

Part II

Testing Competing Hypotheses

The purpose of this section is to test the hypotheses proposed in the previous section. First, we present the changes in legal socialization that occurred over the course of a year. Second, we test the effects of our cognitive developmental factor (legal development level) versus our social learning factor (residence hall) on the behavioral and attitudinal (the normative status of the rule-violating behaviors and the enforcement status of the rules) measures. Finally, we test the effects of the interaction between the cognitive developmental factor and the social learning factor on the same behavioral and attitudinal measures.

In Chapter 4, we focus on the changes from fall to spring for students living in the different rule-enforcing environments. Specifically, we are interested in whether legal development level increases or decreases, and whether such changes vary depending on the conditions under which the respondents were living. We also are interested in the changes to the behavioral and attitudinal measures. We expect that both the frequency of engaging in rule-violating behavior and the normative status of rule-violating behavior increase from fall to spring, particularly among the freshmen. We also expect that enforcement status of the rules decreases from the fall to the spring. Changes in these measures among those living under the two experimental conditions are of special interest.

In Chapter 5, we empirically test the predictions of legal development theory (Levine & Tapp, 1977; Tapp & Kohlberg, 1977) versus social learning theory (Akers, 1985; Akers et al., 1979; Bandura, 1969b, 1977) directly. We operationalize legal development theory with the legal development level measure (Tapp & Kohlberg, 1977). Our social learning factor, the rule-enforcing environment, focuses on the two experimental residence halls (the peer authority and the external authority residence halls) and the two control halls. We compare the effects of the two variables (legal development level and residence hall) on the behavioral and attitudinal variables.

Finally, in Chapter 6, we are interested in the effects of the interaction between the legal development factor (legal development level) and the

social learning factor (residence hall) after controlling for the effects of legal development level and residence hall alone. Our expectation is that the unique combination of both factors will have an effect on the behavioral and attitudinal variables. As in Chapter 5, we confine the analysis to the two experimental (peer authority and external authority) and two control residence halls.