

HIGH SCHOOL SENIORS' PERCEPTIONS OF COLLEGE
CONTROLLED ENVIRONMENTAL STIMULI

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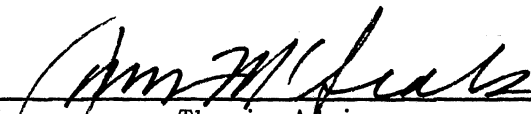
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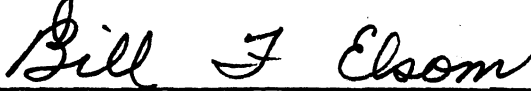
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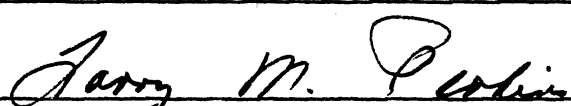
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CHAPTER I

INTRODUCTION

Most educators realize that the relative importance attached to the evaluation of an environment is determined by an individual's unique personality. An individual's subjective evaluative process varies from one extreme of reliance on one's self to the other extreme of complete reliance on others. This process is influenced by the subjectivity of an individual's value system and the external spheres of influence. The evaluation of education by an individual is also a subjective experience. The perception of selected characteristics in higher education by the potential student, who is the nucleus of the educational process, is fundamental to the process itself.

It is generally accepted that high school students have preconceived notions of the college environment which influence their choice of a college or university. Many studies conducted by the College Examination Board (1), the American College Testing Program (2), Schmidt and Sedlacek (3), as well as studies by such writers as Resnick and Heller (4), on college students' perceptions of the college environment have shown evidence that college freshmen arrive on campus with an unrealistic concept of college life. Resnick and Heller wrote:

Freshmen often come to college with an overly optimistic concept of what life will be like once they arrive. Some look forward to a glamorous social life at a kind of country club inhabited by beautiful girls and football heroes, strolling hand in hand without a care in the world. Other freshmen come with a grimly serious educational purpose. They expect to join a community composed only of dedicated scholars, with professors who keep them perpetually enthralled and stimulated. Some come with the conviction that they will spend the happiest years of their lives at dear old 'Venusburg University' (p. 15).

That incoming college freshmen are optimistic and unrealistic in their perceptions of college leaves little room for doubt; however, there are many other influences which determine how students will perceive college. Generally these are investigated along ethnic, sex, or socioeconomic differences. Research along these lines, however, is limited to sex, ethnicity, or socioeconomic differences, or combinations of two of these variables. Rarely has an investigation of all three been conducted.

Clifford and Walster (5), among others, investigated sex differences and how these influenced students' perceptions of the college environment. Generally, their findings supported the argument that women were attracted to the traditional fields because they perceived these as non-competitive with those of men. Any venture into traditionally male fields, according to Clifford and Walster, meant that women would have to demonstrate superior performance or receive public recognition in their academic endeavors in order to be accepted as equals. They concluded that

. . . only a truly exceptional woman can ever hope to transcend sexual stereotypes and to be judged on an objective basis. A woman with more modest abilities continues to be judged as first and foremost a woman, and thus an inferior (p. 242).

Studies by Trent and Medsker (6), and Werts (7) indicated that economic status had a significant impact on a student's perception of the environment of higher education institutions. These studies, as well as the study conducted by Stordahl (8), showed that "in upper socioeconomic group families, there is generally both greater expectation and greater economic opportunity for young people to go to college than in lower socioeconomic groups" (p. 211). The higher the socioeconomic status, the more valuable they perceived college to be.

Carter (9) completed a study on the Mexican-American student that revealed the influence of ethnic group on students' perceptions of education. He concluded that Mexican-Americans tended to be more negative than the Anglo-Americans toward the educational process. However, Carter did qualify this statement when the problem was viewed in a larger perspective:

The relationship between education as an abstract idea on schooling as the required institutional procedure are quite clearly recognized by middle-class individuals, but low-status Mexican-Americans often fail to recognize the all important difference (p. 135).

Although the impact of these differences on students' perceptions of higher educational institutions renders valuable information for counselors to use in understanding the decision making process by students, the research is nevertheless limited. Little or no research is available that investigated minority group perceptions of college. Carter (9), and Garza and Nelson (10) stated that this lack of information is particularly prevalent in the study of Mexican-Americans' perceptions of formal educational institutions at all levels.

If the perceptions of higher educational institutions by Mexican-American and Anglo-American high school senior students are investigated, counselors and teachers at the high school and college levels will have a clearer idea of what to anticipate in assisting students plan for entering college. Therefore, the present study is based on the premise that, among numerous other factors the high school seniors' perceptions are influenced significantly by socioeconomic status, ethnicity, and sex.

According to U. S. Department of Labor (11) 1970 Population characteristics, Bexar County, in which San Antonio is located, with a total population of 830,460 was composed of 46.8 per cent Anglo-American, 45.2 per cent Mexican-American, seven per cent Black-American and one per cent of other ethnic backgrounds. The total population of the city of San Antonio was 654,153. Its ethnic composition was 39.2 per cent Anglo-American, 52.2 per cent Mexican-American, 7.5 per cent Black American and one per cent of other ethnic backgrounds. Since the San Antonio area populations are predominately Anglo-American and Mexican-American, the focus of the study is primarily concerned with the perceptions of certain college environmental stimuli by these two groups. This study was further concerned with differences and similarities which might exist between and within these two ethnic groups in the development of student personnel programs.

Statement of the Problem

The problem under investigation in the present study is: How do Anglo-American and Mexican-American high school seniors perceive the college environment?

Research Questions

1. What are the perceptions of Anglo-American and Mexican-American high school seniors to the eight college concepts with respect to their socioeconomic status?
2. What are the perceptions of Anglo-American and Mexican-American high school seniors to the eight college concepts with respect to sex?
3. What are the perceptions of Anglo-American and Mexican-American high school seniors to the eight college concepts with respect to sex and socioeconomic status?
4. What are the perceptions of males and females to the eight college concepts with respect to socioeconomic status?
5. Do any two or more perceptions of the eight college concepts have similar "semantic space" among Anglo-American and Mexican-American high school seniors?
6. Is the "semantic space" among males and females similar in any two or more perceptions of the eight college concepts?
7. Do students in the high, middle and low socioeconomic status perceive the eight college concepts alike?
8. Is there a relationship between Anglo-American and Mexican-American high school seniors and perception to the eight college concepts?

Purpose of the Study

The purpose of this study is twofold: first, to expand the empirical data regarding the perceptions of the college environment

by Mexican-American and Anglo-American high school seniors, and second, to provide evidence of a descriptive nature that may assist the professional staffs who teach and counsel with students at the high school and college levels.

Definition of Terms

For the purposes of this study the following operational terms and concepts are defined as follows:

1. Mexican-American will be operationally defined as any person considered in the San Antonio schools or community to be Mexican-American, Chicano, Latin-American, or Spanish American (12). This classification will be identified by the Spanish surname of the student.
2. Anglo-American will be defined as white persons not usually considered in the San Antonio schools or community to be members of the above ethnic classification (13).
3. Socioeconomic Status. This broad term will be operationalized through the use of the Two-Factor Index of Social Position (ISP) (14). The ISP is based on two factor--the educational level attained and the occupation of the head of the household. The ISP will be scored in accordance with the instructions provided by Hollingshead (Appendix A).
4. Ethnicity in this study is utilized to include only Mexican-American and Anglo-American high school seniors.
5. Sex is defined to mean male and female in the biological sense of the terms.

6. Perception is operationally defined as the conscious awareness of the situation or object without direct attention to it or definite knowledge of its nature (15).

7. High School Seniors. The sample will include only those students who are enrolled in the fall semester of the 1974 school year.

8. Controlled College Environmental Stimuli. These terms will be operationalized through the use of certain concepts which depict eight broad areas of the college environment perceptible to the students. These concepts are: (a) college professor, (b) college classes, (c) college social activities, (d) college student relationships, (e) total college environment, (f) college personal freedom, (g) college student organizations, (h) college-opportunity for advancement.

9. College is defined in the broadest sense, as an institution of higher education, junior or senior colleges, and therefore, will be used interchangeably with the term university.

Justification for the Study

There is a need for relevant student personnel programs at the University of Texas at San Antonio. Since the University is an emerging university, it primarily recognizes the need for conducting a study that will explore how prospective college freshmen students perceive a university. A secondary, but important reason, for this study, is the need for the University and the schools and community colleges to articulate common problems of interest. This study will provide the school and community college guidance staffs in the

San Antonio, Bexar County area with information which can be utilized to evaluate their college information services, as well as other student personnel programs.

Assumptions of the Study

1. The random sampling procedures were based on the assumption that the students selected from the total pool of volunteers were representative of the population of high school seniors enrolled during the 1974-75 school year. There were no apparent reasons for assuming that this school year and these high school seniors were not typical of a much larger population of college students.

2. For purposes of this study, Hollingshead's Two Factor Index of Social Position (ISP) was utilized to identify the socioeconomic status of the students (see Appendix A). It was assumed that most students would furnish this information with candor.

Limitations of the Study

1. The sample population was limited to high school seniors from 29 high schools in the San Antonio area. Therefore, the conclusions can only be generalized to this particular population.

2. The Index of Social Position (ISP) utilized occupation and education to establish the social position of the head of the household. Effective utilization of the ISP was dependent on the precise knowledge of the occupational position and educational level of attainment of the head of the household.

3. Some occupations as specified by the students could not always be related to a corresponding one on the ISP. Therefore, the researcher had to extrapolate whenever this condition presented itself. For example, the occupation of school principal was not listed as such on the ISP. Although a principal is a school teacher in a sense, the occupational level is more properly considered an administrative post with managerial responsibility for an operation with a value of more than \$500,000; therefore, a school principal was considered by the researcher a major professional; whereas a teacher was considered a lesser professional on the ISP.

4. Some school districts had a higher concentration of reading skill problem than others. It was, therefore, necessary to assist those students with reading problems over and above the reading of the instructions of the Semantic Differential Survey.

5. Since approximately 50 per cent of the Mexican-American students never enter high school, the Mexican-American high school student represents a select group when compared to the total Mexican-American population. Therefore, the conclusions can only be generalized to the Mexican-American high school population.

Organization of the Study

In order to examine the questions under investigation, the present study was organized into the following chapters:

Chapter I includes an introduction to the study, the statement of the problem, research questions, the purpose of the study, definition of terms, justification of the study, assumptions of the study, and limitations of the study. Chapter II contains a review of

the related literature. The review identifies research concerning students' perception of college as related to sex, ethnic and socioeconomic differences. Since the present study is primarily investigating Mexican-American and Anglo-American high school seniors' perceptions of the college environment, a more in-depth study of academic and occupational expectations and aspirations, attitudes toward education, and cultural influences of the Mexican-American student are included. Chapter III will present the methodology and design of the study including sample selection, test administration, and the instrument employed in this study. Chapter IV deals with the presentation of the data and their analyses. This will include an introduction, the response to the survey, the test of the research questions and a summary. Chapter V will contain the summary, conclusion and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

The broader scope of this study encompasses ethnic, socioeconomic, and sex influences on high school senior students' perceptions of college. The review of literature, therefore, is divided into four sections: general research on students' perceptions of college; ethnic influences; socioeconomic influences; and sex influences on college perception.

Higher education in the United States in the 1970's has been influenced by a variety of forces and movements which had a lasting impact on how higher education was to be perceived by those most directly effected--the students. A brief historical overview of higher education was perceived, as well as the impact it was to have on present day education.

The nine colonial colleges which attempted to pattern themselves after Oxford and Cambridge were perceived as institutions whose purpose it was to educate leaders of a religious commonwealth. Rudolph (16) writes that:

Of course a religious commonwealth required an educated clergy, but it also needed leaders disciplined by knowledge and learning . . . but it was to ensure that the youth . . . (were) piously educated in good letters and manners. From such men it was expected that the colony would draw its public servants (p. 7).

These colleges were small and very selective. Education was designed for an elite group and differed little from the medieval universities. Rivlin, Fraser, and Stern (17) pointed out that:

For centuries those who went to college were considered members of a special class. In medieval times in some universities, students formed guilds so that being a university student became a profession. In the same fashion the graduating student entered a new guild as teacher, lawyer, physician or theologian. With the rise of the middle-class as a result of the Industrial Revolution, college going became the mark not only of a select profession, but of those going with enough money and leisure to obtain a genteel learning. Thus scarcity and rarity were taken for granted in higher education (p. 3).

The early colonial educational system left no doubt of its aristocratic nature. Not until the Jacksonian concept of democracy became the cause celebre of the common man, did education open its doors to the less fortunate. The Land Grants of 1862 and 1890 made possible public education whose purpose it was to meet the needs of all society, not just the privileged. Rudolph (16) writes that the Morrill Act of 1862:

. . . put federal largess at the disposal of every state government and thereby helped to develop a whole new network of institutions with a popular and practical orientation They responded to the unleashing of new impulses to social and economic mobility, to the emergence of a more democratic psychology which stressed individual differences and needs, and to a more democratic philosophy which recognized the right to learning and character-training of women, farmers, mechanics, and the great aspiring middle-class (pp. 244-245).

Thus, these institutions created by the Morrill Acts, especially those of the late 1800's, "assumed the role of preparing men by way of vocational and technical education for a particular role in society" (16, p. 3).

The latter part of the nineteenth century saw the growth of the American University Concept. Expansion into graduate learning paved the way to its becoming the center of scholarship, but neglected the interpersonal aspect of its interaction with students. Nonetheless, education became universal and democratic in ideal. In historical retrospect, the American College Testing Program (2) described the late nineteenth century institution of higher learning as one:

Borrowed from the Germans and adapted to the American scene, the university became the center of scholarship on any and every subject. A largely impersonal institution, the university's concentration on graduate study, its large size, and the diversity of its curricula distinguished it from the college tradition (p. 4).

According to Rudolph (16):

The American College of the 20th Century was to be further influenced by the progressive movement. This movement gave widespread impetus to student influence in university affairs, a greater freedom of learning, and the identification of 'an institution with a color to identifying it with a football team' (p. 387).

Rudolph noted that it wasn't long before many Americans viewed the university synonymously with its football team.

By the middle of the twentieth century, the image of the University as a center of scholarship and learning was being seriously challenged by a "new student leftist" philosophy. They were disillusioned by national values as well as by the vast and impersonal "multiversity" structure. Across college campus's the cry was for "student power," a ferment which Brubacher and Rudy (18) describe as campus groups demanding:

. . . that students be given an equal share in basic decision-making including such vital matters as the evaluation of grades for selective service, and the disclosure or non-disclosure to the House Un-American Activities Committee of the names of members of radical undergraduate organizations. In a very real sense, these demands, contemplated a fundamental change in the power structure of the American college and university, perhaps the most radical change since colonial days (p. 346).

There is no question but that the student of the 1960's perceived the impersonality and vastness of the "multiversity" as detrimental to his academic life. "They saw themselves powerless in determining their academic destiny, as well as perceived higher education as irrelevant to their futures" (2, p. 5). The 1970's began by offering change processes in an attempt to eliminate the student frustration of the 1960's. Such college programs as the "Basic College" concept of Michigan State, and the "Living-Learning" concept of Oklahoma State University are examples of efforts throughout the nation to make education more relevant for today's students.

In conclusion, therefore, how the college was perceived historically was greatly influenced by sex, socioeconomic and ethnic differences. Early education was male oriented for the rich and those of the Caucasian race. As it became more diversified, it gradually accepted women, the poor and the racial minorities.

Currently, American universities are greatly diversified in enrollments, curricula and are demonstrating an awareness of social problems such as pollution, discrimination, poverty, law enforcement and social problems of the inner cities. According to the American College Testing Program (2) "college students of the seventies are concerned with these problems and therefore, come to colleges expecting to be taught to help solve them" (p. 5).

General Research Influencing
College Perception

It is generally known and accepted that entering students are both realistic and unrealistic, accurate and inaccurate in their description of the college environment. Feldman and Newcomb (19) as have King and Walsh (20), Standing and Parker (21), Berdie (22), Waterman (23) and Bowers (24) suggested that the cause of students' idealistic preconception of college was due to the lack of clarity of their long range plans. Feldman and Newcomb (19) write that the students:

. . . had little idea about scheduling of classes, the large number of organizations and activities open to them on the campus, specific cultural activities and so on. They were unprepared for the wealth of competition for their time and the wealth of choice of curricular and extracurricular activities Their view of the college environment (was) based on both knowledge and hopes, perhaps even on fantasy (p. 82).

In the 1972-73 Nutshell (26), a national handbook for college students, this sense of unrealism and inaccuracy in the perception of college by high school students is vividly expressed by a college professor who is quoted as saying:

Sixty per cent of my students come in here with a very practical attitude. They expect to get a degree which will allow them to get a better job which will allow them to make more money. That is all they expect, so college is fine for them. Its the other 40 per cent I worry about. I mean they come in here expecting to learn so much. They think college will provide them with ultimate wisdom and a degree just happens to be one of the rewards (pp. 18-28).

Research has yielded evidence that high school seniors have had a more accurate perception of the college environment than did the college advisors in the high schools. In a study by Seymour (26)

comparisons were made of the perceptions of colleges held by high school seniors, high school counselors, and students attending four different colleges. The perceptions of college students toward their colleges were used as a base-line of "reality." College bound seniors were found to have a more realistic view of college than did the high school counselors. The findings, however, generally supported the argument advanced by Pate (27), Donato (28), Buckley (29), and others that high school seniors, as well as junior college transfer students' perceptions of the college environment were unrealistic and overly high in expectation.

Some researchers have attempted to categorize the student by the way the student perceived college. For example, Resnick (4) classified students as four types according to their purpose for going to college. These he categorized accordingly because he viewed them as lacking in serious intentions or realistic goals. He wrote that:

New Leafers believed that everything in college will be entirely different from the high school. They think they will be suddenly changed from indifferent high school students to brilliant college scholars
Stepping Stoners look upon college as merely a means to a specific goal. For example, some girls go to college only to find a husband. Some boys go to college until they are old enough to enter a family business. Some may wish to play professional football and hope to catch the eye of a scout
Drifters pass through high school without getting seriously involved and come to college because they cannot think of any other place to go
Last Minutemen had no expectations of going to college. They are anxious to leave school to gain economic independence and to free themselves from restrictions. For them, high school may have been associated with childish routines. When they begin looking for their place in the world, they find the labor market glutted with other hopeful but unprepared workers like themselves. They turn to college but must re-orient themselves to an environment they intended to escape (p. 34).

In another attempt at categorization, Trow (30) hypothesized the student into four general types according to the manner in which the student perceived a university. The Academic Type was one who emphasized the intellectual atmosphere of a college in choice of institution; the College Type was one who emphasized the social aspect and thus was influenced by this in choice of a college. The Vocational Type perceived college as a means for securing a degree which would allow one to earn a comfortable living and the Nonconformist Type was one that tended to perceive a college environment as independently from the advice of teachers or counselors. Richards and Holland (31) suggested that students perceived a college environment along four main areas of interest. They did a factorial analysis of students' typical explanations of college choice and found evidence of four factors which they described and interpreted:

Intellectual Emphasis has high loadings on the influences 'good faculty,' 'high scholastic standards,' 'special curriculum,' 'desirable intellectual atmosphere,' and 'national reputation.'

Practicality has high loadings on 'desirable locations,' 'close to home,' and 'low-cost college.'

Advice of Others has high loadings on 'advice of parents,' 'advice of high school or college counselors.'

Social Emphasis has high loadings on 'desirable social climate,' 'good athletic program,' 'has fraternities and sororities,' and 'coeducational' (pp. 9-10).

These studies serve to reinforce the findings of other investigators such as Astin (32), Holland (33) who have attempted to classify students according to general patterns of students' perceptions of college and their influences on college choice.

Studies such as one by Atkinson, Peterson, and Sanborn (34) have not attempted to classify patterns of perception of college environment, but rather to describe the negative effects campus

visitations may have had on students' choice of college. These authors investigated the effects campus visits to large universities had on students' perceptions of these institutions. Their findings suggest that after such visitations:

Large institutions are often characterized as oversized and impersonal institutions where people are indifferent toward one another, where classes are large and subject matter difficult, and where nobody seems to pay attention to rules (p. 36).

Additional research was found which had investigated students' educational and vocational aspirations and the effects this may have had on students' perceptions of college. A study by Kerr (35) concluded that career and educational aspirations were the most significant motives for attending college. Rivlin (17) writes that:

. . . today, heavy emphasis is upon education for career and success--the figures of the extra \$150,000 to \$200,000 one becomes worth as a result of college and so on--and likewise upon excellence in becoming an academic specialist (p. 18).

Baird's (36) findings indicated that students with both higher degree goals and higher ACT composite scores gave greater consideration to their colleges' high scholastic standards. He implied that some students chose a college because they perceived it as academically sound and capable of meeting their academic needs. Change Magazine (37) in an editorial statement made this observation:

Students are not keenly aware that to make out in this new competitive market, flooded as it is with degree-laden job candidates, the old mercantile instincts of one-upmanship and superior packaging still count for something. Consequently, it is better to arrive at the corporate recruiters' door in an academic Cadillac, still the mode of the relative few, rather than among an army of Vegas (p. 12).

A final study by Sandeen (38) supports the findings of these three studies: He discovered a relationship of educational aspiration to self-perception of ability and perceived parental evaluation.

"Achievement in school and aspiration for future education and employment are closely related to his conception of himself" (p. 465).

Other studies related to students' educational and occupational aspirations are those which have investigated values and showed how these values have affected students' perceptions of college. In the study conducted by Baird (36) in 1969, students with high income and seeking only a Junior College degree evaluated a college less for its scholastic standing and more for the presence of fraternities and sororities on campus.

A study by Barton (39) revealed that colleges in urban locations are thought by many to be "unsafe," "unhealthy," and "uninviting." These perceptions are more often those of the parents who feel that the urban life has too many temptations and are dangerous for off-campus living. This would especially be true of cities with high crime according to Barton. Another reason cited by the author for students seeking enrollment in one university as opposed to another is the feeling that some colleges are too impersonal with students. According to Astin (32), students do talk about their experiences with prospective students, and therefore, influence the way other students will perceive institutions.

In a study on student choice of college, Mundel (40), reported a clear demonstration of student values influencing perceptions of college which ultimately led to a choice of an institution of higher studies. He found that cost was a strong determinant of choice. This

was particularly true of lower-income students who preferred a college within commuting distance. The study showed also that, in general, students preferred to enroll in colleges with:

. . . high quality students; broad field offerings; and preferred colleges where students were 'like themselves,' as well as 'single-sex' rather than coeducational colleges (p. 51).

While the principle source of this data was the SCOPE Survey, the author utilized data sources such as the Institutional Research File of the American Council on Education, the Manual of Freshman Class Profiles 1965-67 of the College Entrance Examination Board, and a file of geographical data on college locations. The author did not identify the sex variables and therefore, made the student preference for "single-sex" rather than coeducational colleges difficult to explain. Nevertheless, the study does focus on role of values in the students' perceptions of the college environment.

Another study investigating values different from those of Mundel, was conducted by Bowers and Pugh (24). This study showed there to be evidence that students differed somewhat from parents on those factors which are more relevant to the college-choice decision. According to the authors:

Financial, geographical, and academic factors were more important to parents than to students, while students attached greater importance to social and cultural and to informed advice factors (p. 223).

The implication here is that student perception of the college environment is based on students' value judgement, which differed somewhat from those of their parents. Holland's (33) findings, although his sample was limited to National Merit Scholars, showed evidence to the contrary. His study showed that students' perceptions

of a college as well as their choice of college was influenced by values which were reflective of parental values and goals. However, Holland's results would tend to be viewed with some caution, since his sample was limited to a group, esoteric in nature, and not representative of cross-culture and socioeconomic backgrounds as was Bower's and Pugh's (24) sample which consisted of 80 per cent of the freshman class at Northern Michigan University. Overall, Bowers and Pugh revealed that there were significant differences between parents and students. Agreement was found on only three out of 22 items. However, "for both groups, the academic reputation of the specific department or school in which the student intended to study were the two most important reasons" (pp. 221-222) for their choice of an institution. Thomas (41) viewed the importance of the faculty as significant in its effect on how students perceived the college. He emphasized the importance of a department, not so much for its reputation, as was evidenced in Holland's (33), and Bower's and Pugh's (24) studies, but for the responsiveness of the faculty to student needs. The author felt that if the faculty member failed to generate enthusiasm in the student for the college, the prospective student would unlikely view the college as a good choice. If, on the other hand, the professor "generated lots of sparks because of a searching attitude which conveyed a meaningful approach to education" (p. 9), the student would likely perceive the college in a favorable light.

In other studies, expectations and aspirations were shown to be related to student attitudes toward education. Though generally the research tended to stress the positive attitudes that students generally exhibit toward higher education, there were many studies

which revealed quite the contrary. These investigations showed some of the negative aspects that affected the student perceptions. Some students perceived the college as a place where one ought to be recognized as mature enough to be able to choose his own course of studies. Resnick (4) writes that one student expressed resentment of this lack of freedom in this manner:

I always thought that I would be able to choose my own courses once I got to college. Now I find that I get three hours of electives and the rest of my time is spent in dreary required subjects. I just can't see any connections (p. 16).

In his book, Rivlin (17) wrote:

When . . . attitudes are fed with reports that colleges are crowded and are rejecting all but the choicest applicants--a situation which in truth applies to fewer than fifty of the more than two-thousand institutions of our land--the fear of not qualifying impresses the high school senior in a somewhat grim and nerve-wracking way. They tend to perceive college as such an awesome step, fraught with difficulty and a specter of failure (p. 5).

In a study conducted by Hoge (42), the author concluded that students' attitudes toward higher education became more negative between 1952-1969. The students felt that what they were learning in college was not worthwhile or relevant. During this period they tended to be especially critical with respect to the military-industrial complex and its ideology.

Two years later in a similar study by Seymour and Richardson (43) the conclusions reached by the authors were similar to those of Hoge (42). Seymour and Richardson's study showed that, overall, students were negative toward the college environment. They found that college students perceived the university as "failing to perceive student freedom, maximize student responsibility in general, treat students

with the same respect accorded other mature adults" (p. 329). In contrast to Richards and Holland's (31) findings, the students perceived the college environment in a more negative fashion than did their parents. This study also failed to show any difference in college perception by rural or urban students. In both cases, they were generally negative with regard to education and differed significantly with their parents on the majority of factors, a conclusion similar to Bower's and Pugh's (24) findings.

This section discussed general research on students' perceptions of the college environment and included several research articles, as well as books which directly or indirectly provided insight into the nature of students' perception of the college environment. These studies, however, were limited in that they did not investigate what effects ethnicity, socioeconomic status and sex had on students' perceptions of college.

Research on Ethnic Influences on College Perception

In recent years, the educational world has become increasingly concerned with students whose cultural backgrounds are different from those of the dominant culture--Anglo-American--in the United States. Numerous studies have been conducted in an attempt to show the effects of educational negligence, and have recommended solutions to some of these complicated problems. How the educational system, compounded by ethnic and cultural influences, has affected students' perception of higher education and the college environment is limited. Minority studies which deal with the problem are almost exclusively limited to

studies of elementary and secondary students' perceptions of public education with little or no mention as to how they perceived the college environment. It is commonly concluded, however, that minorities tend to view the educational institution and its environment negatively.

A study by Carter (44) comparing Anglo-American and Mexican-American secondary school students in one of California's rural, but rich agricultural valleys, reported these findings:

The school, its teachers, content and methods, represent the middle-class 'Anglo' culture. The Mexican-American child often sees much of what is taught as irrelevant or in conflict with what he learns at home (p. 218).

The Mexican-American's culture tends to identify with the concept of male superiority as well as agreeing with the separation of sex roles. Ramirez (45) utilizing a sample of 600 junior and senior high school students, revealed that Mexican-Americans "viewed interpersonal relationships as an attempt to control another" (p. 226). He advanced the argument that Mexican-Americans reacted aggressively toward females, especially those whom they perceive as domineering females. The study showed also that on one item the Mexican-Americans reflected not only loyalty to their ethnic groups, but they reflected the "present-time" orientation of the Mexican-American culture; and on another item, achievement was emphasized more "for the family and ethnic group rather than self" (p. 226). Orta's (46) findings reflected the present-time orientation to be significant, especially in the lower-socioeconomic status. Ramirez pointed out further that Mexican-American students viewed education more unfavorably than did Anglo-American students. This finding replicated Demos' (48) conclusion that the Mexican-American is generally unhappy with school.

Demos' (48) findings showed that there were significant differences of attitude toward education between the Anglo-American and the Mexican-American in grades 7-12. Though there existed much greater agreement between these two groups, the six areas of difference between the two ethnic groups showed that the Anglo-American had a significantly more favorable attitude toward education. The Mexican-American students perceived the teachers as less helpful, and viewed the importance of attendance as less important than the Anglo-American student. Demos inferred that these differences may be accounted for as a result of the Mexican-American ethnic group membership which Ramirez found in his study to be important to the Mexican-American. However, a study by Gill and Spilka (48) indicated that the achieving Mexican-American student, having learned to conform to rules and working under supervision, does not appear to be hostile toward teachers and school administrators. It was the opinion of these researchers that this may be true because "their demands have served as a means of reward and personal satisfaction" (p. 149). They further stated that:

The scholastically unsuccessful student, who tends to respond on a less efficient intellectual level, has difficulty accepting the demands of authority figures toward whom he feels great hostility (p. 149).

In another investigation, Colman (49) showed that Mexican-Americans in the Southwest manifested more negative attitudes than did the Anglo-American students. This study reported that 37 per cent of the Mexican-Americans, as contrasted with 47 per cent of the Anglo-Americans, responded that they would do anything to stay in school. It also showed that 59 per cent of the Mexican-Americans, as opposed to 69 per cent of the Anglo-Americans had no willful absences. Though

this does show differences in perceptions of school, Madsen (50) advocated that one of the main reasons for this negativism on the part of the Mexican-American is the school curriculum. He contended that the curriculum discriminates against the Mexican-American because this ethnic group is deliberately guided into the non-academic subjects and thus limited in their possibilities of reaching college. Madsen implied that because of this, it is not likely that the Mexican-American would view the concept of college as valuable toward meeting their goals.

Manual (51) expressed this dilemma in another way. He attributed the negative attitude of the Mexican-American student toward education as caused by the Mexican-American being caught between two ways of life--his and the American way. He suggested that this results in failure for many. He concluded that this causes this ethnic group to "withdraw and assume inferior feelings attributed to them by the school" (p. 189). In an investigation conducted by Swickard and Spilka (52) this argument was advanced, but concluded that the Mexican-American's hostility toward education was the result of the dual frustration of poverty and prejudice and that this tended to be more evident with the lower-class Mexican-Americans than was the case with the lower-class Anglo-American students. The implication is that the cause of negativism toward education is ethnic in origin rather than socioeconomic.

Reflecting on his experience as Vice-President of Student Affairs at New Mexico State University, Pesqueira's (53) address at a conference of college administrators suggested that Mexican-Americans perceived college negatively. He stated that "while the educational

system we call college is alien to its majority members, it is anathema to its minority members" (p. 8). He attributed this phenomena to factors such as admissions, retention, and graduation systems which, according to Pesqueira, do not meet the needs of minorities, especially the bilingual-bicultural Mexican-American. According to him, the university is viewed as a hostile place because curricula and education experience, which reflect minority needs, has met with resistance.

In a similar study by Garza and Nelson (10) the findings revealed significant differences on two of the seven CUES scales included in their study. These results, significant at the .05 level, were evident on the Propriety and Scholarship Scales. Garza's and Nelson's findings suggested that the differences that existed between Anglo-American and Mexican-American students may be due to cultural background. They stated that:

The significantly higher propriety press perceived by the Mexican-American students could indicate more concern among these students for etiquette and politeness and less emphasis on assertiveness and risk taking activities (p. 400).

With regard to scholarship they advanced the argument that:

Mexican-American students perceived the campus environment as placing a greater amount of emphasis on high academic achievement and on serious interest in scholarship. Mexican-American students felt that the University required more intellectual exertion than did the Anglo-American students. This difference in perceptions could be accounted for in terms of overall differential background and scholastic preparation of Anglo-American and Mexican-American students. Another possible explanation could be the bilingual disposition of most Mexican-American students, since they have to put forth more effort to compensate for its hinderance on certain scholastic matters (p. 400).

These studies suggest that the nature of the college as viewed by minorities will determine to a great extent whether or not they will enroll into a college. Some reflections reported in Change (54) implied that it was not likely that minorities would enroll into colleges that were ultra-conservative and predominantly white. The President of Wheaton College in Chicago offered this viewpoint:

Because (they) are a white, suburban middle-class school that is expensive and has rigorous academic standards, it is unlikely that minority group students will enroll here, rather than at other schools (p. 11).

Negative attitudes toward education and the effect attitudes have had on perception of college were evidenced also in studies that investigated the levels of educational and vocational aspirations of Mexican-American students. According to Parsons (55) negativism toward education was a phenomena that was evident in the early grades and which Carter (9) said persisted into the secondary levels of education. Thus the conclusions reached by many educators and explicated by Parsons was that the "chicano" children begin to assume some stereotyping as early as elementary school. He cites:

. . . even the Mexican children come to share the view constantly held up to them that the Anglos are smarter and their good opinions of special value. Repeatedly told they are dumb, the children begin to behave in that pattern (p. 380).

The literature showed further that the low-status Mexican-American students for the most part expect no more job opportunity from high school graduation than their counterpart who had dropped out of school to seek employment. Carter (9) reinforced the argument that low-status Mexican-Americans exhibit low expectations from education. He writes:

For many Mexican-Americans, high school graduation does not guarantee either economic advantage or social advantage. Low-status Mexican-American youngsters gauge the local market carefully and are likely to come to the valid conclusion that the kinds of occupations available to their ethnic group in their community do not require a high school diploma (p. 143).

Carter further wrote that future social success was the goal of middle-class Mexican-Americans rather than the goals of the lower-class. He speculated from the results of several minority studies that the middle-class had firmly accepted the premise that the "reward of school is future entrance into society" (p. 137), and therefore, emphasis rested on "social, athletic or other extra-curricular activities" (p. 137). Carter's study showed that:

Perhaps the greatest single incentive for Mexican-Americans staying in schools is the desire to make the military a career. While a high school diploma is not mandatory for enlistment, high school graduates usually do get preferential treatment because they can enter the branch or specialty of their choice. In certain areas (San Antonio for one), the military as a career may well be the principal socially acceptable and legitimate way for the low-status, but ambitious Mexican-American youngsters (p. 146).

Two studies, one by Hernandez (56) and one by Galarza (57), circumvented what has been previously cited above. Hernandez emphasized a characteristic of the middle-class Mexican-American as a group that "plans as carefully for the future as any middle-class Anglo-American" (p. 7). He further pointed out that "the higher the social status of an individual, the more extensive will be his time orientation" (p. 7). If this is true, then it is more likely that the Mexican-American will view a college education as valuable. However, most Mexican-Americans belong to the lower socioeconomic levels of American society as evidenced in Galarza's study and, as such, their time orientation is therefore focused more on the present than the

future. Galarza's study showed that:

The Mexican-American registers far greater percentage of poor than the total population (of the southwest). Of the 11,312 poor families in Arizona (1960) more than 30 per cent were Spanish surnamed. In California where one out of ten residents was of Mexican ancestry, two out of ten of all poor families belong to this ethnic group. Over half (my emphasis) of the impoverished families in Texas (my emphasis) were Mexican (p. 31).

How the student perceives college can also be understood from research investigations of student values as related to education. A few examples of findings are worth noting. Several authors have attempted to show as did Resnick (4) that:

In general, members of the so-called "lower or culturally deprived" classes have not been very interested in college. Recently, however, more children from such background have begun to attend. Since college is typically a middle-class institution, stressing such middle-class values as social conformity and postponed benefits, the student from a lower-class home often has the additional problem of adjusting to new social class expectations, and, at the same time, coming to terms with his former values and attitudes. Moving from one social class to another is never an easy process (p. 33).

Studies by Shateen (58), Ferrin (59), and the College Entrance Examination Board (60) revealed evidence that the Mexican-American student generally does not value a college education. It was pointed out earlier in the chapter that a college education was a middle-class value, and that since the majority of Mexican-Americans are in the lower socioeconomic strata, the results are not too surprising. They do, however, point out perceptions of college as they are affected by student values. Ramirez (45) pointed out that:

Mexican-American students will express views in an attitudes-toward education scale, which are less positive than those of Anglo-Americans. That is, they will react negatively to the middle-class Anglo values which are imbedded in the educational system (p. 221).

As a final example, consider the following analysis by Hinger (61) in interpreting the attitudes of junior college students at San Antonio Junior College toward the institutional image. Hinger's study consisted of 100 students from five sections of fundamental speech classes. These subjects were administered, on two separate days, a multiple choice type questionnaire using a Likert Scale. Though the students were not randomly selected, the ethnic representation paralleled that of the total college ethnic breakdown--55 per cent Anglo-American and 34 per cent Mexican-American. This study showed that 64 per cent of the students being measured were incoming new students. His conclusions were:

. . . in general, students' attitudes or opinions of the college's image improve after they had had some actual association or regular contact with (the college) (p. 26).

Hinger's conclusion was not to imply that students had negative attitudes about the college in which they were currently enrolled prior to enrolling, but only that students did change in a more positive direction after some college experience. Of interest, however, was the general neutral position they held toward their college prior to enrollment. These findings did not support the earlier research cited, which revealed student negativism toward education and the college environment. In Hinger's study, generally, most students were neutral in their perceptions of their college with one major exception--career preparation. It was generally the students' perception that college would prepare them for a career. This was especially so, for the Mexican-American and Black-American students, although not significantly different from the expectations of the Anglo-American students.

In essence, these studies have expressed a social and personal prejudice against the Mexican-American. This tragic experience has been accompanied by a lack of economic opportunities. Orta's (46) investigations showed that Mexican-Americans as a group were seldom found in professional or managerial jobs, but rather in low-paying, menial occupations. Though there are undoubtedly many causes for this, the low educational levels of Mexican-Americans is a significant factor. Prejudice, suspicion, language difficulties and the familiar self-fulfilling prophecy of low aspirations leading to lowly positions also play a heavy role on how the students perceive higher education.

The review of the literature of other minorities' perceptions of the college environment was generally limited; nonetheless, it did shed light on the problem, with conclusions not much different from that of the Mexican-American. Black-Americans as an ethnic group perceived the college environment as not fulfilling their needs because it was a white-oriented social institution. Therefore, they viewed the college from a negative viewpoint. A study by Bogue (62) supported this argument. His investigation explored the effects race and sex might have on choice of college. The conclusions of his study reflected evidence of discriminatory practice in college admissions, as well as negative inter-personal relationships due to ethnic differences between college students. He suggested that discrimination in college admissions practices may have negative effects on how Black-Americans perceived college. A similar study by Allan (63), however, concluded to the contrary. Analysis of the data suggested that planning for college, from both a financial and intellectual sense, was not a question of race and sex; rather, it was related to individual

differences with regard to a variety of other variables. Many of these variables according to Allan were related to general socioeconomic status rather than to race or sex. Pifer's (64) investigation revealed the Black point of view of the colleges as being white controlled. He cited:

In more than 300 years of its history, American higher education, with the exception of special colleges for (Blacks) showed little evidence until recently of any sense of responsibility for the education of blacks For all it has done in recent years to make up for its earlier failures, has yet achieved a state of real integration . . . , a meaningful sharing of power and position in goverance, administration, and academic staffing of higher education, especially as this affects the lives of blacks themselves. The central question, as blacks would put it, is how the black minority is to exercise effective influence over its own date and gain full respect for its own special experience within a higher educational system controlled by the white majority. That question, many blacks would say, has hardly begun to be answered (p. 8).

An important new survey conducted by Boyd (65) revealed how black college students at predominately white institutions actually felt about their educational environment and experience. This survey was conducted in 1972-73, at 40 colleges and universities across the country. Those interviewed were 785 black students and 193 black or white faculty members and administrators. The findings are summarized as follows:

1. Sixty-seven per cent stated that their colleges didn't care about having blacks.
2. Seventy-three per cent said they received no 'special favorable treatment in any aspect of their college experience' (p. 20).
3. Level of aspiration was limited to what the black traditionally perceived as non-penalizing due to their weaknesses in preparation. The percentages in the traditional areas were 28 per cent Social Science, 15 per cent Business, and 15 per cent Education.

4. Twenty-nine per cent sought a black counselor's advice and twenty per cent sought no one's advice about jobs or college.
5. The financially poor student finds his total college experience dissatisfying. Forty-two per cent of these felt the faculty was discriminating.
6. Sixty-one per cent perceived the college as non-responsive to their needs (19).

In other research dealing with Black-American attitudes toward education, Walster, Cleary and Clifford (5), Kapel (66), Olsen (67), and Astin (68) suggested that blacks felt that college was insensitive to their needs and therefore, cause for viewing the college as negative. Kapel emphasized the point, that because blacks tended to be more racially sensitive and Anglo students negative in their feelings toward blacks, that the college environment may well be viewed as insensitive to the needs of black students, and therefore, viewed as negative. However, Pruitt (69) expands this point of view by stating that black enrollments may have increased in the past years due to the fact that Black-American students see other Blacks on campus. The increased black student contact on campus may result in the perception that college environment is friendly.

Burbach and Thomson (70) concluded from their study that, generally, Black-American students were negative toward education. Using the Dean Alienation Scale which comprised a twenty-four item multidimensional differences between entering Anglo, Black, and Puerto Rican students in the "powerlessness" and "normlessness" sense. The "normlessness" suggested that:

. . . blacks experienced a greater sense of purposelessness (the loss of socialized values that might give purpose to life) and more of a feeling of being confronted with contradictory normative patterns than their white counterparts (p. 251).

The "powerlessness" suggested that:

. . . they (blacks) lack control over the day-to-day events in their lives and that they are being used and manipulated for purposes other than their own (p. 251).

Boyd (65) went on to further suggest that because these differences were characteristics of entering black freshmen students, these attitudes were less remote to the university, thus inferring that blacks did indeed perceive the college or university in a negative sense. Also, as college students, they saw the university as the object of blame.

In an article in the Journal of School Psychology, Elkind (71) attempted to isolate some of the reasons why the black student perceived the school and college as a negative entity in contrast to his white counterpart. This was accomplished by focusing on the socio-psychological problems encountered by Black-Americans in their educational transition from ghetto high schools to predominantly white colleges. He attributed these problems of black perceptions of the college environment to some major continuities and discontinuities which the black encounters in his educational transition from ghetto schools to college. Among the continuities he cited, the following are summarized:

- a. lack of preparation on the part of white high school and college teachers for dealing with black young people.
- b. confusion on the part of teachers and administrators with regard to education and racial prejudice, and,
- c. lack of black male teachers to serve as role models for black students (p. 241).

Among the discontinuities, Elkind cited the following:

- a. automatic promotion in the ghetto school as opposed to promotion on an academic basis in college.
- b. failure attributed to lack of ability and intelligence in the ghetto school as opposed to blame of failure on culture deprivation, and
- c. school culture dominated by black majority and culture in the ghetto school versus college dominated by white majority and culture (p. 241).

The Black-Americans' desire for upward mobility and higher education as the vehicle of success reveals the socioeconomic influence on their perception of college. Numerous studies showed this to be evident. One such study by Boyd (65) showed evidence that 65 per cent of the middle-income (\$10,000-\$14,999) found their college experience more satisfying. Of those in the category from \$0 - \$4,999 family income, 57 per cent expressed being discriminated against as opposed to 39 per cent of the middle-income black. The survey goes on to say:

It is understandable that being away from home adds to the difficulty of adjusting to college. It also appears evident that the adjustment should be more difficult for poorer students who probably have had less experience with camps and boarding schools and have fewer opportunities to stay in contact with family and friends through telephone conversations and visits (p. 23).

Another study by Antonovsky (72) supported Boyd's conclusions. Antonovsky's research concluded that Black-Americans perceived education as the means for occupational achievement. His reference left little doubt that education is the avenue toward upward social and economic mobility.

Another example of socioeconomic status being a viable variable influencing blacks view of higher education was evidenced in a study by Sherman (73). The author strongly implied that socioeconomic status was an important factor contributing to black attitudes and values as they related to the perception of the college environment. Utilizing the Survey of Interpersonal Values (SIV) to search out differences in

interpersonal values of college students and their relationship to race, sex, and social status, the researcher discovered no race differences and very few sex differences. Sherman, however, did find strong evidence of socioeconomic status as an influence in the formation of an individual's attitudes and values toward higher education.

Sherman's conclusion that sex and race made little or no difference how blacks perceived higher education were in complete opposition to Bogue's conclusions which supported the evidence that race and sex were influential determinants in the choosing of a college. Allan and Kinnard (63), on the other hand, supported Sherman's findings with respect to college planning. They concluded that, from an intellectual and financial sense, race and sex had no influence on choice of college.

A final example of how values influenced college perception was evidenced in a study by Reiss and Rhodes (74). Their study concluded that Black-American students perceived a university education as being "most important for me" more often than college was important for Anglo high school seniors. Blacks "required a somewhat higher level of educational attainment for the general population and place a substantially greater value on schooling than do whites" (p. 258).

Aspiration and expectation studies conducted on Black-American students showed evidence that how the student perceives college depends largely on their aspirations and expectations. In two separate studies by Allan and Kinnard (63) and Harris (75) the evidence showed that blacks tended to have higher aspirational goals than Anglo students, but that Anglo students had higher achievement levels. Another research investigation by Harris (76) showed evidence that Black-Americans had

high aspirations and expectations as a result of a college education. Harris' sample consisted of 660 college students. Most of the black students attended predominantly black colleges; most of the Anglo students were from predominantly Anglo populated universities. His findings showed that 74.7 per cent of all respondents perceived the university in "instrumental" terms; that is, as the means for vocational or family life preparation, for acquiring an appreciation of ideas, or for the development of ethical and moral standards. In general, the variations that existed between Black-Americans and Anglo-Americans were shown to be minor in relation to sex, ethnicity, or socioeconomic status. The differences in their perceptions of the college environment are summarized from this frame of reference:

Negroes reported occupational reasons for attending college more frequently than whites. Whites reported intellectual interest more frequently than Negroes. Negroes also reported that college attendance was important in relation to knowledge of community and world problems more frequently than whites (p. 15).

These studies related to aspirations and expectations of higher education implied that Black-Americans viewed college as a means toward upward mobility. That they perceive college in this manner shows what impact aspiration has had on college perception. Such studies show that education is valued both for itself and for its means to other ends or goals in society.

Research of Socioeconomic Influences on College Perception

The relationship between socioeconomic status and perception of college has been well documented. Surveys typically show that perceptions of college differences do indeed exist as a result of

different socioeconomic levels. Bradfield (77), for example, found that the College Work Study group tended to be less conformist and more antagonistic toward the system and order in which it was functioning. Consequently, it was expected that students with financial need would tend to perceive the university system less favorably than those not experiencing this need. In another study, however, Vander Well (78) concluded from his investigation regarding students' perceptions and attitudes toward college that financial need groups did not express poorer attitudes than the group without financial need. This was a contradiction to Bradfield's (77) conclusion.

A survey conducted on college educators by the College Entrance Examination Board (60) showed that 64 per cent of respondents believed that family economic need kept many prospective students from going to college. They speculated that economically poor students perceived going to college as for the rich. Rivlin (17) writes:

Year after year, surveys show that lack of money, or at least the family belief that a college education is too expensive. Many Americans have not outgrown an image of college education as something only the privileged classes enjoy (p. 4).

A study by Mundel (40), which investigated the impact of socioeconomic status on college perception, found strong indications of socioeconomic status differences. The study revealed:

Low and middle-income students rank colleges in the following order (from best to worst): private university, public junior college, public university, private college, public college, private junior college. Higher income students ranked the three last categories in the following order: public college, private junior college, private college (pp. 50-51).

In short, Mundel's conclusion corroborated the view that "the attributes of a college, and not its type or control are of what is of

interest to potential students" (p. 51). But the attributes of a college can have their negative effects. If the socioeconomic status of its students are high, it is not likely that students of more humble means will adapt readily. A research investigation conducted with women by the National Association of Women Deans and Counselors (79) in the spring of 1970, showed an interesting conclusion. The study indicated that women "stay-ins" tended to come from wealthier families, and that poorer women felt "out of place" in college and quit. The report further concluded that socioeconomic status wasn't a pattern in men's attitudes toward college, which offered clear evidence that sex differences in perception of college did exist.

In his book On Your Own in College, Resnick (4) makes the attempt to support what socioeconomic differences have an important influence on the perception of college by prospective students:

Most middle-class parents look forward to having their children attend college. They expect to furnish vocational preparation, cultural development and an opportunity to be with the "right people." Their children, already familiar with middle-class values, may find it easy to adjust to college socially (p. 33).

The implication of these studies to socioeconomic influence shows students viewing the colleges in relationship to social status and choosing colleges and/or social organizations and activities in accordance with the socioeconomic values and attitudes acquired in the home. Sewell and Shah (80) have pointed out:

First, the dictum--that the higher the level of socioeconomic status the higher the level of educational aspirations--is generally true, even after sex, intelligence, and parental encouragement are controlled. Except for some slight reversals in the two middle categories of socioeconomic status, the relationship between socioeconomic status and college plans is generally positive and monotonic . . . (however), the

socioeconomic status differences in college plans of youth are greater among the most able and the most encouraged than among the least able and the least encouraged (p. 570).

Another study by Armer (81) generally supported Sewell's and Shah's findings. Armer's investigation showed evidence that college attendance was heavily determined by the social status of the student. The difference between the high and low status as it affects college entrance was 29-36 percentage points, thus leaving little doubt of the effects social status has on the student perception of college. As shown in many research studies and as Armer's findings indicated:

. . . class and ability are the traditional predictors of whether or not a senior will continue his education beyond the high school level (p. 592).

The weakness of this study was based, namely the top ability group. It did not recognize the effect school status might have on college aspirations of less able students. Results of the study by Sewell and Armer (82) supported their earlier findings that the higher the social class and ability of the student, the more likely it is that the student will enter college. Sewell added:

Less than one-fourth of the students in low-status neighborhoods plan on attending college, but more than one-half of those in high-status neighborhoods have plans to attend college Those from high socioeconomic status families or of high intelligence are approximately three times as likely to plan on college as those of low socioeconomic status or of low intelligence (p. 163).

Sewell advanced the argument:

For girls from low and middle-class families, college aspirations are not high, in any case, because of lack of encouragement and support from parents; consequently, even a favorable neighborhood context is not likely to have much effect on their educational aspirations (p. 167).

In summary, the average college freshman will more likely come from higher socioeconomic background, be more intelligent, and receive more positive parental encouragement. These studies, indirectly, but with little doubt suggest that the students' level of college perception will be greatly affected by the level of socioeconomic status. Ricky and Marshall (83) supported this argument. They wrote:

The relation between socioeconomic status and student status was in the expected direction. If an individual comes from a family of the professional-managerial level, his chances to attend college would be about five to one; if he does not come from a family of this high a socioeconomic level, his chances of attending college would be less than two to one (p. 440).

The importance of socioeconomic status was also strongly suggested in research studies that have investigated the aspirational level of students. Riessman (84) has authoritatively shown that the level of aspiration has a strong socioeconomic influence on the perception one has of college. He writes:

Many lower-class parents look upon college as the primary means by which their own children may achieve upward mobility. The lower-class young people themselves, hold this attitude to a somewhat lesser extent, but still between 40-50 per cent of them believe in the need for a college education (p. 14).

Riessman pointed out, however, that the socioeconomic poorer student generally reaches the conclusion that:

First, he (lower-class student) believes that further education is out of reach (the perception is that education is for the rich). Second, he is often unfamiliar with the mechanics of entering a college (the perception of a college in which he arrives is that the college is a highly efficient operation which demands much knowledge). Third, most of his friends and relatives have not attended college and he is afraid he will be out of place (the perception of college is that it is a hostile atmosphere). Finally, he is afraid that he will break his old ties with his family and friends. (The perception of the total college environment would tend to be negative (p. 14).

In other studies dealing with socioeconomic status, results have indicated that the interaction and reinforcement of achievement and educational values effect how students perceive college. A study by Wilson (85) compared economically middle-class and lower-class schools. His results showed that 98 per cent of the students in the middle-class schools who received "A's" desired to go to college, but that only 78 per cent of those receiving "A's" at lower-class schools aspired toward a college education. The percentage of those students aspiring to go to college who came from higher economic status schools and who had I.Q. scores of over 120 was higher (96 per cent) than those with similar I.Q. scores, but from lower economic status schools.

Wilson sums up his results thus:

. . . the perception of the opportunity for upward mobility by lower-strata youth is facilitated by the economic and occupational heterogeneity of the community (p. 843).

Wilson's study showed the necessity for the community to facilitate an economic and occupational heterogeneity if the economically poorer student was ever to perceive college as a means of upward mobility. A study by Baird (36) indirectly supported this belief. His study showed that 60 per cent of the students planning a professional level degree came from low-income families. Baird inferred that, given the opportunity, the low-income students perceived college as a means for upward mobility. In another study, Baird (86) wrote:

College represents many things to college-bound students; for many students of lower status background, college represents the path to social mobility; . . . (p. 7).

This study goes on to reveal that 51 per cent chose a college because they perceived it as a means of securing vocational or professional training, which, according to Newcomb (87), certification of proficiency was the reason most "kids" go to college. Credit for courses, wrote Newcomb, "has become the be-all and end-all of education" (p. 74). Baird (36) wrote, however, that most frequently this existed with those from the lower-income environment. That author also discovered that 34 per cent selected a college based on the assumption that it would provide the means for developing one's mind and intellectual abilities; approximately seven per cent perceived college as a means of earning higher income and about two per cent envisioned it as providing one with the opportunity of becoming a cultural person. Six per cent perceived college as a means of learning to enjoy life; seven per cent say it is a way of developing one's personality; one per cent viewed college as an opportunity for marriage--half of these being men most frequently from the lower-income status. Those who saw college as a means of fulfilling one's opportunity to enjoy life more frequently came from rural backgrounds. The one per cent who chose college to develop a satisfying philosophy were predominantly from urban backgrounds. Although Baird's study makes no mention of parental influence, a study by Rehberg and Westby (88) pointed out that the fathers' education and occupation were found to influence students' educational expectancy. It was their contention that the higher the level of the father's education and occupational status, the greater the father's influence on how a student perceived a college education. Their study also revealed that the larger the family, the greater the reduction in parental encouragement to pursue education beyond high

school.

Research related to differences between rural and urban students with regard to socioeconomic influences appeared limited. Baird pointed out some differences when he showed that it was primarily students from rural areas who viewed college as a way of fulfilling one's opportunity to enjoy life. However, Sewell (89) found out that higher socioeconomically status rural students viewed college as unnecessary for it contributed little to his occupational aspirations. He summarized his findings thus:

Those (rural students) who came from higher socioeconomic status backgrounds probably felt that their chances for obtaining a commercial farm with the help of their parents are good, and for the most part they reject college as unnecessary for their careers or as entailing costs, in time and money, too great for the benefits to be derived. Consequently, even though they may be able to afford college and have the ability to do college work, they either do not consider it as an alternative or reject it in favor of beginning their occupational careers immediately (p. 36).

The fact that urban students tended to remain at home and attend college, as Fenske's (90) investigation showed, and that rural students were more likely to attend college away from home, lend support for Baird's findings that rural students saw college as a means of fulfilling the opportunity to enjoy life.

Four separate studies, one by Barton (39), another by Berdie (91), one by Russell (92) and yet another by UNESCO (93) supported the research that there was definite evidence that showed that young people living outside commuting distance from a college tended to enroll into institutions of higher learning closer to home, and that this had a definite relationship to cost. The study by UNESCO concluded with these inferences:

There seems to be little doubt that attendance at a college is related to the geographic proximity of one. This would seem reasonable for reasons of cost, ease of attendance, etc. However, it is possible that the type of community which has a college might, at the same time, draw residents of a type which is pre-disposed to recognize the value of a college education. Even with these considerations, proximity would seem to be a factor (p. 623).

Berdie's (91) conclusion seems to support the idea that the place where a person lives bears a direct relationship to his chances of attending college. Holland (34) went on to further point out in his study of parental influences on college perceptions that students who:

. . . expressed preferences for large, high cost, high quality non-religious institutions located away from home suggest their high status background. The choice of a less popular college indicates the opposed cluster of attributes, including low status, education, income, etc. (p. 17).

The UNESCO study supported this concept, that attendance in a college closer to home was related to low-income.

That socioeconomic status has a strong impact on students' perceptions of the college environment tends to have some credibility. However, the evidence is restricted due to the lack of sufficient research which differentiates the data by ethnicity.* As discussed earlier, ethnic minorities were generally in the lower socioeconomic classes and are generally negative toward education. This would then necessitate that the variable of ethnicity be included into the research study.

*A review of Black students was included in the preceding section to further support that conclusion.

Research on Sex Influences

Women are a minority that has long been neglected in the educational process. Their views of higher education is one of mixed emotions. Horner (94) pointed out that women were caught up in worries about failure as well as success. She went on to advance the argument that women showed "anxiety about becoming unpopular, unmarried and lonely" (p. 38). Her findings suggested that women's perceptions of education were somewhat limited due to such attitudes. She writes that women learn:

. . . that it really isn't lady-like to be too intellectual. She is warned that men will treat her with distrustful tolerance at best, and outright prejudice at worst, if she pursues a career (p. 62).

Horner's overall findings suggested that most women will explore their intellectual potential, if they are not put in a position of competition, particularly male competition. The findings also showed that all but two of the girls from the sample were majoring in humanities, and had very high grade point averages, but were generally aspiring to the traditional careers of housewife and mother, nurse, or teaching. In a speech to a conference of the American Alumni Council, Truman's (95) address supported Horner's findings on the impact competition with others has on women. He went on to say that women not only tended to refrain from competition with men, but that they tended to see themselves in competition with other women. He suggested that this may explain why women have sought out the traditional fields of study such as elementary teaching or social work in college.

One can relate these findings to the study conducted by Sewell (82), who restricted his investigation to the relationship of neighborhood context and college plans. The results supported those of Horner's (94) that women's perception of the college environment were reinforced by the drive to be popular and the potential for marriage, and were restricted by these anxieties. In support of these findings, Sewell speculated:

. . . that the high status girls in the lower status neighborhood, who find themselves among associates with low aspirations tend to reduce their own aspirations to the normative level of the group in order to be popular and possibly to improve their potential marriage opportunities with the boys in the neighborhood (p. 167).

Sewell stated further that:

The high-status boys are less likely to be influenced by the desire for popularity and marriage prospects within the neighborhood group because of the salience of college education to their later career plans and because in any event they probably intend to defer marriage until they finish college (p. 167).

Other differences between men and women with regard to how they influenced college perception were considered by Cole (96). His conclusions revealed that when they considered their own campus "women appeared to express greater dissatisfaction with the social life than did the men" (p. 509). Cole concluded that women tended to become frustrated over inadequacies within the college because they were more interested in the social life of the college. Cole's investigation also supported the hypothesis that women were less future oriented than were the men "as to vocation, career, or leadership" (p. 509).

In another study by Pfiffner (97) which questioned whether or not the needs of women were being met, stated that proportionately fewer women today are employed in professional or managerial positions.

She concluded that the reason for this was not only because of discrimination as Walster (98) had suggested in an earlier study, but because of attitudes that women themselves hold about one another. Her claim was that women did not pursue their personal development for fear that they would constrain their relationship with men, appear unfeminine, or that to seek high aspirations would render them in the eyes of men unmarriageable. These studies support earlier research by numerous authors who attempted to make these salient points.

As a final example, consider the following analysis by Quay (99) in describing differences that exist between men and women which affect how each perceives differently the college environment. Quay's sample consisted of 649 of 805 newly registered freshmen at Montgomery Community Junior College, Pennsylvania. This constituted 80 per cent of the total new student population. An analysis was completed on 304 males and 161 females, neither of which had had previous college experience. The instrumentation which Quay utilized was the CUES. Five scales were employed--Practicality, Community, Awareness, Propriety and Scholarship. The conclusions reached by the researcher were that the expectations of prospective freshmen were significantly higher on four (Practicality, Community, Awareness and Scholarship) of the five when compared to their perceptions of their college environment one semester later. On pretest, female students' expectations of the college environment on four of the five scales were significantly higher when compared to male students. The one exception was on the Practicality scale, which tended to confirm earlier research by Pace (100) that female students tended to be more unrealistic in their expectations than male students. On the other hand, however, both sexes

generally perceived the college environment to be of a practical nature; that is, low in cost and offering the expected career curricula. In another study by King (101) these findings were replicated. "The males reported stronger expectations and perceptions only on the Practicality Scale" (p. 336) as was concluded by Quay. These, also, strongly hinted that female students expected a more polite and considerate campus than did the male students. However, on the post test the difference between female and male perceptions of college was significant only on the Propriety Scale, which emphasized politeness and considerations of campus.

Cultural differences between men and women's perceptions of the college environment were shown by such researchers as Sewell, Holler and Strauss (102) and a later study by Sewell and Shah (80). The study by Sewell and Shah showed that:

The stronger relationship of socioeconomic status and parental encouragement to the college plans of females than to those of males seem to reflect the differential pattern of role expectations from adult males and females in our society. College education is considered as desirable and increasingly necessary for fulfilling male occupational roles, but for females the situation is doubtless complicated by marital roles and economic considerations. Presumably, therefore, the family resources exert stronger influence on the college plans of females than on those of males, while ability exerts influence on the college plans of males more than on those of females (p. 564).

This is very evident in the Mexican-American culture, especially in the lower socioeconomic levels. A recent article by Watkins (103) in the Chronicle of Higher Education tended to support this line of thought. Carmen Cassillas Scott, assistant program director at the Educational Testing Service, was quoted as saying that in the Mexican-American culture:

The Mexican-American woman is conditioned to stay home and be a wife and mother while the man must get ahead This has been the traditional view since the middle ages In high school Chicana girls are guided into nonacademic courses The counselors tell them they won't be going to college, of course, so they should take something practical like home economics (p. 5).

Studies dealing with expectations, aspirational levels, and student values continue to differentiate the perceptions of the college environment between men and women. In one such study dealing with social status, Meier (104) discovered that at the higher status levels:

. . . the maintenance of family social status depends primarily on the son's preparation for a status-bearing occupation, but only relatively less important is the social finishing of the daughter, qualifying her for a class-appropriate marriage and participation in a multi-faceted style of life in her status community. At these higher statuses, then college has become almost indispensable for the certification of the offspring's status and for the reconfirmation of the collective family status (p. 29).

With regard to the lower social status and how their perceptions of education may be affected, Meier advanced the argument that it is taken for granted that girls will get married and raise a family after school. It is, therefore, reasonable to speculate that if girls decide to go to college they will view the college as a means for upward social mobility by means of marriage. In support of this speculation Harris (105) wrote: "Personal decision to attend college is higher among 90.7 per cent of the low status white females" (p. 308). This he said may be "rooted in a desire to marry into a status level higher than the level of social origin" (p. 309). Meier's (104) study showed that some lower class parents sought out higher social status values and aspirational goals for their boys from early childhood, although this was generally more representative of middle-class parents. He cited:

. . . a significant segment of lower status parents, who are for one reason or another dissatisfied with their present social position, look to higher status reference groups for their values and aspirational models (p. 29).

An important aspect of Meier's study to the present investigation was the use of the Two-Factor Index of Social Position, utilizing the five-class intervals suggested by Hollingshead (14) to measure social status.

The related research showed further that there were studies such as those by Harmon (106) and Kamens (107) that concluded that women restricted themselves largely to historically typical fields, such as nursing, and teaching. However, the occupation most preferred by women was found to be housewife. An earlier study by Sewell (89), found little or no differentiation between rural and urban girls concerning occupational aspiration. The direction of his findings showed generally the same restrictions replicated by Harmon and Kamens in their studies.

Among Black-Americans, Kapel's (66) study which employed Osgood's (108) Semantic Differential, found that females tended to have higher evaluative feelings than did the male students. Harris' (105) overall findings confirmed this position. This "observation could be attributed to the high social status which the female holds within the (black) family" (p. 309).

In two separate studies, one by Stordahl (8) and another by Reiss and Rhodes (74), evidence was revealed that women had been more influenced by intellectual considerations when choosing a college. Reiss and Rhodes concluded that "girls placed greater emphasis on the exclusive value of school than do boys, even though boys require higher attainment levels of the general population" (p. 258). The authors

speculated from the findings of numerous studies as well as the results from their study, that girls value education more than boys because they are more achievement motivated than are boys and identify more with women teachers. These findings generally substantiated the results of Holland's (109) investigation which indicated that:

Typically, men want to attend colleges which are close to home, and have good physical facilities. Women are correspondingly less concerned about these factors. Instead, women want more frequently colleges of academic standing (p. 315).

This collection of studies dealt with sex influence on students' perceptions of the college environment and emphasized the effects sex differences had on how students viewed college. They were, however, generally limited to differences between the way the sexes viewed education in general, with little regard to what the socioeconomic and ethnic differences might have on the women's view of higher education.

Summary

From its beginning, man no doubt has been influenced by its impact on education in one way or another. The idea has certainly been borne out in the literature, that from its inception, higher education has influenced its recipients before their arrival on campus, as well as after their arrival.

Generally speaking, the literature pointed out certain key factors influencing students' perceptions of college. First, the college itself, because of the many myths surrounding college admissions, students tended to perceive it very idealistically. That for the most part, students perceived the college more realistically after they

experienced a year or so in college rather than before their admission. Second, that students' cultural background or their ethnic makeup, had a definite influence on how the school or college was perceived. Generally, these studies showed that minorities tended to be negative toward education, because of the unpleasantness their ethnicity or cultural background caused them. It was shown that generally, Anglo-Americans were more favorable toward education as well as perceived higher education as a concept, integrated with their culture. On the other hand, the Mexican-American saw higher education as a means for upward social and economic mobility. This was especially so for Mexican-Americans of middle-class values. Third, socioeconomic status was shown to be both a positive as well as a negative influence on students' perception of college. Whereas, Anglo-Americans for the most part, viewed college as a way of life, the Mexican-American, especially those in low socioeconomic status, saw no need for higher education until recently. It was pointed out by Ramirez (45) that the majority of Mexican-Americans are in the lower socioeconomic strata, and that college, being middle-class value, it isn't too surprising that they view it negatively. Fourth, sex was found to be influential on students' perceptions of college. It was found that, although it was expected that males were preferred over women in college attendance, women perceived college in a more serious vein than males did. Evidence that females tended to value education more than males in most studies was discussed. Nonetheless, throughout the literature on the influences of sex on college perception, women were considered second to men in the choice of and in the admission into college. The expectation that women get married, settle down and rear a family

was presented. Therefore, college would be wasted on them. This concept was especially true of women in the lower socioeconomic level. Because of this, if women decided to go to college, their ulterior motive was marriage and upward social mobility. Several studies showed that women were directed into stereotyped lives--wife, mother, teacher, nurse, etc., from early childhood. This, therefore, influenced their concept of education as being more important for men.

CHAPTER III

METHODOLOGY AND DESIGN

Definition of Semantic Concepts

The test instrument, Osgood's Semantic Differential (SD), was used to evaluate the following concepts which are defined below for a more precise understanding of this study. Since these concepts deal more directly with the measuring instrument, they were not included with the broader definitions of the study under definition of terms. These concepts were selected after lengthy discussions with college freshmen and faculty advisors at Oklahoma State University as representing concepts which high school seniors would be more likely to consider in choosing a college.

1. Concept "is defined operationally as the set of averaged factor (evaluative or potency) scores in the column representing that concept" (109, p. 88).

2. Total College Environment. Investigators have noted that prospective freshmen about to enter college have only a hazy picture of what lies ahead for the next four years. In varying degrees many of them will have learned about their new environment in advance. Also, some high school seniors viewed college as part of a continuous process of growing and maturing (19, p. 71). This concept, therefore, is used to represent the total college environment and the impact it may have on a group about to enter college.

3. College Professor. The concept "Professor" is operationally defined as any person who teaches at a university or college.

4. College Classes. This concept has the connotation of a body of students meeting regularly to study a course of instruction at a specified period and in a specified space, and which, upon termination of the class, a grade is earned by the student.

5. College Social Activities. This concept is operationalized to mean broad participation in any campus sponsored activity such as dances, intramural sports, student government, etc., that elicits the participation of the general college student body.

6. College Student Relationships. This is defined as the social interaction--the dynamic interplay of forces in which contact between persons and groups generally result in a mutual modification of behavior of the participants (15, p. 507).

7. College Student Organizations. This concept is defined to include any college sponsored student organization such as fraternities and sororities, service organizations, and academic organizations, etc. as the Chemistry or Pre-Medicine Clubs, or political organizations, etc.

8. College-Personal Freedom. This concept has the connotation that going to college is an opportunity to be on one's own, free to come and go as one pleases, the choice to study or not to study, to meet new friends, etc.

9. College-Opportunity for Advancement. This has the connotation that to secure a college degree is an opportunity for upward mobility, whether social or economic or both.

Procedures

Population

The data for the study were collected from among the San Antonio, Bexar County area high school seniors who were enrolled as first semester students for the fall semester, 1974 (see Appendix B). The sample size included the sample population of 789, which was obtained from 29 high schools.

The subjects consisted of seniors from the government class in each high school and were randomly selected for participation in the investigation. In schools where the government classes were predominantly composed of juniors, the researcher made arrangements to survey a senior English class instead. Since it was the writer's purpose to administer the Semantic Differential to a randomized group of high school seniors, the senior English classes met the classification criteria of type of student, as well as the random assignment found in government classes, thus providing a cross section of senior students.

Test Administration

The administration of the Semantic Differential was conducted during the fall semester, 1974, by scheduled appointments with the school administrators and counseling staffs. Approval to explain the research project to the high school principals was first requested from the school district superintendents. The study was explained in detail and assurance was given to each of the superintendents that all data would be treated confidentially and that upon completion of

the study, the results would be made available to their research departments.

After approval was granted by the superintendents' offices, appointments were then arranged by the researcher with each school principal and guidance staff. These staffs were briefed on the nature of the project and were assured that the data, after it was compiled and analyzed, would be made available to their school districts. Having obtained approval of the principal, arrangements were then made with the classroom teachers to administer the Semantic Differential.

The instructions for the administration of the measuring instrument were printed with each survey booklet (see Appendix C). The investigator read the instructions to the students and answered all questions pertaining to these instructions that were asked prior to the administration of the survey. It was explained to the students that the survey being administered was a voluntary exercise and therefore, they were not obligated to participate. The students were then requested to complete a demographic information questionnaire (see Appendix D) in order to obtain the necessary information to identify the three variables, ethnicity, socioeconomic status and sex being utilized in this study.

This questionnaire was designed to serve primarily four functions: first, the Spanish surnames were to serve as the basis for identifying the Mexican-American student; second, to identify the sex of each student; third, the educational level attained and current occupation of the head of the household was to serve as the basis for establishing the students' socioeconomic class I through V (see Appendix A); and fourth, the expected date of their graduation was to limit the study

to first semester seniors. The Semantic Differential was administered to all participants regardless of ethnic backgrounds, however, only the perceptions of Anglo-American and Mexican-Americans were considered in this study.

The Instrument

The Semantic Differential (SD) is a method of observing and measuring the psychological meaning of concepts, and is considered to be an accurate instrument for recording affective associations of stimuli (66, p. 1). If, on the other hand, the Semantic Differential is simply regarded as a set of rating scales, it can be used to obtain the percepts of various political personages, different national or ethnic groups, or any other subject matter (110, p. 305). It is in this fashion that the SD was used in the present study.

The Semantic Differential is based on the premise that concepts have two meanings for individuals, denotative and connotative, which can be rated independently (111, p. 183). Osgood, therefore, "invented the Semantic Differential technique to measure the connotative meanings of concepts as points in what he called semantic space" (112, p. 566). The technique that he employed utilized a selection of rating scales, each having a bipolar adjective chosen from a large number of such scales, that were constructed for the particular research purpose at hand. Kerlinger (112) cited that three, five or even nine-point scales could be used, but that Osgood found the seven-point form to be effective. Therefore, the author selected the seven-point scales. The numbers 1-3 represented the positive side of the scale, and 5-7 the negative side, with 4 expressing neutrality. However,

Kerlinger (112) cautioned that care should be taken in setting up the scales, by alternating the positive end of the bipolar adjectives so as to avoid response bias tendencies. Oppenheim (110), in describing the setting up of the semantic differential scales, supported Kerlinger. He suggested that:

In setting up these scales, the location of the positive end should be randomized, so as to try to counteract response set due to position (p. 206).

Therefore, this technique was employed for the present study by using a table of random numbers in the location of the positive end of the scale.

Osgood's factor analytic investigations, which led to the development of the Semantic Differential, assembled a large number of bipolar adjective pairs which he was able to group into three clusters:

Evaluative, consisting of adjectives, such as good and bad, or clean and dirty;
Potency, consisting of adjectives such as strong and weak, or large and small; and
Activity, consisting of adjectives, such as active and passive or fast and slow (111, p. 184).

Kerlinger (112) cited the evaluative cluster as seemingly the most important, and which Osgood and Suci (108) found in their factor analysis of meaning as the factor that accounted for the largest portion of the extracted variance, with the potency cluster second in importance. Therefore, for purposes of this study, the investigator selected the bipolar adjective of the evaluative and potency dimensions to measure the perceptions, by high school seniors, of eight selected college concepts. This yielded not only evaluative data of these eight concepts, but the strength of potency of their ideas, thus providing stronger evidence of the high school students' perceptions of

the college environment.

Though the construction of the SD was an individual choice, it was essential that it meet certain criterion on the scale selection. Kerlinger (112) suggested two main criteria that determined the selection: "factor representativeness, and relevance to the concepts" (p. 570). The scales that were thus used in this study were representative of the evaluative and potency factors. The concepts were matched with every scale at some place and caution was taken to minimize any irrelevancy that might take place in the matching process. The adjectives were presumed to be appropriate to yield systematic variance in the perceptions of the college environment between Mexican-American and Anglo-American students, as well as between the sexes and the five socioeconomic classes being investigated in this study. Since the SD scale is considered a continuous measure, it was expected that it would allow for the intensity of attitude to be expressed.

Although other forms of the SD have been constructed, the form which was employed in this study indicated the various degrees of attitude expression, as shown in this example:

Good _____:_____:_____:_____:_____:_____:_____ : Bad

Reports by Osgood (108), Ary (111), and Kerlinger (112), on the reliability and validity of the Semantic Differential Scales, show it to be well substantiated and very satisfactory. In their study, Osgood and Suci (108) calculated a coefficient of reliability by correlating pairs of scores and arrived at a coefficient of .85. According to Ary (111) the reliability of the SD is reported at .90, a result which in his opinion was very satisfactory.

An instrument is said to be valid when it measures what it is

supposed to measure. Osgood (108) reported that the "semantic differential displayed reasonable face-validity as measure of attitude" (p. 193). He went on to say that:

He (Suci) was able to differentiate between high and low ethnocentrics, as determined independently from the E-Scale of the Authoritarian Personality Studies, on the basis of their ratings of various ethnic concepts on the evaluative scales of the differential. Similarly, evaluative scale ratings were found to be discriminate in expected ways between shades of political preference, by Suci, in his study of voting behavior . . . and by Tannenbaum and Kerrick in their pictorial political symbolism study (p. 193).

In another study concerning the validity of the Semantic Differential, Osgood further reported that:

Reeves (1954) as part of her doctoral dissertation, was concerned with the validity of the Semantic Differential as a means of quantifying TAT (Thematic Apperception Test) results, particularly on the evaluation factor In all cases, the direction of the differential in evaluative ratings corresponded to the rating of experts and on seven of the ten pictures the difference was significant at the five per cent level by the Mann-Whitney U Test (p. 238).

Kerlinger (112) cited that the Semantic Differential has

. . . been shown to be sufficiently reliable and valid for many research purposes. It is also flexible and relatively easy to adopt to varying research demands, quick and economical to administer and to score (p. 579).

Heise (113) advanced the argument that:

There is probably no social psychological principle that has received such resounding cross-group and cross-cultural verification as the EPA structure of the SD ratings (p. 421).

Statistical Analysis

This study was composed of four major variables: sex, ethnicity, socioeconomic status, and perception of the eight college concepts investigated in this study. The ethnicity variable was dichotomized

into Anglo-American and Mexican-American. The socioeconomic status was stratified into five classes, I, II, III, IV, and V based on social position as defined by Hollingshead's Index of Social Position (see Appendix A). Since few Mexican-American respondents in Class I turned up in the sample, Classes I and II were combined; also few Anglo-American respondents turned in Class V; therefore, Classes IV and V were combined. These combinations were accomplished so as to establish a high and low socioeconomic status for purposes of analysis. Class I was redefined as the middle socioeconomic status.

The response variable, perception of the eight college concepts, was represented by the mean scores of the Evaluation and Potency factors of the Semantic Differential. The variables of ethnicity, sex and socioeconomic status investigated in this study represented different and similar factors (Evaluation), and strength of ideas (Potency) with respect to how the college environment was perceived. Since the subjects of this study were selected as ones in whom these variables, being investigated in this study, were present, it was expected that their perceptions to the eight concepts would vary. The perceptions of the college concepts were thus expected to vary in evaluation and potency.

The investigator interpreted the data by employing the following statistical procedures: Chi-Square (X^2) Test for two Independent Samples (114); The Contingency Coefficient (C); Means and Standard Deviations; and the D Cluster Analysis (112).

By applying Chi-Square the researcher was allowed to identify the significant differences between two independent groups--Anglo-American and Mexican-American high school seniors. For the first research

question, all eight concepts for both the evaluative and potency factors were tested for significance by the statistical procedure most commonly used for nominal or ordinal data, the contingency coefficient (114). The contingency table used in this investigation was a 2 x 6 table. In such a table, expected frequencies are entered for each cell (E_{ij} 's) "by determining what frequencies would occur if there were no association or correlation" (114, p. 196) between ethnicity and each of the six score ranges. The larger is the discrepancy between these expected values and the observed cell values, the larger is the degree of association between the two variables, and thus the higher is the value of the contingency coefficient (114). Siegle (114) adds:

The degree of association between two sets of attributes, whether orderable or not, and irrespective of the nature of the variable (it may be either continuous or discrete) or of the underlying distribution of the attribute (the population distribution may be normal or any other shape), may be found from a contingency table of frequencies by (p. 197):

$$C = \frac{X^2}{\sqrt{N + X^2}}$$

where

$$X^2 = \sum_{i=1}^r \sum_{j=1}^k \frac{(O_{ij} - E_{ij})^2}{E_{ij}}$$

Therefore to identify differences between Anglo-American and Mexican-American high school seniors in relationship to each of the six score ranges, the X^2 test for two independent samples was used to answer the eight research questions of this study. The $N = 799$, and employed a 2 x 6 contingency table. The level of significance was set at .05, with five degrees of freedom.

Mean scores and standard deviations will be presented and discussed to describe how both ethnic groups, as well as the two sex groups, scored on each of the eight college concepts. The mean for each concept for both the evaluative and potency factors was derived by assigning a number of 1-3 for the positive side of the scale, and 5-7 for the negative side, with 4 expressing neutrality. The mean was therefore derived by summing the responses in each of the seven columns, for the five evaluative and five potency factors separately, and dividing each factor by five. Therefore, the lower the mean score, the more positive the respondent is to the concept, and conversely the higher the mean score the more negative was the respondent's perception of the concept.

The third statistical procedure, the Distance Cluster Analysis, was utilized so as to observe whether or not there existed a sub-population, as a result of distance cluster formation due to concepts being judged close together in "semantic space." Kerlinger (112) writes:

If two concepts are close together in semantic space, they are alike in meaning for the individual or group making the judgments. Conversely, if they are separated in semantic space, they differ in meaning (p. 574).

Kerlinger further pointed out that the "usual product-moment correlation coefficient was not considered suitable as a measure of the relation between two concepts because it did not take absolute distances into account" (p. 574). Therefore, this statistical procedure was not employed to interpret the data. Kerlinger went on to say that:

Osgood and his colleagues, therefore used the so-called 'D' statistic, a very simple measure which was defined:

$D_{ij} = \sqrt{\sum d_{ij}^2}$ where 'D' was the linear distance between any two concepts, \underline{i} and \underline{j} , and \underline{d} is the algebraic difference between the coordinates of \underline{i} and \underline{j} on the same factor (Evaluation and Potency) (p. 574).

The purpose of the D Cluster analysis was to search out along a unidimensional direction, concepts that clustered together and thus allowed the researcher to view how each of the groups, Anglo-American and Mexican-American, made judgments on the eight concepts based on five evaluative and five potency response scales.

CHAPTER IV

RESULTS OF THE STUDY

This chapter will present the data that were collected to test the research questions discussed in Chapter I. Additional analysis of the data is included to more meaningfully describe the results. The findings of this study suggest that there are only slight differences between Anglo-American and Mexican-American high school seniors in their perception of the eight college concepts. However, the results do show some significant relationship between ethnic origin and perception of the college environment.

Descriptive Data

To answer the first four questions the author computed means and standard deviations for the evaluative and potency factors of each of the eight college concepts. The eight concepts, in the order in which they are listed in the tables, are numbered as follows: (1) Total College Environment, (2) College Professor, (3) College Classes, (4) College Student Organizations, (5) College Social Activities, (6) College Student Relationships, (7) College - Opportunity for Advancement, and (8) College - Personal Freedom. Tables I through VIII represent a display of the total means and standard deviations. The means and standard deviations reflect the evaluative and potency factors of the respondents' perceptions of the eight college concepts.

The mean scale score for each concept equals 20.00 which represents the neutral scale for the seven-point scale utilized in this investigation. Scales 1-3 were designated the positive sides of the semantic scale, and scales 5-7 the negative scales. The mean range is 5-35. Therefore the lower the mean score the more favorable the student perceives the concept, and, the higher the mean score the more negative the perceived concept. The tabulated data is the result of judgments of a sample of 799 subjects. The Anglo group ranged from an N of 82 in the low socioeconomic status to an N of 210 in the high socioeconomic status; conversely, the Mexican-American group ranged from an N of 43 in the high socioeconomic status to an N of 191 in the low socioeconomic status.

Research Question 1

What are the perceptions of Anglo-American and Mexican-American high school seniors to the eight college concepts with respect to their socioeconomic status?

Tables I and II display the total mean scores and standard deviations of all eight concepts by ethnicity and socioeconomic status for the evaluative and potency factors. Inspection of Table I shows that Anglo-Americans in the high socioeconomic status reflected a total mean score range of 19.47-22.75 on all eight concepts; Anglo-Americans in the middle socioeconomic status showed a total mean range of 19.39-22.52; Anglo-Americans in the low socioeconomic status showed a total mean score range of 19.15-22.17.

TABLE I
 CONCEPT MEANS (M) AND STANDARD DEVIATIONS (SD)
 BY ETHNICITY AND SOCIOECONOMIC STATUS -
 EVALUATIVE FACTOR

Socioeconomic Status	Anglo-American			Mexican-American		
	Concept	M	SD	Concept	M	SD
		N=210			N=43	
High (1)	1	21.46	2.28	1	20.86	2.36
	2	22.75	2.42	2	22.40	2.59
	3	22.49	2.64	3	23.00	2.72
	4	20.13	2.44	4	21.04	2.86
	5	19.66	2.00	5	20.25	2.31
	6	19.62	2.32	6	20.07	3.10
	7	21.07	2.65	7	20.30	2.65
	8	19.47	2.52	8	19.58	2.49
		N=184			N=89	
Middle (2)	1	20.79	2.41	1	20.24	2.57
	2	22.52	2.92	2	22.36	2.59
	3	22.00	2.59	3	21.40	2.28
	4	20.19	2.49	4	19.60	2.95
	5	19.89	2.46	5	19.45	2.66
	6	19.44	2.42	6	19.52	2.86
	7	20.81	2.65	7	19.98	2.62
	8	19.39	2.64	8	18.79	2.47
		N=82			N=191	
Low (3)	1	20.32	2.47	1	20.24	2.66
	2	22.17	2.62	2	20.31	3.04
	3	21.73	2.49	3	21.53	2.81
	4	19.91	2.66	4	19.83	2.82
	5	20.03	2.41	5	19.75	2.79
	6	19.67	2.75	6	19.46	2.64
	7	20.37	2.84	7	19.80	2.74
	8	20.37	2.84	8	19.23	2.74

Concepts: (1) Total College Environment; (2) College Professor;
 (2) College Classes; (4) Student Organizations;
 (5) Social Activities; (6) Student Relationships;
 (7) College-Opportunity for Advancement; and
 (8) College-Personal Freedom

TABLE II
 CONCEPT MEANS (M) AND STANDARD DEVIATIONS (SD)
 BY ETHNICITY AND SOCIOECONOMIC STATUS -
 POTENCY FACTOR

Socioeconomic Status	Anglo-American			Mexican-American		
	Concept	M	SD	Concept	M	SD
		N=210			N=43	
High (1)	1	18.13	2.68	1	17.70	3.16
	2	17.25	2.62	2	17.44	2.94
	3	17.68	3.09	3	17.35	3.83
	4	19.36	2.98	4	19.12	2.95
	5	20.04	2.78	5	20.00	3.12
	6	18.72	2.64	6	18.60	2.76
	7	18.92	2.59	7	18.98	2.74
	8	19.02	2.90	8	18.77	2.89
		N=184			N=89	
Middle (2)	1	18.61	2.84	1	17.49	2.66
	2	17.31	2.82	2	17.06	2.65
	3	18.43	2.84	3	17.55	3.47
	4	19.84	3.15	4	18.80	3.10
	5	19.78	2.85	5	19.52	2.89
	6	19.05	2.94	6	18.62	3.13
	7	18.47	2.76	7	17.64	3.42
	8	19.32	2.75	8	18.45	3.57
		N=82			N=191	
Low (3)	1	18.61	2.81	1	18.30	2.53
	2	16.77	2.68	2	17.36	2.78
	3	17.76	3.39	3	17.85	2.95
	4	19.04	2.91	4	19.30	3.15
	5	19.67	2.83	5	19.60	2.80
	6	19.02	3.17	6	19.01	3.30
	7	18.43	2.98	7	18.29	2.84
	8	19.51	3.08	8	19.28	3.40

Concepts: (1) Total College Environment; (2) College Professor;
 (2) College Classes; (4) Student Organizations;
 (3) Social Activities; (6) Student Relationships;
 (7) College-Opportunity for Advancement; and
 (8) College-Personal Freedom

Mexican-Americans in the high socioeconomic status reflected a total mean score range of 19.58-23.00; Mexican-Americans in the middle socioeconomic status reflected a total mean score range of 18.79-22.36; and Mexican-Americans in the low socioeconomic status reflected a total mean score range of 19.23-21.53 on all eight concepts. Table II reflects the potency factor mean scores of all eight concepts by ethnicity and socioeconomic status. Anglo-Americans in the high socioeconomic status reflect a total mean score range of 17.25-20.04; Anglo-Americans in the middle socioeconomic status reflect a total mean score range of 17.31-19.84; Anglo-Americans in the low socioeconomic status reflect a total mean score range of 16.77-19.51 on all eight concepts; Mexican-Americans in the high socioeconomic status reflect a total mean score range of 17.35-20.00; Mexican-Americans in the middle socioeconomic status reflected a total mean score of 17.36-19.60 on all eight concepts.

Research Question 2

What are the perceptions of Anglo-American and Mexican-American high school seniors to the eight college concepts with respect to sex?

Tables III and IV are a display of the means and standard deviations by Ethnicity and Sex. These statistics reflect the evaluative and potency factors of the respondents' perceptions of the eight college concepts. Table III shows a total mean score range on all eight concepts.

TABLE III
 CONCEPT MEANS (M) AND STANDARD DEVIATIONS (SD)
 BY ETHNICITY AND SEX -
 EVALUATIVE FACTOR

Sex	Anglo-American			Mexican-American		
	Concept	M	SD	Concept	M	SD
		N=221			N=146	
Male (1)	1	21.16	2.43	1	20.53	2.44
	2	22.81	2.70	2	22.72	2.83
	3	22.24	2.64	3	22.03	2.61
	4	19.95	2.56	4	19.95	2.75
	5	19.65	2.17	5	19.90	2.75
	6	19.90	2.51	6	20.07	2.61
	7	21.15	2.61	7	20.08	2.67
	8	19.49	2.69	8	19.61	2.74
		N=255			N=177	
Female (2)	1	20.87	2.37	1	20.15	2.72
	2	22.35	2.61	2	22.02	2.85
	3	22.11	2.58	3	21.42	2.76
	4	20.26	2.43	4	19.91	3.00
	5	19.95	2.33	5	19.60	2.66
	6	19.26	2.33	6	19.14	2.83
	7	20.59	2.74	7	19.78	2.71
	8	19.29	2.41	8	18.78	2.50

Concepts: (1) Total College Environment; (2) College Professor;
 (3) College Classes; (4) Student Organizations;
 (4) Social Activities; (6) Student Relationships;
 (7) College-Opportunity for Advancement; and
 (8) College-Personal Freedom

TABLE IV
 CONCEPT MEANS (M) AND STANDARD DEVIATIONS (SD)
 BY ETHNICITY AND SEX -
 POTENCY FACTOR

Sex	Anglo-American			Mexican-American			
	Concept	M	SD	Concept	M	SD	
Male (1)	N=221			N=143			
	1	18.78	2.69	1	18.16	2.61	
	2	17.45	2.62	2	17.30	2.73	
	3	18.34	2.90	3	17.87	3.15	
	4	19.77	3.12	4	19.54	3.13	
	5	20.22	2.68	5	19.87	2.87	
	6	19.12	2.73	6	19.49	3.06	
	7	18.91	2.68	7	18.73	2.81	
	8	19.63	2.78	8	19.57	3.22	
	Female (2)	N=255			N=177		
		1	18.06	2.80	1	17.86	2.73
		2	16.97	2.78	2	17.28	2.79
		3	17.67	3.18	3	17.56	3.27
		4	19.25	2.97	4	18.80	3.06
		5	19.58	2.89	5	19.44	2.83
		6	18.72	2.95	6	18.32	3.19
7		18.44	2.76	7	17.77	3.13	
8		18.87	2.91	8	18.50	3.47	

Concepts: (1) Total College Environment; (2) College Professor;
 (3) College Classes; (4) Student Organizations;
 (5) Social Activities; (6) Student Relationships;
 (7) College-Opportunity for Advancement; and
 (8) College-Personal Freedom

The mean score for Anglo-American males was reflected to be from 19.49-22.81; Anglo-American females show a total mean score range of 19.29-22.35; Mexican-American males revealed a total mean score range of 19.61-22.72; Mexican-American females reflect a total mean score range of 18.78-22.02 on all eight concepts.

Table IV includes the total mean scores for the potency factor for all eight concepts and shows a mean score range of 17.45-20.22 for Anglo-American males; Anglo-American females reflect a total mean score range of 16.97-19.58; Mexican-American males show a total mean score range of 17.30 on the Concept-College Professor to 19.87 on the Concept-College Social Activities; Mexican-American females reflect a total mean score range of 17.28-19.44 on all eight concepts.

Research Question 3

What are the perceptions of Anglo-American and Mexican-American high school seniors to the eight college concepts with respect to sex and socioeconomic status?

Tables V and VI present the total mean scores and standard deviations for all eight concepts by ethnicity, sex, and socioeconomic status for the evaluative and potency factors. Inspection of Table V shows that the total mean scores reflected by Anglo-American males had a total mean score range for all eight concepts of 19.33-22.02; Anglo-American females reflected a total mean score range on all eight concepts of 18.74-22.29.

TABLE V
 CONCEPT MEANS (M) AND STANDARD DEVIATIONS (SD)
 BY ETHNICITY, SEX AND SOCIOECONOMIC STATUS -
 EVALUATIVE FACTOR

ETHNICITY (A)	SEX (B)	SOCIOECONOMIC STATUS (C)	N=	CONCEPT								
				TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE- OPPORTUNITY FOR ADVANCEMENT	COLLEGE- PERSONAL FREEDOM	
ANGLO- AMERICAN (A ₁)	MALE (B ₁)	1	107	M	21.44	22.92	22.61	19.79	19.46	19.88	21.39	19.33
				SD	2.26	2.53	2.74	2.59	1.99	2.43	2.65	2.68
		2	86	M	20.99	22.79	21.85	20.06	19.58	19.80	20.97	19.55
				SD	2.56	2.99	2.52	2.29	2.17	2.40	2.42	2.62
		3	28	M	20.61	22.46	20.04	20.21	20.61	20.29	20.79	19.93
				SD	2.59	2.44	2.50	3.24	2.60	3.13	2.99	2.97
ANGLO- AMERICAN (A ₁)	FEMALE (B ₂)	1	103	M	21.49	22.58	22.36	20.49	19.86	19.35	20.74	19.61
				SD	2.32	2.29	2.54	2.23	2.04	2.18	2.62	2.35
		2	98	M	20.62	22.29	22.14	20.31	20.15	19.11	20.67	19.26
				SD	2.27	2.85	2.65	2.66	2.66	2.40	2.85	2.66
		3	54	M	20.17	22.02	21.57	19.76	19.74	19.35	20.15	18.74
				SD	2.42	2.73	2.49	2.33	2.28	2.51	2.76	1.95

TABLE V (Continued)

ETHNICITY (A)	SEX (B)	SOCIOECONOMIC STATUS (C)	N=	CONCEPT								
				TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE- OPPORTUNITY FOR ADVANCEMENT	COLLEGE- PERSONAL FREEDOM	
MALE (B ₁)	1	20	M	20.20	22.20	22.15	20.70	19.80	20.30	20.05	19.90	
			SD	1.85	2.76	2.62	3.11	2.71	2.56	2.95	2.07	
	2	44	M	20.82	22.77	21.86	19.82	19.57	19.68	20.14	19.02	
			SD	1.97	2.28	2.16	2.55	2.46	2.57	2.05	2.41	
	3	82	M	20.45	22.82	22.09	19.83	20.10	20.22	20.05	19.85	
			SD	2.77	3.12	2.85	2.77	2.91	2.65	2.91	3.02	
MEXICAN- AMERICAN (A ₂)	1	23	M	21.43	22.57	23.74	21.35	20.65	19.87	20.52	19.30	
			SD	2.63	2.48	2.65	2.66	1.87	3.56	2.41	2.82	
	2	45	M	19.67	21.96	20.96	19.38	19.33	19.36	19.82	18.56	
			SD	2.97	2.83	2.34	3.32	2.87	3.13	3.10	2.53	
	3	109	M	20.09	21.93	21.12	19.83	19.47	18.89	19.61	18.76	
			SD	2.57	2.93	2.72	2.87	2.68	2.50	2.60	2.43	

TABLE VI

CONCEPT MEANS (M) AND STANDARD DEVIATIONS (SD)
 BY ETHNICITY, SEX AND SOCIOECONOMIC STATUS -
 POTENCY FACTOR

ETHNICITY (A)	SEX (B)	SOCIOECONOMIC STATUS (C)	N=	CONCEPT									
				TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE- OPPORTUNITY FOR ADVANCEMENT	COLLEGE- PERSONAL FREEDOM		
MALE													
	(B ₁)	1	107	M	18.58	17.55	17.90	19.68	20.44	18.85	19.00	19.77	
				SD	2.60	2.47	3.01	3.25	2.79	2.57	2.50	2.73	
		2	86	M	18.98	17.29	18.74	20.00	20.00	19.28	18.77	19.28	
				SD	2.82	2.85	2.72	3.23	2.66	2.84	2.69	2.70	
		3	28	M	19.00	17.54	18.82	19.39	20.04	19.64	19.04	20.18	
				SD	2.67	2.46	2.87	2.11	2.36	2.97	3.31	3.16	
ANGLO-AMERICAN													
	(A ₁)												
	FEMALE	1	103	M	17.67	16.94	17.46	19.03	19.62	18.59	18.84	18.25	
	(₂)			SD	2.70	2.75	3.19	2.65	2.72	2.72	2.68	2.88	
		2	98	M	18.29	18.33	18.16	19.70	19.59	18.86	18.20	19.35	
				SD	2.84	2.81	2.93	3.09	3.01	3.03	2.81	2.80	
		3	54	M	18.41	16.37	17.20	18.85	19.48	18.70	18.11	19.17	
				SD	2.88	2.72	3.53	3.25	3.05	3.25	2.77	3.01	

TABLE VI (Continued)

ETHNICITY (A)	SEX (B)	SOCIOECONOMIC STATUS (C)	N=	CONCEPT								
				TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE- OPPORTUNITY FOR ADVANCEMENT	COLLEGE- PERSONAL FREEDOM	
MALE (B ₁)	1	20	M	17.30	17.50	17.50	19.60	20.15	19.15	19.25	18.95	
			SD	2.79	2.44	4.10	2.58	3.79	2.66	2.61	2.96	
	2	44	M	17.86	17.00	17.32	19.18	20.02	19.66	18.91	19.89	
			SD	2.46	2.64	3.51	3.27	2.73	2.98	3.35	3.17	
	3	82	M	18.54	17.41	18.26	19.72	19.72	19.49	18.50	19.55	
			SD	2.61	2.86	2.63	3.19	2.75	3.22	2.53	3.32	
MEXICAN- AMERICAN (A ₂)	1	23	M	18.04	17.39	17.22	18.70	19.87	18.13	18.74	18.61	
			SD	3.47	3.37	3.67	3.23	2.47	2.82	2.88	2.87	
	2	45	M	17.13	17.11	17.78	18.42	19.02	17.60	16.40	17.04	
			SD	2.82	2.68	3.45	2.92	2.99	2.96	3.03	3.41	
	3	109	M	18.12	17.32	17.54	18.98	19.51	18.65	18.14	19.07	
			SD	2.47	2.73	3.13	3.09	2.84	3.32	3.06	3.46	

Mexican-American males reflect in Table V a total mean score range on all eight concepts of 19.02-22.82; Mexican-American females showed a total mean score range on all eight concepts of 18.56-23.74. In Table VI, for the potency factor Anglo-American males reflected a total mean score range of 17.29-20.04; Anglo-American females reflected a total mean score range on all eight concepts of 16.37-19.70; Mexican-American males exhibited a total mean score range on all eight concepts of 17.00-20.15; and Mexican-American females reflected a total mean score range on all eight concepts of 16.40-19.87.

Research Question 4

What are the perceptions of males and females to the eight college concepts with respect to socioeconomic status?

Tables VII and VIII display the means and standard deviations by sex and socioeconomic status for the evaluative and potency factors of all eight concepts. In Table VII, males in the high socioeconomic status had a total mean score range for all eight concepts of 19.42-22.80; males in the middle socioeconomic status reflected a total mean score of 19.37-22.78 on all eight concepts; males in the low socioeconomic status showed a total mean score range of 19.87-22.73 on all eight concepts; females in the high socioeconomic status reflected a total mean score range of 19.44-22.58 on all eight concepts; females in the middle socioeconomic status reflected a total mean score range of 19.03-22.18; and females in the low socioeconomic status reflected a total mean score range of 18.75-21.27.

TABLE VII
 CONCEPT MEANS (M) AND STANDARD DEVIATIONS (SD)
 BY SEX AND SOCIOECONOMIC STATUS -
 EVALUATIVE FACTOR

Socioeconomic Factor	Concept	MALE		Concept	FEMALE	
		M	SD		M	SD
		N=127			N=126	
High (1)	1	21.24	2.24	1	21.48	2.37
	2	22.80	2.57	2	22.58	2.31
	3	22.54	2.72	3	22.61	2.60
	4	19.93	2.69	4	20.64	2.33
	5	19.51	2.11	5	20.01	2.00
	6	19.94	2.44	6	19.44	2.48
	7	21.18	2.73	7	20.70	2.58
	8	19.42	2.60	8	19.56	2.43
		N=130			N=143	
Middle (2)	1	20.93	2.37	1	20.32	2.54
	2	22.78	2.76	2	22.18	2.84
	3	21.85	2.40	3	21.77	2.61
	4	19.98	2.37	4	20.01	2.90
	5	19.58	2.26	5	19.90	2.75
	6	19.76	2.45	6	19.20	2.64
	7	20.68	2.33	7	20.41	2.95
	8	19.37	2.55	8	19.03	2.63
		N=110			N=163	
Low (3)	1	20.49	2.72	1	20.11	2.51
	2	22.73	2.96	2	21.96	2.86
	3	22.07	2.75	3	21.27	2.65
	4	19.93	2.88	4	19.80	2.69
	5	20.23	2.83	5	19.57	2.55
	6	20.24	2.76	6	19.04	2.51
	7	20.24	2.94	7	19.79	2.65
	8	19.87	2.99	8	18.75	2.27

Concepts: (1) Total College Environment; (2) College Professor;
 (3) College Classes; (4) Student Organizations;
 (5) Social Activities; (6) Student Relationships;
 (7) College-Opportunity for Advancement; and
 (8) College-Personal Freedom

TABLE VIII
 CONCEPT MEANS (M) AND STANDARD DEVIATIONS (SD)
 BY SEX AND SOCIOECONOMIC STATUS -
 POTENCY FACTOR

Socioeconomic Status	Concept	MALE		FEMALE		
		M	SD	Concept	M	SD
		N=127		N=126		
High (1)	1	18.38	2.66	1	17.74	2.85
	2	17.54	2.46	2	17.02	2.86
	3	17.83	3.19	3	17.41	3.27
	4	19.67	3.14	4	18.97	2.76
	5	20.39	2.95	5	19.66	2.67
	6	18.90	2.57	6	18.51	2.73
	7	19.04	2.51	7	18.83	2.70
	8	19.64	2.77	8	18.32	2.87
		N=130		N=143		
Middle (2)	1	18.60	2.74	1	17.92	2.87
	2	17.19	2.77	2	17.26	2.76
	3	18.26	3.07	3	18.04	3.10
	4	19.72	3.26	4	19.30	3.08
	5	20.01	2.67	5	19.41	3.01
	6	19.41	2.88	6	18.46	3.05
	7	18.82	2.92	7	17.64	2.99
	8	19.48	2.87	8	18.62	3.18
		N=110		N=163		
Low (3)	1	18.65	2.62	1	18.21	2.61
	2	17.45	2.75	2	17.01	2.76
	3	18.40	2.69	3	17.43	3.26
	4	19.64	2.95	4	18.94	3.13
	5	19.80	2.65	5	19.50	2.90
	6	19.53	3.15	6	18.67	3.28
	7	18.64	2.75	7	18.13	2.96
	8	19.71	3.27	8	19.10	3.31

Concepts: (1) Total College Environment; (2) College Professor;
 (3) College Classes; (4) Student Organizations;
 (5) Social Activities; (6) Student Relationships;
 (7) College-Opportunity for Advancement; and
 (8) College-Personal Freedom

Table VIII displays the mean scores for the potency factor of all eight college concepts. Males in the high socioeconomic status reflected a total mean score range of 17.54-20.39; males in the middle socioeconomic status reflected a total mean range of 17.19-20.01 on all eight concepts; males in the low socioeconomic status reflected a total mean score range of 17.45-19.80; females in the high socioeconomic status reflected a total mean score range of 17.02-19.66; females in the middle socioeconomic status reflected a total mean score range of 17.26-19.41 on all eight concepts; and females in the low socioeconomic status reflected a total mean score range of 17.01-19.50 on all eight concepts.

Statistical Analysis

The answers to the research questions 5, 6, and 7 are based on the findings generated by the Distance Cluster Analysis. Since the investigator was interested in group differences rather than differences between individuals, the mean scores for all subjects in each group were summed and averaged yielding group by concept matrices of total averaged factor (evaluative, potency) scores. Separate matrices for the evaluative and potency factors for each group are shown in the appendices (see Appendix E).

The Distance Cluster analysis is employed to show that if any two or more college concepts being used in this study are close together in "semantic space," they are alike in meaning for the group making judgment. However, if they are separated in "semantic space," they differ in meaning for the group. In other words, the "D" represents the linear distance between any two concepts. The smaller

the "D" or the numerical distance between the concept, the closer the group perceives the concept alike and thus allows the concept to form clusters similar in meaning. It is also the intention of the author, by means of the D Cluster Analysis to show any descriptive differences or similarities that may exist between any of the groups being investigated in this study.

The D Cluster Analysis reveals that what is particularly striking, despite the obvious differences in the nature of the clusters, is that the overall conceptual structures are very similar between the groups.

Research Question 5

Do any two or more perceptions of the eight college concepts have similar "semantic space" among Mexican-American and Anglo-American high school seniors?

The results of the analysis in answer to question 5 is considered in Tables IX and X. Table IX reveals the distance Matrix for Anglo-Americans. Looking across row A, it can readily be seen that the concepts Total College Environment and College Classes show a small "D" (distance) between them, forming a small cluster. In row B, the small "D" is between the concepts College Professor and College Classes, thus forming one cluster with Total College Environment and College Professor because the distance between them is small. Looking across the D row, one can see that a third cluster is formed between the concepts College Student Organizations and College Social Activities. The analysis thus emphasizes two clusters on concepts for Anglo-Americans:

- a. Total College Environment, College Professor, College Classes.
- b. College Student Organizations and College Social Activities.

TABLE IX

D MATRIX FOR ANGLO-AMERICANS

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATION- SHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.26	0.19	0.85	0.79	0.38	0.36	0.61
B		0.00	0.07	0.76	0.75	0.63	0.48	0.77
C			0.00	0.79	0.76	0.57	0.45	0.73
D				0.00	0.16	0.98	0.63	0.74
E					0.00	0.86	0.52	0.60
F						0.00	0.35	0.39
G							0.00	0.29
H								0.00

TABLE X

D MATRIX FOR MEXICAN-AMERICANS

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATION- SHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.20	0.09	0.63	0.64	0.31	0.21	0.61
B		0.00	0.13	0.62	0.65	0.50	0.39	0.78
C			0.00	0.57	0.57	0.37	0.25	0.64
D				0.00	0.09	0.63	0.57	0.65
E					0.00	0.60	0.55	0.58
F						0.00	0.12	0.31
G							0.00	0.40
H								0.00

Each of these clusters represent similar meaning for the Anglo-American group.

In the analysis of the Distance Matrix, as shown in Table X, for Mexican-Americans, the findings reveal three clusters of concepts. Looking across row A, one can see that concepts Total College Environment and College Classes have a small D between them and thus form one cluster of concepts. Row B reveals a small D between the concepts College Professor and College Classes, thus forming a small cluster, but one with Total College Environment. In row D, a small D is revealed between the concepts College Student Organizations and College Student Activities forming a second cluster. Looking across row F, it shows that College Student Relationships and College-Opportunity for Advancement form the third cluster of concepts. Mexican-Americans thus emphasize three clusters of concepts:

- a. Total College Environment, College Professor and College Classes.
- b. College Student Organizations and College Social Activities.
- c. College Student Relationships and College-Opportunity for Advancement.

Next, the researcher sought to investigate any similarities that might exist with respect to how males and females perceived the concepts in "semantic space."

Research Question 6

Is the "semantic space" among males and females similar in any two or more perceptions of the eight college concepts?

The results of the D Cluster Analysis are summarized in Tables XI and XII. In Table XI the analysis of the D matrix for males reveals that the concept clusters as perceived by males reveal three clusters. In row B, the first cluster is formed between College Professor and College Classes since the D between them is small. The next cluster can be seen by looking across row D, which forms the cluster between the concepts College Student Organizations and College Social Activities. Looking across row F, the third cluster which is formed is between College Student Relationships and College-Opportunity for Advancement. The analysis thus emphasizes these three clusters for males:

- a. College Professor and College Classes.
- b. College Student Organizations and College Social Activities.
- c. College Student Relationships and College-Opportunity for Advancement.

Table XII displays the D-Matrix for females. In row A, one sees that Total College Environment and College Classes form one cluster. The D's between them are small. Looking across row B, it shows that College Professor and College Classes have a small D between them and thus form a small cluster. Since the distance between College Professor and College Classes are also small, this forms a close cluster with Total College Environment. Checking across row B, the concepts of College Student Organizations and College Social Activities form a cluster because they show a small D value between them.

TABLE XI

D MATRIX FOR MALES

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATION- SHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE- PERSONAL FREEDOM	
A	0.00	0.28	0.21	0.87	0.74	0.41	0.39	0.62
B		0.00	0.11	0.76	0.68	0.61	0.54	0.77
C			0.00	0.72	0.62	0.50	0.43	0.66
D				0.00	0.18	0.77	0.68	0.71
E					0.00	0.60	0.50	0.53
F						0.00	0.10	0.22
G							0.00	0.24
H								0.00

TABLE XII
D MATRIX FOR FEMALES

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	STUDENT SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.21	0.13	0.67	0.72	0.36	0.21	0.59
B		0.00	0.07	0.65	0.73	0.56	0.35	0.77
C			0.00	0.68	0.76	0.48	0.31	0.72
D				0.00	0.14	0.89	0.54	0.71
E					0.00	0.88	0.55	0.64
F						0.00	0.36	0.44
G							0.00	0.42
H								0.00

The analysis thus emphasizes that females form two concepts:

- a. Total College Environment, College Professor and College Classes.
- b. College Student Organizations and College Social Activities.

Research questions 5 and 6 having been analyzed, the researcher then sought to analyze the seventh question investigating any similarities and differences reflected by socioeconomic status.

Research Question 7

Do students in the high, middle and low socioeconomic status perceive the eight college concepts alike?

The D Cluster Analysis as represented in Tables XIII, XIV, and XV reveal there to be different patterns or clusters in the way each level of the three socioeconomic status groups perceive the concepts.

In Table XIII, row A, the high socioeconomic status group reveals one cluster of concepts to be between Total College Environment and College Classes. A small D of 0.16 between them forms the first cluster. Row D shows the next small D of 0.17 between College Student Organizations and College Social Activities which forms the second cluster of concepts. The third cluster reveals a small D of 0.18 in row F, which forms a cluster between College Student Relationships and the concept College-Personal Freedom. This analysis thus emphasizes these three clusters for the high socioeconomic status:

- a. Total College Environment and College Classes.
- b. College Student Organizations and College Social Activities.
- c. College Student Relationships and College-Personal Freedom.

TABLE XIII

D MATRIX FOR HIGH SOCIOECONOMIC STATUS

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.36	0.16	0.89	0.97	0.27	0.29	0.48
B		0.00	0.25	0.65	0.78	0.62	0.44	0.68
C			0.00	0.87	0.97	0.43	0.41	0.63
D				0.00	0.17	1.04	0.71	0.84
E					0.00	1.09	0.75	0.83
F						0.00	0.34	0.18
G							0.00	0.24
H								0.00

TABLE XIV

D MATRIX FOR MIDDLE SOCIOECONOMIC STATUS

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATION- SHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.18	0.30	0.85	0.82	0.48	0.34	0.71
B		0.00	0.13	0.79	0.81	0.64	0.39	0.82
C			0.00	0.72	0.77	0.72	0.43	0.86
D				0.00	0.22	0.89	0.57	0.75
E					0.00	0.74	0.49	0.55
F						0.00	0.37	0.32
G							0.00	0.44
H								0.00

TABLE XV

D MATRIX FOR LOW SOCIOECONOMIC STATUS

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.23	0.01	0.58	0.45	0.32	0.27	0.61
B		0.00	0.22	0.67	0.55	0.54	0.50	0.82
C			0.00	0.57	0.44	0.32	0.28	0.61
D				0.00	0.14	0.59	0.55	0.56
E					0.00	0.46	0.42	0.48
F						0.00	0.06	0.33
G							0.00	0.35
H								0.00

The middle socioeconomic status' Semantic Differential (SD) data yields the D Matrix shown in Table XIV. Analysis of this matrix reveals the concept clusters to be in rows A and B which form one cluster. The small D in row A of 0.18 forms the cluster Total College Environment and College Professor. The small D in row B of 0.13 forms another small cluster between College Professor and College Classes. These concepts Total College Environment, College Professor and College Classes all have small D's between them and thus form a close cluster between them. The D Matrix, therefore, for the middle socioeconomic status emphasizes one cluster.

- a. Total College Environment, College Professor and College Classes.

The analysis in Table XV specifies three clearly isolated clusters of concepts for the low socioeconomic status. In row A, the small D between Total College Environment and College Classes of 0.01 which forms the first concept. The concepts College Student Organizations and College Social Activities have a small D between them of 0.14 and forms the second cluster. The small D of 0.06 in the F row is the distance between College Student Relationships and College-Opportunity for Advancement, and forms the third cluster. The low socioeconomic status thus forms three clusters:

- a. Total College Environment and College Classes.
- b. College Student Organizations and College Social Activities.
- c. College Student Relationships and College-Opportunity for Advancement.

Summarizing the results of the D Cluster Analysis, the findings show that Anglo-Americans form two clusters of concepts;

Mexican-American students--three clusters; Males--three clusters; Females--two clusters; High Socioeconomic Status--three clusters; Middle Socioeconomic Status--one cluster; and the Low Socioeconomic Status--three clusters of isolated concepts.

In order to answer the eighth research question, the author computed the contingency coefficient after the value of X^2 was computed by the formula as stated on page 65. The value of X^2 was inserted into the formula for the contingency coefficient on page 65 to get C.

Research Question 8

Is there a significant relationship between ethnicity and perception of the eight college concepts?

The frequency distributions of the scores for the evaluative factor of the concept Total College Environment are displayed in Table XVI. The respondents' scores, as can be observed are grouped around the mean score ranges of 16-20 and 21-25.

The contingency coefficient of .13 for the evaluative factor of the concept Total College Environment was derived from Chi-Square = 14.2924. The Chi-Square value of 14.2924 with five degrees of freedom was significant at the .05 level. The scores which represent perception of the concept, were compared with ethnicity to determine whether or not a relationship existed between ethnicity and the evaluative perception of the concept Total College Environment.

TABLE XVI
 FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
 ETHNICITY AND PERCEPTION OF TOTAL COLLEGE ENVIRONMENT -
 EVALUATIVE FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	0	0	0	0	0	
11-15	6	1	14	4	20	
16-20	179	38	114	45	323	
21-25	280	59	162	50	442	
26-30	11	2	3	1	14	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total
$\chi^2 = 14.2924$ $C = .13$ $P = .05$						

Table XVII gives the mean range and frequency distribution for the potency factor of the concept Total College Environment. The majority of the responses clustered around the mean ranges of 16-20 and 21-25. The contingency coefficient of .06 for the potency factor was Chi-Square = 2.5809. The Chi-Square value of 2.5809 with five degrees of freedom was non-significant at the .05 level.

Table XVIII displays the mean range and frequency distribution for the evaluative factor of the concept College Professor. The mean range was more prominent between the range of 21-25. The contingency coefficient of .07 for the evaluative factor was Chi-Square = 3.8853. The Chi-Square value of 3.8853 with five degrees of freedom was non-significant at the .05 level.

TABLE XVII

FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
ETHNICITY AND PERCEPTION OF TOTAL COLLEGE ENVIRONMENT -
POTENCY FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	2	0	1	0	3	
11-15	73	15	47	15	120	
16-20	306	65	220	68	526	
21-25	93	20	55	17	158	
26-30	2	0	0	0	2	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total

$X^2 = 2.5809$
 $C = .06$
 $P = n.s.$

TABLE XVIII

FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE PROFESSOR-
EVALUATIVE FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	0	0	1	0	1	
11-15	4	1	6	2	10	
16-20	85	18	56	17	141	
21-25	331	70	228	71	559	
26-30	55	11	31	10	86	
31-35	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	
Total	476	100	323	100	799	Grand Total

$X^2 = 3.8853$
 $C = .07$
 $P = n.s.$

Table XIX shows the frequencies and mean ranges for the potency factor of the concept College Professor. The frequencies appear to occur primarily in the ranges of 11-15 and 16-20. The concept of College Professor for the potency factor showed a contingency coefficient of .08. The Chi-Square value of 5.0462 with five degrees of freedom was significant at the .05 level.

TABLE XIX

FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE PROFESSOR-POTENCY FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	3	1	5	2	8	
11-15	121	25	64	20	185	
16-20	305	64	219	67	524	
21-25	43	9	33	10	76	
26-30	4	1	2	1	0	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total
$X^2 = 5.0462$ $C = .08$ $P = .05$						

The evaluative factor of the concept College Classes displayed frequency distributions in Table XX which primarily centered around the mean ranges of 16-20 and 21-25. A significant difference was shown to exist for the evaluative factor of the concept College Classes between Anglo-Americans and Mexican-Americans. The contingency coefficient was .13. This Chi-Square value of 14.7875 with five degrees of freedom was significant at the .05 level.

TABLE XX
 FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
 ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE CLASSES -
 EVALUATIVE FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	0	0	0	0	0	
11-15	6	1	2	1	8	
16-20	113	24	114	36	227	
21-25	308	65	179	55	487	
26-30	49	10	27	8	76	
31-35	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	
Total	476	100	323	100	799	Grand Total
$X^2 = 14.7875$ $C = .13$ $P = .05$						

In Table XXI the frequency distributions for the potency factor of the concept College Classes appeared to vary around the mean range of 16-20. The contingency coefficient of .07 was computed for the potency factor of the concept College Classes. Chi-Square = 3.8934, a value which was found to be non-significant at the .05 level.

TABLE XXI
 FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
 ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE CLASSES -
 POTENCY FACTOR

Score Range	ETHNICITY				Total N
	Anglo-American		Mexican-American		
	f	%	f	%	
5-10	4	1	7	2	11
11-15	91	19	59	18	150
16-20	295	62	204	63	499
21-25	79	17	51	16	130
26-30	7	1	2	1	9
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	476	100	323	100	799 Grand Total

$$X^2 = 3.8934$$

$$C = .07$$

$$P = \text{n.s.}$$

The frequency distributions for the evaluative factor of the concept College Student Organizations tabulated from the data is displayed in Table XXII. The greater variance is shown to exist primarily around the mean ranges of 16-20 and 21-25. The contingency coefficient for the concept College Student Organizations under the value of ethnicity was .07. Chi-Square = 4.3511 with five degree of freedom was significant at the .05 level.

TABLE XXII

FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE STUDENT
ORGANIZATIONS - EVALUATIVE FACTOR

Score Range	ETHNICITY				Total N	Grand Total
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	1	0	2	1	3	
11-15	13	3	17	5	30	
16-20	261	55	170	53	431	
21-25	190	40	127	39	317	
26-30	11	2	7	2	18	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total

$$X^2 = 4.3511$$

$$C = .07$$

$$P = .05$$

Table XXIII displays the frequencies and mean ranges for the potency factor of the concept College Student Organizations. As has been the pattern the frequencies appear to vary greatest around the mean ranges of 16-20 and 21-25. The contingency coefficient was a .10 with a Chi-Square value of 7.8011. The Chi-Square value was significant at the .05 level.

TABLE XXIII

FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE STUDENT
ORGANIZATIONS - POTENCY FACTOR

Score Range	ETHNICITY				Total N	Grant Total
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	2	0	1	0	3	
11-15	34	7	39	12	73	
16-20	289	62	183	58	472	
21-25	130	27	92	28	222	
26-30	21	4	8	2	29	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	

$$X^2 = 7.8011$$

$$C = .10$$

$$P = .05$$

In Table XXIV the concept College Social Activities for the evaluative factor did show a significant difference between ethnicity and perception. The contingency coefficient for this concept was .10. Chi-Square = 7.3407 with five degrees of freedom. This value was significant at the .05 level.

TABLE XXIV
FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE SOCIAL
ACTIVITIES - EVALUATIVE FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	0	0	2	1	2	
11-15	10	2	12	4	22	
16-20	293	62	186	57	470	
21-25	168	35	120	39	288	
26-30	5	1	2	1	7	
31-35	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	
Total	476	100	323	100	799	Grand Total

$X^2 = 7.3407$
 $C = .10$
 $P = .05$

The frequency distributions as shown in Table XXV for the potency factor of the concept College Social Activities tended to vary around the mean ranges of 16-20 and 21-25. The contingency coefficient for the potency factor of the concept College Social Activities was .07. Chi-Square = 3.5350. This Chi-Square value with five degrees of freedom was non-significant at the .05 level.

TABLE XXV
FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE SOCIAL
ACTIVITIES - POTENCY FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	2	0	2	1	4	
11-15	26	5	26	8	52	
16-20	251	54	176	54	427	
21-25	186	39	114	35	300	
26-30	11	2	5	2	16	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total

$$X^2 = 3.5350$$

$$C = .07$$

$$P = n.s.$$

In Table XXVI the frequency distributions appeared to vary considerably around the mean ranges of 16-20 and 21-25. The concept College Student Relationships for the evaluative factor had a contingency coefficient of .06. The Chi-Square value was 3.1732. This Chi-Square value of 3.1732 was found to be non-significant at the .05 level.

TABLE XXVI
 FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
 ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE STUDENT
 RELATIONSHIPS - EVALUATIVE FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	0	0	1	0	1	
11-15	16	3	13	4	29	
16-20	306	65	195	61	501	
21-25	144	30	104	32	248	
26-30	10	2	10	3	20	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total

$$X^2 = 3.1732$$

$$C = .06$$

$$P = n.s.$$

Table XXVII shows the frequencies to cluster around the mean ranges of 16-20 and 21-25. The contingency coefficient for the potency factor of the concept College Student Relationships was found to be .12. The Chi-Square value = 10.8099. This Chi-Square value was significant at the .05 level.

TABLE XXVII

FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE STUDENT RELATIONSHIPS - POTENCY FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	1	0	3	1	4	
11-15	51	11	44	14	95	
16-20	297	62	168	52	465	
21-25	122	26	106	33	228	
26-30	5	1	2	0	7	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total

$$X^2 = 10.8099$$

$$C = .12$$

$$P = .05$$

The frequencies shown in Table XXVIII center around the mean ranges of 16-20 and 21-25. The contingency coefficient for the evaluative factor of the concept College-Opportunity for Advancement was .16 with a Chi-Square value = 20.4930. This Chi-Square value with five degrees of freedom was significant at the .05 level.

TABLE XXVIII
 FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
 ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE-OPPORTUNITY
 FOR ADVANCEMENT - EVALUATIVE FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	0	0	0	0	0	
11-15	8	2	12	4	20	
16-20	211	44	183	57	394	
21-25	228	48	121	37	349	
26-30	29	6	7	2	36	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total

$$X^2 = 20.4930$$

$$C = .16$$

$$P = .05$$

In Table XXIX the concept College-Opportunity for Advancement for the potency factor showed the most prominent frequency distributions to be centered around the mean range of 16-20. The contingency coefficient was found to be .10. The Chi-Square value of 8.2021 with five degrees of freedom was found to be significant at the .05 level.

TABLE XXIX
 FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
 ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE-OPPORTUNITY
 FOR ADVANCEMENT - POTENCY FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	2	0	3	1	5	
11-15	44	9	50	15	94	
16-20	323	69	202	63	525	
21-25	105	22	67	21	172	
26-30	2	0	1	0	3	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grant Total

$$X^2 = 8.2021$$

$$C = .10$$

$$P = .05$$

Table XXX gives the frequency distributions related to the concept College-Personal Freedom for the evaluative factor. The frequencies tended to vary around the mean ranges of 16-20 and 21-25. This concept was found to be significant when ethnicity and student perception of the concept were compared. A Chi-Square value of 4.2712 was obtained on a contingency coefficient of .07 which was significant at the .05 level.

TABLE XXX
 FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
 ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE-PERSONAL
 FREEDOM - EVALUATIVE FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	0	0	0	0	0	
11-15	23	5	11	3	34	
16-20	299	63	220	69	519	
21-25	147	31	84	26	231	
26-30	7	1	8	2	15	
31-35	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	
Total	476	100	323	100	799	Grand Total

$$X^2 = 4.3712$$

$$C = .07$$

$$P = .05$$

Table XXXI presents the frequency distributions for the potency factor of the concept College-Personal Freedom. The majority of frequencies tended to vary about the mean ranges of 16-20 and 21-25. The concept College-Personal Freedom for the potency factor was found to be significant. A Chi-Square value of 10.7417 with five degrees of freedom was obtained on the contingency coefficient of .12. This Chi-Square value of 10.7417 was found to be significant at the .05 level of significance.

TABLE XXXI
 FREQUENCY DISTRIBUTIONS, PERCENTAGES AND MEAN RANGES COMPARING
 ETHNICITY AND PERCEPTION OF THE CONCEPT COLLEGE-PERSONAL
 FREEDOM - POTENCY FACTOR

Score Range	ETHNICITY				Total N	
	Anglo-American		Mexican-American			
	f	%	f	%		
5-10	0	0	4	1	4	
11-15	44	9	38	12	82	
16-20	274	58	177	55	451	
21-25	154	32	97	30	251	
26-30	4	1	6	2	10	
31-35	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	
Total	476	100	323	100	799	Grand Total

$$X^2 = 10.7417$$

$$C = .12$$

$$P = .05$$

Discussion of the Findings

As a result of the large sample of 476 Anglo-American and 323 Mexican-American high school seniors, the descriptive statistics and the statistical analysis by ethnicity, sex, and the three socioeconomic status levels can be assumed to reflect basically the perceptions of college by high school seniors in the San Antonio Bexar County area.

The total mean scores utilized to describe the first four questions of the study yielded similarities and differences between Mexican-American and Anglo-Americans with respect to sex, and socioeconomic status. In answer to the first question, the means and standard deviations showed that for the evaluative factor, Anglo-Americans and Mexican-Americans in the high socioeconomic status viewed all eight concepts of the college environment similarly. The Anglo-Americans tended to view the concepts slightly more favorably. In the middle socioeconomic status Mexican-Americans tended to be slightly more favorable toward all eight concepts than did the Anglo-American students, although the difference appears to be negligible. In the low socioeconomic status the Mexican-American appeared to reflect a more favorable perception to the concepts Student Organizations, Student Social Activities, Student Relationships, College-Opportunity for Advancement, and College-Personal Freedom. The potency factor reflected the perceptions of the College Environment for the high, middle, and low socioeconomic status and showed that the Mexican-Americans held a more favorable pattern in their perception of the eight college concepts than did the Anglo-Americans. However, the differences were very slight. The middle and lower socioeconomic

status levels showed evidence that the students, especially the Mexican-American, viewed the eight concepts more favorably than did all socioeconomic status levels irrespective of ethnicity. This may imply that the lower social status Mexican-American students may be reflecting achievement motivation toward social and economic upward mobility.

With respect to sex, the differences in perceptions showed a negligible pattern. Both ethnic groups appeared to perceive the eight concepts similarly with only slight differences reflecting more favorable perception by the Mexican-American female. A possible explanation for this may be attributable to the equal rights movement which may have had some impact in how women view college. However, a review of recent literature does not generally reflect this finding. Another possible answer may be that women in San Antonio may not generally hold negative views toward college. The results do show however, that the perception pattern was clustered near the mean of 20.00 which reflects neutrality in perception.

The descriptive statistics in answer to the third question reflected a rather interesting pattern of perception of the eight college concepts. Both ethnic groups evaluated the concepts Total College Environment, College Classes and College Professor slightly negative, although these perceptions clustered about the mean of 20.00 which is the neutral zone of the semantic differential scale. What this generally indicates is that both groups viewed these concepts indifferently to slightly negative. Generally both groups viewed the college concepts Student Organizations, College Social Activities, Student Relationships, Opportunity for Advancement and Personal

Freedom in a positive direction. Anglo-American females in all socioeconomic levels tended to be more favorable toward the concepts College Student Relationships and College-Personal Freedom than were the Anglo-American males. This may imply that Anglo-American females see these two concepts as more important aspects of the college environment than do males. Generally the literature supports this view. According to recent publications women tend to make an effort not to alienate males for social reasons and yet at the same time need the freedom to be themselves. The Mexican-American female was even more positive toward the concepts College Student Relationships, Social Activities, Opportunity for Advancement and Personal Freedom than were all others. Although the differences were only slight, the positive direction may be an awareness of the upward social and economic potential by securing a college education. The Potency Factor for all eight concepts did not appear to show any real differences between the two ethnic groups regardless of sex and socioeconomic status. Females of both ethnic backgrounds did appear to be more positive toward the concepts than did the males. It appears, although only slightly, that females held stronger perceptions toward the eight concepts than did males regardless of ethnicity and socioeconomic status. The Mexican-American female tended to hold stronger views than did all others.

Question Four shows that when a comparison is made between males and females with respect to socioeconomic status the differences in perception of the eight college concepts are only marginal. No real pattern of differences appears to be evident on either the evaluative or the potency factors.

Research question 5 showed evidence that Anglo-Americans perceived two clusters of concepts, whereas Mexican-Americans perceived three clusters of concepts. The only important difference between the two ethnic groups was the cluster of College Student Relations and College-Opportunity for Advancement which the Mexican-American perceived as a close cluster, or similar in meaning. Anglo-Americans were not as similar in their perception of this cluster as Mexican-Americans.

In research question 6, males perceived there to be three clusters of concepts. Females perceived two clusters. The main difference between males and females was in how they viewed the concept cluster College Student Relations and College-Opportunity for Advancement. Males perceived these two concepts to be alike in semantic space or meaning; whereas females viewed it less so than males did.

Research question 7 showed some differences in how each of the socioeconomic status levels perceived the concepts to be alike in meaning. The middle socioeconomic group emphasized only one cluster which did not differ from that of the low socioeconomic group. Both agree that the concepts Total College Environment, College Professor and College Classes were alike in meaning. The high and the low socioeconomic groups each had three clusters of concepts which each felt were alike in meaning. The high group emphasized Total College Environment and College Classes. The low socioeconomic group likewise emphasized these, but included College Professor. Both groups (high and low) agreed that the concepts College Student Organizations and College Activities were alike in semantic space. The high

socioeconomic group perceived College Student Relationships and College-Personal Freedom to be alike in meaning. The low group viewed College Student Relationships and College-Opportunity for Advancement to be similar in semantic space or meaning.

Research question 8 showed evidence of relationship between ethnic origin and perception of the college environment as related to the eight concepts: Total College Environment, College Professor, College Classes, College Student Organizations, College Social Activities, College Student Relationships, College-Opportunity for Advancement, and College-Personal Freedom.

Response to Total College Environment showed that perception of this concept for the evaluative factor was dependent on ethnic origin. As pointed out in Chapter III, the higher the mean score the more negative the response and conversely, the lower the mean score the more positive was the perception to the concept. The pattern for this concept showed that Anglo-American students in evaluating the Total College Environment tended to be less favorable and more negative toward the concept than the Mexican-American student. In other words, Mexican-American students tended to relate more to the concept than did the Anglo student. One possible reason for this is that the Anglo-American student, as the literature described, tended to accept going to college as a way of life, whereas Mexican-American students see this as a means to social and economic success. The Potency Factor indicates that both groups tended to see this concept in a positive vein, with the Mexican-American showing a slightly stronger feeling for the Total College Environment than did the Anglo-American.

With regard to the concept College Professor, the evaluation factor showed no significant relationship between ethnicity and perception of this concept. Both ethnic groups tended to evaluate the College Professor in a neutral manner. In other words, neither the Anglo-American or the Mexican-American tended to have an attitude one way or the other.

Perception of the concept College Professor for the potency factor did show significant relationship with ethnic origin. The significance, however, fails to show a pattern. Since the significance is marginal, it would appear that Anglo-Americans view this concept as only slightly stronger than Mexican-Americans, although neither ethnic group feel too strongly about this concept.

Table XX suggests that Mexican-American students tended to view the concept College Classes more favorably and less negatively than did Anglo-Americans. A possible explanation could be, that like the concept Total College Environment, the Mexican-American may be inclined to see this concept as a means toward an end--success. Although the potency factor was non-significant thus indicating that neither ethnic group related to the concept, the table suggests that the Mexican-American tended to be more favorable toward the concept College Classes.

For the evaluative factor of the concept College Student Organizations, as shown in Table XXI, the responses were significantly related to ethnicity. However, the significance was only marginal. It does suggest, however, that Anglo-Americans tend to view Student Organizations more favorably than do Mexican-Americans. This is not too surprising, since student organizations such as fraternities and sororities do represent middle class values and most Mexican-Americans

in San Antonio are in the lower socioeconomic status. The potency factor reflected the same pattern of relationship. Anglo-Americans tended to view this concept with stronger feeling than did Mexican-Americans.

On the concept College Social Activities for the evaluative factor, there appeared to be significant relationship between ethnicity and perception. While this test of independence does not specifically identify difference between the responses of the two ethnic groups, Table XXIV suggests that Anglo-Americans evaluate social activities more favorably than do Mexican-Americans. In Table XXV, the potency factor does not show significant relationship between ethnicity and perception of College Social Activities, nevertheless Osgood (108) has pointed out the evaluative factor as the stronger of the two. The evaluative factor for this concept tends to imply that, since social activities reflect middle class values, and that since Mexican-Americans are generally classified as in the lower socioeconomic status, they would tend to perceive this concept less favorably. Another possible explanation may be that Mexican-Americans generally would not have either the time or the money to participate.

The evaluative factor for the concept College Student Relationships, shown in Table XXVI was shown to be non-significant with regard to relationship between ethnicity and perception of the concept. However, in Table XXVII the potency factor was shown to be significant and tended to show that Anglo-Americans were more inclined to accept this concept with stronger feeling than did Mexican-Americans. A possible explanation for this may be, as the literature

suggested, reluctance upon the Mexican-American to associate with members outside of his or her ethnic background. College student relationships imply social interaction between persons and groups regardless of ethnic background; therefore this suggests that a minority group such as the Mexican-American would tend to be conservative in his or her association with members outside of the accustomed group. However, the non-significance of the evaluative factor would tend to suggest that this is not a major problem.

Both the evaluative and potency factors for the concept College-Opportunity for Advancement were found to be significant. As shown in Table XXVIII, the responses were dependent upon ethnicity as suggested by the literature. College is considered a middle class value, and for some a desirable means for obtaining upward social and economic mobility. Therefore the significant relationship suggests that Mexican-Americans view the concept of College as a means toward a desirable end, namely upward social and economic mobility. However, Table XXIX shows that Anglo-Americans tended to respond to this concept with stronger feeling.

Perception of the evaluative factor for the concept College-Personal Freedom was shown to be significantly related to ethnicity. The pattern as indicated in Table XXX suggests that Mexican-American students viewed this concept more favorably than did the Anglo-American. The literature does not suggest any possible explanation for this, other than to suggest to the contrary. One possible explanation may be that the Mexican-American desires more of the freedom that appears to be available to the Anglo-American. The Mexican-American culture, as the literature suggests, tends to be more

restrictive in severing family ties. Table XXXI shows that the potency factor for the concept of college as a means to personal freedom was likewise found to be significantly related to ethnicity. The Anglo-American tended to view personal freedom more strongly than did the Mexican-American student.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Whatever the influences man experiences, these will be perceived realistically or idealistically, negatively or positively, or perceived as a means to eliminate discomfort, or as a means to perpetuate a status quo. Education in general has been perceived by many along these effects. Generally, it has been suggested that education, and higher education in a more limited sense, has had a positive influence on some, and a negative influence on others. The reasons for this has been the subject for wide-spread research.

In more recent times, the influences of ethnicity, sex and socioeconomic status on students' perceptions of education has been researched widely. The literature reveals that the influences on students' perceptions of education and the institutions which administer to students vary from group to group depending on the variables being investigated. In this study, the literature treating the influence of ethnicity, sex, and socioeconomic status were reviewed extensively. Generally, it was pointed out that students tend to be idealistically motivated toward colleges. Also, that Mexican-Americans generally view education negatively and higher education as having little or no value. Socioeconomic status was found to generally have a positive

influence on the middle and high socioeconomic status, and a less favorable influence on students in the low socioeconomic status.

Where it has a positive influence on students in the low socioeconomic status, college tended to be viewed as a means of upward social mobility. The independent variable of sex was found to generally affect females from pursuing non-traditional fields of study for fear of seemingly appearing too aggressive to males. Males, especially in the middle and higher socioeconomic status accepted college as the means of assuring themselves a competitive status in the labor market upon termination of their education.

Very few, if any studies, reviewed in the literature, were researched as this study investigated the differences and similarities that might exist due to ethnic, sex, and socioeconomic influences on students' perceptions of college. No studies were found that employed the methodology applied in this research study which investigated the influence of ethnicity, sex, and socioeconomic status with respect to Mexican-American and Anglo-American students' perceptions of college. One study employing a similar methodology limited the study to perceptions of college by Black-Americans and Anglo-Americans.

Subjects for this study consisted of 476 Anglo-American and 323 Mexican-American high school seniors who were enrolled in 29 high schools in all segments of the City of San Antonio and Bexar County area. This represents all but nine of the high schools that either elected not to participate or because of special circumstances prevented the schools from participating in this study.

The instrument used in this study was the Semantic Differential. It was employed to obtain an evaluation and strength of idea (potency)

for eight college concepts, by Anglo-American and Mexican-American high school seniors with respect to sex and socioeconomic status. Each concept was rated on a seven-point scale, 1-3 reflecting a positive attitude, and 5-7 reflecting a negative attitude toward any or all eight college concepts. The neutral zone was represented by 4. The scales ranging from 1-7 constituted an attitudinal expression range of "neutral" to "very related" on either side of the neutral zone.

A demographic questionnaire was administered to students to obtain the ethnic, sex, and socioeconomic information necessary to identify these variables of this study. Hollingshead's Index of Social Position was further employed to determine the five socioeconomic classes to be used.

Classes I and II, and IV and V were each combined to form the high and the low socioeconomic classes, respectively. Class III was not changed, but reclassified as the middle socioeconomic class. These combinations were necessary for more meaningful analysis of each of the socioeconomic classes.

Means and Standard Deviations were utilized to describe the differences in how the groups differed in perception. Chi-Square and a Contingency Coefficient were employed to analyze the relationship between ethnic origin and perception. The Distance Cluster Analysis recommended by Osgood (108) was used to reflect whether or not Mexican-American and Anglo-American, males and females, and the high, middle and low socioeconomic classes perceived combination of concepts to form clusters of similar meaning.

Conclusions

The data reflect the influence that college is having on Anglo-Americans and Mexican-Americans, males and females, and the high, middle and low socioeconomic status. On the basis of the results, these conclusions have been reached:

1. The Mexican-American high school senior and the Anglo-student tended to view the college environment in a similar manner.
2. Males and females generally tended to be more alike in their perception of the college environment.
3. The findings did show a significant relationship between ethnic origin and perception of the college environment. Therefore, it can be concluded that how students perceive the college environment was related to the ethnic origin of the student. However, caution should be exercised in generalizing this finding to other populations.
4. The results did not indicate a general negativism toward college by Mexican-Americans. Therefore, the findings fail to show any pattern of polarization between Anglo-Americans and Mexican-Americans in their views of college.
5. There was little or no evidence that Mexican-Americans did not value the concept of college implied in the literature.

Recommendations

In assessing the results of this study, it would be difficult, if not dubious, to view these findings in terms of causes and effects.

However, certain recommendations appear to be justified both for the present situation and for future investigation in this area.

Concerning the influences ethnicity, sex, and socioeconomic status might have on students' perceptions of the college environment, these recommendations are offered:

1. The findings of this study should be made known to school counselors for the purpose of reducing any existing negative stereotype toward the Mexican-American's view of higher education.
2. A similar study investigating the differences that might exist between those who intend to enter college and those who do not, should be initiated.
3. The process of college orientation and assimilation should capitalize on the generally favorable outlook toward college exhibited by Mexican-Americans, as well as the total population.
4. Differences did appear to exist between Mexican-Americans and Anglo-Americans, as well as between males and females with respect to college environment. These implications do not seem to warrant separate and distinct programs of orientation toward college. They do suggest focusing on the achievement motivation of Mexican-Americans and females.

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APPENDIX A

INSTRUCTIONS FOR APPLICATION OF THE TWO-
FACTOR INDEX OF SOCIAL PRESTIGE SCALE

TWO-FACTOR INDEX OF SOCIAL POSITION

A. B. Hollingshead

Yale University

August 3, 1957

Brief Instructions

The two-factor Index utilized occupation and education. These factors are scaled and weighed individually, and a single score is obtained.

The educational scale is based upon the years of school completed by the head of the household. The scale values are as follows:

<u>Years of School Completed</u>	<u>Scale Values</u>
Professional (M.A.; M.S.; M.E.; M.D.; Ph.D.; LL.D.)	1
Four-year college graduate (A.B.; B.S.; B.M.)	2
1-3 years college (also business schools)	3
High school graduate	4
10-11 years of school (part high school)	5
7-9 years of school	6
Under 7 years of school	7

The occupational scale is attached on a separate sheet (see Social Class and Mental Illness, pp. 370-91). Its effective use is dependent on the precise knowledge of the head of the household's occupation. Occupational position has a factor weight of 7 and educational position a factor weight of 4. These weights are multiplied by the scale value for education and occupation of each individual or head of a household. The calculated weighed score gives the approximate position of the family on the overall scale. For example, John Smith is the manager of the Safeway Store; he completed high school and one year of business college. I would score him as follows:

<u>Factor</u>	<u>Scale Score</u>	<u>Factor Weight</u>	<u>Score x Weight</u>
Occupation	3	7	21
Education	3	4	<u>12</u>
Index of Social Position Score			33

When the Index of Social Position score is calculated, the individual may be stratified either on the continuum of scores or into a "class." In the case of John Smith, I would rate him a class III on the basis of scores are grouped into classes.

The range of scores in each class on the two-factor Index follows:

<u>Class</u>	<u>ISP Scores</u>
I	11-17
II	18-31
III	32-47
IV	48-63
V	64-77

The various combinations of scale scores for occupation and education are reproducible in the Guttman sense for there is no overlap between education-occupation combinations. If an individual's education and occupation are known, one can calculate his score. Conversely, if one knows an individual's score, he can calculate both occupational position and educational level.

We have made extensive studies of the reliability of score, and the validity of the Index on over one-hundred variables in our Social Stratification and Psychiatric Disorders Study. We have also made studies of loss of precision in using the two-factor Index rather than the three-factor one of occupation, education, and ecological area of residence. We recommend the two-factor one in areas where ecological maps do not exist.

Question 19.

What is (was) your father's usual occupation?

	<u>Code Number</u>
Don't remember - don't know	0
Higher Executives of Large Concerns, Proprietors, and Major Professionals	1
Business Managers, Proprietors of Medium-sized Businesses, and Lesser Professionals	2
Administrative Personnel, Owners of Small Businesses, and Minor Professionals	3
Clerical and Sales Workers, Technicians, and Owners of Little Businesses	4
Skilled Manual Employees	5
Machine Operators and Semi-skilled Employees	6
Unskilled Employees	7
N.A.	8

INDEX OF SOCIAL POSITION

A. B. Hollingshead

Yale University

Seven Socio-Economic Scale Positions

1. Higher Executives of Large Concerns, Proprietors, and Major Professionals

A. Higher Executives (Value of Corporation \$500,000 and above as rated by Dunn and Bradstreet)

Bank Presidents	Assistant Vice-Presidents
Vice-Presidents	Executive Secretary
Assistant Vice-Presidents	Research Directors
Business: Directors	Treasurer
Presidents	
Vice-Presidents	

B. Proprietors (Value over \$100,000 by Dunn and Bradstreet)

Brokers	Farmers
Contractors	Lumber Dealers
Dairy Owners	

C. Major Professionals

Accountants (C.P.A.)	Metallurgists
Actuaries	Military: Comm. Officers
Agronomists	Major and Above, Officials
Architects	of Executive Branch of
Artists, Portrait	Government, Federal,
Astronomers	State, Local, e.g., Mayor,
Auditors	City Manager, City Plan
Bacteriologists	Director, Internal
Chemical Engineers	Revenue Director
Chemists	Physicians
Clergymen (Professionally Trained)	Physicists, Research
Dentists	Psychologists, Practicing
Economists	Symphony Conductor
Engineers (College Graduates)	Teachers, University,
Foresters	College
Geologists	Veterinarians (Veterinary
Judges (Superior Courts)	Surgeons)
Lawyers	

2. Business Managers, Proprietors of Medium-Sized Businesses, and Lesser Professionals

A. Business Managers in Large Concerns (Value \$500,000)

Advertising Directors	Manufacturer's Represen-
Branch Managers	tatives
Brokerage Salesmen	Office Managers
Directors of Purchasing	Personnel Managers
Executive Assistants	Police Chief, Sheriff
Export Managers, Int. Concern	Postmaster
Govt. Officials, minor, e.g.,	Production Managers
Internal Revenue Agents	Sales Engineers
Farm Managers	Sales Managers, Nat'l.
Owner	Concern
District Managers	Store Managers

B. Proprietors of Medium Businesses (Value \$35,000-\$100,000)

Advertising	Farm Owners
Clothing Store	Poultry Business
Contractors	Real Estate Brokers
Express Company	Rug Business
Fruits, Wholesale	Store
Furniture Business	Theater
Jewelers	

C. Lesser Professionals

Accountants (not C.P.A.)	Musicians (Symphony
Chiropradists	Orchestra)
Chiropractors	Nurses
Correction Officers	Opticians
Director of Community House	Optometrists, D. O.
Engineers (not College Graduates)	Pharmacists
Finance Writers	Public Health Officers
Health Educators	(MPH)
Labor Relations Consultants	Research Assistants,
Librarians	Univ. (Full-time)
Military, Comm. Officers,	Social Workers
Lts., Capts.	Teachers, Elementary and
	High School

3. Administrative Personnel, Owners of Small Businesses, and Minor Professionals

A. Administrative Personnel

Advertising Agents	Section Heads, Federal,
Chief Clerks	State, and Local
Credit Managers	Governmental Offices
Insurance Agents	Section Heads, Large
Managers, Departments	Businesses and
	Industries

Passenger Agents - R.R.
 Private Secretaries
 Purchasing Agents
 Sales Representatives

Service Managers
 Store Managers (Chain)
 Shop Managers
 Traffic Managers

B. Small Business Owners (\$6,000-\$35,000)

Art Gallery
 Auto Accessories
 Awnings
 Bakery
 Beauty Shop
 Boatyard
 Brokerage, Insurance
 Car Dealers
 Cattle Dealers
 Cigarette Machines
 Cleaning Shops
 Clothing
 Coal Businesses
 Contracting Businesses
 Convalescent Homes
 Decorating
 Dog Supplies
 Dry Goods
 Engraving Business
 Feed
 Finance Companies, Local
 Fire Extinguishers
 5 and 10 Cents
 Florist
 Food Equipment
 Food Products
 Foundry
 Funeral Directors
 Furniture

Garage
 Gas Station
 Glassware
 Grocery - General
 Hotel Proprietors
 Jewelry
 Machinery Brokers
 Manufacturing
 Monuments
 Music
 Package Stores (Liquor)
 Paint Contracting
 Plumbing
 Poultry
 Real Estate
 Records and Radios
 Restaurant
 Roofing Contractor
 Shoes
 Signs
 Tavern
 Taxi Company
 Tire Shop
 Trucking
 Trucks and Tractors
 Upholstery
 Wholesale Outlets
 Window Shades

C. Semi-Professionals

Actors and Showmen
 Army M/Sgt.; Navy, C.P.O.
 Artists, Commercial
 Appraisers (Estimators)
 Clergymen (not professionally
 trained)
 Concern Managers
 Deputy Sheriffs
 Interior Decorators
 Interpreters, Courts
 Laboratory Assistants
 Landscape Planners
 Morticians
 Oral Hygienists
 Photographers

Physio-Therapists
 Piano Teachers
 Publicity and Public
 Relations
 Radio, T.V. Announcers
 Reporters, Court
 Reporters, Newspapers
 Surveyors
 Title Searchers
 Tool Designers
 Travel Agents
 Yard Masters, R.R.
 Dispatchers, R.R.

D. Farmers

Farm Owners (\$20,000-\$35,000)

4. Clerical and Sales Workers, Technicians, and Owners of Little Businesses (Value under \$6,000)

A. Clerical and Sales Workers

Bank Clerks and Tellers	Post Office Clerks
Bill Collectors	Route Managers
Bookkeepers	Sales Clerks
Business Machine Operators, Offices	Sergeants and Petty Officers, Military Services
Claims Examiners	Shipping Clerks
Clerical or Stenographic Conductors, R.R.	Supervisors, Utilities, Factories
Employment Interviewers	Toll Station Supervisors
Factory Storekeepers	Warehouse Clerks
Factory Supervisors	

B. Technicians

Dental Technicians	Operators, PBX
Draftsmen	Proofreaders
Driving Teachers	Safety Supervisors
Expeditor, Factory	Supervisors of Maintenance
Instructors, Telephone Col. Factory	Telephone Col. Supervisors
Inspectors, Weight, Sanitary, R.R., Factory	Timekeepers
Investigators	Tower Operators, R.R.
Laboratory Technicians	Truck Dispatchers
Locomotive Engineers	Window Trimmers (Store)

C. Owners of Little Businesses (\$3,000-\$6,000)

Flower Shop	Newsstand
Grocery	Tailor Shop

D. Farmers

Owners (\$10,000-\$20,000)

5. Skilled Manual Employees

Auto Body Repairers	Casters (Founders)
Bakers	Cement Finishers
Barbers	Cheese Makers
Blacksmiths	Chefs
Boilermakers	Compositors
Brakemen, R.R.	Diemakers
Brewers	Diesel Shovel Operators

Brewers	Electricians
Bulldozer Operators	Engravers
Butchers	Exterminators
Cabinet Makers	Fitters, Gas, Steam
Cable Splicers	Firemen, City
Carpenters	Firemen, R.R.
Foremen, Construction, Dairy	Plumbers
Gardeners, Landscape (Trained)	Policemen, City
Glass Blowers	Postmen
Glaziers	Printers
Gunsmiths	Radio, T.V. Maintenance
Gauge Makers	Diesel Engine Repair and
Hair Stylists	Maintenance (Trained)
Heat Treaters	Repairmen, Home Appliances
Horticulturists	Rope Splicers
Linemen, Utility	Sheetmetal Workers
Linotype Operators	(Trained)
Lithographers	Shipsmiths
Locksmiths	Shoe Repairmen (Trained)
Loom Fixers	Stationary Engineers
Machinists (Trained)	(Licensed)
Maintenance Foremen	Stewards, Club
Linoleum Layers (Trained)	Switchmen, R.R.
Masons	Tailors (Trained)
Masseurs	Teletype Operators
Mechanics (Trained)	Tool Makers
Millwrights	Track Supervisors, R.R.
Moulders (Trained)	Tractor - Trailer Trans.
Painters	Typographers
Paperhangers	Upholsterers (Trained)
Patrolmen, R.R.	Watchmakers
Pattern and Model Makers	Weavers
Piano Builders	Welders
Piano Tuners	Yard Supervisors, R.R.

Small Farmers

Owners (Under \$10,000)
 Tenants who own farm equipment

6. Machine Operators and Semi-Skilled Employees

Aides, Hospital	Garage and Gas Station
Apprentices, Electricians,	Attendants
Printers, Steam Fitters	Greenhouse Workers
Toolmakers	Guards, Doorkeepers,
Assembly Line Workers	Watchmen
Bartenders	Hairdressers
Bingo Tenders	Housekeepers
Bridge Tenders	Meat Cutters and Packers
Building Superintendents (Cust.)	Meter Readers
Bus Drivers	Operators, Factory
	Machines
	Oilers, R.R.

Checkers	Practical Nurses
Coin Machine Fillers	Pressers, Clothing
Cooks, Short Order	Pump Operators
Deliverymen	Receivers and Checkers
Dressmakers, Machine	Roofers
Elevator Operators	Set-up Men, Factories
Enlisted Men, Military Services	Shapers
Filers, Sanders, Buffers	Trainmen, R.R.
Foundry Workers	Truck Drivers, General
Signalmen, R.R.	Waiters-Waitresses
Sprayers, Paint	("better places")
Steelworkers (not skilled)	Weighers
Stranders, Wire Machines	Welders, Spot
Strippers, Rubber Factory	Winders, Machine
Taxi Drivers	Wiredrawers, Machine
Testers	Wine Bottlers
Timers	Wood Workers, Machine
Tire Moulders	Wrappers, Stores and
Solderers, Factory	Factories

Farmers

Smaller Tenants who won little equipment

7. Unskilled Employees

Amusement Park Workers (bowling alleys, pool rooms)	Laborers, Construction
Ash Removers	Laborers, Unspecified
Attendants, Parking Lots	Laundry Workers
Cafeteria Workers	Messengers
Car Cleaners, R.R.	Platform Men, R.R.
Carriers, Coal	Peddlers
Counter men	Porters
Dairy Workers	Roofer's Helpers
Deck Hands	Shirt Folders
Domestics	Shoe Shiners
Farm Helpers	Sorters, Rag and Salvage
Fishermen (Clam Diggers)	Stage Hands
Freight Handlers	Stevedores
Garbage Collectors	Stock Handlers
Grave Diggers	Street Cleaners
Hod Carriers	Unskilled Factory Workers
Hospital Workers, Unspecified	Struckmen, R.R.
Hostlers, R.R.	Waitresses ("Hash houses")
Janitors (Sweepers)	Window Cleaners
	Woodchoppers
Relief, Public, Private	Unemployed (no occupation)

Farmers

Share Croppers

APPENDIX B

SAN ANTONIO AND BEXAR COUNTY

AREA HIGH SCHOOLS

School Codes

- | | |
|----------------------------------|---------------------------|
| 1. John F. Kennedy | 25. Ursuline Academy |
| 2. MacArthur High School | 26. Edgewood High School |
| 3. Lee High School | 27. Burbank High School |
| 4. Roosevelt High School | 28. Edison High School |
| 5. Marshall High School | 29. Jefferson High School |
| 6. Holmes High School | |
| 7. Jay High School | |
| 8. South San High School | |
| 9. East Central High School | |
| 10. McCollum High School | |
| 11. Harlandale High School | |
| 12. Judson High School | |
| 13. Central Catholic High School | |
| 14. Providence High School | |
| 15. Antonian High School | |
| 16. St. Mary's Hall | |
| 17. T.M.I. | |
| 18. Holy Cross High School | |
| 19. Blessed Sacrament Academy | |
| 20. St. Francis Academy | |
| 21. Cole High School | |
| 22. Southside High School | |
| 23. Churchill High School | |
| 24. Randolph High School | |

APPENDIX C

THE INSTRUCTIONS FOR THE ADMINISTRATION
OF THE SEMANTIC DIFFERENTIAL

Instructions

The purpose of this study is to measure the meaning of certain words to various high school seniors by having them judge each word against a series of descriptive scales. In taking this test, please judge the words on the basis of what they mean to you. Each numbered item presents a CONCEPT (such as school) and a scale (such as good-bad). You are to rate the concept on the seven-point scale indicated.

If you felt that the concept was very closely related with one end of the scale, you might place your check mark as follows:

School

Good ____: ____: ____: ____: ____: ____: x: Bad

If you felt that the concept was quite closely related to one side of the scale, you might check as follows:

Teacher

Easy ____: x: ____: ____: ____: ____: ____: Difficult

If the concept seemed only slightly related to one side as opposed to the other, you might check as follows:

Principal

Fair ____: ____: x: ____: ____: ____: ____: Unfair

If you considered the scale completely neutral of both sides equally associated you would check the middle space on the scale:

Learn

Idealistic ____: ____: ____: x: ____: ____: ____: Realistic

Sometimes you may feel as though you have had the same item before on the test. This will not be the case; every item is different from every other item. So do not look back and forth throughout the test. Also, do not try to remember how you marked similar items earlier in the test. Make each item a separate and independent judgement. Work at fairly high speed without worrying or puzzling over the individual items for long periods. It is your first impression that we want. On the other hand, please do not be careless because we want your true impressions.

Of course, some of the items will seem highly irrelevant to you. It was necessary, in the design of the test, to match every concept with every scale at some place, and this is why some items seem irrelevant--so give the best judgement you can and move along.

Please turn the page and begin.

Total College Environment

kind ____: ____: ____: ____: ____: ____: ____: ____: cruel
sacred ____: ____: ____: ____: ____: ____: ____: ____: profane
small ____: ____: ____: ____: ____: ____: ____: ____: large
worthless ____: ____: ____: ____: ____: ____: ____: ____: valuable
hard ____: ____: ____: ____: ____: ____: ____: ____: soft
beautiful ____: ____: ____: ____: ____: ____: ____: ____: ugly
strong ____: ____: ____: ____: ____: ____: ____: ____: weak
unfair ____: ____: ____: ____: ____: ____: ____: ____: fair
light ____: ____: ____: ____: ____: ____: ____: ____: heavy
deep ____: ____: ____: ____: ____: ____: ____: ____: shallow

College Professor

kind ____: ____: ____: ____: ____: ____: ____: cruel
sacred ____: ____: ____: ____: ____: ____: ____: profane
small ____: ____: ____: ____: ____: ____: ____: large
worthless ____: ____: ____: ____: ____: ____: ____: valuable
hard ____: ____: ____: ____: ____: ____: ____: soft
beautiful ____: ____: ____: ____: ____: ____: ____: ugly
strong ____: ____: ____: ____: ____: ____: ____: weak
unfair ____: ____: ____: ____: ____: ____: ____: fair
light ____: ____: ____: ____: ____: ____: ____: heavy
deep ____: ____: ____: ____: ____: ____: ____: shallow

College Classes

kind ____: ____: ____: ____: ____: ____: ____: cruel
sacred ____: ____: ____: ____: ____: ____: ____: profane
small ____: ____: ____: ____: ____: ____: ____: large
worthless ____: ____: ____: ____: ____: ____: ____: valuable
hard ____: ____: ____: ____: ____: ____: ____: soft
beautiful ____: ____: ____: ____: ____: ____: ____: ugly
strong ____: ____: ____: ____: ____: ____: ____: weak
unfair ____: ____: ____: ____: ____: ____: ____: fair
light ____: ____: ____: ____: ____: ____: ____: heavy
deep ____: ____: ____: ____: ____: ____: ____: shallow

College Student Organizations

kind ____: ____: ____: ____: ____: ____: ____: cruel
sacred ____: ____: ____: ____: ____: ____: ____: profane
small ____: ____: ____: ____: ____: ____: ____: large
worthless ____: ____: ____: ____: ____: ____: ____: valuable
hard ____: ____: ____: ____: ____: ____: ____: soft
beautiful ____: ____: ____: ____: ____: ____: ____: ugly
strong ____: ____: ____: ____: ____: ____: ____: weak
unfair ____: ____: ____: ____: ____: ____: ____: fair
light ____: ____: ____: ____: ____: ____: ____: heavy
deep ____: ____: ____: ____: ____: ____: ____: shallow

College Social Activities

kind ___: ___: ___: ___: ___: ___: ___: cruel
sacred ___: ___: ___: ___: ___: ___: ___: profane
small ___: ___: ___: ___: ___: ___: ___: large
worthless ___: ___: ___: ___: ___: ___: ___: valuable
hard ___: ___: ___: ___: ___: ___: ___: soft
beautiful ___: ___: ___: ___: ___: ___: ___: ugly
strong ___: ___: ___: ___: ___: ___: ___: weak
unfair ___: ___: ___: ___: ___: ___: ___: fair
light ___: ___: ___: ___: ___: ___: ___: heavy
deep ___: ___: ___: ___: ___: ___: ___: shallow

College Student Relationships

kind ____: ____: ____: ____: ____: ____: ____: cruel
sacred ____: ____: ____: ____: ____: ____: ____: profane
small ____: ____: ____: ____: ____: ____: ____: large
worthless ____: ____: ____: ____: ____: ____: ____: valuable
hard ____: ____: ____: ____: ____: ____: ____: soft
beautiful ____: ____: ____: ____: ____: ____: ____: ugly
strong ____: ____: ____: ____: ____: ____: ____: weak
unfair ____: ____: ____: ____: ____: ____: ____: fair
light ____: ____: ____: ____: ____: ____: ____: heavy
deep ____: ____: ____: ____: ____: ____: ____: shallow

College - Opportunity for Advancement

kind ___: ___: ___: ___: ___: ___: ___: cruel
sacred ___: ___: ___: ___: ___: ___: ___: profane
small ___: ___: ___: ___: ___: ___: ___: large
worthless ___: ___: ___: ___: ___: ___: ___: valuable
hard ___: ___: ___: ___: ___: ___: ___: soft
beautiful ___: ___: ___: ___: ___: ___: ___: ugly
strong ___: ___: ___: ___: ___: ___: ___: weak
unfair ___: ___: ___: ___: ___: ___: ___: fair
light ___: ___: ___: ___: ___: ___: ___: heavy
deep ___: ___: ___: ___: ___: ___: ___: shallow

College - Personal Freedom

kind ____: ____: ____: ____: ____: ____: ____: cruel
sacred ____: ____: ____: ____: ____: ____: ____: profane
small ____: ____: ____: ____: ____: ____: ____: large
worthless ____: ____: ____: ____: ____: ____: ____: valuable
hard ____: ____: ____: ____: ____: ____: ____: soft
beautiful ____: ____: ____: ____: ____: ____: ____: ugly
strong ____: ____: ____: ____: ____: ____: ____: weak
unfair ____: ____: ____: ____: ____: ____: ____: fair
light ____: ____: ____: ____: ____: ____: ____: heavy
deep ____: ____: ____: ____: ____: ____: ____: shallow

APPENDIX D

STUDENT DEMOGRAPHIC INFORMATION

QUESTIONNAIRE

Student _____
(code #)

School _____
(code #)

STUDENT DEMOGRAPHIC INFORMATION QUESTIONNAIRE

1. Name _____
(Last) (First)

2. Sex Please check the appropriate classification

Male _____ Female _____

3. Time of Graduation: Please check the appropriate time:

December _____ May _____

4. Specify as accurately as possible the specific occupation:

(a) If residing with both parents, father's occupation:

(b) If residing with a single adult parent, that parent's occupation:

(c) If residing with a guardian, guardian's occupation:

5. Specify as accurately as possible the specific educational level completed by the person with whom you reside as indicated above:

(a) If residing with both parents, father's level of education

completed: _____

(b) If residing with a single adult parent, that parent's

educational level completed: _____

(c) If residing with a guardian, guardian's level of education

completed: _____

6. Number of members in your family, including you:

Please circle the appropriate number: 1 2 3 4 5 6

7 8 9 10 11 12

7. Which is your family's estimated annual income. Please check the appropriate classification:

_____ \$0 - \$3,000

_____ \$3,000 - \$5,000

_____ \$5,000 - \$7,000

_____ \$7,000 - \$10,000

_____ \$10,000 - \$12,000

_____ \$12,000 - \$15,000

_____ \$15,000 - \$20,000

_____ \$20,000 - \$30,000

_____ \$30,000+

8. Are you planning to enter college after completion of high school?

Yes _____

No _____

APPENDIX E

D MATRICES FOR THE EVALUATIVE

AND POTENCY FACTORS

D MATRIX FOR ANGLO-AMERICANS
EVALUATIVE FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATION- SHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE- PERSONSL FREEDOM
A	0.00	0.22	0.17	0.03	0.17	0.38	0.24	0.53
B		0.00	0.05	0.25	0.39	0.60	0.47	0.75
C			0.00	0.20	0.33	0.55	0.41	0.70
D				0.00	0.14	0.35	0.21	0.50
E					0.00	0.21	0.08	0.37
F						0.00	0.14	0.15
G							0.00	0.29
H								0.00

D MATRIX FOR MEXICAN-AMERICANS
EVALUATIVE FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATION- SHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.18	0.05	0.14	0.23	0.31	0.20	0.59
B		0.00	0.13	0.33	0.41	0.49	0.39	0.77
C			0.00	0.19	0.28	0.36	0.25	0.64
D				0.00	0.09	0.17	0.06	0.45
E					0.00	0.08	0.03	0.36
F						0.00	0.11	0.28
G							0.00	0.39
H								0.00

D MATRIX FOR MALES
EVALUATIVE FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATION- SHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.22	0.11	0.13	0.23	0.39	0.33	0.55
B		0.00	0.11	0.35	0.44	0.61	0.54	0.77
C			0.00	0.24	0.33	0.50	0.43	0.66
D				0.00	0.09	0.26	0.19	0.42
E					0.00	0.17	0.10	0.33
F						0.00	0.07	0.16
G							0.00	0.23
H								0.00

D MATRIX FOR FEMALES
EVALUATIVE FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE STUDENT ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.20	0.13	0.03	0.16	0.32	0.15	0.56
B		0.00	0.07	0.23	0.36	0.52	0.34	0.76
C			0.00	0.16	0.30	0.45	0.28	0.69
D				0.00	0.14	0.29	0.12	0.53
E					0.00	0.15	0.02	0.40
F						0.00	0.17	0.24
G							0.00	0.42
H								0.00

D MATRIX FOR HIGH SOCIOECONOMIC STATUS
EVALUATIVE FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATION- SHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.26	0.16	0.10	0.06	0.25	0.18	0.43
B		0.00	0.09	0.16	0.31	0.50	0.44	0.68
C			0.00	0.07	0.22	0.41	0.35	0.59
D				0.00	0.15	0.34	0.28	0.52
E					0.00	0.19	0.13	0.37
F						0.00	0.06	0.18
G							0.00	0.24
H								0.00

D MATRIX FOR MIDDLE SOCIOECONOMIC STATUS
EVALUATIVE FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.14	0.20	0.19	0.39	0.48	0.23	0.67
B		0.00	0.06	0.33	0.53	0.63	0.37	0.81
C			0.00	0.39	0.58	0.68	0.42	0.87
D				0.00	0.20	0.30	0.04	0.48
E					0.00	0.10	0.16	0.28
F						0.00	0.26	0.18
G							0.00	0.44
H								0.00

D MATRIX FOR LOW SOCIOECONOMIC STATUS
EVALUATIVE FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
TOTAL COLLEGE ENVIRONMENT		COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.23	0.00	0.13	0.13	0.32	0.27	0.57
B		0.00	0.22	0.35	0.35	0.54	0.49	0.79
C			0.00	0.13	0.13	0.32	0.27	0.57
D				0.00	0.00	0.19	0.14	0.44
E					0.00	0.19	0.14	0.44
F						0.00	0.05	0.25
G							0.00	0.30
H								0.00

D MATRIX FOR ANGLO-AMERICANS
POTENCY FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.14	0.09	0.85	0.77	0.06	0.26	0.30
B		0.00	0.05	0.72	0.64	0.20	0.12	0.17
C			0.00	0.76	0.69	0.15	0.17	0.22
D				0.00	0.08	0.91	0.59	0.55
E					0.00	0.83	0.51	0.47
F						0.00	0.32	0.36
G							0.00	0.04
H								0.00

D MATRIX FOR MEXICAN-AMERICANS
POTENCY FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.09	0.08	0.61	0.59	0.00	0.05	0.14
B		0.00	0.12	0.52	0.50	0.09	0.04	0.05
C			0.00	0.53	0.52	0.08	0.03	0.06
D				0.00	0.19	0.61	0.57	0.48
E					0.00	0.59	0.55	0.46
F						0.00	0.04	0.13
G							0.00	0.09
H								0.00

D MATRIX FOR MALES
POTENCY FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.18	0.18	0.86	0.07	0.13	0.21	0.28
B		0.00	0.01	0.67	0.52	0.56	0.02	0.10
C			0.00	0.68	0.52	0.05	0.03	0.10
D				0.00	0.16	0.73	0.65	0.58
E					0.00	0.57	0.49	0.42
F						0.00	0.08	0.15
G							0.00	0.08
H								0.00

D MATRIX FOR FEMALES
POTENCY FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE STUDENT ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.06	0.01	0.67	0.70	0.17	0.15	0.20
B		0.00	0.06	0.61	0.64	0.23	0.08	0.14
C			0.00	0.66	0.70	0.17	0.14	0.19
D				0.00	0.03	0.84	0.52	0.47
E					0.00	0.87	0.55	0.50
F						0.00	0.32	0.37
G							0.00	0.05
H								0.00

D MATRIX FOR HIGH SOCIOECONOMIC STATUS
POTENCY FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.25	0.02	0.88	0.96	0.10	0.23	0.23
B		0.00	0.24	0.63	0.71	0.36	0.02	0.02
C			0.00	0.87	0.95	0.12	0.21	0.21
D				0.00	0.08	0.98	0.65	0.65
E					0.00	0.07	0.74	0.74
F						0.00	0.33	0.00
G							0.00	0.00
H								0.00

D MATRIX FOR MIDDLE SOCIOECONOMIC STATUS
POTENCY FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
	TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM
A	0.00	0.11	0.22	0.82	0.72	0.01	0.26	0.25
B		0.00	0.11	0.72	0.61	0.12	0.15	0.14
C			0.00	0.60	0.50	0.23	0.04	0.03
D				0.00	0.10	0.84	0.57	0.57
E					0.00	0.73	0.46	0.47
F						0.00	0.27	0.26
G							0.00	0.01
H								0.00

D MATRIX FOR LOW SOCIOECONOMIC STATUS
POTENCY FACTOR

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
TOTAL COLLEGE ENVIRONMENT	COLLEGE PROFESSOR	COLLEGE CLASSES	COLLEGE STUDENT ORGANIZATIONS	COLLEGE SOCIAL ACTIVITIES	COLLEGE STUDENT RELATIONSHIPS	COLLEGE - OPPORTUNITY FOR ADVANCEMENT	COLLEGE - PERSONAL FREEDOM	
A	0.00	0.00	0.01	0.57	0.43	0.01	0.04	0.23
B		0.00	0.01	0.57	0.43	0.01	0.04	0.23
C			0.00	0.56	0.42	0.00	0.03	0.22
D				0.00	0.14	0.56	0.53	0.34
E					0.00	0.42	0.39	0.20
F						0.00	0.03	0.22
G							0.00	0.19
H								0.00

VITA ²

John Andrew Michel

Candidate for the Degree of

Doctor of Education

Thesis: HIGH SCHOOL SENIORS' PERCEPTIONS OF COLLEGE CONTROLLED ENVIRONMENTAL STIMULI

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in San Antonio, Texas, June 24, 1931, the son of Mr. and Mrs. Andrew Robuck.

Education: Attended grade and high schools in San Antonio, Texas. Graduated from Central Catholic High School, San Antonio, Texas in May, 1950; received the Bachelor of Arts degree from St. Mary's University, San Antonio, Texas with a Philosophy major and Latin and History minors in May, 1958; received the Master of Education degree from Our Lady of the Lake College, San Antonio, with a major in Counseling and Guidance in May, 1966; completed requirements for the Doctor of Education degree at Oklahoma State University with a major in Student Personnel and Guidance in May, 1975.

Professional Experience: Employed as the Latin teacher at Douglas MacArthur High School, San Antonio, 1959-1962; Director of Admissions, St. Mary's University, 1962-1970; Guidance Counselor, Roosevelt High School, San Antonio, 1970-1971; Principal, Center School, San Antonio, 1971-1973; currently employed as Director of Community and Student Affairs, University of Texas at San Antonio since 1973.

Professional Organizations: American Personnel and Guidance Association, American College Personnel Association, and the South Texas Association of Registrars and Admissions Officers.