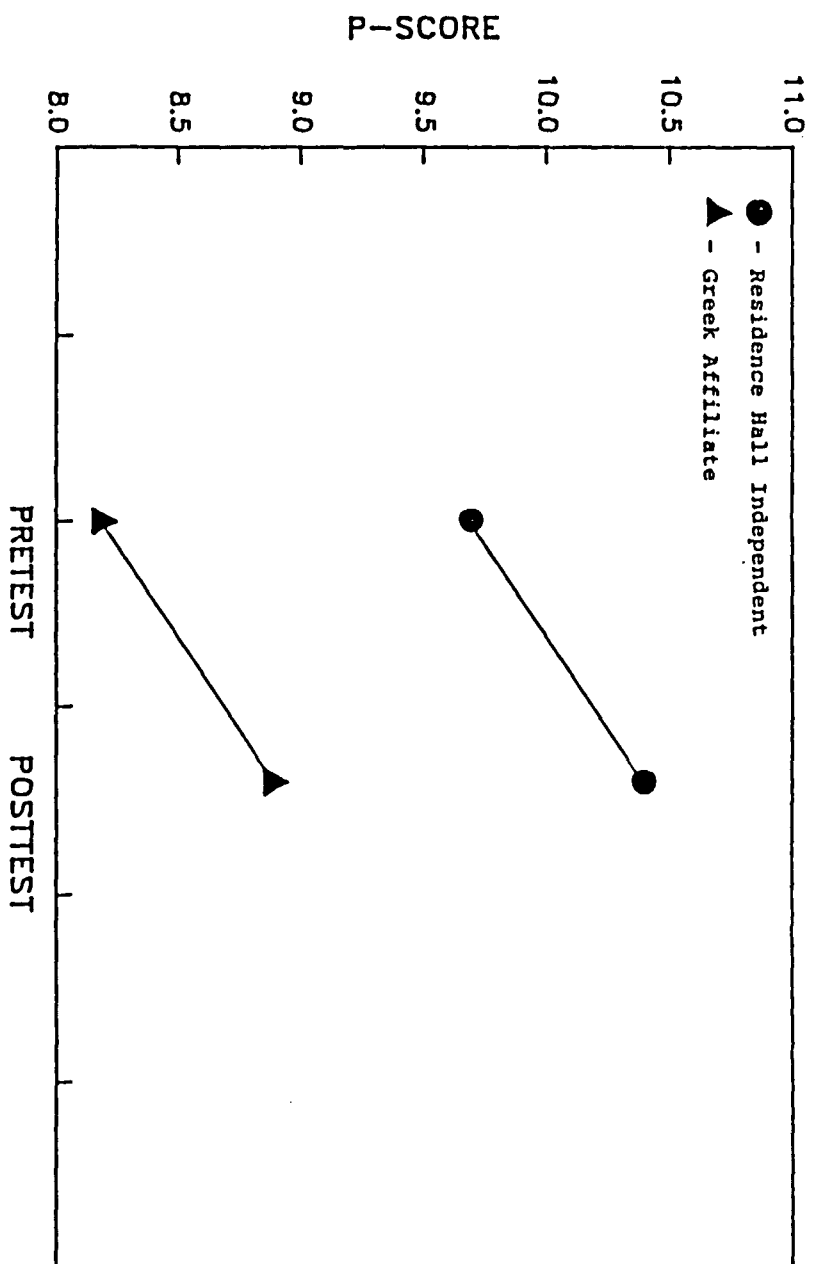


Figure 2. Mean principled moral reasoning as a function of time

scores as well as the interaction effects did not differ significantly ($F(1,99) = 2.95, p = .0892$; $F(1,99) = 3.09, p = .0819$).

Accepting the mean stage scores and P scores as an accurate measurement of moral development, the findings support the hypothesis that the moral development of greek affiliates did not differ significantly from the moral development of independents residing in residence halls. The results also support the hypothesis that the moral development of each group did not differ significantly over a 3-month time period.

Demographic Characteristics

A maximum regression analysis with replacement was used in order to determine any significant relationships between the demographic characteristics studied and principled moral development. Results from the analysis are shown in Table 6.

The researcher chose to use a 3-step model in describing the best predictors of principled moral development. A 3-step model was used due to the small change in R-square values between the third and fourth variables.

Table 6. R square values of the relationships between
demographic characteristics and principled moral
development

	<u>R square value</u>
<u>Pretest - Greek group</u>	
<u>Variable</u>	
High school grade point average	.0376
Source of financing education	.0548
Mother's greek affiliation	.0621
High school extracurricular involvement	.0688
Father's greek affiliation	.0727
Number of hours working during school	.0763
Annual family income	.0770
<u>Pretest - Independent group</u>	
<u>Variable</u>	
High school grade point average	.0720
Source of financing education	.1113
Mother's greek affiliation	.1223
Annual family income	.1293
Number of hours working during school	.1335
High school extracurricular involvement	.1364
Father's greek affiliation	.1395
<u>Posttest - Greek group</u>	
<u>Variable</u>	
High school grade point average	.0431
Source of financing education	.0589
Mother's greek affiliation	.0648
Annual family income	.0670
Father's greek affiliation	.0690
Number of hours working during school	.0700
High school extracurricular involvement	.0702
<u>Posttest - Independent group</u>	
<u>Variable</u>	
High school grade point average	.1411
Source of financing education	.1827
Number of hours working during school	.2163
Annual family income	.2250
Father's greek affiliation	.2290
Mother's greek affiliation	.2294
High school extracurricular involvement	.2294

Although no significant relationships were revealed between the demographic characteristics and moral development of greek affiliates and independents, it is interesting to note that the best predictors for the greek affiliates' moral development did not change as a result of the 3-month time interval, but those predictors for the independents' moral development did change. Results from the pretest indicate that high school grade point average, source of financing education, and mother's greek affiliation were the best predictors of the subjects' moral development levels in both groups. The same three variables were also the best predictors for the greek group according to the posttest results. On the other hand, the predictors for residence hall independents changed after the 3-month time period. The variables accounting for the highest proportion of variance included high school grade point average, source of financing education, and number of hours working during school. These findings indicate that the number of hours working during school is a better predictor of the subjects' moral development after one semester of college than at the start of their college experience.

A chi-square analysis was used in order to determine any significant demographic differences between the two groups. The frequencies and percentages for each demographic characteristic are reported in Table 7.

Table 7. Frequencies and percentages of demographic characteristics for greek affiliates and residence hall independents

<u>Variables</u>	<u>Greek affiliates</u>		<u>Independents</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
<u>High school grade point average</u>				
3.5 - 4.0 (A- to A)	21	47.73	21	36.84
3.0 - 3.4 (B to B+)	16	36.36	21	36.84
2.5 - 2.9 (B- to B)	5	11.36	14	24.56
2.0 - 2.4 (C to B-)	0	0.00	0	0.00
<u>Father's greek affiliation</u>				
yes	11	25.00	6	10.53
no	26	59.09	36	63.16
don't know	0	0.00	1	1.75
not applicable	7	15.91	14	24.56
<u>Mother's greek affiliation</u>				
yes	11	25.00	6	10.53
no	26	59.09	36	63.16
don't know	0	0.00	1	1.75
not applicable	7	15.91	14	24.56
<u>Number of hours working during school</u>				
none	11	25.00	6	10.53
1 - 10	26	59.09	36	63.16
11 - 20	0	0.00	1	1.75
21 - 30	7	15.91	14	24.56
31 or more	0	0.00	0	0.00
<u>Source of financing education</u>				
Parents only	11	25.00	6	14.04
Both parents and myself	23	52.27	30	52.63
Myself only	10	22.73	19	33.33
<u>Annual family income</u>				
Less than 6,000	3	6.82	2	3.51
6,000 - 17,999	2	4.55	7	12.28
18,000 - 29,999	9	20.45	20	35.09
30,000 - 41,999	11	25.00	15	26.32
42,000 - 59,999	9	20.45	6	10.53
60,000 & over	10	22.73	6	10.53
no response	0	0.00	1	1.75
<u>High school extracurricular involvement</u>				
25 or more	6	13.64	5	8.77
17 - 24	8	18.18	6	10.53
10 - 16	13	29.55	7	12.28
3 - 9	15	34.09	33	57.89
0 - 2	2	4.55	6	10.53

High school grade point average

No significant differences were found ($\chi^2(3) = 3.660$, $p = .301$) between the high school grade point averages of greek affiliates and residence hall independents.

Father's greek affiliation

No significant differences were reported ($\chi^2(3) = 4.823$, $p = .185$) between the greek affiliations of independents' fathers and greek members' fathers.

Mother's greek affiliation

The greek affiliation of greek members' mothers did not differ significantly from the greek affiliation of independents' mothers ($\chi^2(3) = 4.823$, $p = .185$).

Number of hours working during school

No significant differences were found between the number of hours greek affiliates worked during the school year and the amount independents worked ($\chi^2(3) = 4.823$, $p = .185$).

Source of financing education

Greek affiliates reported not financing their higher education significantly different than residence hall independents ($\chi^2(2) = 2.560$, $p = .278$).

Annual family income

The economic backgrounds of both greek affiliates and independents were not significantly different ($\chi^2(6) = 8.839$, $p = .183$).

High school extracurricular involvement

Involvement in high school extracurricular activities is the only demographic characteristic that differs significantly between the two groups ($\chi^2(4) = 9.409$, $p = .052$).

Results from the chi-square analysis reveal that both groups are very similar in respect to the demographic characteristics studied in this research. The only demographic characteristic found to be significantly different was the number of high school extracurricular activities in which subjects were involved. Greek affiliates reported higher participation in high school extracurricular activities than residence hall independents.

SUMMARY AND CONCLUSIONS

The purpose of this study was to assess demographic characteristics and moral development levels of greek affiliates and residence hall independents in order to determine if differences exist between the two groups. Moral development of greek affiliates and residence hall independents over a 3-month time period was also investigated.

The sample of students selected to participate in the research was freshmen pledges living in greek fraternity houses and freshmen living on all-male residence hall floors at Iowa State University. The pretest was administered to them in September of 1987 and the posttest was completed in December of 1987.

The survey used to collect the data on demographic characteristics was developed by the researcher. The design used was similar to the format of the Cooperative Institutional Research Program survey developed by the American Council on Education. The final questionnaire was approved by the members of the researcher's committee. Moral development was assessed by the Defining Issues Test (DIT), a standardized instrument constructed by James Rest (1974).

Of the 195 subjects completing the pretest, 101 of the same participants completed the posttest. Seven surveys were not useable leaving a return rate of 51.79%. Forty-four of the

surveys were completed by the greek affiliates and 57 by the residence hall independents.

Five general hypotheses were tested:

- 1) The change in moral development of male freshmen greek affiliates does not differ significantly from the moral development of male freshmen residence hall independents.
- 2) The moral development levels of male freshmen greek affiliates does not differ significantly over a 3-month time period.
- 3) The moral development levels of male freshmen residence hall independents does not differ significantly over a 3-month time period.
- 4) The demographic characteristics including high school grade point average, fathers's greek affiliation, mother's greek affiliation, number of hours working during school, source of financing education, annual family income, and high school extracurricular involvement have no significant relationship to the principled moral development of male freshmen greek affiliates and male freshmen residence hall independents.

- 5) The demographic characteristics including high school grade point average, father's greek affiliation, mother's greek affiliation, number of hours working during school, source of financing education, annual family income, and high school extracurricular involvement do not differ significantly between male freshmen greek affiliates and male freshmen residence hall independents.

Evidence supporting the first hypothesis was obtained from the analysis of the two groups' moral development stage scores and P scores. The second and third hypotheses were also supported by the same analysis. Analysis of the demographic information as well as the moral development stage scores and P scores was used in order to examine the fourth hypothesis. Evidence contradicting the fifth hypothesis was obtained from analyzing the demographic information from the survey.

Based on the analysis of the data collected, the following conclusions concerning moral development and demographic characteristics of greek affiliates and residence hall independents were made:

- 1) The change in moral development of greek affiliates did not differ significantly from the change in moral

development of residence hall independents. Both groups were functioning at stage 4 at the time of the pretest and posttest, although the resident hall independents' preference for stage 5A and 5B functioning was significantly higher than the greek affiliates' preference at the time of the pretest and posttest administration.

- 2) The moral development of greek affiliates did not differ significantly over a 3-month time period. Although they were functioning at stage 4 at both testing times, their preference for stage 2 and 3 reasoning did decrease significantly over the time interval.
- 3) The moral development of residence hall independents did not differ significantly over a 3-month time period. Although they were functioning at stage 4 at both testing times, their preference for stage 2 and 3 reasoning did decrease significantly while their preference for stage 5A and 5B increased significantly over the time interval.
- 4) The demographic characteristics high school grade point average, father's greek affiliation, mother's greek affiliation, number of hours working during school,

source of financing education, annual family income, and high school extracurricular involvement have no significant relationship in predicting the principled moral development of greek affiliates and residence hall independents.

- 5) Greek affiliates and residence hall independents do not differ significantly when examining high school grade point average, father's greek affiliation, mother's greek affiliation, number of hours working during school, source of financing education, and annual family income.
- 6) Greek affiliates were significantly more involved in high school extracurricular activities than were residence hall independents.

Based on the analysis of the survey, the study indicated that greek affiliates and residence hall independents did not significantly differ in the change in their moral development over a 3-month time period. They also did not differ significantly in their functioning levels after the 3-month time period. Failure to progress may be due to the short interval between testing. Both groups were functioning at the stage 4 of Kohlberg's moral developmental orientation at the beginning of their freshmen year and also after one semester of college. Results did reveal a

significant decrease in their preference for stage 2 and 3 moral reasoning for both groups over the time interval. This may be an indication of moral growth although they were still predominantly functioning at stage 4. These findings indicate that the impact of both living environments and experiences on students' moral development is not significantly different.

Results of the analyses also revealed a significant difference in the principled moral reasoning levels of the two groups. Residence hall independents reported a significantly higher preference for principled levels of moral reasoning at the time of matriculation and also after one semester of college. This finding implies that greek organizations may attract students preferring lower principled moral reasoning than students choosing to live in the residence halls and not affiliating with greek groups.

The best predictors of independents' principled moral development were found to be different from those predictors of greek affiliates' principled moral reasoning after a 3-month time period. The number of hours working during school was reported as having an affect on the moral development of those students not affiliated with greek fraternities. This finding indicated that factors affecting the principled moral development of residence hall independents may not have the same effect on the principled moral development of greek affiliates. Therefore, a difference approach may need to be taken when attempting to enhance the moral

growth of these students. For example, programming needs for one group may be different from the needs of the other group. The greek affiliates may benefit from programs concerning autonomy while the nonaffiliates may need assistance in becoming more involved in campus activities and organizations. A final finding of the study revealed that both groups are very similar in respect to the demographic information collected including high school grade point average, father's greek affiliation, mother's greek affiliation, number of hours working during school, source of financing education, and annual family income. The only demographic characteristic found to be significantly different was the amount of high school extracurricular involvement. This finding indicates that greek affiliates and residence hall independents may have similar backgrounds, but greek affiliates may be more socially involved prior to coming to college.

Recommendations

The following recommendations are offered for future research as a result of this investigation:

- 1) A similar study possibly encompassing a full academic year as opposed to one semester would serve to further substantiate the validity of this study. The longer time period would allow the students additional exposure to their college living environments. Greek living and/or

residence hall living may not have an impact on students' moral reasoning until after one full academic year.

- 2) A similar study including women would determine if a difference existed between genders. If no significant difference in moral development levels exist, it may be concluded that men and women who are exposed to similar experiences in similar environments function at the same stage of moral reasoning.
- 3) A replication of this study at another large, public, research university would serve to further support the findings of this study. If similar results were revealed, it would increase the validity and reliability of this study as well as ease the caution of generalizing the implications to all students attending large universities.
- 4) A replication of this study at a small, private, liberal arts institution would determine if a difference existed between students attending various types of institutions. If similar results were found at this type of institution, it may be concluded that the greek system at small institutions have the same impact on

moral development levels of the students as large institutions do.

- 5) A similar study using off-campus students as a third group would determine if a difference existed between greek affiliates, residence hall independents, off-campus greek affiliates, and off-campus independents. If no significant difference in moral development levels exist, it may be concluded that the living environment of college students does not have a significant impact on their moral development or that one living environment does not promote moral growth more than another living environment.
- 6) A replication of this study should be made using upperclass students as subjects to determine if the findings of this investigation are similar for students other than freshmen. If no significant difference in moral development levels is found, it may be concluded that the amount of time exposed to college living environments and experiences has no impact on the growth of moral reasoning.
- 7) A similar study investigating more specific demographic characteristics and a greater number of characteristics

would serve to better define the characteristics of greek affiliates and independents. A more detailed profile of greek affiliates and independents would aid student affairs professionals and faculty members in understanding students' backgrounds and future needs.

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APPENDIX A

SAMPLE SURVEY

OPINIONS ABOUT SOCIAL PROBLEMS

This questionnaire is aimed at understanding how people think about social problems. Different people often have different opinions about questions of right or wrong. There are no "right" answers in the way that there are right answers to math problems. It would be appreciated for you to provide information about yourself as well as opinions about three problem stories. Averages for the whole group completing the survey will be computed rather than individual scores. Every effort will be made to keep confidential any data you provide. Your I.D. # is needed in order for a comparison to be made between this survey and the one you completed previously. Thank you for your time and cooperation.

1. I.D.# _____

2. Date of Birth _____

3. School Address _____

4. Where are you currently living?

_____ Greek House
_____ Residence Hall
_____ Off-Campus

5. Do you anticipate living at your current address second semester?

_____ Yes _____ No

If no, please indicate new address: _____

6. Are you currently pledging a Greek fraternity?

_____ Yes _____ No

7. Within which range did your high school grade point fall?

- ☐ 3.5 - 4.0 (A- to A)
- ☐ 3.0 - 3.4 (B to B+)
- ☐ 2.5 - 2.9 (B- to B)
- ☐ 2.0 - 2.4 (C to B-)
- ☐ Below 2.0

8. Are your parents members of a Greek fraternity or sorority?

- | Father | Mother |
|--|---------------------------------------|
| <input type="checkbox"/> Yes | <input type="checkbox"/> Yes |
| <input type="checkbox"/> No | <input type="checkbox"/> No |
| <input type="checkbox"/> I don't know | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> N/A (didn't attend college) | <input type="checkbox"/> N/A |

9. How many hours per week do you expect to work during the school year?

- ☐ None
- ☐ 1-10
- ☐ 11-20
- ☐ 21-30
- ☐ 31 or more

10. How is your education being financed? (If money is being borrowed, who is responsible for repayment?)

- ☐ My parents only
- ☐ Both my parents and myself
- ☐ Myself only

11. What is your best estimate of your family's annual income?

- ☐ Less than 6,000
- ☐ 6,000 - 17,999
- ☐ 18,000 - 29,999
- ☐ 30,000 - 41,999
- ☐ 42,000 - 59,999
- ☐ 60,000 & Over

12. What is the total number of extracurricular school-sponsored activities you were involved in while attending high school?

_____ 25 or more
_____ 17 - 24
_____ 10 - 16
_____ 3 - 9
_____ 0 - 2

In this questionnaire, you will be asked to give your opinions about several stories. Here is a story as an example.

Frank Jones has been thinking about buying a car. He is married, has two small children and earns an average income. The car he buys will be his family's only car. It will be used mostly to get to work and drive around town, but sometimes for vacation trips also. In trying to decide what car to buy, Frank Jones realized that there were a lot of questions to consider. Below there is a list of these questions.

If you were Frank Jones, how important would each of these questions be in deciding what car to buy?

On the left hand side check one of the spaces by each statement of a consideration. (For instance, if you think that statement #1 is not important in making a decision about buying a car, check the space on the right.)

IMPORTANCE:

Great	Much	Some	Little	No	
				X	1. Whether the car dealer was in the same block as where Frank lives. (Note that in this sample, the person taking the questionnaire did not think this was important in making a decision.)
X					2. Would a used car be more economical in the long run than a new car. Note that a check was put in the far left space to indicate the opinion that this is an important issue in making a decision about buying a car.)
		X			3. Whether the color was green, Frank's favorite color.

- X 4. Whether the cubic inch displacement was at least 200. (Note that if you are unsure of what "cubic inch displacement" means, then mark it "no importance."
- X 5. Would a large, roomy car be better than a compact car.
- X 6. Whether the front connibillies were differential. (Note that if a statement sounds like gibberish or nonsense to you, mark it "no importance."

Instructions for Part B: (Sample Question)

From the list of questions above, select the most important one of the whole group. Put the number of the most important question on the top line below. Do likewise for your 2nd, 3rd, and 4th most important choices. (Note that the top choices in this case will come from the statements that were checked on the far left-hand side-statements #2 and #5 were thought to be very important. In deciding what is the most important, a person would re-read #2 and #5, and then pick one of them as the most important, then put the other one as "second most important," and so on).

MOST IMPORTANT	2ND MOST IMPORTANT	3RD MOST IMPORTANT	4TH MOST IMPORTANT
1	2	3	4

69
HEINZ AND THE DRUG

In Europe a woman was near death from a special kind of cancer. There was one drug that doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost to make. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz went to everyone he knew to borrow the money, but he could only get together about \$1,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to making money from it." So Heinz got desperate and began to think about breaking into the man's store to steal the drug for his wife.

Should Heinz steal the drug? (Check one)

Should steal it

Can't decide

Should not steal it

IMPORTANCE:

Great Much Some Little No

1. Whether a community's laws are going to be upheld.
2. Isn't it only natural for a loving husband to care so much for his wife that he'd steal?
3. Is Heinz willing to risk getting shot as a burglar or going to jail for the chance that stealing the drug might help?
4. Whether Heinz is a professional wrestler, or has considerable influence with professional wrestlers.
5. Whether Heinz is stealing for himself or doing this solely to help someone else.

6. Whether the druggist's rights to his invention have to be respected.
7. Whether the essence of living is more encompassing than the termination of dying, socially and individually.
8. What values are going to be the basis for governing how people treat each other.
9. Whether the druggist is going to be allowed to hide behind a worthless law which only protects the rich anyhow.
10. Whether the law in this case is getting in the way of the most basic claim of any member of society.
11. Whether the druggist deserves to be robbed for being so greedy and cruel.
12. Would stealing in such a case bring about more total good for the whole society or not.

From the list of questions above, select the four most important:

Most important ____
Third most important ____

Second most important ____
Fourth most important ____

71
ESCAPED PRISONER

A man had been sentenced to prison for 10 years. After one year, however, he escaped from prison, moved to a new area of the country, and took on the name of Thompson. For 8 years he worked hard, and gradually he saved enough money to buy his own business. He was fair to his customers, gave his employees top wages, and gave most of his own profits to charity. Then one day, Mrs. Jones, an old neighbor, recognized him as the man who had escaped from prison 8 years before, and whom the police had been looking for.

Should Mrs. Jones report Mr. Thompson to the police and have him sent back to prison? (Check one)

Should report him

Can't decide

Should not report him

IMPORTANCE:

Great Much Some Little No

1. Hasn't Mr. Thompson been good enough for such a long time to prove he isn't a bad person?
2. Everytime someone escapes punishment for a crime, doesn't that just encourage more crime?
3. Wouldn't we be better off without prisons and the oppression of our legal systems?
4. Has Mr. Thompson really paid his debt to society?
5. Would society be failing what Mr. Thompson should fairly expect?
6. What benefits would prisons be apart from society, especially for a charitable man?

7. How could anyone be so cruel and heartless as to send Mr. Thompson to prison?
8. Would it be fair to all prisoners who had to serve out their full sentences if Mr. Thompson was let off?
9. Was Mrs. Jones a good friend of Mr. Thompson?
10. Wouldn't it be a citizen's duty to report an escaped criminal, regardless of the circumstances?
11. How would the will of the people and the public good best be served?
12. Would going to prison do any good for Mr. Thompson or protect anybody?

From the list of questions above, select the four most important:

Most important _____
Third most important _____

Second most important _____
Fourth most important _____

73
NEWSPAPER

Fred, a senior in high school, wanted to publish a mimeographed newspaper for students so that he could express many of his opinions. He wanted to speak out against the war in Viet Nam and to speak out against some of the school's rules, like the rule forbidding boys to wear long hair.

When Fred started his newspaper, he asked his principal for permission. The principal said it would be all right if before every publication Fred would turn in all his articles for the principal's approval. Fred agreed and turned in several articles for approval. The principal approved all of them and Fred published two issues of the paper in the next two weeks.

But the principal had not expected that Fred's newspaper would receive so much attention. Students were so excited by the paper that they began to organize protests against the hair regulation and other school rules. Angry parents objected to Fred's opinions. They phoned the principal telling him that the newspaper was unpatriotic and should not be published. As a result of the rising excitement, the principal ordered Fred to stop publishing. He gave as a reason that Fred's activities were disruptive to the operation of the school.

Should the principal stop the newspaper? (Check one)

Should stop it Can't decide Should not stop it

IMPORTANCE:

Great Much Some Little No

1. Is the principal more responsible to students or to parents?
2. Did the principal give his word that the newspaper could be published for a long time, or did he just promise to approve the newspaper one issue at a time?
3. Would the students start protesting even more if the principal stopped the newspaper?

4. When the welfare of the school is threatened, does the principal have the right to give orders to students?
5. Does the principal have the freedom of speech to say "no" in this case?
6. If the principal stopped the newspaper would he be preventing full discussion of important problems?
7. Whether the principal's order would make Fred lose faith in the principal.
8. Whether Fred was really loyal to his school and patriotic to his country.
9. What effect would stopping the paper have on the student's education in critical thinking and judgments?
10. Whether Fred was in any way violating the rights of others in publishing his own opinions.
11. Whether the principal should be influenced by some angry parents when it is the principal that knows best what is going on in the school.
12. Whether Fred was using the newspaper to stir up hatred and discontent.

From the list of questions above, select the four most important:

Most important ____

Second most important ____

Third most important ____

Fourth most important ____

APPENDIX B

LETTER OF NOTIFICATION

TO: Psychology 101 Students

FROM: Cheryl Wiles, Graduate Student
A153 Linden Hall 294-6387

DATE: November 19, 1987

Earlier this semester you participated in my experiment dealing with the moral development of freshmen college students. In order to successfully complete my research, I need for you to fill out the survey a second time. You received 1 credit for the first testing and will receive a second credit for the posttest. I will be administering the survey in Room 142 of Lagomarcino Hall on the following days:

Tuesday, December 1	2:00 p.m.
Wednesday, December 2	4:00 p.m.
Thursday, December 3	2:00 p.m.

A sign-up sheet will be posted on the bulletin board. If you are unable to attend any of these sessions, please contact me and we can work out a more convenient time. I appreciate your participation.

Thanks.

APPENDIX C
THANK YOU LETTER

January 18, 1988

Ms. Mary Kacmarcik
Greek Affairs Coordinator
64 Memorial Union
Iowa State University
Ames, Iowa 50013

Dear Mary,

I am in the process of working on my thesis in order to receive a master's degree in Higher Education here at Iowa State University. My study concerns the moral development of fraternity pledges.

This past semester I contacted five fraternities to participate in my research. The following organizations were involved: Alpha Tau Omega, Beta Theta Pi, Farmhouse, Phi Delta Theta, and Theta Chi. Each of these groups was very willing to assist me and was very cooperative in the process. I would like to express my thanks for their involvement.

I would also like to thank specific contact persons from each fraternity who performed special tasks to help me collect my data. The following is a list of these students:

Alpha Tau Omega	- Marty Niestrem
Beta Theta Pi	- Brian Schmid
Farmhouse	- Eugene Rodberg
Phi Delta Theta	- Dave Clemow
Theta Chi	- Tom Breck

Without these individuals, I could not have been as successful as I was with my return rate. I would like to express my appreciation for their time and effort.

Being a greek affiliate myself, I know that we often hear of the negative aspects of the greek system, but seldom are commended for the positive occurrences. For this reason, I would like to recognize these fraternities and individual fraternity members for their cooperativeness and assistance. Working with them was an easy and enjoyable experience.

Sincerely,

Cheryl Wiles

cc: Dr. Augustine Pounds
Marty Niestrem
Brian Schmid
Eugene Rodberg
Dave Clemow
Tom Breck