

A RELATIONSHIP STUDY
BETWEEN EMOTIONAL BEHAVIOR
AND SEX INFORMATION SHOWN BY STUDENTS OF THE
UNIVERSITY OF HOUSTON

A THESIS
PRESENTED TO
THE FACULTY OF THE DEPARTMENT OF PSYCHOLOGY
UNIVERSITY OF HOUSTON

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts

by
Mary Ruth Wright
August 1966

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An Abstract

Purpose of the Study. This study was concerned with the relationship of the level of sex information and the behavioral variables, anxiety, repression and aggression from frustration. Previous studies have demonstrated a significant relationship between certain forms of emotional reactions and sexual behavior; the present study was a preliminary investigation of the degree of association between forms of unconsciously motivated behavior and sexual education.

Testing Procedures and Subjects. Sex information was quantitated by McCary's Sex Information Test and patterns of emotional behavior were measured by Welsh's Anxiety-Repression Scale. Eleven-hundred and fifty students in a Marriage and Family Course at the University of Houston served as subjects. Pearson's product-moment correlation coefficients were obtained to determine the degree of relationship between anxiety, repression, and sex information for the total class.

The scores of the high and low 6% from the total group's Sex Information Test were further compared and tested. Rosenzweig's Picture Frustration Study for measuring aggressive reaction to frustration was administered and evaluated following the standard Rosenzweig procedure of seven categories expressing the direction and type of aggression. Chi-square mean of analysis for qualitative data was used to determine the significance of relationship between the Picture Frustration factors and anxiety, repression and sex information.

Results. Data from 722 students were usable for computing Pearson product-moment correlations between anxiety, repression and sex information. Significant negative relationships at the .05 level of confidence were demonstrated between anxiety and repression and anxiety and sex

information. The relationship between repression and sex information was not significant.

The chi-square analysis of the upper and lower 6% for probable relationships between aggressive reactive factors and other variables revealed all trends in the predicted direction. There were no significant results in comparing the direction of aggression with the other emotional factors or with sex information. As for types of aggression, repression showed a high trend association with obstacle-dominance. Anxiety was significantly related to the obstacle-dominance type. High sex information showed a marked trend relationship with ego-defensive aggressive reaction and with group conformity rating for aggressive behavior.

Conclusion. The form of anxiety representing an unpleasant emotional experience or psychic warning to the individual that all is not well was interpreted to be the fundamental phenomenon of emotional disturbances. On the basis of empirical research findings it was concluded that this form of anxiety was positively associated with sexual threats and indicative of defensive reactions. It was further concluded that stress or conflict resulting from such anxiety could be handled either by defeating unconscious defense mechanisms as repression and hostile aggression or by more conscious resolving methods as acquiring sexual knowledge and understanding. It was also observed that the more complex and acceptable form of unconscious defensive behavior corresponded similarly with an increased amount of sex knowledge.

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CHAPTER I

The Problem

Statement of the Problem. The purpose of this study was to explore and possibly demonstrate a relationship between the level of sex information and certain forms of unconsciously motivated behavior. A significant correlation between a high degree of sexual information and low anxiety and a low degree of sex information and repression was predicted. Further investigation was expected to indicate a close association between the direction and type of aggressive reactive behavior, as revealed in the Picture Frustration Test, and sex information.

Importance of the Study. Since Freud's libido theory, most concepts of emotional disturbances have derived from theoretical formulations based on anxiety, sex, and aggression. A relationship between various neurotic and/or defensive behavior with different reactions to sexual stimuli has been established by previous studies. However, no study attempting to relate either neurotic and defensive behavior or the degree and form of sexual activity to actual sex information was reviewed in the literature. Today, interest and research in human sexuality and sex education are coming of age. This study was concerned with the positive effects of sexual information on human emotional and instrumental responses.

With the foregoing in mind, a relationship between sex information, anxiety, repression, and aggressive reaction to frustration was expected. It was predicted that intercorrelations and comparisons between these various emotional and sexual factors would reveal meaningful information, with sex information rather than sex behavior being the chief issue of

investigation. Specifically, it was hypothesized that:

1. Anxiety would be negatively related to sex information.
2. Anxiety would be negatively related to repression.
3. Repression would be positively related to low sex information.
4. Extrapunitiveness and intropunitiveness on the Picture Frustration Study would be positively related to anxiety.
5. Impunitiveness on the Picture Frustration Study would be positively related to repression.
6. High obstacle-dominance on the Picture Frustration Study would be positively related to anxiety and repression.
7. Ego-defense on the Picture Frustration Study would be positively related to sex information.
8. Group conformity rating on the Picture Frustration Study would be positively related to sex information.

DEFINITION OF TERMS

Anxiety represented an unpleasant emotional experience arising from within an individual which is generally accompanied by somatic symptoms. In this paper anxiety was used to represent a feeling or awareness of threat, stress, or frustration. Welsh (1952) maintained that anxiety was not innate but a condition attributed to subjective feelings, associated but not equated with, neuroticism.

Repression was used to represent that phenomenon which hinders psychic experiences from coming into consciousness. Repression is generally accepted to be a defensive mechanism of behavior. Welsh (1952) correlated repression with anxiety denial; his theory and scale of measure for anxiety and repression were assumed in this paper.

Frustration referred to the thwarting of a particular drive or need. Dollard's (1939) milestone definition of frustration representing that human emotional reaction resulting from any interference with goal directed activity applied to this paper. Rosenzweig's (1944) more complex classification of frustration by its indicative aggressive response was used.

Aggression represented the actual response to frustration or the reaction resulting from thwarted activities. The modified Dollard et al. (1939) frustration-aggression hypothesis applied. Aggression was not viewed in the Freudian instinctual death sense nor in the closed one to one frustration reaction connection, but rather in a broad reactive nature, either as synonymous with hostility or as a manifestation of neurotic or defensive behavior patterns. The Rosenzweig theory of categorizing aggressive reactions to frustrations according to direction and type was employed in this study.

Sex Information referred to sex education on an academic level, as

an organized program designed to instruct individuals in sexology. McCary's goal in teaching a course in sexology appeared applicable in defining sex information: "The final goal in teaching a course on Sexology is to describe and explain the biological, physiological and psychological factors related to and involved in successful sexual behavior; thus enhancing one's sexual satisfactions and pleasures, and of more importance, one's self concept and emotional health" (McCary, 1966 Preface).

CHAPTER II

Review of the Literature

Since Freud's dynamic view of childhood sexuality, early in the twentieth century, sexual development involving anxiety, repression, and aggression has formed the basis for most theoretical formulations regarding emotional disturbances. It is generally agreed that many anxiety symptoms, a high degree of projected guilt from repression, and varied aggressive reactions from frustration arise from early sexual conflicts. According to Saperstein, the suppression of both sexuality and hostility in childhood leads to the general suppression of healthy emotionality in later life. "One cannot check the two strongest emotional reactions without dulling the over-all emotional expression". (Saperstein, 1951, pp. 120)

Studies from the literature relating sex education and emotional health were sparse. Most writings dealing with sex considered the relationships between undesirable forms of sexual behavior and emotional or social problems. The literature was rich in studies linking an individual's defeating sexual patterns with his undesirable emotional or social behavior. Examples from Freud at the beginning of the century to Ellis at mid-century demonstrated the conflicting and confusing effects of cultural and social demands for conformity to a rigid and biased sex code. Most sex studies reviewed were of a negative or pessimistic nature and were not dealt with in this work. Recent studies of a positive and prophylactic nature relating sex education to emotional health were considered more relevant to the subject of investigation.

Many scientists feel that a positive approach to sex is the major

breakthrough of modern times (Bergel, 1963). Today sex seems to be gaining a legitimate place under its own title in the research and educational field of human relations. Investigations concerned with the development and understanding of normal as well as deviated sexual behavior are in progress. Johnson, (1963) elaborating on the rewarding results of sex education, stated that people are now able to obtain factual advice from the literature which makes informed choices between alternatives dealing with sex possible. In defending the position for formal sex education, proponents for sexology agreed that argument over such an issue actually dealt with the advantages of knowledge over ignorance. According to the current literature the justification and legitimacy of scientific research and academic study of sex has been realized; the effects of such a study have not.

How individuals confront stimuli, judged to be anxiety evoking is no new subject of research. Many theoretical concepts and sweeping generalizations regarding man's ability to control and reduce anxiety have been hypothesized. It is generally agreed that anxiety involves feelings of adaptation threat, an awareness of functional disturbance, and a responding defense mechanism reaction (Welsh, 1956).

Freud (1895) felt that anxiety resulted from the ineffective use of libidinal energy and that repression was the result of dammed up emotions. In 1914 Freud altered his original premise and concluded that repression was not the cause of neurosis but its result and that an individual repressed because he was anxiety ridden. According to Freud, anxiety represented the fundamental phenomenon of neurosis; he pointed out anxiety as a danger signal to the organism and recognized the response to anxiety as the determining factor in one's emotional adaptation. Saperstein

expressed it thusly: "The adequate individual can respond with effective defense mechanisms where the neurotic individual seems to use the wrong defense at the wrong time" (Saperstein, 1951, p.32).

Although different authorities had different theories regarding anxiety as to cause and effect; they generally agreed that anxiety was not primary or instinctive but a signaling reaction associated with feelings of stress or threat. Reich (1929) attempted to define all anxiety in terms of disturbed sexuality. Bender (1953) pointed out that for anxiety to be present, it must have been preceded by an experience that was satisfying or pleasing. She felt that anxiety was the basic reaction to a child's inability to satisfy sexual urges, find himself, or perceive his environment. In working with children, Bender demonstrated how anxiety was a result of imposed controls or limits and interpreted by the child as deprivation. She showed how aggression followed anxiety, was preceded by feelings of hostility and frustration, and could be checked by repression. In correlating aggression with deprivation, Bender stressed the negative and unnecessary effects of frustration, guilt, and repression. She felt that normalcy was inherent in children and protected by constructive and preventative treatment. Discussing the effects of repression, Bender stated that it had been shown that the child who was forced to repress usually continued to in adult life, and, thus, never learned to handle anxiety effectively or to successfully adapt to his environment (Bender, 1953).

Research agreed on the defeating use and undesirable effects of the ego defense mechanism, repression. Freud, credited with the original work on repression, used these words to describe the unconscious mental mechanism: "I name this process repression----a primary mechanism of

defense comparable to an attempt at flight..." (Freud, 1924, p. 47).

"The usual human response to frustration is aggression against the frustrating object" (Dollard, 1939). The circular frustration-aggression hypothesis formulated and revised by Dollard, Miller et al. (1939, 1941) applied in modified form to this work. The theory has been expanded, argued, and generalized. Most writers accepted the basic relationship between frustration as a result of inner conflict or stress and aggression as a reaction to frustration.

Rosenzweig (1944) expanded the work of Dollard et al. and differentiated frustration in terms of kind, primary and secondary, and of the nature of the obstacle, internal or external. He further divided the secondary frustration (those involving obstruction to a goal) into aggressive directional response: (a) extra-punitive responses in which one aggressively attributed the frustration to external persons or things; (b) intro-punitive responses in which one aggressively attributed the frustration to himself; (c) or impunitive responses which avoid blame altogether. On these three reactive responses he built his now famous triactic theory of frustration-aggression and developed his Picture Frustration Study. Later Rosenzweig extended his theory to include the "types" of aggressive reaction that might be expressed. He listed three: "...obstacle-dominance - in which the barrier occasioning the frustration stands out in the response; ego-defensive - in which the ego of the subject predominates; and need-persistence - in which the solution of the frustration problem is emphasized" (Rosenzweig, Fleming, and Clarke, 1947, p.2). He also added other dimensions as group conformity, rating and trend measures. Rosenzweig emphasized that non-threatening stimuli

would not lead to aggression where threatening stimuli would; thus hypothesizing aggression as a determinant and measure of threat and frustration. In his studies Rosenzweig found a significant correlation between repression and impunitiveness and aggression and extrapunitiveness and intropunitiveness (Rosenzweig, 1947).

According to Buss's theory (1961) involving anger, hostility, and aggression, intermediary factors could appear between frustration and aggression. Buss defined anger as an emotional reaction to frustration which was accompanied by autonomic components; hostility as a negative attitude involved and realized in feeling; and aggression as the instrumental response to frustration (Buss, 1961). It was stated previously that Bender also viewed aggression as the act of hostility (Bender, 1953).

Berkowitz (1962) elaborated on the original Dollard et al. theory, supporting the assumptions that aggression followed frustration and served to reduce inner conflict; he added evidence showing how aggressive habits could be reinforced. Symonds (1946) wrote on the normal and important role both frustration and aggression played in human development; he described frustration as "an essential experience of all living matter and a necessary stimulus for growth, development, and learning."

Previous studies have shown that geographic, religious, intellectual, cultural, racial, and sex differences influence the individual's aggressive reactions to frustration (McCary, 1948, 1951), (Kirschner, 1951), (Gilbert, 1965), (Corke, 1961), and (Mertz, 1960).

Nothing was found in the survey of the literature relating the differences in aggressive reaction from frustration to sex education or information. Research dealing with the effect of the nature of the frustrating situation or object as to ego blocking or super ego blocking (Mertz, 1960) and as to the level of type of aggression (Rosenzweig, 1947)

were suggestive.

Since Kinsey and co-workers (1938) published their landmark statistical investigation of sex behavior, sexual evaluation and investigation have been an open area in this country. The scientific study of sex has channeled to the academic world. Sex education and courses in sexology have been successfully pioneered with positive indications by many (Ford and Beach, 1951), (Calderone, 1960), (A. Ellis, 1961), (Kirdendall, 1964), (Johnson, 1963), (Stokes, 1963), (McCary, 1966) and others. This is a new field and sex education as it applies to students might well be sex research in definition.

During the past decade the anatomy and physiology of human response to sexual stimuli has been established (Masters, 1966). Physiologic and psychologic responses to sexual stimulation had not previously been studied or understood. Investigations in this area should aid in establishing a base line for adequate sexual responses, the absence of which has hindered scientific empirical investigations and knowledge. H. Ellis (1953) disproved the belief that man knows naturally how to perform and react sexually. In humans, sexual desire has largely been liberated from hormonal influence and many social scientists believe that it is regulated to a great extent by psychic activity. "Unlike lower animals, human beings have to be taught by one method or another the way or ways to carry out certain sexual acts. Men and women need to and should be taught how to have successful intercourse" (McCary, 1966). Albert Ellis has written widely on the American attitude toward sex education and experimentation (Ellis, 1961). He pointed out the inconsistencies in our beliefs, feelings, and behavior. Ellis has long stressed the need for a more acceptable sex philosophy in this country.

Culturally speaking, Saperstein (1951) pointed out the complexity

and confusion of sex education, stating that any sexual adaptation is essentially a compromise. The dicotomy effects of many of our recent scienfitic sex studies were specified: While the modern attitudes and investigations broaden the effects of normality and relieve personal anxiety and guilt, they likewise add confusion about social attitudes, goals and long established cultural conformity. Saperstein also called attention to the dilemma in training our children in sex, stating that children are geared to suppress overt sexuality and to disguise hostile feelings. The child is trained in every aspect of sexuality except the most essential one, that of deriving pleasure from sex; on the other hand, any attempt to raise a child without any inhibitions in our present cultural environment is inevitably doomed to failure. Saperstein described the dilemma thusly: "Without the development of consistent sexual attitudes developed in childhood to prepare him effectively for the future, anxieties will inevitably develop in adult sexuality. One can not have sexual inhibitions in children without having anxieties for future adult activity which is further complicated by a lack of consistency in adult sexual behavior. The sexually well-adjusted person under present conditions is therefore a myth" (Saperstein, 1951, p. 104). Whether more recent attitudes, approaches, and education are changing culture's conflicting conception of sex is yet to be observed. Johnson (1963) interpreted the conflict in communicating sex: "The social scientist is in effect forbidden direct access to his subject matter by vent of his own upbringing and what is socially acceptable" "Yet the generation of students has come of age when the educational system has fallen behind them; they are ready for more than the school, the colleges, or the society are ready to give" (Johnson, 1963, p. 17).

Byrne (1961) found that individuals were consistent in their defensive reactions to threatening stimuli over a period of time. Using his Repression-Sensitivity Scale, assumed to measure the tendency to approach or avoid threatening stimuli, he concluded that sexual, aggressive, and emotional responses represented some degree of threat to almost everyone in our culture. (Byrne, 1964). Byrne found that those who had difficulty in perceiving threatening material accurately also gave evidence of blocking, avoiding, and repressing. Conversely, he found that those who received threatening stimuli accurately responded in other situations with intellectualization, sensitization, and general approach behavior (Byrne, 1964). These findings were in agreement with other studies categorizing subjects according to defensive modes of reaction to threatening versus non-threatening stimuli (Carpenter, Wiener, and Carpenter, 1956), (Erickensen, 1951, 1952), (Dickes, 1957), (Shannon, 1955, 1962).

In a more recent study of "Response to Sexually Arousing Stimuli as a Function of Repressing and Sensitizing Defenses" (Byrne and Sheffield, 1965) significantly demonstrated that sensitizers were more anxious than repressors to sexual arousing stimuli. It was further demonstrated that sex arousal was associated with anxiety, entertainment, and the lack of boredom in the sensitizers and with disgust and anger among the repressors.

Shannon (1955) in correlating defensive reactions and personality types found that internalizers avoid anxiety by denial, externalizers avoid anxiety by projecting the motivation onto others, and that acting out types avoided anxiety by immediate expression of the conflict. Saperstein (1951) previously interpreted the three basic types of defense against anxiety to be flight, attack and dependency. He inferred that

repression represented flight from reality; aggression represented attack, and dependency defense represented fulfilling basic to more advanced needs. Both attack and dependency mechanism were hierarched from primitive or elementary to advanced or organized in form and use.

Findings from the literature suggested the correlations between neurotic and defensive behavior and low sex information. Inferences were made regarding the values and benefits derived from academic sex education.

CHAPTER III

Experimental Design

This investigation was primarily exploratory, focusing on hypothesized relationships between the level of sex education and certain unconsciously motivated behavior patterns. Students served as the independent variable, and the results from the three tests administered served as the dependent variable. The test data were evaluated by two statistical techniques: the Pearson product-moment coefficient of correlation and the chi-square analysis for qualitative data.

Test Materials. Inasmuch as the present study was concerned with the relationship between the level of sex education and three different forms of emotional reactive behavior, four means of measurement were required. Objective and projective tests served as instruments to determine the four different values. The tests listed in order of administration were: McCary's Sex Information Test, Welsh's Anxiety-Repression Scale, and Rosenzweig's Picture Frustration Study.

The limitations of any single instrument attempting to measure or evaluate either emotional behavior or sex education applied to this study. Results at best only represented indicative evidence of relationships.

There have been few attempts to objectify and qualify a single measure for anxiety. Welsh (1952) recognized the need for such a measure and using the psychometric Minnesota Multiphasic Personality Inventory (MMPI) device formulated an index to anxiety scale. The index includes two statistical concepts: anxiety index and anxiety ratio, each computed by combining significant items from the MMPI Scales. Evidence has confirmed the usefulness of Welsh's index as an objective measure of anxiety.

Welsh (1952) also developed a repression scale of measure from the MMPI inventory. Although many previous investigations had been made on

the different measures of defense dimensions, Welsh recognized the need for an interchangeable measure of the single construct repression, and developed an inventory directly for assessing the defense mechanism, repression.

For this study, Welsh's two scales, anxiety, denoting unpleasant emotional stress, and repression, an anxiety reducing activity, were combined and utilized as a single test of 78 items with two dimensions of measure. Both scales lacked proven validation and reliability but both had been standardized and statistically compared.

Since Welsh's work (1952) newer scales which have higher measures of reliability and validity have emerged for measuring emotional states and specific defense mechanisms. (Byrne, 1961)

Rosenzweig devised the Picture Frustration Study (P-F) in 1944. The P-F was originally designed as a research instrument to study reactions to frustration; it has since been demonstrated that aggressive or hostile responses also reflect conflicts and emotional problems. The P-F Study consists of 24 cartoon-like drawings which portray commonly frustrating situations. The principle behind the P-F study is that the subject either consciously or unconsciously identifies himself with the frustrated person in the drawing and projects his feelings in his written response. The P-F has proven a useful measure quantitatively and objectively. It is also most helpful in corroborating material obtained from other personality tests. However, because of the difficulty in establishing a scoring system, the reliability and validity of the P-F are still under investigation.

The Sex Information Test was developed specifically for this research project. McCary (1966) collected and compiled one hundred standardized

questions on sex knowledge issued in "Sexology" (1965-66)¹. In absence of definitive data, criterion against which to measure it, and time to clinically establish its usefulness, the Sex Information Test was admittedly an experimental instrument of dual investigation.

Procedure. The Sex Information Test and Anxiety-Repression Scale were administered to each student in a marriage and family course (Psychology 330) at the University of Houston. The tests were administered as group tests during two different class sessions early in the semester. Directions were given for each test according to the procedure outlined on the test and in accordance with the usual objective test method. All items on both tests were the true or false type and each student scored the items according to how they applied to him personally. Final raw scores were computed by evaluating the test results according to the respective test key previously designed by the test author. High scores were interpreted as denoting either high anxiety, high repression or a high level of sex education, respective to variable being tested.

The three obtained scores for each student were punched on an IBM card for statistical comparisons.

Sex information scores of the upper and lower 6% were drawn from the total scores. Students with the extreme high and low sex information scores were administered the Picture Frustration Study. The evaluation of the P-F Study protocols followed the standard procedure set down by Rosenzweig (1947). In order to eliminate the possibility of subjective scoring, two examiners judged each protocol to reach agreement on the type of response. The protocols were evaluated as to the direction of aggression: extrapunitiveness (E), intropunitiveness (I) and impunitiveness (M); and

¹"What Is Your Sex Quotient?"

as to the type of aggression elicited: obstacle-dominance (O-D) ego-defense (E-D) and need-persistence (N-P). A group conformity rating (GCR) was also quantified for percentage rating with normalized aggressive responses.

New cards were made for the 44 students with the 6% high and the 6% low sex scores. The cards contained the students' numerical scores for the sex information test, anxiety scale, repression scale plus the seven dimensions evaluated from the P-F Study. These scores were compared and assessed for relationship association.

Subjects. The student body (1150) from the Marriage and Family Course at the University of Houston served as subjects. All students' data were not usable because of technical or test error.

Statistical Analysis. Two forms of statistical analysis were used. Correlation coefficients were computed to determine the degree of association between the variables for the total group. The qualitative data (high and low 6%) were evaluated by the chi-square technique.

CHAPTER IV

Results

Results were determined by comparing the numerical scores representing the level or degree of the four variables: sex information, anxiety, repression, and aggression. The Pearson product-moment coefficient of correlation and the chi-square (χ^2) formulas were applied to test the significance of the relationships. Significance was reported at the .05 level of confidence according to the Fisher Gates Table (Kurtz, 1965).

Table One shows the correlation between the levels of sex information, anxiety and repression for the total class. Means and standard deviations were computed. The relationships were significant: a negative relationship between anxiety and sex information and a negative relationship between anxiety and repression.

TABLE I

Correlations Between Anxiety, Sex Information, and Repression

	A	SI	R
A		-.159*	-.098*
SI	-.159		.052
R	-.098	.052	
Mean	12.579	66.033	15.602
SD	7.447	11.868	4.018

Number - 722

Males - 476

Females- 276

* - Significant at the 5% level of confidence

✓ - Indicative of trend

H - High

L - Low

A - Anxiety

R - Repression

SI - Sex Information

Table Two gives the chi-square analyses for testing a-prior hypotheses based on theoretical considerations. Relationship associations between the measures of aggression and the level of sex information, repression, and anxiety for the high and low 6% of the class was evaluated by using Pearson's formula for chi-square (x^2). The chi-square analyses showed no relationship between the direction of aggression and the variables it was compared with. The relationship between a high amount of anxiety and the obstacle-dominance type of aggression was significant. The association between a high level of sex information and ego-defensive type of aggression was indicative of positive trend. Similarly, a high level of sex information and group conformity rating for aggressive reactions indicated a trend relationship.

Five out of the eight hypotheses were confirmed, three with significance and two with suggestive trends. Anxiety showed a significant negative relationship with sex information. Anxiety showed a significant negative relationship with repression. High anxiety was significantly related to high obstacle-dominance type of aggressive responses. Trend wise, ego-defensive type of aggressive reactions were closely associated with a high level of sex education. Group conformity rating for aggressive reactions and the level of sex information showed a marked trend of positive relationship.

Three hypotheses were not confirmed. Repression was not related to low sex information. Repression was not related to impunitiveness on the Picture Frustration Study. Extropunitiveness and intropunitiveness on the Picture Frustration Study were not related to anxiety.

TABLE II

Chi-Square Analyses for 6% High and 6% Low Scores

χ^2 Formula:

A	B	A+B
C	D	C+D
A+C	B+D	N

$$\chi^2 = \frac{N(AD-BC)^2}{(A+B)(C+D)(A+C)(B+D)}$$

N: 44 M - 22
F - 17

General Cut-Offs Used:

<u>Test:</u>	<u>Cut-Off Score:</u>
Extrapunitiveness (E).....	34
Intropunitiveness (I).....	29.5
Impunitiveness (M).....	34
Repression (R).....	15.5
Anxiety (A).....	10.5
Obstacle-Dominance (O-D)	15.5
Ego-Defense (E-D)	32.5
Group Conformity Rate (GCR).....	75.5

- * - Significant at the 5% level of probability
- ✓ - Indicative of trend
- H - High
- L - Low
- A - Anxiety
- R - Regression
- SI - Sex Information

(1) Direction of Aggression

Extrapunitiveness (E)

(a) Anxiety		H	L	$\chi^2 = .09$
	H	12	10	
	L	11	11	

Intropunitiveness (I)

(b) Anxiety		H	L	$\chi^2 = .36$
	H	10	12	
	L	12	10	

Impunitiveness (M)

(c) Anxiety		H	L	$\chi^2 = .37$
	H	11	11	
	L	9	13	

Extrapunitiveness (E)

(d) Repression		H	L	$\chi^2 = .09$
	H	11	11	
	L	12	10	

Intropunitiveness (I)

(e) Repression		H	L	$\chi^2 = .36$
	H	12	10	
	L	10	12	

Impunitiveness (M)

(f) Repression		H	L	$\chi^2 = .82$
	H	12	10	
	L	9	13	

(g) Sex Information		H	L	$\chi^2 = 1.42$
	H	14	9	
	L	9	12	

			H	L	
(h)	Sex	H	14	9	$\underline{x^2 = 1.42}$
	Information	L	9	12	

Impunitiveness (M)

			H	L	
(i)	Sex	H	9	14	$\underline{x^2 = 1.42}$
	Information	L	12	9	

(2) Types of Aggression

Obstacle Dominance

			H	L	
(j)	Anxiety	H	15	7	$\underline{x^2 = 4.46}$
		L	8	14	

Ego Defense

			H	L	
(k)	Anxiety	H	9	13	$\underline{x^2 = .37}$
		L	11	11	

Need-persistence

			H	L	
(l)	Anxiety	H	9	13	$\underline{x^2 = 1.45}$
		L	13	9	

Group Conformity Rating

			H	L	
(m)	Anxiety	H	9	13	$\underline{x^2 = .81}$
		L	12	10	

Obstacle Dominance (O-D)

			H	L	
(n)	Repression	H	12	7	$\underline{x^2 = 2.31}$
		L	10	15	

Ego Defense (ED)

			H	L	
(o)	Repression	H	9	10	$\underline{x^2 = .00}$
		L	12	13	

Need Persistence (NP)

			H	L	
(p)	Regression	H	9	10	$\underline{x^2 = .09}$
		L	13	12	

Group Conformity Rating(GCR)

(q) Repression	H	H	L	$\chi^2 = .42$
		8	11	
	L	13	12	

Obstacle Dominance(OD)

(r) Sex Information	H	H	L	$\chi^2 = 1.49$
		10	13	
	L	13	8	

Ego Defense (ED)

(s) Sex Information	H	H	L	$\chi^2 = 3.33$ ✓
		14	9	
	L	7	14	

Need Persistence (N-P)

(t) Sex Information	H	H	L	$\chi^2 = .09$
		11	12	
	L	7	10	

Group Conformity Rating(GCR)

(u) Sex Information	H	H	L	$\chi^2 = 3.33$
		14	9	
	L	7	14	

*To be significant at the .05 level, the chi-square value must equal or exceed 3.84

CHAPTER V

Discussion

A review of the literature indicated the willingness to approach and accept human sexuality on a realistic and scientific level as an outstanding advancement in human behavioral research. The major interest of this study concerned a relationship investigation between the level of sex information and the degree of certain unconsciously motivated behavioral patterns. The goal of the study was to demonstrate a positive association between an individual's knowledge of sex and his ability to successfully handle anxiety.

Perhaps the most pertinent aspect of the present work was an attempt to delineate the associative effects between: emotional variables and sexual behavior, and emotional variables and sexual education. Previous studies have theoretically and empirically established the functional relationship between emotional and sexual behavior. In the studies reviewed physiological and psychological sexual responses were consistently correlated with neurotic anxiety and defensive reactive types of behavior. However, the effects of sexual knowledge on the established relationship between sexual arousing stimuli and emotional response was not reviewed in the literature.

Since Freud's early classic study on anxiety in 1894, the interplay involving anxiety, repression, aggression, and sex has been recognized. Although authorities offered different theories as to the cause and effect of anxiety, they tended to agree that anxiety was not a primary drive but a signaling reaction associated with sexual stress or threat. Generally speaking, Bender's (1953) theory applied to the research investigated. Bender demonstrated how anxiety was a result of imposed controls and

could be followed by feelings of hostility and frustration, which could be further manifested in aggression or checked by repression. Bender's account corroborated Freud's (1914) anxiety-repression theory, Dollard's et al. (1939) frustration-aggression hypothesis, and Rosenzweig's (1947) theory of categorizing aggressive reactions to frustration.

Research agreed the inner conflict resulting from anxiety could be handled by one of two methods, awareness or denial. Under awareness fell the conscious or actualized state of anxiety with simultaneous presence of other unpleasant feelings and the consciousness of frustrating feelings with projected aggressive reactions. Denial of anxiety was associated with conscious suppression and unconscious repression and aggressive reactions. When denial mechanisms were utilized the resulting unwillingness or inability to express either feelings of anxiety or other emotions feelings was emphasized by different authorities (Saperstein, 1951), (Bender, 1953), (Byrne, 1963, 1965). Rosenzweig's (1947) significant positive correlation between repression and impunitiveness (denial of frustration feelings and aggressive responses), and Byrne's (1965) significant positive correlation between repressors' tendency to deny sexual stimulus threat and feelings of disgust, anger, and withdrawal, served to exemplify the generalized blocking avoidance effect of repression.

Findings from the present study did not agree with the correlates from the two referred studies. Rosenzweig's (1947) correlation of repression and impunitiveness was not supported. The only feasible account for the difference in findings would be in terms of the effect of the mechanism involved. It was noted that repression was only significantly related to anxiety, and was not, as hypothesized, related to a low level of sex information. Perhaps repression was an end in and of itself and would have to be detected by other effects. Byrne's (1965) positive

correlation between sex stimuli and anxiety dealt with sexual response and not sexual understanding. In his study Byrne was interested in showing how threatening sexual stimuli was met by two extreme defense mechanisms, repression and sensitization. Actually Byrne's findings could substantiate the present postulates indicating sex education as an anxiety reducing mechanism, as Byrne proved that while sensitizers were more anxious under sex arousal conditions, they were likewise more receptive and reactive to other stimuli than were the repressers. Accepting that sexual arousing stimuli were equally threatening to individuals at each end of the defense continuum, it could be hypothesized that sex knowledge could relieve the anxiety without denying the other correlates which Byrne proved associated with the sensitizers such as entertainment, lack of boredom, feelings of awareness, excitement and pleasure.

Interpretation of data from this study showed anxiety to be significantly related to repression, obstacle-dominance aggression, and sex information. The inverse association of repression and sex information with anxiety implied that the two variables, repression and sex information represented counteracting mechanisms for anxiety. In categorizing these mechanisms as to awareness or denial, it was concluded that sex information represented a counteracting method of awareness and repression represented a denial method. Anxiety's relationship with aggression signified the presence of frustration. The aggressive reactions to frustration were categorized as both awareness and denial methods depending on intervening variables. Aggressive reactions from direct association between anxiety and frustration were assumed as both awareness and denial responses; aggressive reactions reflecting frustration from repression were deducted to denote denial; aggressive reactions from frustration related to the level of sex education were categorized as awareness reactions.

The repression anxiety relationship continued only to the obstacle-dominance basic type of aggression (aggressive reactions where the barrier which occasions the frustration predominates as the blocking obstacle and there is little handling ability of a higher order). The association of the mental mechanism, repression, with the fundamental state of sexual stress, anxiety and the basic type of aggressive reaction, obstacle-dominance was statistically supported. Thus, the implication that the mechanism, repression, involved only elementary emotional factors in handling anxiety was in order.

The directional aggressive reactions, extrapunitiveness, intropunitiveness, and impunitiveness were not related to anxiety. It was concluded that anxiety was not attributed to definite objects or persons, nor blocked or glossed over, but true to its free-floating nature. Anxiety was significantly related to obstacle-dominance, the basic "type" of aggression. This elementary relationship between non-directed disorganized anxiety and non-directed non-productive aggressive responses supported the hypotheses of this paper and the findings from the literature.

The level of sex information suggested a progressive type of relationship with emotional reactions, a relationship, from an elementary non-productive association to an advanced productive one. The negative association between the level of sex education and anxiety was assumed to imply that sex knowledge lowered anxiety. The trend relationship between the level of sex information and ego-defensive aggression was interpreted to denote aggressive reactions of a higher order, where the subject's ego and mentality are involved. Lastly, the positive trend between a high level of sex information and group conformity rate (a measure for comparing aggressive responses with established conformity criteria) was indicative of acceptable adjustable behavior.

From the findings and interpretations, anxiety, as a basic reaction to sexual stress was likewise associated with other basic reactions, repression and aggression. The association between anxiety and repression was relatively closed and not inductive to higher levels of handling or working through. The association between anxiety and aggression was non-directionally oriented and related to the basic type of aggressive reaction to frustration, as was repression. Sex information reduced anxiety and represented a mental mechanism of a higher order for handling stress from emotional reactions, a mechanism involving understanding and resolving rather than evading or attacking.

Prior studies of anxiety, as a fundamental phenomenon denoting stress with sexual connotations, have largely been conducted under the psycho-analytical theory. Recently, anxiety has begun to be researched in newer theoretical areas of learning and perception. Byrne et al. (1965) have begun to study anxiety and sexual reactions under the perceptual selective theory. Sex education, as a cognitive approach to anxiety would indeed represent a modern conception. The present work advocated sex education as a more successful and beneficial mechanism for handling and resolving both anxiety and frustration than the previously explored mechanisms of defensive and aggressive reactions. It would be premature to attempt to prove empirical relationships between an increase in sexual information and a decrease in sexual inadequacies or emotional disorders; but suggested evidence of such a relationship might be inductive to more research in objective sexuality and sexual education. In promoting the acceptance and understanding of sex information as a mechanism for reducing and preventing anxiety, it is understood that education would not solve the present problems but mainly help to identify, clarify, and possibly prevent some of the future problems surrounding human sexuality.

CHAPTER VI

Summary and Conclusion

Summary: A series of hypotheses involving relationships between the level of sex information and different emotional behavioral dimensions were made. Emotional variables appeared to vary as a result of the level of sex information in a sufficient degree to establish certain relationship associations. Repression and the level of sex information both showed significant negative correlations with anxiety. Sex knowledge decreased anxiety symptoms as did the defense mechanism, repression. Sex knowledge was further correlated with more satisfying and acceptable measures of emotional behavior; repression was not. The level of sex information corresponded positively with the more advanced and effective types of aggressive reaction to frustration; repression was related to only the basic type of aggressive reaction.

Findings from the literature have established the relationship between anxiety and sex as stress producing. The stress situation has chiefly been studied by correlating ego-defensive or aggressive mechanisms with anxiety and deviated sexual behavior. The present study proposed sex information as a mental mechanism of defense and hypothesized sex knowledge, via academic education, as a superior method for handling anxiety due to sexual stress. The hypotheses related high sex information to low emotional conflicts. Reasoning was based more on modern learning and perceptual theories than on the established analytical theory. Established associations from prior works under the psychoanalytical theory were assumed as valid; however, a theoretical approach focused on resolution and prevention was proposed as an optimistic extension to the antecedent psychoanalytical correlates.

The experimental findings from this study supported the principles implicated and the hypotheses stated. Due to the exploratory nature of the investigation and the limitations of normative data and technique, findings were interpreted only as theoretical inferences.

The most important finding appeared to be the demonstrated need for an individual to learn how to handle anxiety effectively in order to successfully adapt to his environment and to positively perceive himself. Rather than hypothesize more on what is threatening stimuli, or investigate more correlates between defensive, aggressive, or anxiety behavior and sexual cognates, this work advocated a different approach to the inner stressful conflict ---- one of presenting sexual activity and sexual understanding in a new light by teaching the normalcy and pleasure of sex.

Conclusion: Meaningful associations were found between the level of sex information and the degree of certain forms of emotional behavior. It was not surprising to find that sex was associated with the emotional variables, anxiety, repression, and aggression. The conflict created by society involving sex and emotional reactions has long been established and can not be simply handled nor explained away. In view of the social-sex conflict, this paper concluded that the important issue was not so much one of association as one of understanding the association and determining how it could best be handled. The recognized approach to problem solving was recommended, implying information and observation from a scientific and realistic framework. Information is fundamental to all investigation and evaluation; likewise, it was concluded to be fundamental to the understanding and handling of sexually oriented stress. Thus, sex education was the method of choice indicated for resolving conflicts of an emotional sexual context.

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