An Investigation of the Relationship between Attitudes toward Beverage Alcohol and Dogmatism

Ronald Dean Teed

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AN INVESTIGATION OF THE RELATIONSHIP
BETWEEN ATTITUDES TOWARD BEVERAGE ALCOHOL
AND DOGMATISM

by

Ronald Dean Teed

A Project Report
Submitted to the
Faculty of the School of Graduate
Studies in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
April 1968
ACKNOWLEDGEMENTS

Every investigator must assume the responsibility for what he submits to the profession. Nevertheless, his contribution would be minimal without the interest, support, and active participation of numerous individuals. To the writer, this became very evident in the preparation of the present project.

The members of my supervisory committee, Dr. Robert Betz, Dr. Imy Holt, and my major advisor Dr. Kenneth Engle, have given freely of their time and energy in making this study worthwhile and scholarly. Their personal and academic facilitation has been beneficial in many ways.

The assistance and support of a fine friend and colleague, Mike Wirt, is also greatly appreciated.

Special thanks are extended to the members of the Michigan Department of Public Health, Alcoholism Program, for making this project possible.

The medium of writing reaches absurdity during an attempt to express appropriate gratitude to my wife Annette.

Ronald Dean Teed
MASTER'S THESIS

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CHAPTER I

THE PROBLEM

Introduction

If youth are to establish ideas, attitudes, beliefs, and opinions that will aid them in making constructive decisions in life, it is essential that they have experiences of varying natures and knowledge in many areas. Beverage alcohol is one such area. Each individual must make important decisions about drinking unique unto himself, and should have the resources necessary to make these decisions constructive and beneficial. However, the controversial state that beverage alcohol has maintained in the past, and to a lesser degree holds today, has limited a clearly defined approach to an alcohol education curriculum and has hindered the realization of such resources.

Traditionally, the focus of alcohol education has been a unilateral authoritarian approach emphasizing the harmful and bane effects of drinking. With regard to this, McCarthy (1964, p. 7) states "The authoritarian approach to instruction about alcohol has not been effective, as witness the number of adult drinkers who disregard the threat advanced in fear-arousing pronouncements." Apparently this approach has done little to curtail the problem of alcoholism and indeed, may have perpetuated existing stereotypes and stimulated fears, feelings of guilt, and anxieties; elements often found in the alcoholic.
More recently a multi-lateral approach to alcohol education has emerged. Although this interdisciplinary approach has encompassed the physical and biological sciences as well as the social sciences, the focus herein has been upon drinking as a social phenomenon. Inherent in such an approach has been a greater emphasis upon changing adverse and inefficient attitudes.

The current plight of those in alcohol education appears to be not only eliminating attitudes that perpetuate fear and anxiety, but promoting constructive concepts as well. Most of the recent literature available on alcohol education supports the contention that promoting constructive attitudes toward alcohol is a fundamental concern. This seems to be exemplified in the following statement by Todd (1964, p. 45).

> The prime goal of all education is to influence conduct favorably. Conduct is not determined by information alone, but correct information which dispels ignorance and superstition is basic to the formation of attitudes and behaviors. These develop slowly from emotional as well as intellectual sources. To assure that sound attitudes and behaviors develop from alcohol education, the study of alcohol should be approached psychologically as well as logically. Instruction should be founded upon direct and indirect teaching about mental health...

Although various attitudes toward beverage alcohol have been defined as constructive, there have been few reported studies investigating these and their relationship to personality characteristics or personality systems.
The Problem

If teachers and others concerned with alcohol education are to facilitate the development of constructive attitudes, they should have at their disposal knowledge and insight about the dynamics of attitudes in general, and attitudes toward alcohol specifically. With cognizance of the dynamics involved in the attitudes underlying opinions about alcohol, the educator can capitalize upon the more global growth producing functions of the individual student rather than merely distribute information about alcohol. However, few investigations are reported that relate attitudes toward alcohol to identified personality characteristics. The importance and the need for such investigation seems apparent. It is the purpose of this study to investigate attitudes toward alcohol as they relate to one such personality characteristic: the dogmatic belief system.

Statement of the Problem

The purpose of this study was to investigate, through the use of testing instruments, the relationship between various attitudes toward beverage alcohol and the extent of dogmatism of students enrolled in alcohol education classes.

Setting of the Problem

The subjects for this research were seniors and graduate students enrolled in the course Alcohol Education 555 at Western Michigan University during the school year 1965-1966. The course
was an elective for all subjects. Although the course is available to students of the several colleges, it is generally elected by those students within the area of education because of a specific interest in alcohol education. The course deals with the problems of alcohol education in the school and community with special emphasis upon teaching approaches, methods, and procedures. The course is offered by the Department of Teacher Education in the College of Education.

Limitations of the Study

1. A significant limitation of this study was the number of instruments available for the assessment of various attitudes toward alcohol. The several dimensions of attitudes toward alcohol revealed in the sub-scales of the Passey-Pennington instrument are important; however, other attitudes toward alcohol undoubtedly exist but instruments for their measurement were not available.

2. Although attitudes toward alcohol have been compared with a variety of personality characteristics, an investigation of the literature revealed no other study which compared attitudes toward alcohol with dogmatism. It is therefore impossible to make any comparative analysis with other similar studies.

3. The restricted time available to investigate various attitudes must also be considered a factor.

4. The population used, by electing the course, exhibited an
interest in alcohol education. Therefore, this group represents individuals with apparently unique interests in alcohol; interests undoubtedly different from those of the general population.

In view of the preceding limitations, generalizations are limited to the sample studied, and are not to be considered as necessarily having relevance to a general population of this description.

Assumptions

The basic assumptions underlying this research were:

1. The attitudes and personality characteristics of college seniors and graduate students are capable of being assessed.

2. The Passey-Pennington alcohol attitude scales provide a measure of the various attitudes concerning beverage alcohol.

3. The Dogmatism Scale, Form E, provides a measure of the degree of dogmatism an individual maintains.

Definition of Terms

The language in the field of personality is so diverse or so general that a comparison of the research of one author to that of another often becomes extremely difficult. Effective communication becomes hindered with usages developed from varying frames of reference. Therefore, for the purpose of this study, it was necessary to apply specific definitions to the terms used in order to provide
continuity and understanding.

1. attitude
A consistent, learned, emotionalized predisposition to respond in a particular way to a given stimuli.

2. dogmatism
The structure of a belief which represents a continua of open-closed mindedness, tolerance-intolerance, and nonauthoritarian-authoritarian. (See Appendix D)

3. personality
The combination of experiences and pattern of traits which characterize the individual as a unique being.

Hypothesis

The guiding hypothesis of the study reported herein is that significant relationships among some major personality dimensions and expressed attitudes toward beverage alcohol exist. Specifically, the study was designed to investigate the hypothesis that a relationship exists between attitudes with respect to beverage alcohol and dogmatism.

Summary and Preview

The cultivation of constructive attitudes is a significant function of education in general. Most of the recent literature available on alcohol education also supports the contention that promoting constructive attitudes toward beverage alcohol is a primary concern. Although this position has been taken by several educators
(McCarthy, 1964; Todd, 1964; Monroe and Stewart, 1959), there is a limited number of studies investigating attitudes toward alcohol and identifying personality characteristics that relate to such attitudes. This study represents such an attempt.

The purpose of Chapter II is to identify current studies in the area of attitudes toward beverage alcohol, and also to focus upon dogmatism theory and its development.

Chapter III, which covers the design and methodology includes a description of the sample, a review of the instruments used, the methods of securing the data, a statement of the null hypotheses, and an examination of the data.

Chapter IV presents a summary, a general conclusion, a discussion of the results, and recommendations for future studies in this area.
CHAPTER II

REVIEW OF THE LITERATURE

A review of the research failed to reveal any research studies that corresponded directly with the present investigation of dogmatism and attitudes toward beverage alcohol. However, some of the research does relate to certain facets of this study. The first part of this Chapter includes a review of some of these related studies. The remainder of the Chapter will be devoted to an overview of dogmatism theory and its development.

Related Research

An investigation by Strassburger and Strassburger (1965) seems to be the source most directly related to the present study. They hypothesized the emergence of a positive relationship between favorable attitudes toward alcohol and a measure of "impulse expression" and "social maturity." The Attitude and Opinion Survey and a revision of the Passey-Pennington Alcohol Attitude Scale were used in gathering data. The subjects were also interviewed. The two scales were administered to two college student samples participating in a longitudinal study; 92 students at Stanford University and 102 students at the University of California, Berkeley. In general, the study demonstrated positive relationships between attitudes toward alcohol and the two dimensions of personality. The study suggested that students who are favorably disposed to the use of alcohol and to the treatment of the alcoholic score higher on both scales. Further-
more, students who scored low were identified as anti-alcohol, and the researchers attributed this relationship to an inflexibility in thinking and general intolerance.

Ingersoll (1965) studied attitude dissimilarities between others and its association with alcoholism. More specifically, he was concerned with inconsistencies in rearing practices as they relate to alcoholism. His assumption was that the self is an organized set of attitudes which individuals attempt to make consistent, and the greater the attitude inconsistency between individuals to whose expectations ego must conform, the greater will be the tendency toward alcoholism. He used a structural interview technique to gain information. The population for his study consisted of 174 respondents from a medium sized Iowa community and 152 diagnosed alcoholics from two state hospitals in Iowa and one state hospital in Minnesota. In general, the hypothesis was confirmed indicating that parental inconsistencies are associated with alcoholism in both males and females. Furthermore, family social structure was shown to have a different effect on males than females.

Richardson (1964) investigated the nature and intensity of attitudes that college students and their parents have toward the consumption of beverage alcohol. Two instruments were designed to collect data pertinent to this study; a simple questionnaire fashioned to elicit factual information about the religious, economic, ethnic, and social characteristics of families, and two forms of an alcohol attitude scale. The two instruments were administered to 600 college students enrolled at Southern Illinois University. Each student
was requested to mark the attitude scale for themselves and for each parent. Parents of these students were also contacted by mail and were requested to mark a scale for themselves and their son or daughter. The students were classified on the basis of their scores on the alcohol attitude scale. On the basis of the student's score he and his parents were placed into one of four groups. Groups were established that were (a) unfavorable, (b) slightly unfavorable to slightly favorable, (c) favorable, and (d) very favorable - toward the consumption of beverage alcohol. A comparison of the students' scores and scores they predicted for parents were made with the parents' scores and scores parents predicted for their children.

The information obtained from an analysis of the data indicated the following: (1) a high agreement in attitude toward drinking between fathers and mothers of college students; (2) mothers and fathers made similar predictions regarding attitudes of students toward drinking; (3) students in extreme attitude groups were less able to predict the attitudes of mothers toward the use of alcohol than were students in less extreme groups; and (4) the factors of age, sex, year in school, religion, father's occupation and family income appeared to be related to attitudes toward drinking beverage alcohol.

Although not directly concerned with attitudes toward alcohol, Kinsey's (1962) investigation of alcoholics appears to have import on the present study. He investigated a hospitalized sample of 46 women diagnosed as alcoholics in an attempt to (a) test a theory of alcoholism within the framework of the symbolic-interactionist school of social psychology, and (b) provide descriptive data on the female alcoholic.
Two research instruments were developed to collect data: a structured questionnaire and an open-ended interview schedule. The data from the study supports the existence of an etiological process of alcoholism as explained by the stated theory. This process includes three main areas: predisposing factors, orientating factors, and addiction factors. Furthermore, the descriptive data show the female alcoholic as chronologically having (1) the absence of stable adult role models, (2) a high degree of intra-family conflict, (3) a view of alcohol progressively defined in terms of its utilitarian value, (4) identified with groups which adhere to progressively more tolerant drinking norms, and (5) progressive alienation and estrangement from normal social ties and activities.

The Theory of Dogmatism

Although Adler's concept of inferiority relates to dogmatism theory, the initial work in the area of dogmatism is generally attributed to A. L. Edwards. Edwards (1941) found that material which harmonized with frames of reference of subjects is recognized significantly better than material which conflicted with the same frame of reference. The conclusion of his investigation suggests the existence of a relationship between interrelated attitudes and values and the personality as a whole.

At approximately the same time Edwards was carrying on his research, Eric Fromm was considering the problem from a psycho-analytical viewpoint. In *Escape From Freedom*, Fromm (1941) discussed the kind of person who desires an escape from responsibility
and freedom in order to submit to an unlimited authority.

Fromm's work stimulated A.H. Maslow to conduct clinical studies in this area. Maslow (1943) describes these persons as people who are frightened and look for security in authority, and who, when identifying with an authoritarian institution, can project their fear and anger to out-groups.

The next major contribution in the area of dogmatism theory appears to be the classical work of Adorno, Frenkel-Brunswik, Levinson, and Sanford (1950). In this investigation a team of behavioral scientists attempted to find the relationship of anti-Semitism to various attitudes and also how such attitudes relate to personality. They found several attitude variables which they designated as "fascist", but which were later reconceptualized as characteristics of a personality designated as "authoritarian."

These variables, Adorno, et.al. (1950, p.228) outlines as conventionalism, authoritarian submissiveness, authoritarian aggression, anti-intraception, superstition, and stereotypy, power and "touchness", projectivity, and preoccupation with sexual "goings-on."

Shortly after the Adorno investigation, Allport (1954) combined more traditional psychological thought with personality theory in an attempt to describe the nature of prejudice. He describes three stages in the child's learning of ethnic prejudice which include the "pregeneralized" learning referring to the learning of linguistics categories that arouse emotions prior to the learning of the referent; a period of "total rejection" which occurs when the child has learned to distinguish ethnic and racial groups from one another; and the
final stage termed "differentiation" which provides the learner with a rationale for the acceptance of his attitudes.

At the same time, Edward A. Shils (1954) protested the direct shift from the "fascist personality" to the "authoritarian personality" and concluded that right authoritarianism had been investigated at the expense of left authoritarianism.

In 1960 Rokeach introduced the concept of dogmatism which considered both right and left authoritarianism. In addition, Rokeach departed from previous dogmatism theory in that he attempted to investigate not the content of authoritarianism but the structure of belief systems.

In conceptualizing dogmatism Rokeach (1960, p. 4) included the following "...a closed way of thinking which could be associated with any ideology regardless of content, an authoritarian outlook on life, an intolerance for those with opposing beliefs, and a sufferance of those with similar beliefs." In this conceptual scheme, a person may adhere to any particular ideology or religion, or philosophy, or scientific viewpoint, and still be relatively open or relatively closed.

Rokeach (1960, p. 396) describes the nature of dogmatism in terms of belief-disbelief systems, suggesting that open and closed systems differ in (a) the capacity to distinguish information from source of information, and (b) the ability to evaluate information and source of information on their own intrinsic merits. Powell (1962) investigated these positions. The results of his study provided evidence that open and closed individuals do differ in their relative ability to differentiate between sources and messages and to evaluate
them independently. Open individuals were found to be better able to
differentiate and evaluate better than closed individuals. This posi-
tion was also supported by a study by Restle (1964).

Summary

Primarily because of a lack of reported investigations in the
area of attitudes toward beverage alcohol, it seems difficult to
derive many significant conclusions from a review of the research.
It does appear that the various attitudes an individual maintains
effects his decision about his own drinking behavior, and also has
implications for the perceptions he has of the drinking practices of
others. Constructive attitudes appear to include consistencies, yet
are flexible and tolerant. A review of dogmatism theory holds these
characteristics as a part of the open belief system.
CHAPTER III

DESIGN AND METHODOLOGY

The design and methods used in this study are described under five main headings: description of the sample; instrumentation; methods of securing data; null hypotheses; and, examination and analysis of the data.

Description of the Sample

The sample for this study consisted of 65 students (14 full-time and 51 part-time) enrolled in two sections of an Alcohol Education Course offered by Western Michigan University. Eighteen students were classified as seniors and 47 as graduate students, of these 29 were male and 36 were female. The reported ages of the subjects ranged from 20 years to 56 years. No attempt was made to control age or sex factors. All students were enrolled in a program leading to a degree in Education.

Instrumentation

The instruments selected for the study were the Dogmatism Scale, Form E and the Passey-Pennington Alcohol Attitude Scale.

The Dogmatism Scale, Form E is a 40 item test in which the examinees are asked to reply to various statements in accordance with the extent of their agreement or disagreement. The scale is designed to measure individual differences in openness and closedness of belief.
systems. Furthermore, the scale measures general authoritarianism and general intolerance (Rokeach 1960, p. 72).

The construction of the Dogmatism Scale was essentially deductive. Varying defined characteristics of open and closed systems were synthesized and scrutinized, and construct statements were then designed to tap these characteristics. To increase reliability, several revisions were made. Form E represents the fifth such revision based on item analysis. Reliability was established by the odd-even method, corrected by the Spearman-Brown formula. Form E is reported to have a reliability range from .68 to .93.

In terms of scoring, Rokeach (1960, p. 73) suggests that the total score is equal to the sum of the scores obtained on all items. In the present study, a constant of 100 was added to each individual's total score to eliminate negatives. Low scores yield a low degree of dogmatism.

The Passey-Pennington Alcohol Attitude Scale is a 60 item test which requires either "agree" or "disagree" responses to various statements concerned with beverage alcohol. The instrument is designed to measure the extent of favorableness or unfavorableness of attitudes toward beverage alcohol. Specifically, the attitude scales measure the examinee's extent of favorableness toward:

1. the treatment of alcoholism
2. education concerning alcohol
3. legal and social control of alcohol beverages
4. moderate (social) drinking
5. alcoholism as an illness

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The construction of the scale involved a delination of the attitude to be measured, followed by essentially three developmental steps. First, the application of the method of equal appearing intervals utilizing the Thurstone-Chave technique; secondly, further item analysis using the Likert method of summated ratings; and finally, a scaleogram analysis using the Guttman technique. Reliability coefficients were determined using the Pearson r. Form-Form reliability coefficients for the various scales range from .91 to .96.

In the present study, the Passey-Pennington Alcohol Attitude Scale was scored using the "weighting" procedure suggested in the test booklet (Passey and Pennington 1959, p. 29). High scores yield favorable attitudes.

Methods of Securing Data

The instruments were administered to the subjects during April and June of 1966. The group tests were given at the initial class meeting of each course and were administered by qualified personnel. Prior to testing, the subjects were informed that they were part of a study detached from any direct association with the class or the Teacher Education Department of Western Michigan University. This was done to negate the threat of evaluation of individual test scores. Furthermore, the subjects were told that all test information was confidential and would be coded to assure anonymity. Instructions given for each instrument were in accord with standardized procedures.
Null Hypotheses

The major hypothesis of this study (Chapter I, p. 6) supports the existence of a relationship between attitudes with respect to beverage alcohol and the extent of dogmatism. This basic hypothesis was subdivided into five testable hypotheses. They are stated in null form as follows:

H₁ There is no correlation between attitudes with respect to the treatment of alcoholism and dogmatism.

H₂ There is no correlation between attitudes with respect to education regarding alcohol and dogmatism.

H₃ There is no correlation between attitudes with respect to the legal and social control of alcohol beverages and dogmatism.

H₄ There is no correlation between attitudes with respect to moderate drinking and dogmatism.

H₅ There is no correlation between attitudes with respect to alcoholism as an illness and dogmatism.

Examination and Analysis of the Data

Scatterplots were constructed for the data. An examination of these revealed that rectilinear regression and homoscedasticity were appropriate for the institution of the Pearson r. The scatterplots also revealed that, because of scoring procedures, inverse relationships were desired. Yet, a nondirectional t-test was appropriate and was employed to analyze the data. An alpha level of .01 was chosen for accepting or rejecting the null hypotheses. A summation of the results is presented in Table 3.1.
Table 3.1
A Comparison of the Correlation of the Dogmatism Scores to the Passey-Pennington Alcohol Attitude Scores

<table>
<thead>
<tr>
<th>Hn</th>
<th>df</th>
<th>&quot;r&quot;</th>
<th>&quot;t&quot;</th>
<th>Signif.</th>
<th>Decision</th>
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<tr>
<td>H1</td>
<td>63</td>
<td>-.01</td>
<td>.00</td>
<td>N.S.</td>
<td>Accept</td>
</tr>
<tr>
<td>H2</td>
<td>63</td>
<td>-.01</td>
<td>.00</td>
<td>N.S.</td>
<td>Accept</td>
</tr>
<tr>
<td>H3</td>
<td>63</td>
<td>.38</td>
<td>3.04</td>
<td>S. = .01</td>
<td>Reject</td>
</tr>
<tr>
<td>H4</td>
<td>63</td>
<td>-.95</td>
<td>7.06</td>
<td>S. = .001</td>
<td>Reject</td>
</tr>
<tr>
<td>H5</td>
<td>63</td>
<td>-.53</td>
<td>4.24</td>
<td>S. = .001</td>
<td>Reject</td>
</tr>
</tbody>
</table>

As indicated in Table 3.1, there was no significant correlation between dogmatism and either attitudes toward the treatment of alcoholism (H1), or attitudes concerning education regarding alcohol (H2). Therefore, null hypotheses H1 and H2 were both accepted at the .01 level of confidence. The extent of the correlation between dogmatism and attitudes toward the legal and social control of beverage alcohol (H3) did part significantly from expectations. The direction of this correlation is positive. Furthermore, the correlation of the extent of dogmatism to attitudes toward moderate social drinking (H4) and attitudes toward alcoholism as an illness (H5) also parted significantly from expectation. Although the direction of the null hypothesis H3 was positive and the directions of H4 and H5 were negative, H3, H4, and H5 were all rejected at the .01 confidence level.
CHAPTER IV

SUMMARY, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Summary

The purpose of the study was to investigate and examine attitudes toward beverage alcohol as they relate to dogmatism. Sixty-five college students enrolled in programs leading to a degree in Education with an expressed interest in alcohol education were tested. The Passey-Pennington Alcohol Attitude Scale was used to measure alcohol attitudes. Areas of alcohol attitudes investigated included: alcoholism treatment, alcohol education, legal and social control of beverage alcohol, social drinking, and the disease concept of alcoholism. The Dogmatism Scale was used to measure intolerance, authoritarianism, closed-mindedness; in general, the extent of dogmatism.

A two tailed t-test was employed to measure the differences revealed in the correlations. The choice of a nondirectional test permitted statistical application which was not necessarily required by the major hypothesis, but which allowed for a more refined analysis of the data (i.e., $H_3$). The .01 level of confidence was selected for accepting or rejecting the null hypotheses.

The major hypothesis was subdivided into five testable null hypotheses. An analysis of the data revealed that there was no significant correlation between dogmatism and (1) attitudes with
respect to the treatment of alcoholism, or (2) attitudes with respect to alcohol education. Significant differences were found between (1) legal and social control of alcohol beverages, (2) moderate drinking, and (3) alcoholism as an illness, and dogmatism.

Conclusions

The following conclusions have been reached within the limitations noted in Chapter I, page 4. They are based on a tabulation of the data received from the study.

1. The hypothesis of no correlation between attitudes with respect to the treatment of alcoholism and dogmatism was accepted. Therefore, the extent of low dogmatism (non-authoritarianism, general tolerance, and open-mindedness) does not relate to the degree of favorableness of attitudes toward the expenditure of time, funds, and effort in the treatment of the alcoholic.

2. The hypothesis of no correlation between attitudes with respect to education regarding alcohol and dogmatism was accepted. Therefore, the extent of low dogmatism does not relate to the degree of favorableness of attitudes toward the receptiveness of alcohol information.

3. The hypothesis of no correlation between attitudes with respect to the legal and social control of beverage alcohol and dogmatism was rejected. The direction of the relationship indicated that (a) the low dogmatic tends to have an unfavorable attitude toward the control of beverage alcohol,
and (b) the high dogmatic tends to have favorable attitudes toward the control of beverage alcohol.

4. The hypothesis of no correlation between attitudes with respect to moderate social drinking and dogmatism was rejected. The direction of the relationship of these variables was positive. Thus, the extent of low dogmatism does relate to the degree of favorableness of attitudes toward moderate drinking.

5. Finally, the hypothesis of no correlation between attitudes with respect to alcoholism as an illness and dogmatism was rejected. These variables were positively related. Therefore, the extent of low dogmatism does relate to the degree of favorableness of attitudes toward the disease concept of alcoholism.

Discussion

The discussion is oriented around a review of the results and the implementation of these findings toward the enhancement of alcohol education.

The two hypotheses concerning the relationship of dogmatism to attitudes with respect to the treatment of alcoholism and attitudes with respect to education regarding alcohol did not result in any statistically significant relationship. An inspection of the means of these alcohol attitude sub-scales (see Appendix C) revealed both to be highly favorable in nature. Apparently, dogmatism has neither a relationship nor functions as a causal factor when these attitudes are
considered. Thus, in these two areas, the promotion of favorable attitudes toward beverage alcohol does not necessarily require alcohol educator cognizance of dogmatism.

The inverse relationship between low dogmatism and favorable attitudes toward the legal and social control of beverage alcohol merits special consideration. The Passey-Pennington Alcohol Attitude Scale manual (1959, p. 5) states that the legal-social control sub-scale is designed to discriminate between "...a laissez faire approach to the control of alcohol as a beverage and at the other extreme a rigid prohibition of all alcoholic beverages." A review of the raw scores indicated that the subjects low in dogmatism were more consistently inverse in their responses to favorable attitudes in the legal-social area than were subjects with medium or high dogmatism. Therefore, it may be inferred that the low dogmatic sees himself (and other people) as being capable of conducting his own drinking behavior within the realm of his own dictates, rather than dictates imposed on him by either legal or social pressures. This gives credence to question the laissez faire concept offered by Passey-Pennington. It may be concluded that in the area of legal-social control of beverage alcohol, dogmatism should be recognized and considered in promoting constructive attitudes.

The positive relationship between favorable attitudes with respect to moderate social drinking and low dogmatism also has import to alcohol educators. The implications for healthy attitudes toward moderate drinking lay not only in an individual's choice in terms of his own drinking behavior, but also has import in terms of
how he perceives those whose drinking behavior is different from his own. If we wish to promote favorable attitudes in this area, apparently we should consider the effects and implications of belief structures, and how they relate to attitude formation.

Finally, the high correlation between dogmatism and attitudes with respect to alcoholism as an illness seems important to educators. Student realization of the disease concept of alcoholism is a highly regarded value in alcohol education. The concept attempts to incorporate the various etiological dimensions that constitute alcoholism (Jellinek, 1960). The concept also appears to have provided a basis for eliminating negative social beliefs and stereotypes (McCarthy, 1964). The results of this study indicate that in promoting favorable attitudes toward the disease concept of alcoholism, dogmatism should be a consideration.

The results suggest that at least in some areas, the dogmatic individual maintains unfavorable attitudes toward beverage alcohol. It is not suggested that dogmatism is a requisite to unfavorable attitudes nor is it suggested that the relationship is necessarily causal. The results seem compatible with current personality theory that consider rigidity as a factor and dogmatism as a belief system.

In general, the major hypothesis of this study seems tenable, yet several areas seem to require further experimental investigation.

Recommendations

Throughout this study, implications for further investigations became evident. The following recommendations are provided for
further research and study in the area of attitudes toward alcohol and dogmatism. Recommendations one, four and six are provided to negate the limitations stated in Chapter I.

1. Although the Dogmatism Scale provides a valid measure of dogmatism (rigidity, authoritarianism, and general intolerance), projective techniques have also been shown to reveal dogmatism (Webster, 1967) as well as other personality variables. It is therefore suggested that a replication of the present study utilizing projective techniques rather than solely paper and pencil measures be undertaken.

2. The intuitive ability of the clinician seems invaluable in the investigation of personality variables. Thus, a replication of the experiment implementing clinical techniques (i.e., interviews) for the assessment of personality variables is suggested.

3. A group counseling experience has been demonstrated to have an effect on attitude change (Gazda, 1964) and self-concept (Wirt, 1966). In view of this, a pre-post investigation of the effect of group counseling on specific changes in alcohol attitudes and dogmatism seems valuable.

4. A factor analytical investigation of dogmatism and other personality variables, as they relate to alcohol attitudes, is recommended.

5. An investigation designed to reveal any causal effect of rigidity or dogmatism on alcohol attitudes seems appropriate.

6. Finally, a replication of the present investigation utilizing university students from several colleges of that university is recommended.
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APPENDIX A

PASSEY-PENNINGTON ALCOHOL ATTITUDE SCALE

A number of statements concerning alcohol and its use are listed below. Please indicate your agreement or disagreement with each statement by encircling the word to the left of each statement which comes nearer to describing your feeling. There are no right or wrong answers. Your first reaction to the statement is what we are interested in. Make a decision for every statement. Encircle only one word for each statement.

AGREE DISAGREE  1. The alcoholic is basically an insincere person.

AGREE DISAGREE  2. A person who has had the equivalent of one highball should not be allowed to drive an automobile.

AGREE DISAGREE  3. Legal control of alcohol should be on a purely local option basis.

AGREE DISAGREE  4. More interest in the problem of alcoholism should be aroused among the general public.

AGREE DISAGREE  5. It is impractical to offer treatment to all alcoholics who might want it.

AGREE DISAGREE  6. Control of alcoholic beverages should be limited to that necessary to prevent drunkenness and evils of excess.

AGREE DISAGREE  7. Only such professional persons as physicians, social workers, and the like should receive extensive information concerning alcoholism.

AGREE DISAGREE  8. Alcoholism is the direct result of a sick and decadent society.
AGREE DISAGREE 9. Despite the fact that many millions do use alcoholic beverages, their use is degrading.

AGREE DISAGREE 10. The public has heard enough about alcoholism.

AGREE DISAGREE 11. An individual with no emotional problem has no need for alcohol.

AGREE DISAGREE 12. The present system in Michigan regarding the sale of alcohol is the most practical and desirable one available.

AGREE DISAGREE 13. Even if alcoholics could be cured by proper treatment, the cost would be unwarranted.

AGREE DISAGREE 14. Conditions within the individual as well as external to the individual contribute to the development of alcoholism.

AGREE DISAGREE 15. Publicity concerning the problem of alcoholism simply adds to the confusion already rampant in the public mind.

AGREE DISAGREE 16. State liquor stores should be conveniently accessible to any citizen within the state.

AGREE DISAGREE 17. The "social drinker" is probably basically disturbed emotionally.

AGREE DISAGREE 18. The general public is already sufficiently informed about the facts of alcoholism.

AGREE DISAGREE 19. If an alcoholic wanted to be cured, he could accomplish the matter himself.

AGREE DISAGREE 20. No one should presume to criticize the alcoholic without knowing why he drinks.

AGREE DISAGREE 21. General hospitals should not accept alcoholics for treatment as such.

AGREE DISAGREE 22. Public education concerning alcoholism is a waste of time and money.

AGREE DISAGREE 23. Alcoholism should be treated as a misdemeanor.

AGREE DISAGREE 24. Alcoholic beverages are harmless when used in moderation.
AGREE  DISAGREE  25. There should be no legal restrictions on the sale and distribution of alcoholic beverages.

AGREE  DISAGREE  26. The facts of alcoholism are generally unknown to the public.

AGREE  DISAGREE  27. In combating alcoholism as a disease the effort should be as great as the effort expended in combating any other disease.

AGREE  DISAGREE  28. The use of alcohol is a custom which should be used for the treatment of alcoholism.

AGREE  DISAGREE  29. Neither state nor federal funds should be used for the treatment of alcoholism.

AGREE  DISAGREE  30. The more extensive efforts to "educate the public" regarding alcoholism probably serve simply to increase alcoholism.

AGREE  DISAGREE  31. Only a person who is basically quite malicious could become an alcoholic.

AGREE  DISAGREE  32. Those who disagree with the concept of prohibition should feel free to drink even in "dry" areas.

AGREE  DISAGREE  33. It is all right for women to engage in moderate social drinking.

AGREE  DISAGREE  34. Doctors who spend their time treating alcoholics are wasting their time.

AGREE  DISAGREE  35. The heavy tax on liquor is unfair.

AGREE  DISAGREE  36. Drinking of alcoholic beverages should be classed with the illegal use of dope.

AGREE  DISAGREE  37. Grants should be readily available to any professional person for research in the area of alcoholism.

AGREE  DISAGREE  38. The alcoholic has no one to blame for his troubles but himself.

AGREE  DISAGREE  39. The government should have no right to control in any way the accessibility of alcoholic beverages.
AGREE DISAGREE 40. Tremendous research programs are needed in the area of alcoholism.
AGREE DISAGREE 41. The alcoholic should be treated as the criminal which he is.
AGREE DISAGREE 42. The habit of a before-dinner cocktail is neither beneficial nor harmful.
AGREE DISAGREE 43. The sale of alcoholic beverages should be more closely supervised and controlled by the government.
AGREE DISAGREE 44. Treatment of alcoholism should be a specialty within the medical profession.
AGREE DISAGREE 45. Every dollar spent toward educating the public regarding alcoholism is a dollar exceptionally well spent.
AGREE DISAGREE 46. Closer supervision of the sale of alcoholic beverages might well result in less crime, particularly among juveniles.
AGREE DISAGREE 47. Alcoholism begins as the sin of drinking and ends as a sinful habit.
AGREE DISAGREE 48. Popular literature on alcoholism should be available to any citizen who has the interest to write for it.
AGREE DISAGREE 49. Private treatment facilities should be available to alcoholics.
AGREE DISAGREE 50. Social drinking is alright if, and only if, it is done with moderation.
AGREE DISAGREE 51. The facts of alcoholism should be extensively taught in every high school in America.
AGREE DISAGREE 52. The families of alcoholics should be encouraging them to seek expert treatment for their condition.
AGREE DISAGREE 53. One should drink if he enjoys the taste of alcoholic beverages.
AGREE DISAGREE 54. Alcoholic beverages should be sold on Sundays and holidays.

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55. The alcoholic suffers from a severe illness and needs treatment to a much greater degree than the usual medical complaints.

56. Drinking on some social occasions should be done if it helps the individual to fit in with others.

57. All alcoholics are human wrecks found in dives.

58. Newspapers should be willing to contribute space for publicizing the problem of alcoholism.

59. The most important goal in alcohol education is to suppress drinking behavior.

60. Alcoholics Anonymous is a helpful organization.
APPENDIX B

DOGMATISM SCALE

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one.

Write +1, +2, +3, or -1, -2, -3, depending on how you feel in each case.

+1: I AGREE A LITTLE    -1: I DISAGREE A LITTLE
+2: I AGREE ON THE WHOLE  -2: I DISAGREE ON THE WHOLE
+3: I AGREE VERY MUCH    -3: I DISAGREE VERY MUCH

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

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

3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.

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

6. Fundamentally, the world we live in is a pretty lonesome place.

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

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

9. It is only natural for a person to be rather fearful of the future.

10. There is so much to be done and so little time to do it in.

11. Once I get wound up in a heated discussion I just can't stop.

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

13. In a heated discussion I generally become so absorbed in what I am going to say that I forget to listen to what the others are saying.

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

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

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

17. If given the chance I would do something of great benefit to the world.

18. In the history of mankind there have probably been just a handful of really great thinkers.

19. There are a number of people I have come to hate because of the things they stand for.

20. A man who does not believe in some great cause has not really lived.

21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
22. Of all the different philosophies which exist in this world there is probably only one which is correct.

23. A person who gets enthusiastic about too many causes is likely to be a pretty "wissy-wassy" sort of person.

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

25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.

26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.

27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.

29. A group which tolerates too much differences of opinion among its own members cannot exist for long.

30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.

31. My blood boils whenever a person stubbornly refuses to admit he's wrong.

32. A person who thinks primarily of his own happiness is beneath contempt.

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

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

35. It is often desirable to reserve judgment about what's going on until one has had a change to hear the opinions of those one respects.

36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.

37. The present is all too often full of unhappiness. It is only the future that counts.
38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."

39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.

40. Most people just don't know what's good for them.
APPENDIX C

MEAN SCORES FOR ALL SUBJECTS ON THE
PASSEY-PENNINGTON ALCOHOL ATTITUDE SCALES

<table>
<thead>
<tr>
<th>Attitude Sub-scale</th>
<th>Total Score Possible</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the treatment of alcoholism</td>
<td>35.0</td>
<td>32.1</td>
</tr>
<tr>
<td>2. education concerning alcohol</td>
<td>31.6</td>
<td>29.8</td>
</tr>
<tr>
<td>3. legal and social control of alcoholic beverages</td>
<td>21.0</td>
<td>14.9</td>
</tr>
<tr>
<td>4. moderate (social) drinking</td>
<td>20.5</td>
<td>17.5</td>
</tr>
<tr>
<td>5. alcoholism as an illness</td>
<td>30.9</td>
<td>28.2</td>
</tr>
</tbody>
</table>
APPENDIX D

THE DEFINING CHARACTERISTICS OF OPEN-CLOSED SYSTEMS

A Belief-Disbelief System Is

Open

A. to the extent that, with respect to its organization along the belief-disbelief continuum,

1. the magnitude of rejection of disbelief subsystems is relatively low at each point along the continuum;
2. there is communication of parts within and between belief and disbelief systems;
3. there is relatively little discrepancy in the degree of differentiation between belief and disbelief systems;
4. there is relatively high differentiation within the disbelief system;

B. to the extent that, with respect to the organization along the central-peripheral dimension,

1. the specific content of primitive beliefs (central region) is to the effect that the world one lives in, or the situation one is in at a particular moment, is a friendly one;
2. the formal content of beliefs about authority and about people who hold to systems of authority (intermediate region) is to the effect that authority is not absolute and that people are not to be evaluated (if they are to be evaluated at all) according to their agreement or disagreement with such authority;

Closed

1. the magnitude of rejection of disbelief subsystems is relatively high at each point along the disbelief continuum;
2. there is isolation of parts within and between belief and disbelief systems;
3. there is relatively great discrepancy in the degree of differentiation between belief and disbelief systems;
4. there is relatively little differentiation within the disbelief system;

the specific content of primitive beliefs (central region) is to the effect that the world one lives in, or the situation one is in at a particular moment, is a threatening one;

2. the formal content of beliefs about authority and about people who hold to systems of authority (intermediate region) is to the effect that authority is absolute and that people are to be accepted and rejected according to their agreement or disagreement with such authority;

3. the structure of beliefs and disbeliefs perceived to emanate from authority (peripheral region) is such that its sub-structures are in relative communication with each other, and finally;

C. to the extent that, with respect to the time-perspective dimension, there is a

1. relatively broad time perspective.

1. relatively narrow, future-oriented time perspective.