

FACTORS AFFECTING THE PERSONAL  
TRANSITION OF FRESHMEN  
COLLEGE STUDENTS

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Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1975

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1980

Thesis  
1980  
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## PREFACE

The author wishes to express her sincere gratitude first to my advisor and chairman of my committee, Dr. Bettye J. Gaffney, for her unending support in this endeavor and for her ability to calmly and quietly accept often my procrastination and finally my excitement at the thought of completion. Gratitude is also expressed to Dr. Elaine Jorgenson and Dr. Althea Wright for their knowledge, wisdom and encouragement. Appreciation is also extended to Dr. Sharon Y. Nickols and Karen Fox in the Family Study Center for aid with computer work and to Tim Coburn and Carolyn Siddens for their statistical knowledge and assistance.

My most sincere love and gratitude is extended to my parents, Mr. and Mrs. Lawrence Thompson, for allowing me to "change course in mid-stream" and accomplish this endeavor. They are very special people and I was the lucky person to be given them. Their faith, love, and support for and in me are undying.

Appreciation is also extended to the remaining members of my family: Lawren Kay, Bill, Dawn, Johnny, Lynda, and the kids, Charles, Charlotte, and Kerry, for loving me through all this. To my Grandma Lake, who supported with love, always, and other material things and is a great blessing to me.

To my many friends in various places, and especially Patty Gail, I extend my thanks for encouraging me and being ears to listen.

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## CHAPTER I

### INTRODUCTION

The lives of college freshmen contain many new and varied experiences which, as former high school students, they did not encounter (Bickel, 1949, p. 1). Often new college freshmen face such situations as managing and budgeting their own money, living with another person in what often seems a minute amount of space, and making social and religious decisions until now made for them, in part, by their families. Some of these situations are unfamiliar to them and must now be dealt with in a mature manner.

Shaffer and Shoben (1956, p. 5) stated that

Most students adjust satisfactorily -- they find new friends, develop new interests, and participate in new activities that serve as outlets for their needs. Other freshmen fare less well. A few become homesick, seeking to return to old satisfactions instead of acquiring new ones. A number adjust by showing off or by becoming eccentric, gaining in these ways a certain notice and distinction which they fail to attain in more usual channels. Such variations in adjustive ability are not accidental. There are determiners underlying all types of adjustment, whether the end results are individually satisfying or not, whether the behavior shown is social or anti-social.

It is commonly accepted among psychologists that adjustment to new situations may be accompanied by emotional disturbances varying in degree to the seriousness of the problem (Bickel, 1949, p. 1).

Depression may arise which contributes to the dropout rates (Bosse, 1975, p. 746).



Despite the efforts of the university toward assisting with the problem of transition, the difficulties are as strong as ever (Williams, 1975). According to Bush (1975, p. 2), if an institution of higher education

. . . is genuinely concerned to maximize the opportunity for its population to benefit from the education being offered, then it will also be concerned to remove early obstacles to the attainment of such an end. It will, therefore, regard the orientation process as an integral part of a total system of education -- as an education in itself.

Bush (1975, p. 1) further stated that

the accurate assessment of the different needs which must be met in order to survive such a process, and the design of appropriate methods to accommodate these needs, represent an area of inquiry which remains fraught with conflicting opinion, at times, with indifference.

A great deal of research (Keller, 1978; Terenzini and Pascarella, 1978; Tweddale, 1977) has been done on the academic adjustments and attrition rates of freshmen students. According to Tinto (1975, p. 96):

given individual characteristics, prior experiences, and commitment, it is the individual's integration into the academic and social systems of the college that most directly relates to his continuance in that college. Other things being equal, the higher the degree of integration of the individual into the college system, the greater will be his commitment to the specific institution and the goal of college completion.

Although recent research dealt with academic adjustments and attrition, there was a need for information relative to personal adjustment and transition of the college freshman.

#### Purpose and Objectives

Summerskill (1962) found that American colleges lose, on the average, approximately one-half of their students in the four years

of the college experience. Other research has shown that the highest rate of withdrawal from college is during the freshman year (Curtis and Curtis, 1966; Gadzella, 1967; Goetz and Leach, 1967). The purpose of this study was to assess factors which influenced personal transition from high school to college and to consider the implications of the findings for freshman student program planning. The specific objectives that guided this study were to:

1. assess the effect of enrollment in a certain college of the university on the personal transition of college freshmen;  
and
2. assess the effect of several selected variables on personal transition of college freshmen.

#### Hypotheses

The following hypotheses were examined:

- $H_1$ : There will be no significant difference in personal transition among freshmen students enrolled in different colleges on the university campus.
- $H_2$ : There will be no significant difference in personal transition among students as based on several selected variables: age, sex, size of high school graduating class, distance from home, frequency of trips home, choice of institution, and educational levels of father and mother.

#### Assumptions and Limitations

The following assumptions are vital in this study:

1. Early adulthood is said to be "a period of storm and

stress in America" as it is a somewhat "unorganized period of life which marks a transition from an age-graded society to a social status graded society" (Havighurst, 1953, p. 258).

2. College freshmen are continuing to work through the developmental tasks of adolescence including: "achieving emotional independence of parents"; "desiring and achieving socially responsible behavior"; and "selecting and preparing for an occupation", (Havighurst, 1953, p. 123, 127, 128, 142).
3. "College or professional training schools can make the transition of the young adult more slowly and with less trauma" (Hurlock, 1973, p. 5).
4. "The student no longer has models of desirable behavior so readily available. . . and must now stand on his own feet and face the world without his parents as buffers". (Hurlock, 1973, p. 5).
5. Participants in the study are living away from home for the first time, therefore, facing problems of decision-making in various areas such as money matters and study habits combined with social obligations.

The study was limited to freshmen college students on the main campus of Oklahoma State University (hereafter referred to as O.S.U.), in the colleges of Agriculture, Arts and Sciences, Education, Engineering and Home Economics.

## Definitions

The following definitions were vital to the study:

Transition: "Various adjustment processes which students need to make in order to function effectively within a tertiary institution; the series of emotional, social, intellectual and personal changes which the student faces" (Bush, 1975, p. 1).

Orientation: "An institution's structured efforts designed to enhance the new college students' educational and social experiences" (Hoffman and Plutchik, 1958, p. 28).

Personal transition score: Sum of the phrases circled and underlined in the Mooney Problem Check List, College Form (Mooney, 1950). The lower the total score, the more well-adjusted the respondent would be considered.

Chapter I has presented the introduction, purposes and objectives, hypotheses, assumptions and limitations, and definitions relevant to the study.

## CHAPTER II

### REVIEW OF LITERATURE

The lives of college freshmen contained many new and varied experiences, which as former high school students, they were yet to encounter (Bickel, 1949). With these new experiences came the problems of adjustment accompanied by some emotional disturbances (Bickel, 1949). As stated by Lungren and Schwab (1979, p. 227):

The college years, for many individuals, are a period of change and personal growth. In addition, "going to college" in American society is a specific point of departure from intensive involvement in the family unit and the transition to a more independent status. The central issue of late adolescence -- dilemmas regarding dependence and autonomy -- reach a culmination in the early years of college.

Transition adjustments came to be noted as the series of emotional, social, intellectual, and personal changes the student must face (Bush, 1975). Few persons denied the fact that the process of transition was not easily accomplished by the majority of new students (Bush, 1975).

Beginning college students experienced a questioning of identity and some insecurities when faced with leaving home and parents, high standards of academic achievement and intermingling with such a large array of peers (Warren, 1971). According to Otto (1975, p. 63),

in highly differentiated societies such as ours, the socialization process is accomplished by multiple agencies: the three agents that appear to have the greatest impact on the development of the individual are the family, the school, and one's age-mates or peer group.

The review of literature contained influences of the family, peer group, and extra curricular activities on the new college student. Also examined were the students' own personal growth and adjustment, freshman orientation courses and attrition rates of college students.

#### Family Influences

Until now the family has been the student's "basis for mere living" (Patten, 1977, p. 1). The family as viewed by Greco (1950, p. 154),

. . . creates and satisfies certain needs of the individual and in return demands certain behavior of him. This dependence on the group makes it necessary for the individuals who are significant because they satisfy needs and make demands.

"Each person has to find some way of asserting his own identity and discovering his personal niche in the scheme of things" (Kelley, 1969, p. 6). The experiences in and with the parental family provided the basis for this discovery. The introduction to social interaction and events outside the home environment was given by the family. The child also found the "best opportunity to learn something of value of his own individuality" (Kelley, 1969, p. 7).

Identification with parents in either positive or negative ways influenced various facets of one's life. Stogdill (1948) found that many of the qualities associated with positive parental identification such as good personal and social adjustment, initiative, responsibility, and active participation in activities were all associated with leadership traits. Research indicated parent-child relationships influenced occupational choices of children (Walters and Stinnett, 1971). The family must supply the personal touch of giving the introduction to social interaction and helping to interpret the meaning of life outside the family (Kelley, 1969).

College attendance brought change to the young adult. The greatest change in the college student was the student's freedom from parental control (Kelley, 1969). With the freedom came tension brought about from wanting to test friends and family on all the new ideas and interests the student was being bombarded with in the new environment. Tensions between generations were a common part of American life (Kelley, 1969). Kelley (1969, p. 58) further stated

Today's tensions are commonly found, not so much in families where the living pattern has changed, but in families where the children have significantly more education than their parents. The average level of education in the United States has risen steadily since 1946. In another generation it will have jumped again. This means that sons and daughters, in a majority of homes, will probably continue to have more education than either of their parents. The barrier between generations, therefore, is not merely old country versus new country or farm versus city, but the ever-recurrent conflict between youth and age, with our high-powered modern educational system intensifying the separation between them.

Timmons (1978) concluded several statements dealing with students who withdrew from or continued in college, and their parents. Students in this study who withdrew from college failing, indicated they planned to visit their parents often, males who withdrew failing more so than males who withdrew passing. Both males and females who continued in higher education were significantly more likely than the withdrawers to maintain that they got along better with their parents than do most of their peers.

#### Peer Influences

In the early stage of adolescent development, it was commonly felt that teenagers tended to shift orientation from family to peers. Adolescents tended to be influenced more by parents when long-range, important and difficult choices were involved, while peers were more

influential when short-range, less difficult, or less important choices were involved (Goodman, 1969). Kandel and Lesser (1969) found parents were still important in decisions regarding companions and ideas of right and wrong. In matters dealing with choices of dress, movies, and music, adolescents tended to follow their peers. Goodman (1969) reported that, as a whole the adolescent conformed more to the norms of his friends than to those of his parents, or even his own. In a review of relevant research, Smith and Kleine (1966) found both parents and peers exerted influence upon adolescents.

As college freshmen continued to work through the developmental tasks of adolescence, peers continued to play an important role in their lives. According to Hurlock (1973, p. 75-76)

The peer group is an important socializing influence during adolescence . . . the peer group is not only a source of emotional security but is also a teacher of socialized attitudes and behavior. It teaches the adolescent how to get along with others . . . how to be listened to and be tolerant of the views of others.

The peer group aids adjustment to the new environment of college freshmen as well as influences patterns of dress and behavior. Rootman (1972) concluded that students' adjustment to their environments was based on the degree to which they were socialized in the academic and social realms of an institution and the degree to which their values and orientations were shared by the peer group.

Lokitz and Sprandel's study (1976, p. 276) of college freshmen at Washington University, found that students "redefine themselves" academically and socially. "One of the primary means of redefining themselves socially is through interpersonal relationships with peers of the same and other sex" (Lokitz and Sprandel, 1976, p. 276). The freshmen revealed the need they felt for opportunities to make new



friends. The students hoped to find the feeling of security once held with groups of high school friends in new friendships.

Peer groups were used in Williams' study (1975) at the University of Sydney to assist freshmen in adjusting to the university. Discussions with counselors led researchers to believe that the process of adjustment was too important to be left to chance. A program was developed to implement the use of upper classmen in assisting incoming students. Researchers hypothesized that new students "find it easier to seek advice on settling in problems from persons near their own age who had recently experienced similar problems and had presumably coped successfully" (p. 3).

#### Extra Curricular Activities

Friedman (1974) discussed what college students valued and cherished on the college campus. He stated that things important to the students should be important to all those concerned with higher education.

The wide range of activities, ideas, and components of campus life are presumed to be generally adaptive, helping students to anchor themselves in their society, to participate in and express themselves on the important functions of their lives. If these organizations are achieving the purposes for which they were created, the student should have appropriate channels through which to express himself (p. 311).

Leisure time activities played an important role in the life of college students. Thirty-nine percent of the students sampled at Colorado State University in a study of students' interaction with their environment, found their greatest satisfaction within the university in extra-curricular activities (Corazzini and Wilson, 1975, p. 20). As stated by Glass and Hodgins (1977, p. 254),

students are seen as experiencing life as total human

beings and experiences in and outside the classroom are mutually important for the overall development of individuals. Within this framework outside the classroom activities are a crucial aspect of every student's educational experience.

Otto (1975, p. 71) elaborated on this idea by stating that extra curricular activities, like the academic curriculum "provided opportunities for acquiring, developing, and rehearsing attitudes and skills from which status goals evolved and upon which future success was grounded".

The Greek system on college campuses continued to play an important part in the overview of the college environment. Membership in a fraternity or sorority within the diversified experience of college life was said to be "one way to cope with what might be perceived by students as hostile, confusing and impersonal surroundings" (Peterson, Altbach, Skinner, and Trainor, 1976, p. 110). All of these groups provided the students/members with a sense of belonging and isolated them from other value systems or environments not compatible to their own (Peterson et al., 1976).

Friedman (1974) studied a representative sample of students at the University of Texas, Austin. They were asked to complete a form giving their negative or positive reactions to activities, organizations, or movements within the university setting. Students viewed the majority of the systems positively. The eleven organizations considered negatively were thought to be diverse groups, while the 15 organizations looked on most favorably "seemed to be student oriented, student relevant, newer movements and organizations" (p. 313).

In general the students questioned perceived campus life favorably. Females indicated a more positive attitude toward each item while the men seemed more critical, negative, and even hostile. Greeks appeared more "traditional and establishment oriented and more suspicious of the new

and different" (p. 315).

Friedman presented the student body as a relatively "homogenous group with some variations rather than several disparate groups with some similarities". Conclusions were very clear and Friedman stated that

. . . a nonpolarized student . . . shares a generally positive attitude toward campus life. The organizational pattern of earlier days seems to be losing appeal; fraternities, sororities, football, and honor societies do not seem to be as prestigious as they were a few years ago. The new and attractive areas seem to be the glamorous issues of the day and personal interaction between the student and the university. The personal touch or personal interaction seems to be important (p. 316).

Nault (1975) found that students in a particular institution by their own choice were more committed to that school and its activities.

In conclusion to their research, Corazzini (et al., 1975, p. 47) stated:

students adjust to the large university by actively creating their own place within it. Others who are not as successful may experience isolation and emotional stress resulting in various maladaptive coping behaviors such as alcoholism, chronic illness and so forth.

#### Freshmen Orientation Courses

Since the turn of the century institutions of higher education "devoted considerable attention to orientating new students to the experiences offered at colleges and universities" (Warren, 1971, p. 2).

Fahrbach (1960) noted that interest in this process grew from students asking for assistance in the more complex environment of today's colleges and universities. His research found the faculty were having difficulty providing for the more personal needs which students were presenting.

Hoffman and Plutchik (1958) indicated that the majority of colleges and universities in the United States conducted an orientation course of some type for their beginning students. Most of these were one

semester in length and

cover the content of preregistration orientation programs in depth as well as personality and social development. Some courses give attention to the discussion of the meaning of higher education, necessity for academic skills, and current campus and societal concerns (Warren, 1971, p. 5).

The purpose of Warren's study (1971) was to determine if students who were in a semester long orientation course would succeed in college to a greater degree than students not in the course. He viewed freshmen orientation as:

one of the major efforts designed to assist students in their adjustment to the college community. In light of the changing nature of the contemporary college student and the role which institutions of higher learning are being asked to assume, it becomes mandatory that institutions search for effective ways which students' needs can be more nearly met (p. 11).

Warren continued, "the question is, does . . . the first semester orientation course . . . do what it is supposed to do?" (p. 12).

The Warren study formed the following conclusions:

1. participation in a structured freshman orientation course did not contribute to a significant change in earned grade point average.
2. participation in a structured freshman orientation course did not seem to contribute to a significant change in value attitudes.
3. students who participated in a structured freshman orientation course did not change their philosophies of human nature significantly.
4. participation in a structured freshman orientation course did not change significantly the perception of campus environment.
5. the experience in the orientation course did not contribute significantly to a lower attrition rate (p. 63-64).

## Personal Growth and Adjustment

Bush (1975) found responses such as "personal-social adjustment" described by students as the main adjustment for them during the course of the first academic semester.

Being responsible to oneself, and being with a range of new and different people in a new environment had brought for many of these students feelings of alienation which were heightened by the perceived impersonality of the campus. As one person remarked - 'No one knows I'm here yet!' (p. 13).

Timmons (1978) found females who withdrew from college expressed a feeling of being lost at the university because of its size and impersonality. His study also concluded students who withdrew failing reported they had difficulty feeling involved in the things they were doing. Adjustment to their environment was coupled with dealing with a new sense of self identity. Corazzini (et al., 1975, p. 47) concluded:

students adjust to the large university by actively creating their own place within it. Others who are not as successful may experience isolation and emotional stress resulting in various maladaptive coping behaviors.

Coles (1977) found freshmen felt it most important for them to possess self confidence, abilities to cope with responsibility, abilities to relate well with others, and an open mind to new ideas and experiences. Students in Hepler's research (1977) disclosed basically the same thought but felt they needed to improve themselves on some of their personality traits.

Students contributed some adjustment problems and low grades to areas within their own controls. Keller's survey (1978, p. 15) revealed students placed the greatest responsibility for low grades

"on their own lack of motivation, proper study habits, and attention to school work". These students did not "strongly connect their shortcomings with their ability to conform to the personal and social settings" (p. 6). Keller also found women were more likely than men to feel "that their lack of self-confidence in their ability and failure to discuss academic difficulties with instructors" (p. 11) were important reasons for scholastic performance.

### Attrition

Gracie (1978) found approximately 21-26 percent of the freshmen students withdraw from college sometime during the first two years of study with the highest withdrawals during the freshmen year. Lueck and Gilbert (1978) predicted that three of every ten students who entered college in the 1970's would drop out and never complete a degree. In agreement with that statement, Curtis and Curtis (1966) found a large percentage of students who do withdraw early in their college experience eventually return to some college and graduate.

Gracie (1978) found that females have a higher withdrawal rate than males, yet if they remain in college they progress faster. In a study by Timmons (1978) results indicated both male and female withdrawers as a total group were significantly more dissatisfied with their lives at the time of admission than were the students who continued.

Lueck and Gilbert (1978) conducted a study on the effect of the students' college major on attrition. The highest attrition rate in the first year of students who were freshmen in 1974 were computer and information science majors with 40 percent of these students leaving. The second highest attrition rate was found among engineering majors while home economics had the lowest. The research concluded that college

major was definitely related to attrition.

Hackman and Dysinger (1970, p. 323) noted college withdrawal as being a "multiply-determined phenomenon." They further stated:

Probably the most profound effects of withdrawal are on the students themselves. For many students, withdrawal represents a highly impactful renunciation of a carefully considered decision which involved substantial levels of personal and economic commitment . . . clearly something goes wrong -- often early in their college careers (p. 323).

Cope and Hannah (1975) reported that approximately 25 percent of the students who withdraw from college consider doing so before they actually enroll. Therefore, for many students, graduation from college was not included in their plans.

#### Summary

Chapter II has presented a review of relevant literature. Sections included were: family influences, peer influences, extra-curricular activities, freshmen orientation courses, personal growth and adjustment and attrition.

## CHAPTER III

### RESEARCH PROCEDURES

#### Type of Research

The research design of this study was a descriptive survey using a check list. The research involved the use of the Mooney Problem Check List, College Form (Mooney and Gordon, 1950). This check list was developed to help students express their own personal problems. A one page questionnaire of the researcher's own design was developed to obtain information about certain variables for the study.

#### Population and Sample

The population included freshmen students at Oklahoma State University (hereafter referred to as O.S.U.), in the fall semester, 1979. The subjects included male and female students enrolled in orientation classes for freshmen required by five colleges within the university -- College of Agriculture, College of Arts and Sciences, College of Education, College of Engineering and the College of Home Economics.

The need to utilize a representative proportion of those enrolled in the orientation course, and certain procedures to gather the data required by the course coordinators resulted in different sample and data gathering processes in each college. Therefore, the researcher had no control over the final data gathering procedures. The Colleges



The Colleges of Agriculture, Arts and Sciences and Engineering offered only two sections of the orientation class with both sections having large enrollments; therefore, the section with the smaller number enrolled was used.

The section of the orientation class chosen in the College of Agriculture had an enrollment of 126. Data collection was done by the researcher administering the instrument during a regular class session.

In the College of Arts and Sciences orientation class chosen, there was an enrollment of 288 students. To gather the data, the instrument was passed out to the class with instruction for it to be returned at a given time to the course coordinator.

In order to obtain a representative sample of the 171 total enrollment in the freshmen orientation courses within the College of Education, different methods were used. Upon the first discussion with the course coordinator, it was decided to administer the instrument at a given place and time, having previously allowed the students to volunteer to come in for the session. As this procedure resulted in a small representation, a second process was decided upon through which the instrument was given to the students by their class instructors with instruction to complete and return it to class on the following meeting day.

The instrument was given to the chosen section of the orientation class in the College of Engineering. It was required of the researcher by the course coordinator to stress the completion of the instrument was to be on a voluntary basis. The 225 students were instructed to return the completed instrument to the next class meeting.

The sampling of students in the College of Home Economics was done by selecting five of the six orientation classes and surveying the entire enrollment. In all five sections, the instrument was administered

by the researcher during a regular class session. This procedure resulted in a representative sample closest to the recommended proportions for a population of its size.

### Instrumentation

The instrument used to survey the sample included two parts: a questionnaire which gathered demographic information about the student developed by the researcher, and the Mooney Problem Check List, College Form (Mooney and Gordon, 1950). The Mooney Problem Check List was developed by Ross L. Mooney and Leonard V. Gordon originally to help students express personal problems.

The demographic information sheet obtained the selected variables used in the study. These included age, sex, number of students in respondent's high school graduating class, distance from O.S.U. to home, how often the student went home, choice of institution and educational levels of father and mother. Other information gathered included marital status, college major, why the student chose O.S.U., how was the student's education being financed and whose idea it was for the respondent to attend O.S.U. The demographical information was completed first by the students. The confidentiality was maintained by a coding procedure that alleviated names.

The Mooney Problem Check List, College Form, was a list of 330 troublesome problems which are often faced by college students. The respondents were instructed to read through the list, select particular problems which concerned them and underline those problems. Students took a second look at the items underlined and were instructed to circle those items of most concern. A personal transition score for each respondent was obtained by summing all phrases circled and underlined.

High totals indicated least adjusted students while low totals indicated most adjusted students. The final part of the Mooney Problem Check List was for the subjects to write a short summary in their own words of their responses.

Validity of the Mooney Problem Check List, College Form, was not specifically stated while notation was made of "validity by popularity" as being relevant (Mooney and Gordon, 1950, p. 9). The author also explained that the "simple straightforward checklist technique seemed to fill a need in the area of personal evaluation" (p. 9), as it has been used by a great number of schools.

The statement was made stressing the reliability of the Mooney Problem Check List, College Form:

. . . the College form . . . of the Problem Check List, was administered to 116 college students. The frequency with which each of the items was marked on the first administration was correlated with the frequency with which each of the same items was marked on the second administration. A correlation coefficient of .93 was found (p. 10).

Mooney (1950, p. 9) went on to say the Check List was administered to four educational groups and was then

. . . repeated from one to ten weeks after the first administration. The rank order of the eleven problem areas, arranged by size of mean number of problems checked in the areas, remained virtually the same from one administration to the other from each group (p. 10).

#### Statistical Analysis

The data were collected from the participating sample and responses were tabulated for the purpose of statistical analysis. The number of items circled and underlined in the Mooney Problem Check List, College Form, were summed to give a personal transition score. The means were then compared to the means of responses in other colleges and to the

means of the selected variables in a one-way analysis of variance.

"The analysis of variance determines whether there is a significant difference between mean scores of two or more groups" (Compton and Hall, 1972, p. 351). The analysis of the data was structured according to the hypotheses stated in Chapter I.

The following hypotheses were tested:

H<sub>1</sub>: There will be no significant difference in personal transition among freshmen students enrolled in different colleges on the university campus.

Instrumentation -- Personal transition was measured by the Mooney problem Check List, College Form.

Analysis -- Analysis of variance among mean personal transition scores for respondents within individual colleges was performed.

H<sub>2</sub>: There will be no significant difference in personal transition among students based on several selected variables: age, sex, size of high school graduating class, distance from home, frequency of trips home, choice of institution, and educational levels of father and mother.

Instrumentation -- Selected variables were covered by items 1, 2, 6, 7, 8, 9, and 10 which provided demographic information.

Analysis -- Analysis of variance was run among mean personal transition scores for the variables age, sex, size of high school graduating class, distance from home, frequency of trips home, choice of institution, and educational levels of father and mother.

In order to be conservative a significance level of 0.05 rather than 0.01 was selected by the researcher to use in the statistical analysis. According to Kerlinger (1973, p. 170), the 0.05 level ". . . is neither too high nor too low for most social scientific research".

#### Summary

Chapter III presented the methodology that was used in this study. Sections included were: type of research, population and sample, instrumentation, and statistical analysis.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This study was designed to assess factors which influence personal transition from high school to college and to consider the implications of the findings for planning programs for freshmen students. The following objectives were formulated:

1. Assess the effect of enrollment in a certain college of the university on the personal transition of college freshmen.
2. Assess the effect of several selected variables on personal transition of college freshmen.

This chapter presents a description of the participating sample, and an analysis of the data in accordance with the hypotheses of the study.

#### Description of the Sample

In this study the population consisted of freshmen students at Oklahoma State University, during the fall semester, 1979. The invited sample included 916 male and female students enrolled in selected orientation classes for freshmen as required by five colleges in the university. Included were the Colleges of Agriculture, Arts and Sciences, Education, Engineering, and Home Economics. There were 513 freshmen students representing the participating sample. This represented 56 percent of

the invited sample. Table I illustrates the participating sample by college.

TABLE I  
PARTICIPANTS BY COLLEGE

	Invited Sample	Participating Sample	Percent Participating
Agriculture	126	101	80
Arts and Sciences	288	159	55
Education	117	79	67
Engineering	225	60	27
Home Economics	160	112	70
No Response	---	2	--
Total	916	513	56

The independent variables as identified by the hypothesis are (1) student's age, (2) sex, (3) size of high school graduating class, (4) distance from home, (5) frequency of trips home, (6) choice of institution, (7) educational level of father and (8) educational level of mother. The instrument's demographic information questions identified the independent variables.

Responses to demographic information question one identified the age of the respondent. Seventy-eight percent or 400 respondents were 18

years of age. Twenty-two students or approximately four percent were 17 years of age, while 56 or 10.9 percent were 19 years of age. All respondents 20 years or older were grouped together comprising a total of 35 respondents or approximately seven percent. (See Table II.)

TABLE II  
FREQUENCIES AND PERCENTAGES OF  
SELECTED VARIABLES

Variables	Frequency	Percent
Age		
17 years	22	4.3
18 years	400	78.0
19 years	56	10.9
20+ years	35	6.8
Sex		
Male	207	40.4
Female	306	59.6
Number of students in Respondents' Graduating Class		
Lowest to 49	98	19.1
50 to 99	61	11.9
100 to 149	54	10.5
150 to 299	72	13.0
300 to 599	155	30.2
600+	73	14.2



TABLE II (continued)

Variables	Frequency	Percent
Distance from O.S.U. to Respondents' Homes		
0 to 49 miles	70	13.6
50 to 149 miles	299	58.3
150 to 299 miles	97	18.9
300+ miles	45	8.8
No response	2	0.4
Frequency of Visits Home		
Every Weekend	123	24.0
Every Other Weekend	180	35.1
Once Per month	160	31.2
Once Per Semester	43	8.4
No Response	7	1.4
O.S.U. Institution of Students' Choice		
Yes	486	94.7
No	27	5.3
Highest Education Level of Respondents' Father		
Less than a High School Diploma	34	6.6
High School Diploma	119	23.2
Some College, No Degree	102	19.9
Bachelor's Degree	143	27.9

Table II (continued)

Variables	Frequency	Percent
Highest Education Level of Respondents' Father (continued)		
Master's Degree	70	13.6
Doctorate Degree	31	6.0
No Response	14	2.7
Highest Education Level of Respondents' Mother		
Less than High School Diploma	30	5.8
High School Diploma	176	34.3
Some College, No Degree	148	28.8
Bachelor's Degree	116	22.6
Master's Degree	27	5.3
Doctorate Degree	7	1.4
No Response	9	1.8

Question two obtained sex of the respondent. Approximately 59 percent or 306 of those participating were female, while 207 or 40.0 percent were male. (See Table II.)

Responses to item six identified the approximate size of the respondents' high school graduating class. This was asked to be given as an exact number by the student rather than a range of numbers. To facilitate statistical analysis the graduating class sizes were grouped.

Approximately 30 percent or 166 students were members of classes containing 300 to 599 students. Ninety-eight respondents or 19.1 percent were members of classes containing less than 49 students. Two groups of students looked somewhat alike in class size. Approximately 14 percent of the respondents fell in the class sizes of both 150 to 299 and 600 and above with 72 and 73 respondents respectively. Sixty-one respondents or 11.9 percent were in classes with 50 to 99 students, while approximately ten percent or 54 respondents were in classes containing from 100 to 149 students. (See Table II.)

Question seven responses of the demographic information identified the approximate distances the students were from home while attending O.S.U. As shown in Table II, 58.3 percent or 299 respondents were from 50 to 149 miles from home. Ninety-seven or 18.9 percent of the respondents were between 150 to 299 miles from home. The distance of less than 49 miles was checked by 70 respondents or 13.6 percent. Forty-five respondents or approximately eight percent were 300 miles or more from home while two students or less than one percent failed to answer the question.

Responses to item eight identified how often the student visited home. Thirty-five percent or 180 students responded they went home every other weekend. Visiting home once per month was the category which was checked by 31.2 percent or 160 respondents while 24 percent or 123 respondents visited home every weekend. Forty-three students or approximately eight percent went home only once per semester while seven respondents or one percent failed to answer the item. (See Table II).

Question nine responses determined whether O.S.U. was the students' own choice of institutions or not. Approximately ninety-four percent

or 486 students stated O.S.U. was their choice while 27 or approximately five percent stated O.S.U. was not the institution of their choice. (See Table II).

Responses to item ten of demographic information identified the highest level of education obtained by the respondents' father and mother. As shown in Table II, of the respondents' fathers, 143 or 27.9 percent held Bachelor's degrees. Approximately 23 percent or 119 fathers were high school graduates only, while 102 or 19.9 percent had some college but no degree. Seventy fathers or 13.6 percent held Master's degrees. Only 34 fathers or approximately six percent held doctorate degrees. Fourteen or approximately two percent failed to respond to the question. Of the respondents' mothers, 176 or 34.3 percent were high school graduates only, while 148 or 28.8 percent had some college but held no degree. Approximately 22 percent or 116 mothers held bachelor's degrees. Thirty mothers, approximately five percent, had less than a high school education, while 27 mothers or approximately five percent held Master's degrees. One percent or seven mothers held doctorate degrees while nine students or approximately one percent failed to answer.

Responses to items three, 11, and 12 obtained other demographic data pertaining to the respondents. Included were 1) marital status of the respondents, 2) means by which the education of the respondent was being financed, and 3) determinants of whose idea or why the student chose to attend O.S.U. Responses to those items were compiled and can be found in Appendix B. Responses to item five -- what was the students' majors -- were compiled and can be found in Appendix B. Responses to the second part of item nine -- why or why not O.S.U. was the institution of the students' choice -- were compiled and can be found in Appendix B.

### Analysis of Hypotheses

The formulated hypotheses were tested through statistical procedures provided by the Statistical Analysis System (Barr, Goodnight, Sall, and Helwig, 1976). The significance level, Alpha = .05, was chosen to statistically test the significance of the research hypotheses. The F test for one-way analysis of variance was used to test the hypotheses while the Least Significant Difference test was used to identify significant differences between group means.

The relationship of personal transition scores of students within each college to students among all colleges, was found to be statistically significant ( $F = 12.56, p < .05$ ), as indicated in Table III. Therefore  $H_1$ , there will be no significant difference in personal transition among freshmen students enrolled in different colleges on the university campus, was not supported by the data.

TABLE III  
ANALYSIS OF VARIANCE FOR DIFFERENCES IN PERSONAL  
TRANSITION SCORES BY COLLEGE

Source	df	Mean Square	F value
College	4	10087.22	12.56*
Within	508	802.90	
Total	512		

\* Significant at .05 level

Since it appeared that college of enrollment did make a difference in personal transition scores, the Least Significant Differences (LSD) test was used to identify specific differences. Respondents from the College of Agriculture tended to have lower personal transition scores which indicated better college adjustment. Personal transition scores of respondents from the Colleges of Engineering and Arts and Sciences were found to be less adjusted than those from Agriculture. (See Table IV for mean scores.) The highest personal transition scores, indicating least adjusted to college life, were obtained from respondents enrolled in the College of Education and the College of Home Economics. The Least Significant Difference (LSD) test was applied to the mean differences of personal transition scores by colleges. Results reported in Table IV indicated that Agriculture students were significantly different from those of all other colleges. Arts and Sciences students were significantly different from all other colleges except Engineering students. The mean Engineering students' score was significantly different from all colleges except Arts and Sciences. Home Economics students were significantly different from all other colleges except Education. The mean Education student's score was significantly different from all colleges except Home Economics students. The data showed a tendency of the scores to fall within three groupings which might be interpreted to indicate three degrees of personal transition to college life.

Data for hypothesis two,  $H_2$ , there will be no significant difference in personal transition among students as based on several selected variables: age, sex, size of graduating class, distance from home, choice of institution, and educational levels of father and mother,

were subjected to a series of one-way analysis of variance tests to determine statistical significance. See Table V for F values.

TABLE IV  
MEAN DIFFERENCES FOR PERSONAL TRANSITION  
SCORES BY COLLEGES

College	Mean Scores by College					
	Mean Scores	26.31	40.06	52.08	35.80	48.69
Agriculture	26.31	--	13.76*	25.78*	9.49*	22.39*
Arts and Sciences	40.06	--	--	12.02*	4.26	8.63*
Education	52.08	--	--	--	16.28*	3.38
Engineering	35.08	--	--	--	--	12.90*
Home Economics	48.69	--	--	--	--	--

Least Significant Difference = 7.76, Alpha - .05

TABLE V  
ANALYSES OF VARIANCE F VALUES  
FOR SELECTED VARIABLES

Variables	F Value	Significance
Age	1.07	NS
Sex	47.26	**

students are enrolled in college and may be more mature than some 18 year old students attending college. With that consideration, the personal transition scores were not so startling. Respondents 18 and 19 years of age were the least adjusted having the highest personal transition scores. The mean personal transition score for 18 year-old students was slightly lower than for those respondents 19 years old with the difference being attributed to the size of the sample of 18 year-old students. No significant difference was found.

TABLE VI  
MEAN PERSONAL TRANSITION SCORES BY SEX

Sex	Sample Size	Mean Personal Transition Score
Male	207	30.25
Female	306	27.78*

\* Significant at .05

According to the analysis of variance F test, a significant difference was found among male and female respondents. (See Tables V and VI). Males in the study had a lower mean personal transition score, therefore more adjusted to college life. Females, with a higher mean personal transition score, were less adjusted to college life.

The mean personal transition scores for the variable of size of the students' high school graduating class showed little variation and



TABLE V (continued)

---

Size of High School Graduating Class	2.21	NS
Distance from Home	0.42	NS
Frequency of Visits Home	0.53	NS
Choice of Institution	1.15	NS
Educational Level of Father	1.53	NS
Educational Level of Mother	1.41	NS

---

NS = Not Significant at .05

\* = Significant at .05

\*\* = Significant at .01

A significant difference was found by sex only. As indicated in Table V,  $F = 47.26$  which was significant beyond the .05 level. Females tended to score higher than males (See Table VI.), indicating that females were less well adjusted to the transition to college life. No significant differences were found for personal transition scores by age, size of high school graduating class, distance from home, frequency of trips home, choice of institution, and educational levels of father and mother. (See Table VII.)

As seen in Table VII, for the variable age, students 20 years old and over had the lowest personal transition scores or were the most adjusted to college. Students 17 years old were less adjusted with slightly higher personal transition scores. Sample size of students 17 years of age could explain this observation. Fewer 17 year-old

tended to increase as class size increased. As seen in Table VII, students from classes with from 150 to 299 students had the highest mean personal transition score or were the least adjusted. The group of students from classes of 600+ students also tended to have a high mean personal transition score and was therefore slightly more adjusted to college than those students in classes with 150 to 299 students. The two groups of students from the smallest graduating classes had similar mean personal transition scores. These two groups had the lowest scores, thus contained the students most adjusted to college life. The relationship was not significant.

TABLE VII  
MEAN PERSONAL TRANSITION SCORES FOR SELECTED VARIABLES

Variables	n of Scores	Mean Scores
Age		
17 years	22	33.81
18 years	400	41.54
19 years	56	43.59
20+ years	35	30.91
Sex		
Male	205	30.25
Female	306	47.78
Size of Graduating Class		
Lowest to 49 students	98	36.63
50 to 149 students	61	36.38

TABLE VII (continued)

Variables	n of Scores	Mean Scores
100 to 149 students	54	42.00
150 to 299 students	72	46.03
300 to 599 students	155	46.03
600+ students	73	43.81
Distance from O.S.U. to Students' Home		
0 to 49 miles	70	37.90
50 to 149 miles	299	42.01
150 to 299 miles	97	38.59
300+ miles	45	40.91
Frequency of Visits Home		
Every Weekend	123	41.36
Every Other Weekend	180	41.53
Once Per Month	160	40.44
Once Per Semester	43	38.74
Choice of Institution		
Yes	486	41.04
No	27	34.74
Educational Level of Parents		
Father		
Less than a High School Diploma	34	42.14
High School Diploma	119	37.06
Some College, No Degree	102	47.18

TABLE VIII (continued)

Variables	n of Scores	Mean Scores
Bachelor's Degree	143	38.30
Master's Degree	70	43.58
Doctorate Degree	31	36.09
Mother		
Less than a High School Diploma	30	47.97
High School Diploma	173	39.30
Some College, No Degree	148	45.14
Bachelor's Degree	116	36.99
Master's Degree	27	36.29
Doctorate Degree	7	38.28

The variable distance from O.S.U. to the students' home indicated that those students 50 to 149 miles from home were the least adjusted as they had the highest mean personal transition. (See Table VII.) That group contained the largest portion of the sample. Students over 300 miles from home were more adjusted with a mean personal transition score less than those 50 to 149 miles away from home. Only a slight difference was found between mean personal transition scores for students in the groups 0 to 49 miles from home and 150 to 299 miles from home. Students in those groups were the most adjusted. No significant relationship was determined.

Frequency of visits home had little influence on mean personal transition scores for the respondents. As seen in Table VII, there was only a slight difference in the mean score for students visiting home every other weekend. The students visiting home once per semester were most adjusted with the lowest mean personal transition score. Students visiting home once per month were less adjusted while students visiting home either every weekend or every other weekend were found to be the least adjusted. There was no significant relationship found.

Looking at Table VII, one sees differences in combinations of fathers' and mothers' educational levels. For the discussion, differences have been categorized as to high, moderate and low transition. The students who had the highest mean personal transition scores were those whose fathers' had some college education, but no degree and whose mothers' had attained less than a high school diploma. Moderately adjusted students having slightly lower mean personal transition scores were those in the groups whose fathers' had a Master's degree, less than a high school diploma, and a Bachelor's degree, respectively, and whose mothers' had some college education but no degree, a high school diploma, and Doctorate degree, respectively. Students in the group having the lowest mean personal transition score were those whose fathers had obtained a high school diploma or a Doctorate degree, respectively, and whose mothers' had a Bachelor's degree or Master's degree, respectively.

#### Summary

This chapter presented the results of the study. It contained the description of the participating sample and analysis of the data in accordance with the stated hypotheses.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Introduction

New college freshmen often face situations unfamiliar to them and which have not been encountered as former high school students. Accepted changes must occur for the student to successfully adapt to the new surroundings and life styles. Often the adjustments may be accompanied by emotional disturbances varying in degree to the seriousness of the problem (Bickel, 1949). Despite the efforts of the university toward assisting students with the problem of transition, difficulties still rise.

#### Purpose and Objectives

The purpose of the study was to assess factors which influence personal transition from high school to college and to consider the implications of the findings for freshman student program planning. Specific objectives which guided the study were to:

1. assess the effect of enrollment in a certain college of the university on the personal transition of college freshmen; and
2. assess the effect of several selected variables on personal transition of college freshmen.

## Hypotheses

The following hypotheses were examined:

H<sub>1</sub>: There will be no significant difference in personal transition among freshmen students enrolled in different colleges on the university campus.

H<sub>2</sub>: There will be no significant difference in personal transition among students as based on several selected variables: age, sex, size of high school graduating class, distance from home, frequency of trips home, choice of institution, and educational levels of father and mother.

## Limitations

The study was limited to freshmen college students on the main campus of Oklahoma State University in the Colleges of Agriculture, Arts and Sciences, Education, Engineering and Home Economics.

## Population, Sampling, and Data Gathering

The population included freshmen students at Oklahoma State University, (hereafter referred to as O.S.U.), in the fall semester, 1979. The subjects included male and female students enrolled in orientation classes for freshmen required by five colleges within the university -- College of Agriculture; College of Arts and Sciences; College of Education; College of Engineering, and College of Home Economics. A total of 513 responses were utilized which was 56 percent of the invited sample.

The need to utilize a representative proportion of those enrolled

in the orientation courses, and certain procedures to gather the data required by the course coordinators, resulted in different sample and data gathering processes in each college. Therefore, the researcher had no control over the final data gathering procedures. Though the data gathering differed from college to college, all procedures were conducted through the required freshman orientation classes.

### Statistical Analysis

The data were analyzed utilizing the Statistical Analysis System (Barr, Goodnight, Sall, and Helwig, 1976). One-way analysis of variance procedures were performed to determine relationships as outlined in the hypotheses.

### Findings

The following findings were substantiated by statistical analysis. Analysis indicated that:

1. A significant relationship existed among personal transition scores by colleges. With the possible range of personal transition scores from 0 to 330, students in the College of Agriculture were most adjusted with a mean score of 26.31, while those in the College of Arts and Sciences and Engineering had mean scores of 40.06 and 35.80, respectively, and were less adjusted. The respondents in the College of Education and the College of Home Economics were the least adjusted of the entire sample with mean personal transition scores of 52.08 and 48.69, respectively.
2. There was no significant difference in personal transition scores by the selected variables of age, size of high school



graduating class, distance from home, frequency of trips home, choice of institution, and educational levels of father and mother.

3. A significant difference ( $p < .01$ ) in personal transition was found by the variable sex. Males were found to be more adjusted to college life than were females.

The findings did not support hypothesis one and the null hypothesis was rejected. Data did support hypothesis two on all variables except sex while no significant relationships were found among personal transition scores and any other of the selected variables.

#### Recommendations and Implications

At the completion of the study, several recommendations and implications were apparent. These included:

1. Further research: to utilize multiple analysis of variance procedures to identify relationships between certain selected variables and personal transition scores; to utilize a larger sample to obtain a more even age distribution; to determine why males were found to be more personally adjusted to college life than females.
2. Possible implementation of programs either through the colleges of enrollment or through the residence halls of the students. Perhaps the programs would be more successful when conducted in small groups with discussion leaders taken from students of sophomore or junior classification. The groups could cover topics such as time management, especially in scheduling study routines, and services or activities available to the new student.

## Discussion and Conclusions

For the variable age, data showed 17 year-old students more adjusted to college life. Sample size of students 17 years of age could explain this observation. Fewer 17 year-old students are enrolled in college and may be more mature than some 18 year-old students attending college. With that consideration, the personal transition scores were not so startling.

The same issue was noted in the variable choice of institution. The sample size for those not choosing O.S.U. was small enough to skew the distribution revealing a higher mean personal transition score for those choosing O.S.U.

The study found females significantly less adjusted than males. This can possibly be somewhat explained by viewing society's models for males and females. Perhaps males are taught independence while females are taught dependence. Freedom may be given to males earlier and possibly to a greater extent than females.

Students from the largest and the smallest high school graduating classes had the lowest mean personal transition scores and were thus noted as being most adjusted to college life. Students from large classes may have been forced to survive in the large group, therefore, it may not be alarming for them to become part of a very large group at this point in their lives. Students from small high school graduating classes were possibly always a part of everything happening. Perhaps in college they continue to strive to be a part of the group, not realizing the hugeness and lose confidence.

Data showed a tendency for those students whose fathers were highly educated to be better adjusted. The same could be said for mothers

with the exceptions that the group of students whose mothers had doctorate degrees was so small this could not be statistically shown.

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APPENDIXES



APPENDIX A

RESPONDENT INFORMATION SHEET

CODE \_\_\_\_\_

## RESPONDENT INFORMATION SHEET

- DIRECTIONS: 1. Please DO NOT write your name on the questionnaire.  
 2. Please circle, check or fill in your responses.  
 3. Please answer all items.

1. Age: \_\_\_\_\_ 2. Sex: M F
3. Marital Status: Are you married now? Yes \_\_\_\_\_ No \_\_\_\_\_  
 Have you been married before? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Circle the letter of the college in which you are enrolled.
- A. Arts and Sciences  
 B. Agriculture  
 C. Education  
 D. Engineering  
 E. Home Economics
5. Major: \_\_\_\_\_
6. What was the number of students in your graduating class? \_\_\_\_\_
7. Circle the letter of the appropriate distance from O.S.U. to your home.
- A. 0 - 49  
 B. 50 - 149  
 C. 150 - 299  
 D. 300 and over
8. Approximately how often do you go home?
- \_\_\_\_\_ Every weekend  
 \_\_\_\_\_ Every other weekend  
 \_\_\_\_\_ Once per month  
 \_\_\_\_\_ Once per semester
9. Was O.S.U. the institution of your choice? \_\_\_\_\_ Yes \_\_\_\_\_ No  
 Why or why not?

10. What is the highest educational level of your

Father

Mother

\_\_\_\_\_ Less than a high school diploma

\_\_\_\_\_ High school diploma

\_\_\_\_\_ Some college but no degree

\_\_\_\_\_ Bachelors Degree

\_\_\_\_\_ Masters Degree

\_\_\_\_\_ Doctorate Degree

\_\_\_\_\_ Less than a high school diploma

\_\_\_\_\_ High school diploma

\_\_\_\_\_ Some college but no degree

\_\_\_\_\_ Bachelors Degree

\_\_\_\_\_ Masters Degree

\_\_\_\_\_ Doctorate Degree

11. How are you financing your college education? (You may check more than one response.)

\_\_\_\_\_ Parents totally funding

\_\_\_\_\_ Parents partially funding

\_\_\_\_\_ Loan

\_\_\_\_\_ Scholarship

\_\_\_\_\_ Part-time employment

12. Whose idea was it for you to attend O.S.U.? (You may check more than one response.)

\_\_\_\_\_ Own idea

\_\_\_\_\_ Parents attended O.S.U.

\_\_\_\_\_ Friends were planning to attend

\_\_\_\_\_ Decided on O.S.U. after attending one of the Alumni Association's County Honors Banquet

\_\_\_\_\_ O.S.U. is most prestigious in your course of study

APPENDIX B  
RESPONSES TO ITEMS THREE,  
FIVE, NINE, ELEVEN, AND  
TWELVE

Question three: Marital Status: Are you married now? Yes \_\_\_\_ No \_\_\_\_  
Have you been married before?  
 Yes \_\_\_\_ No \_\_\_\_

## MARITAL STATUS OF RESPONDENTS

	Frequency	Percent
<b>Presently Married</b>		
Yes	16	3.1
No	496	96.7
No Response	1	0.2
	<u>513</u>	<u>100.0</u>
<b>Previously Married</b>		
Yes	7	1.4
No	501	97.7
No Response	5	1.0
	<u>513</u>	<u>100.0</u>

Question five: College Major: \_\_\_\_\_

COLLEGE MAJOR

College/Major	Frequency
<b>Agriculture</b>	
Undecided	6
Agriculture Communications	2
Agriculture Economics	9
Agriculture Education	8
Agronomy	9
Forestry	5
General Agriculture	9
Horticulture	7
Animal Science	21
Mechanical Agriculture	5
Range Management	1
Veterinary Medicine	18
<b>Arts and Sciences</b>	
Undecided	44
Art	3
Computer Science	7
Dental	5
Drama/Theater	3
Geography	1
Geology	5
Law	3
Mathematics	2
Medicine	12
Medical Technology	4
Music	4
Nursing	2
Optometry	2

College/Major	Frequency
Physical Therapy	1
Political Science	4
Physical Education/Recreation	7
Psychology	6
Public Relations	5
Radio/TV/Journalism	16
Sciences	3
Speech	2
Sociology	3
Veterinary Medicine	11
Wildlife	3
<b>Education</b>	
Undecided	3
Elementary	40
Industrial Arts	1
Physical Education	7
Special Education	20
Secondary	8
Speech	1
<b>Engineering</b>	
Undecided	8
Agricultural Engineering	2
Chemical Engineering	9
Civil Engineering	5
Electrical Engineering	13
General Engineering	3
Industrial Engineering	4
Mechanical Engineering	14
Petroleum Engineering	1
Pre-Engineering	1
<b>Home Economics</b>	
Undecided	9
Food, Nutrition and Institution Administration	9

College/Major	Frequency
Family Relations, Child Development	13
Clothing, Textiles and Merchandising	49
Housing, Design and Consumer Resources	22
Home Economics Education	11
General Home Economics	1
	<hr/> 513



Question nine, second half: Why or why note? (Was O.S.U. the institution of your choice?)

REASONS FOR CHOOSING O.S.U.

Reasons	Frequency
No Response	4
No Particular Reason	87
Always Wanted To	23
Best in My Field	141
Close to Home	83
Did Not Want O.U.	12
Family Attend(ed)	33
Feel at Home	5
Friends Attended	14
High Academics of the University	21
Husband Accepted Here	2
(NO) Interested Elsewhere	9
Less Expensive	10
Liked the Campus	35
Nice People	10
Received a Scholarship	4
Second Choice	8
Social Life	2
To Be Different	1
(NO) Too Far Away	2
Wanted a Large University	5
Wanted Out of State	4
Get Away from Home	8
Total	513

Question 11: How are you financing your college education? (You may check more than one response.)

- Parents totally funding
- Parents partially funding
- Loan
- Scholarship
- Part-time employment

MEANS OF FINANCING EDUCATION

Categories	Frequency	Percent*
Parents Partially Funding	232	45.2
Parents Totally Funding	180	35.1
Scholarship	169	32.9
Part-time Employment	132	25.7
Student Loan	93	18.1
No Response	13	2.5

\* Percentage response will sum to greater than 100 because of multiple response.

Question 12: Whose idea was it for you to attend O.S.U.?  
(You may check more than one answer).

- Own Idea
- Parents attended O.S.U.
- Friends were planning to attend
- Decided on O.S.U. after attending one of the Alumni Association's County Honors Banquets
- O.S.U. is most prestigious in your course of study

WHOSE IDEA WAS IT TO ATTEND O.S.U.

Category	Frequency	Percent*
Own Idea	457	89.1
Friends Attending	160	31.0
Prestigious in Field of Study	153	29.0
Parents Attended	92	18.0
Decided After Attending an O.S.U. Alumni Honors Banquet	14	3.0
No Answer	11	2.1

\* Percentage response will sum to greater than 100 because of multiple response.

APPENDIX C  
RESPONSES TO OPEN-ENDED  
QUESTIONS ON MOONEY  
PROBLEM CHECKLIST

Question one: Do you feel the items you have marked on the list give a well-rounded picture of your problems? If any additional items or explanations are desired, please indicate them here.

The majority of the respondents failed to answer this question.

Those who did answer gave the following responses.

Teachers attempt to cover too much material too quickly and few subjects are really learned.

Difficulties adjusting to different size of community.

Dorm too cold.

Don't know what to study for tests.

Living 1400 miles from home.

Having a tendency to say something I don't really mean to say.

Arts and Sciences Orientation is a waste of time. Why take courses not related to one's major.

I talk about my problems too much, especially roommate problems.

I would like college if there wasn't so much studying. All my friends are at home. I'm still undecided about my major.

Question two: How would you summarize your chief problems in your own words? Write a brief summary.

The majority of the respondents did answer question two. Upon compiling reactions to the question, the responses all fell within six major categories. The following is an outline of the responses given by the students in order of their prevalence.

1. Homesick
2. Time Management
  - A. Too much free time
  - B. Sudden freedom from parents
3. Study Habits
  - A. Fear of failure
  - B. Not knowing how to study
4. Uncertain of Future
  - A. Financial
  - B. Whether marriage was included
  - C. Job availability
5. Striving for Parental Approval
6. Boyfriend/Girlfriend
  - A. Having one but not at O.S.U.
  - B. Not having one

Question three: Whether you have or have not enjoyed filling out the list, do you think it has been worth doing? Could you explain your reaction?

The majority of the respondents failed to answer this question.

Those who did answer gave the following responses.

Makes you think about the problems you have and why you have them.

Gave me a chance to express my problems.

Others have the same problems.

I have learned more about myself.

Feel this could help faculty see problems their students have.

Made me think of things I've been putting off.

Gave me a chance to formalize my evaluation of my problems.

It was good to do if it will help others.

I realized how good I have everything compared to others less fortunate.

Helps me see what is wrong and what I need to do to do better.

Saw in writing some things that were bothering me and maybe I can start doing something about them.

It might make me a little less self-conscious about my problems.

Question four: If the opportunity were offered, would you like to talk over any of these problems with someone on the college staff? If so, do you know the particular person(s) with whom you would like to have these talks?

The majority of the respondents failed to answer this question.

Those who did answer gave the following responses.

It is up to me to solve them.

Just let the students know what services are available to them.

Would only discuss vocational and academic uncertainties.

Would talk with someone who isn't in a hurry.



VITA<sup>02</sup>

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Candidate for the Degree of

Master of Science

Thesis: FACTORS AFFECTING THE PERSONAL TRANSITION OF FRESHMEN  
COLLEGE STUDENTS

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Association, National Education Association, Oklahoma  
Education Association, American Vocational Association,  
Oklahoma Vocational Association, Omicron Nu, National  
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