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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE EFFECTS OF PARENTAL ATTACHMENT ON THE COLLEGE ADJUSTMENT OF URBAN AND RURAL STUDENTS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

In partial fulfillment of the requirements for the

degree of

Doctor of Philosophy

By

Doug Wright

Norman, Oklahoma
2000

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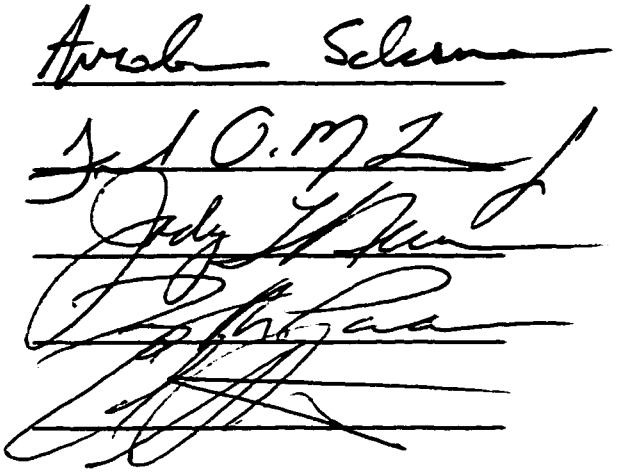
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THE EFFECTS OF PARENTAL ATTACHMENT
ON THE
COLLEGE ADJUSTMENT OF URBAN AND RURAL STUDENTS

A DISSERTATION APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

BY



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Dedication

This dissertation is dedicated to my family, for their love and support throughout my life. None of my academic accomplishments would have been possible without them. They served as a constant source of renewal to me, lifting my spirits and rejuvenating me when I needed it most. In appreciation of my family and their support I dedicate this dissertation to my parents, Don and Donna, my brothers, Duane and Dennis, and my sister, DeAndrea.

This dissertation is especially dedicated to my grandfather, Elmer Geyer, who past away prior to my completion of this degree. My grandfather valued hard work, perseverance, and humor. These values were shared with me, not by word of mouth, but by the way grandfather lived his life. It has taken a lot of hard work and perseverance to finish this dissertation and this degree, but it was humor that sustained me during the most difficult moments. Thanks Grandpa!

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The Effects of Parental Attachment on the College Adjustment of Urban and Rural Students

Introduction

In recent years more individuals have elected to attend college than ever before (Gerdes & Mallickrodt, 1994). Many of these students are unable to make the adjustment to college and dropout. As many as 75% dropout prior to finishing the second year (Gerdes & Mallinckrodt, 1994). Universities have become concerned with increasing retention rates and improving the ability of students to adjust effectively to college life (Johnson, 1995). Therefore, college adjustment has become a major concern for academicians and researchers alike (Mooney, 1991).

Research has begun to delineate some of the factors that contribute to college adjustment (Mooney, 1991). Many of the early theorists focused on internal traits such as personality characteristics, and personal control as factors contributing to college adjustment (Endler & Edwards, 1982; Mooney, 1991). These theorists found that many individual traits impacted college adjustment including ones' ability to adjust to college

Situational theorists who focused on external factors that influence college adjustment opposed the views of these trait theorists. Situational theorists

found that many external factors influence college adjustment including parental and peer influence, educational background, and reinforcement histories (Endler & Edwards, 1982).

The most recent approach to understanding college adjustment is called interactionsism (Murphy, 1984, Rice & Kenny, 1995). This approach suggests that an interaction of internal and environmental factors determines a person's behavior and ability to adjust (Paul, 1980). The most recent of these interactionist theories have focused on the influence of parental attachment on college adjustment (Larose & Boivin, 1998; Pederson & Moron, 1999; Mullis, 1999). These theories suggest that attachment to parents can serve as protection from aversive environmental factors associated with college life (Pederson & Moron, 1999).

Rice and Kenny (1995) suggest one interactionist theory of college adjustment, which considers the effects of parental attachment. Rice and Kenny (1995) suggest that parental attachment affects both external support and internal coping resources.

Rice and Kenny (1995) assert that a student entering college is analogous to the "Strange Situation" described by Ainsworth et al., (1978). Students who have a greater source of support and are able to discuss problems with

their parents are better able to adapt to the "Strange Situation", college (Rice & Kenny, 1995). In addition to ongoing support parents also serve as a foundation for the child's internal working model (Bowlby, 1973). When a child experiences the caregiver as available, responsive, and reliable, they develop an internal model of self as good and worthy, and an internal model of others as trustworthy and responsive (Bowlby, 1980). Conversely, according to Bowlby (1980), when caregivers are unresponsive and inconsistent children develop internal working models of self as unworthy of attention, and internal working models of others as unresponsive and untrustworthy. Rice and Kenny believe that similar processes occur when a child enters college. They suggest that students with high levels of attachment will have greater support from parents, and also will have more adaptive internal working models. Murphy (1984) also found that the coping styles of rural students were different from their urban counter parts. Rural students tended to use a more passive coping style than urban students (Murphy, 1984). In a comparison of rural dropouts Murphy (1984) found that rural persisters were more likely to use a passive-withdrawal coping style than any other group. Murphy (1984) also found that there was a heightened stress associated with this coping style

that could create greater adjustment problems for rural students. Rural students demonstrated higher overall levels of stress as compared with urban students, and this stress did not decrease even when rural students used direct action coping styles (Murphy, 1984). Conversely, Murphy (1984) found that when urban students utilized direct coping strategies, their level of stress diminished. Murphy (1984) concluded that there are significant differences between rural and urban students with regards to stress levels, coping strategies, and adjustment during college.

While Murphy (1984) is the only recent study that directly looks at the adjustment of rural students at a large university, several studies have been conducted that would suggest that rural students are likely to have a more difficult time adjusting to college. Many rural students are entering college today, as farming becomes less profitable and there are fewer family farms to return to. Many of these students are the first generation in their family to attend college. Research suggests that first-generation students are more likely to experience greater difficulty adjusting to college due to a lack of role models (Kaczmarek, 1990; Noel, 1985). Additionally, it has been demonstrated that parental factors affect college adjustment (Holmbeck, 1993;

Jackson, 1993), which may affect the adjustment of rural students, as it is likely that differences exist between their parents and their urban counter parts. Another concern that arises from the literature regarding rural students is that they are less likely to utilize campus programs and facilities (Murphy, 1984). This is concerning because the utilization of campus facilities and programs is associated with higher retention rates (Mallinckrodt & Sedlack, 1987).

There are a number of factors that would suggest that rural students would have greater difficulty adjusting to college. Helge (1991) suggested that rural youth face many unique barriers in preparing for a career. Anderson and Brown (1997) stated that rural youth are more likely to encounter problems such as a lack of school and community resources, employment opportunities, and access to needed programs and services. Baird (1994) surveyed 1258 secondary teachers from rural and urban areas, and found many differences between the learning environments of urban and rural students. Baird (1994) found that rural teachers had significantly larger numbers of classes to prepare for on a daily basis. Baird (1994) also found that almost three times as many rural teachers (15.5%), as compared to urban teachers 5.6%), were teaching courses they were not certified to

teach. Baird (1994) found that 56.7% of rural teachers indicated that they could think of only three or fewer outside resources, compared to 31.9% of urban teachers. The differences found in the Baird study suggest differences between rural and urban learning environments in high school, which could impact a student's preparedness for college. In addition to differences in learning environments, rural and urban students encounter different social environments. Tolbert and Lyson (1992) suggest that rural youth have fewer role models of educated adults.

The literature on rural college adjustment is in it's infancy, and little is known about the impact that being from a rural area has on college adjustment. The research that exists is dated and has provided mixed results. However, information about the learning and social environment, such as that provided by Baird (1994) and Tolbert and Lyson (1992), suggests that differences between rural and urban students are likely to exist.

This study is designed to address the sparcity of information about college of rural students. This study will also seek to add to the available information about the effects of parental attachment on college adjustment. A current model being considered to explain college adjustment was put forth by Petersen, Kennedy, and

Sullivan (1991). This model suggests that stressors associated with college are buffered by internal (coping skills and self-efficacy) and external (attachment and social support) factors (Petersen, Kennedy, & Sullivan, 1991). This model has not been fully researched, and there is a particular paucity in the literature regarding the possible differing effects based upon population (Kenny & Rice, 1995). Murphy (1984) considered how internal factors (coping skills) affect college adjustment and found differing effects for rural and urban students. However, no research has been conducted that considers the effect of external factors (attachment and social support of parents) on rural college adjustment. This study will attempt to address that void in the literature by providing data about attachment and college adjustment of rural students.

Hypotheses

The following hypotheses were tested:

1. Rural students will differ from urban students in their levels of adjustment on the Student Adaptation

to College Questionnaire. This result is expected based upon the findings of Murphy (1984) that rural students have a more difficult time adjusting to larger universities than do urban students. Additional support for this expected outcome arises from Aylesworth and Bloom (1976) whose findings suggest that rural students have greater difficulties with college than do urban students.

2. There will be differences in parental attachment of rural and urban students, as measured by the Parental Attachment Questionnaire. This result is assumed based upon rural students' difficulties with adjusting to college (Murphy, 1984 in conjunction with the assertions of Kenny and Rice, 1995, that securely attached children adjust better to college).

3. Positive parental attachment, as measured by the three scales of the PAQ, will be associated with higher levels of adjustment, as measured by the SACQ. This result is expected based upon the findings of Kenny & Donaldson (1991) that secure attachments are associated with better adjustment in academic, emotional, and interpersonal functioning. The model put forth by Petersen, Kennedy, and Sullivan (1991) also predicts this result.

4. Attachment will serve as a mediating variable between locality and college adjustment. This result is assumed based upon the findings of Murphy (1984) that rural students cope differently with college than do urban students.

Method

Participants

Of the 200 students surveyed, 176 were ultimately selected for participation in the study. Subjects utilized in this study were volunteers whom received research credit in their entry level psychology course for participating in the study. The participants were enrolled at one of two southern universities. These two universities shared a relative close geographic proximity being about 400 miles apart. However, demographically the two universities were quite different. One university possessed a larger Native American enrollment accounting for 9% of the total enrollment. This university was located in a town of approximately 100,000 people, but located within 20 miles of a major metropolitan area. The other university contained a

larger Hispanic population accounting for approximately 10% of the total enrollment. This university was located in a town with approximately 200,000 people. However, there were no larger cities within a 5 hour radius. The Demographic Data Sheet was utilized to screen out 24 subjects who did not meet the research criteria. Ten surveys were eliminated because the student who completed them reported that they were classified as something other than a freshman. Two surveys were screened out because the participant did not complete all items. A final 12 participants were screened out because they did not meet they were unable to be classified as rural or urban. The definition of the term rural has created difficulties for researchers in the past. The most common method of defining rural is to consider all individuals who have a hometown with a population of 50,000 or less as being rural. Another definition utilized in the literature to define rural, in regards to students, is to consider students who graduate in a class with 400 or fewer students as rural. In an effort to create a more conservative definition of rural these to previous definitions were combined. For this study the following criteria were required to be classified as a rural student: The population of one's hometown had to be below 50,000 and the size of their high school graduating

class had to be below 400. The 12 students who were eliminated based upon this criteria met only one of these criteria, and therefore could not be classified as rural or urban.

The final sample included 86 rural students and 90 urban students. Ethnic groups represented in the final sample included African American (1.7%), Asian American (6.8%), Caucasian (72.2 %), Hispanic (13.1 %), and Native American Indian (6.3%). The sample included 34 first generation college students. The percentage of first generation college students in the rural group (26.7%) was more than twice that of urban group (12.2%). Rural students reported lower levels of parental education than did urban students. While 85.4% of urban students reported that their parents had attended at least some college, only 70.9% or rural students reported the same. Additionally, 44.4% of urban students reported that at least one of their parents obtained a graduate degree, compared to 22.1% for rural students. A large percentage (27.9%) of rural students reported a high school degree as the highest degree held by either parent, while only 1.1% of urban students reported the same.

Instruments

Demographics Sheet

This form consists of 15 items, and was specifically developed for this study. This form provides information on demographic variables such as age, gender, marital status, university classification, race, ACT score, GPA (high school and college), size of high school graduating class, parental income, parental education, and use of counseling services or academic services at the university. This information was used to determine comparison groups for the study, and also provides information about other factors that may influence adjustment other than parental attachment or locality (urban or rural).

Parental Attachment Questionnaire (Kenny, 1985)

The Parental Attachment Questionnaire consists of 55 items, and is divided into three subscales measuring individuals' perception of the affective quality of their relationships with parents, parents as facilitators of autonomy, and parents as sources of emotional support (Kenny, 1987). These scales are designed to be consistent with Ainsworth et al (1978) conceptualization of attachment (Kenny, 1991). Respondents are asked to answer based upon their relationship with their parents using a five point Likert scale with the following

ranges: not at all-1, somewhat-2, a moderate amount-3, quite a bit-4, and very much-5 (Kenny & Donaldson, 1991). Internal consistency coefficients (Cronbach's alpha) for the subscales of the PAQ
range from .88 to .92 (Kenny & Donaldson, 1991). Kenny and Donaldson (1991) established an overall test-retest reliability of .92 using a two-week interval. Construct validity for the instrument was established by Kenny and Donaldson (1991) using the Family Environment Scale (FES) developed by Moos (1985). They found significant correlations between the PAQ's Affective Quality of Attachment and PAQ's Parental Role in Providing Emotional Support and the FES' Cohesion scale (r=.51, P<.001) and (r=.45, p<.001). The PAQ's Parental Fostering of Autonomy correlated with the FES Expressivness (r=.33, p<.01), FES' Independence (r=.33, p<.01), and the FES" Control (r=.40, P<.01) scales.

Student Adaptation to College Questionnaire

The student Adaptation to College Questionnaire (SACQ; Baker & Siryk, 1989) is a 67 item self-report measure of college adjustment. The SACQ provides a full-scale adjustment score as well as four subscale scores. The subscales include academic (24 items), social (20 items), Personal/Emotional (15 items), and goal

commitment/institutional attachment (15 items). Each item consists of a statement followed by a 9-point scale ranging from ''applies closely to me'' to ''doesn't apply to me at all''(Baker & Siryk, 1989). The 9-point code is assigned on a continuum form from more to less adaptive. Thirty-four of the items are negatively keyed, while 33 are positively keyed. Internal consistency reliability (coefficient alpha) is reported to range from .89 to .95 for the full scale (Baker & Siryk, 1989). Internal consistency for subscales is reported as follows: academic adjustment (alpha=.80), personal/emotional adjustment (alpha=.52), social adjustment (alpha=.80), social adjustment (alpha=.79), and attachment/goal commitment (alpha +.52)(Baker & Syiryk, 1989). Validity studies find that academic adjustment significantly correlates with freshmen GPA and membership in honor societies, social adjustment, significantly correlates with scores of social activities check list, institutional attachment correlates with overall college satisfaction, and low personal/emotional adjustment correlates with being seen for counseling (Baker & Siryk, 1989).

Procedure

A packet of questionnaires was administered to each participant. The informed consent was read and signed prior to the administration of the packet. The Demographic Sheet was presented first followed by a counterbalanced presentation of the SACQ and PAQ. The last form in the packet was the Debriefing Sheet. Participants completed the packet in approximately 40 minutes. Students participating in the study sign-up via a sign-up sheet for research credit. The packet was administered in a group setting with a proctor present. Included in the packet were:

1. Informed Consent Form explaining the purpose of the research and obtaining the participants voluntary consent to participate in the study.
2. Demographic Sheet obtaining basic background information about participants, such as the size of their hometown.
3. Parental Attachment Questionnaire
4. Student Adaptation To College Questionnaire

Analysis

Hypothesis One: Data from the full-scale score on the SACQ was analyzed using an analysis of variance (ANOVA) to test hypothesis one.

Hypothesis Two: Data from the three scales of the PAQ were analyzed using a multivariate analysis of variance (MANOVA) to test hypothesis two.

Hypothesis Three: Data from each scale of the PAQ and from the full-scale score of the SACQ were analyzed using three separate correlations to test hypothesis three.

Hypothesis Four: Data from each scale of the PAQ and from the full scale SAQ were analyzed using multiple regression. A path analysis was utilized to determine which components of attachment served to mediate the effect of locality on college adjustment.

Results

Hypothesis One The prediction in hypothesis one was not supported. The participants in the rural group did not differ from those in the urban group in terms of

their adjustment to college. Results from the univariate analysis of variance did not show a significant difference on college adjustment between rural and urban students (F (1,174)=1.49, p<.224).

Insert Table 2 about here

Hypothesis Two The prediction in hypothesis two was partially supported. Participants in the rural group differed in terms of their attachment to parents on two of the three scales on the PAQ. Rural students rated the affective quality of their relationship with their parents higher than did urban students. Additionally, rural students viewed their parents as better facilitators of independence. While rural students also revealed that they viewed their parents as a greater source of support than their urban counterparts, the difference was not found to be significant. Multivariate analysis of variance revealed significant differences between rural and urban students for the affective quality of the relationship scale (F=6.20, p<.014) and for the parents as facilitators of independence scale (F=6.05, p<.015). However the MANOVA failed to reveal a significant difference on the parents as a source of support scale (F=1.64, p<.203).

Insert table 3 about here

Observed power and effect size was also calculated for each scale of the PAQ. The observed power was .697 for the affective quality of the relationship, .687 for the parents as facilitators of independence scale, and .203 for the parents as a source of support scale. The Eta squared was .034 for the affective quality of the relationship scale, .034 for the parents as facilitators of independence scale, and .009 for the parents as a source of support scale.

Insert table 4 about here

Hypothesis Three The prediction in Hypothesis Three was supported. Students, who rated the affective quality of their relationship with their parents at a higher level, also tended to report higher levels of adjustment to college. Likewise, students who rated their parents higher in terms of being facilitators of independence and as sources of support also reported higher levels of adjustment. Three Person correlations revealed significant ($p<.01$) positive correlations between each of

the scales of the PAQ and the full-scale score of the SCAQ.

Insert Table 5 about here

Hypothesis Four The prediction in hypothesis four was partially supported. A multiple regression using each scale of the PAQ, as well as locality as predictors of SACQ scores demonstrated a significant overall effect (F, 6.074, $p<.0001$). A path analysis revealed that one component of attachment (parents as facilitators of independence) served as a mediating variable between locality and college adjustment. Parents as facilitators of independence was significantly predictive of college adjustment ($p<.015$) when a multiple regression was conducted with each scale of the PAQ and locality serving as independent variables, and the full scale score of the SACQ serving as the dependent variable.

Insert table 6,9,10, & 11 about here

Separate multiple regressions were run for urban and rural students. For both rural and urban students an overall effect was found (rural: F, 4.175, $p<.008$; urban

F, 3.944, p<.011). However, no specific scales on the PAQ were demonstrated to be predictive for rural students. However, Parents as facilitators of independence was shown to be predictive of SACQ scores for rural students (p<.016)

Insert table 7 & 8 about here

Support was found for a relationship between level of reported parental education and the child's college adjustment. A Pearson correlation revealed a significant (p<.05) positive correlation between level of parental income and the full-scale score on the SACQ.

Insert table 12 about here

Discussion

This study addressed the impact of locality (urban vs. rural) on college adjustment, while considering the possible mediating effects of attachment. Additionally, this study examined differences in attachment to parents

based upon locality and the relationship between attachment and college adjustment.

Attachment to parents was examined by comparing rural and urban students on three domains of attachment: affective quality of the relationship, parents as facilitators of independence, and parents as sources of support. Rural students reported significantly higher levels of attachment on the first two domains (affective quality of the relationship and parents as facilitators of independence). While rural students also reported higher levels of attachment as measured by the third domain (parents as a source of support), it was not found to be a significant. However, given the lower observed power associated with the parents as a source of support domain, it is possible that a significant difference exists though not detectable in this study.

The results of this study support previous findings by Kenny and Donaldson (1991) that parental attachment is positively correlated with college adjustment. Each of the three scales on the PAQ was positively correlated to the full-scale score on the SACQ. However, only the domain, parents as facilitators of independence, was predictive of SACQ when regression was performed. This finding suggests that parents as facilitators of

independence may be the most important factor of parental attachment that impacts college adjustment.

The direct effects of locality on college adjustment were examined using the full-scale score of the SACQ. The results of an Anova revealed that rural and urban students did not differ significantly in terms of their adjustment to college in the first year. This finding appears to be at odds with previous research that suggests that rural students do more poorly than urban students at large universities (Murphy, 1984). Previous findings by Kaczmarek (1990) suggest that first generation students are likely to encounter greater difficulty with college. However, despite the finding that a higher percentage of rural students (26.7%), compared to urban students (12.2%), reported being first generation students, no differences in college adjustment were noted. Additionally, it was unusual to find that rural students adjusted as well as urban students, because urban students reported higher levels of parental education, which is typically associated with higher college adjustment. The fact that rural students' college adjustment scores were statistically even with urban students in this study is surprising based upon parental education level, number of generations to attend college, and previous findings in the literature.

However, research on rural college adjustment is limited, and no definitive trend has been established. It is possible that other factors impact the college adjustment of rural students, effectively negating the differences that would be expected. One such factor appears to be parental attachment. Specifically one component of attachment, parents as facilitators of independence, appears to function as a mediating variable. The path analysis conducted in this study supports the belief that the facilitation of independence by parents mediates the effect that being from a rural area has on college adjustment. Therefore, some of the expected differences between the adjustment of rural and urban students may not have been manifested on the SACQ, because rural students had significantly higher scores on the 'parents as facilitators of independence' domain of the SACQ.

Conclusions Rural students differ from urban students in a variety of ways. As evidenced in this study, and others, rural students typically come from an environment with fewer role models for success in college. As identified in this study and others, rural students appear to be predisposed to difficulty adjusting to college. However, rural and urban students in this study obtained similar adjustment scores. The reason for this parity appears to be due in part to the differences

that exist between rural and urban students in terms of attachment. Rural students appear to have higher levels of attachment, and one component of attachment (parents as facilitators of independence), appears to buffer them against the environmental factors allowing them to adjust better to college than would be predicted. This study lends support to the model put forth by Peterson, Kennedy and Sullivan (1991), which suggested that internal (coping skills and self-efficacy) external (social support and attachment) resources serve as buffers to stressful life events. This study suggests that one external factor (attachment) can serve as a buffer to a stressful life event, adjusting to college.

Implications Findings of this study may have implications for college administrators. Specifically, efforts colleges to foster independence in students may be beneficial in improving the students ability to adjust to college. The issue of fostering student independence and security of attachment may be an issue that college counseling centers should address in working with students. Students who report greater dependence of parents, and less independence may have greater difficulty in adjusting to college. While previous research would suggest that college administrators should be mindful of locality in identifying students who are

most likely to have difficulty adjusting to college, the results of this study suggest that rural students adapt to college as well as urban students. It appears that some of the disadvantages typically associated with being from a rural area were negated by greater facilitation of independence by parents. Parents as facilitators of independence may be an important factor to consider in working with families of adolescence. It appears that parents who are able to foster independence in their children improve their ability to adjust to college.

Limitations One limitation to this study is that results are only generalizable to rural students who had a graduating class of fewer than 500 and came from a town of less than 50,000. The results found may not be applicable to students from larger towns. Additionally, the effects of being raised on a farm or in town can not be determined in this study.

Another limitation of this study is that the sample was drawn from two universities in relative proximity to one another. University students in other parts of the country may differ from those sampled.

The ethnic diversity of the sample used in this study is limited. Results may not be applicable to

students of ethnicities not sampled in this study or sampled in small numbers.

Implications for future research The incompatibility of this study with previous research on rural students suggests a need for further exploration of differences between rural and urban students' adjustment. Specifically, further research is needed to delineate other factors that may serve as mediators between locality and adjustment. This study would suggest that differences previously found between rural and urban students college adjustment may no longer exist. Factors which may contribute to this should be explored by future research. Some possible factors to be explored might be the impact of the internet and increased mobility society. However, differences may exist between urban and rural students when a more stringent definition of rural is utilized. Defining rural students, as only those individuals who were raised on a farm or graduated with a class of 100 or less students, may yield different results.

The importance of parents as facilitators of independence needs to be further explored to determine if it serves as a buffer to other stressful life events. Some specific areas to be explored might include entry

into the work force, parental divorce, marriage, and death of a loved one.

The paucity of information available in the literature on rural college adjustment underscores the need for future research in this area. Present findings on rural adjustment are mixed. Ergo, replication of existing studies, such as this one, and exploration of new factors is needed.

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Table 1. Descriptive Statistics

	N	Min.	Max.	Mean	Std. Dev.
RSAQ	86	33	68	52.1163	7.6102
USAQ	90	1	75	50.3333	11.3097
RSUP	86	30	60	48.1628	7.0575
USUP	90	25	61	46.7222	7.8397
RAFF	86	66	114	96.4767	11.2414
UAFF	90	11	114	90.8111	18.0099
RFACIL	86	26	96	58.9884	8.594
UFACIL	90	25	69	55.8556	7.9232

Table 2. Results of Analysis of Variance

As applied to Locality (urban vs Rural)

&

SACQ Full Scale Score

	Sum of Squares	DF	Mean Square	F	Sig.
Between	139.799	1	139.799	1.492	.224
Within	16306.837	174	93.717		
Total	16446.636	175			

Table 3. Results of Multivariate Analysis of Variance As Applied to the PAQ

	Sum of Squares	DF	Mean Square	F	Sig.
Affql	1411.644	1	1411.644	6.201	.014
Facil	431.617	1	431.617	6.052	.015
Supp	91.263	1	91.263	1.636	.203

Affql: Affective Quality of the Relationship
Facil: Parents as facilitators of independence
Supp: Parenst as a source of support

Table 4. Observed Power and Eta for the PAQ Manova.

	Eta Squared	Observed Power
AFFQL	.034	.697
FACIL	.034	.687
SUPP	.009	.246

AFFQL: affective quality of the relationship
FACIL: parents as facilitators of independence
SUPP: parents as a source of support

Table 5. Pearson Correlations of PAQ Scales

And

SACQ Full Scales Scores

	SACQ	AFF	SUPP	FACIL
SACQ	1.000	.338*	.241*	.236*
N	176	176	176	176

- Correlation is significant at the 0.01 level
- AFF: affective quality of the relationship
- SUPP: parents as a source of support
- FACIL: parents as facilitators of independence

Table 6. Regression PAQ, Rural/Urban and SACQ

R	R Square	Adjusted R Square	STD. ERROR of the Estimate
.353	.124	.104	9.1768

A. Predictors: (Constant), Rural/Urban, Parents as facilitators of independence, Parents as a source of support, and Affective quality of the relationship

Anova

	Sum of Squares	DF	Mean Square	F	Sig.
Regress.	2046.152	1	511.538	6.074	.000
Residual	14400.485	174	84.213		
Total	16466.636	175			

a. Predictors: (Constant), Rural/Urban, Parents as facilitators of independence, Parents as a source of support, and Affective quality of the relationship

b. Dependent Variable: SACQ

Coefficients

	B	STD. Error	Beta	T	Sig.
(con)	26.505	6.332		4.186	.000
R/U	-.476	1.418	-.025	-.336	.737
AFFEC.	4.041E-02	.057	.064	.710	.478

Table 6 Cont.

	B	Std. Error	Beta	t	Sig.
Facil.	.303	.099	.267	3.069	.002
Supp.	9.009E-02	.117	.070	.769	.443

Dependent Variable: SACQ

R/U: rural/urban
AFFEC: Affective quality of the relationship
Facil: Parents as facilitators of independence
Supp: Parents as a source of support

Table 7 Rural PAQ and SACQ REGRESSIOM

R	R Square	Adjusted R Square	STD. ERROR of the Estimate
.364	.132	.101	7.2167

A. Predictors: (Constant), RFACIL, RSUP, RAFF

Anova

	Sum of Squares	DF	Mean Square	F	Sig.
Regress.	652.259	3	217.417	4.175	.008
Residual	4270.587	82	52.080		
Total	16466.636	175			

Predictors: (Constant), RFACIL, RSUP, RAFF
Dependent Variable: SACQ (Rural only)

Coefficients

	B	STD. Error	Beta	T	Sig.
(con)	29.383	6.890		4.265	.000
RSUP	.107	.164	.099	.648	.519
RAFF	6.042E-02	.121	.089	.499	.619
RFACIL	.200	.114	.235	1.754	.083

Dependent variable: RSAC

RSUP: Parents as a source of support (rural)
RAFF: Affective quality of the relationship (rural)
RFACIL: Parents as facilitators of independence (rural)

Table 8 Urban PAQ and SACQ REGRESSIOM

R	R Square	Adjusted R Square	STD. ERROR of the Estimate
.348	.121	.090	10.7872

A. Predictors: (Constant), UFACIL, USUP, UAFF

Anova

	Sum of Squares	DF	Mean Square	F	Sig.
Regress.	1376.670	3	458.890	3.944	.011
Residual	10007.330	86	116.364		
Total	11384.000	89			

Predictors: (Constant), UFACIL, USUP, UAFF
Dependent Variable: SACQ (Urban only)

Coefficients

	B	STD. Error	Beta	T	Sig.
(con)	21.049	8.851		2.378	.020
UAFF	3.911E-02	.072	.062	.543	.589
USUP	2.447E-02	.186	.017	.132	.896
UFACIL	.440	.178	.305	2.467	.016

Dependent variable: USAC

USUP: Parents as a source of support (urban)
UAFF: Affective quality of the relationship (urban)
UFACIL: Parents as facilitators of independence (urban)

Table 9. Regression Urban/Rural Support

R	R Square	Adjusted R Square	STD. ERROR of the Estimate
0.97	.009	.004	7.4679

A. Predictors: (Constant), Rural/Urban

Anova

	Sum of Squares	DF	Mean Square	F	Sig.
Regress.	91.263	1	91.263	1.636	.203
Residual	9703.776	174	55.769		
Total	9795.040	175			

a. Predictors: (constant), Rural, Urban

b. dependent Variable: Support

Coefficients

	B	STD. Error	Beta	T	Sig.
(con)	49.603	1.793		27.671	.000
R/U	-1.441	1.126	-.097	-1.279	.203

Dependent Variable: Support

Table 10. Regression Urban/Rural

And

Parents as Facilitators of Independence

R	R Square	Adjusted R Square	STD. ERROR. of the Estimate
183	.034	.004	7.4679

A. Predictors: (Constant), Rural/Urban

Anova

	Sum of Squares	DF	Mean Square	F	Sig.
Regress.	431.617	1	431.617	6.052	.015
Residual	12410.111	174	71.322		
Total	12841.727	175			

a. Predictors: (constant), Rural, Urban
b. Dependent Variable: Parents as Facilitators of Independence

Coefficients

	B	STD. Error	Beta	T	Sig.
(con)	62.121	2.027		30.643	.000
R/U	-3.133	1.274	-.183	-2.460	.015

Dependent Variable: Support

Table 11. Regression Urban/Rural

And

Affective Quality of the Relationship

Dependent variable: affective quality of the relationship

R	R Square	Adjusted R Square	STD. ERROR. of the Estimate
.186	.034	.029	15.0877

A. Predictors: (Constant), Affective Quality of the Relationship

Anova

	Sum of Squares	DF	Mean Square	F	Sig.
Regress.	1411.644	1	1411.644	6.201	.014
Residual	39609.242	174	227.639		
Total	41020.886	175			

a. Predictors: (constant), Rural, Urban
b. Dependent Variable: Affective quality of the relationship

Coefficients

	B	STD. Error	Beta	T	Sig.
(con)	102.142	3.622		28.202	.000
R/U	-5.666	2.275	-.186	-2.490	.014

Dependent Variable: Affective quality of the relationship

Table 12. Correlation Between Parents' Level of Education and Full Scale SACQ

	Education of Parent	SACQ
Education of Parent	1.000	.148*
N		176
SACQ	.148*	1.000
N	176	176

* Correlation is significant at the 0.05 level (2-tailed)

APPENDIX A

Prospectus

The Effects of Parental Attachment on the College Adjustment Of Rural and Urban Students

Introduction

Increasing numbers of students are enrolling I college, and paying increasingly higher amounts for their education (Terezini, 1987). Unfortunately, however, up to 40% of these students dropout prior to obtaining a degree (Tinto, 1987). Concern about this high drop out rate has lead to a variety of studies aimed at identifying what factors effect retention rates and adjustment to college.

College adjustment has been considered in primarily two ways: developmentally and concretely (Murphy, 1984). Many early theorists such as Erickson (1958) looked at the transition to college developmentally as a part of the life cycle in which specific "developmental tasks" must be accomplished. According to Erickson a person must face and deal with these "developmental tasks" in

order to make a successful transition from adolescence to young adulthood. More recent efforts to explain how students adjust to college have been more concrete in nature. These concrete approaches have focused on identifying specific areas of adjustment.

Academic adjustment was the focus of many of the early studies. These studies indicated that students are finding it increasingly difficult to adjust to the academic pressures associated with college (Koplik & DeVita, 1986). In Fact, students identify academic difficulties as a primary area effecting college adjustment (Bean, 1982). However, studies of academic ability have met with only moderate success in explaining adjustment and accounting for dropout rates. Pantages & Creedon, (1978) found that academic ability accounted for only half the variance of dropout rates.

A second area of adjustment that has been explored in an effort to explain retention rates is social adjustment (Mallinckrodt, 1988). These studies suggest that perceived social support is associated with retention rates (Hays & Oxley, 1986). Students report social adjustment issues, homesickness and loneliness, as two of the most common crises during the freshman year (Gerdes, 1994). Conversely, when students and parents are emotionally prepared for a child to leave home the

student is more likely to demonstrate high levels of adjustment (Rice, et al., 1990).

A third area of adjustment that has been studied is personal/emotional adjustment. Personal/emotional problems effecting adjustment include somatic distress, anxiety, low self-esteem, and depression (Gerdes & Mallinckrodt, 1994). Pappas & Loring (1985) found that two of these factors, depression and anxiety, are associated with higher dropout rates.

A final area of adjustment that has been considered is institutional attachment. Limited research in this area suggests that commitment to the academic institution has been associated with both academic adjustment and persistence in college (Baker & Siryk, 1986: Pascarella & Chapman, 1983).

Theoretical Perspectives

Historically theories on college adjustment were centered on the individual and their traits (Murphy, 1984). These trait theories focused on stable internal factors that resided within a person as the key determinant of behavior (Endler & Edwards, 1982). These theories focused on long lasting personality factors that were maintained across environmental situations.

Theorists adhering strictly to trait theory believed that these stable personal characteristics were the major determinants of college adjustment (Endler & Edwards, 1982). These trait theories of adjustment gave way to Situationalism (Murphy, 1984), which focuses on the environment as the primary force governing behavior (Endler & Edwards, 1982).

In contrast to trait theories, Situationalist theories emphasized factors that were external to the person. These theories focused primarily on environmental factors such as parental and peer influence, educational background, and reinforcement histories (Endler & Edwards, 1982). Theorists adhering strictly to this perspective believed that individuals changed from situation to situation based upon various environmental influences (Endler & Edwards, 1982).

A more recent theoretical approach to college adjustment combines the previous two approaches and is called interactionism (Murphy, 1984). This approach suggests that an interaction of internal and environmental factors determine a person's behavior and ability to adjust (Paul, 1980).

Rice and Kenny (1995) described one interactionsit theory, Attachment Theory, as being particularly salient in the consideration of college adjustment. Rice & Kenny

(1995) suggest that paternal attachment effects both external support and internal coping resources. The original focus of attachment theory was on early childhood (Bowlby, 1958), but has expanded to include a wide range of years including late adolescence and early adulthood (Weiss, 1991). Attachment theory, as applied to adolescence, appears to be in contrast to earlier theories such a Psychoanalytic theory in that it does not conceptualize this period of life as a time of turmoil and rebellion (Rice & Kenny, 1995). Hill and Holmbeck (1986) suggest that the individuation process can occur through the adaptation of the parent child relationship resulting in a more distant but supportive relationship between parent and child. Wiener (1992) further supported this view of adolescence as being less volatile. Although attachment theory and Psychoanalytic theory appear to be opposites in their view of adolescence many theorists have begun to merge these two perspectives (Floyd, 1994); Kenny & Donaldson, 1992; Pistole & Watkins, 1995). Baumrind (1991) suggested conceptualizing later adolescents' relationship with parents as a combination of individuation and connectedness. Both of these theories emphasize the importance of the parent child relationship in determining how the child will approach his/her

environment. The effects of the parent child relationship on the child's approach to his/her environment has been adapted to consider how the child adapts to college (Schultheiss & Blustein, 1994); Rice & Kenny, 1995). Rice and Kenny (1995) assert that a student entering college is analogous to the "Strange Situation" described by Ainsworth et al, (1978). Students who have greater sources of support and are able to discuss problems with their parents are better able to adapt to the "Strange Situation", college (Rice & Kenny, 1995). In addition to ongoing support parents also serve as a foundation for the child's internal working model (Bowlby, 1973). When a child experiences the caregiver as available, responsive, and reliable they develop an internal model of self as good and worthy and an internal model of others as trustworthy and responsive (Bowlbly, 1980). Conversely according to Bowlby (1980), when caregivers are unresponsive and inconsistent children develop internal working models of self as unworthy of attention and internal models of others as unresponsive and untrustworthy. Rice and Kenny (1995) state that the same underlying processes occur when a student enters college. They suggest that securely attached students will have greater support from their parents and have a more adaptive internal working model.

Kobak, Cole, Ferenz-Gillis, Fleming, and Gamble (1993) suggest that early internal models are changeable via our relationships later in life. However, internal working models established via interactions with parents affect a child's ability to develop these later life relationships (Weinfield, Sroufe, Egeland, & Carlson, 1999). In other words if a person who is insecurely attached with his/her parents can develop relationships in which they perceive others as responsive and reliable they can change their internal model to one which is more positive and adaptive. Petersen, Kennedy, and Sullivan (1991) developed a model to explain the relationship between attachment and mental health of a child. This model suggests that a child is able to maintain good mental health in the face of stressful events as long as they have a sufficient internal (coping skills and self-efficacy) and external (social support and attachment) resources (Petersen, Kennedy, & Sullivan, 1991). Petersen, Kennedy, & Sullivan (1991) suggested that these internal and external factors served as buffering agents against stressful life situations such as leaving home, failing a test or graduating. Rice and Kenny (1995) applied this model of attachment theory to college adjustment, and suggest that this model helps explain differences in students' ability to adjust to college.

Students who have developed a positive internal working model through the development of secure attachments, and who have adapted the parent child relationship to allow greater independence while maintaining support, are more likely to adjust effectively to college (Rice & Kenny, 1995; Young, 1994).

Understanding the links between attachment theory and college adjustment may have an important impact on practice (Gelso & Fassinger, 1992; Guisinger & Blatt, 1994; Rice & Kenny, 1995). However, the attachment model, especially as applied to college adjustment, is not yet complete (Rice & Kenny, 1995; Schultheiss, Pallodino & Blustein, D.L., 1994). Despite the limited research available on the effects of attachment on college adjustment there does appear to be support for further research in this area.

Parental Attachment and College Adjustment

There are numerous studies that demonstrate an association between the parent child relationship and college performance (Hombeck & Wandrei, 1993). These studies suggest that student perceptions of parents effect their decision as to whether or not to attend college (Floyd, 1994). Once a child decides to attend

college parental relations continue to impact the child (Kenny & Donaldson, 1991; Larose & Boivin, 1998; Weiss & Schwarz, 1996). The ability to form secure attachments during the early childhood years appears to be associated with better adjustment and performance in college (Kenny & Donaldson, 1991; Kenny and Donaldson, 1992; Rice and Kenny, 1995). In addition to being influenced by early parent child relationships, students' college adjustment is effected by their ability to maintain ties with parents and to redefine their relationship with parents during late adolescence (Blustein, Walbridge, Friedlander, & Palladino, 1991; Gold, 1995). Larose & A key element in the redefining of the relationship appears to be the ability of the child to separate and individuate themselves from their parents (Rice, 1992). However, this does not have to be a traumatic event, and may occur as a result of an adaptive transition of the parent child relationship rather than a complete severance of ties (Rice & Kenny, 1995). Larose & Boivin found that perceived security to parents was stable across the high school to college transition suggesting that ties are indeed not severed. This maintenance of ties with parents can serve as a source of social support for students as they encounter the various stressors associated with college life (Rice &Kenny, 1995). In

fact, students with a perceived security to parents are more likely to have greater expectations of social support from friends and others during the transition to college (Larose & Bovine, 1998; Lieberman, Doyle, & Markiewicz, 1999; Mullis, Hill, & Readdick, 1999). These students are also more likely to engage in social exploration (Hazan & Shaver, 1994). Adequate social support is a key factor for students in making the adjustment to college, as it directly impacts the students' sense of security and perceptions of self (Brooks & DuBois, 1995; Rubin, Bukowski, & Parker, 1998).

Additional support for the importance of the parent child relationship in college adjustment arises from research involving students whose parents have divorced. Research regarding the long-term effects of divorce on children is mixed, suggesting that the impact is variable (Sinclair & Nelson, 1998). However, the impact for adult children may be greater. There is often a lack of communication between parents and adult children about problems (Swartzmann-Schatman, & Schinke, 1993). Swartzmann-Schatman, & Schinke (1993) suggest that college students whose parents divorce are likely to be more greatly impacted than their younger siblings. Additionally, research consistently supports that parental conflict negatively impacts the functioning of

children (Sinclair & Nelson, 1998; McCurdy, 1991; Wallerstein, 1991).). Children of divorce are more likely to perceive conflict within a relationship as destructive, which may hinder their ability to maintain an adequate social support network (Sinclair & Nelson, 1998) Parental conflict appears to effect children's psychological adjustment, social functioning, and cognitive performance (Enos & Handel, 1986; Forehand et al, 1988).

Deficits in these areas are especially crucial as they directly impact adjustment to college (Arthur & Hayward, 1997; Brooks, 1995; Fukunishi, 1996). The effects of parental conflict on adjustment underscores the importance of parents on the adjustment of students to college.

There are a limited number of studies that directly assess the effects of attachment on college adjustment. They consistently suggest that attachment does play a role in student adjustment (Rice & Kenny, 1995). These studies have primarily focused on the adjustment of freshmen as they initially adjust to being separated from their parents (Cutrona, Cole, Colangelo, Assouline, & Russel, 1994). These studies suggest that there is a lasting effect associated with attachment that influences children well into late adolescence including the ages

typically associated with entry into college (Kenny, 1990). More secure attachments have been associated with better adjustment in a variety of areas including academic, emotional, and interpersonal functioning Bradford & Lyddon, 1993; Kenny & Donaldson, 1991; Kenny & Donaldson, 1992). Additionally, students who are more securely attached with their parents tend to experience more secure relationships with professors, exhibit more positive academic attitudes, and experience greater connectedness within the university community (Lopez, 1997).

Rural Students

There have been very few studies, which have considered the effects of a rural background on college adjustment. The studies that have been conducted have provided inconsistent results (Murphy, 1984). Part of the inconsistency in these findings may be associated with the difficulty of defining the term rural. However, the term generally refers to individuals who live outside of towns or in cities of 50,00- or less (Murphy, 1984).

Several studies have suggested that rural students are more prone to drop out of college prior to graduation (Astin, 1975; Aylesworth & Bloom, 1976; Sumerskill,

1974). However, other studies have not found rural students to be more likely to drop out (Panos & Astin, 1968; Schmid & Reed, 1966). Other research suggests that students from small schools do better at smaller colleges and students from larger high schools do better at larger universities (Astin, 1975; Cope, 1970). Aylesworth and Bloom (1976) found differences between rural and urban students in terms of social/interpersonal factors, academic habits, and feelings regarding the institution suggesting that rural students experience greater difficulties with college. The areas explored by Aylesworth and Bloom are associated with areas that are currently considered within the realm of collage adjustment (Baker & Siryk, 1986).

However, studies specifically considering the adjustment of rural students to college are almost nonexistent. Murphy (1984) found that rural students and urban student differed significantly in terms of their experience of stress in a variety of areas that pertain to adjustment. Murphy (1984) found that rural students at a large university experienced greater levels of stress regarding their academic preparedness, faculty availability, class size, university atmosphere, and socially (feeling different from other students). Murphy (1984) also found that the coping styles of rural

students were different from their urban counter parts. Rural students tended to use a more passive coping style that urban students (Murphy, 1984). In a comparison of rural dropouts, Murphy (1984) found that rural persisters were more likely to use a passive-withdrawal coping style than any other group. Murphy (1984) also found that there was a heightened stress associated with this coping style that could create greater adjustment problems for rural students. Rural students demonstrated higher overall levels of stress as compared with urban students, and this stress did not decrease even when rural students used direct action coping styles (Murphy, 1984). Conversely, Murphy (1984) found that when urban students utilized direct coping strategies, their level of stress diminished. Murphy (1984) concluded that there are significant differences between rural and urban students with regards to stress levels, coping strategies, and adjustment during college.

While Murphy (1984) is the only recent study that directly looks at the adjustment of rural students at a large university, several studies have been conducted that would suggest that rural students are likely to have a more difficult time adjusting to college. Many rural students are entering college today, as farming becomes less profitable and there are fewer family farms to

return to. Many of these students are the first generation in their family to attend college. Research suggests that first-generation students are more likely to experience greater difficulty adjusting to college due to a lack of role models (Noel, 1985;Kaczmarek, 1990). Additionally, it has been demonstrated that parental factors affect college adjustment (Jackson, 1993; Holmbeck, 1993), which may affect the adjustment of rural students, as it is likely that differences exist between their parents and their urban counter parts. Another concern that arises from the literature regarding rural students is that they are less likely to utilize campus programs and facilities (Murphy, 1984). This is concerning because the utilization of campus facilities and programs is associated with higher retention rates (Mallinckrodt & Sedlack, 1987),

Research on rural students is still incomplete and further research is needed to identify needs of rural students, and the factors that underlie their difficulties adjusting to college (Murphy, 1984).

Purpose

The purpose of this study is to examine the effects of parental attachment on college adjustment for both

rural and urban students. This study will attempt to provide information
that adds to the current body of knowledge concerning the effects of parental attachment on college adjustment. A current model being considered to explain college adjustment was put forth by Petersen, Kennedy, and Sullivan, (1991). This model suggests that stressors associated with college are buffered by internal (coping skills and self-efficacy) and external (attachment and social support) factors (Petersen, Kennedy, and Sullivan, 1991). This model has not been fully researched, and there is a particular paucity in the literature regarding the possible differing effects based upon population (Kenny & Rice, 1995). Murphy (1984) considered how internal factors (coping skills) affect college adjustment and found differing effects for rural and urban students. However, no research has been conducted that considers the effect of external factors (attachment and social support of parents) on rural college adjustment. This study will attempt to address that void in the literature by providing data about attachment and college adjustment of rural students.

Hypotheses

The following hypotheses will be tested:

5. Rural students will differ from urban students in their levels of adjustment on the Student Adaptation to College Questionnaire. This result is expected based upon the findings of Murphy (1984) that rural students have a more difficult time adjusting to larger universities that do urban students. Additional support for this expected outcome arises from Aylesworth and Bloom (1976) whose findings suggest that rural students have greater difficulties with college than do urban students.

6. There will be differences in parental attachment of rural and urban students, as measured by the Parental Attachment Questionnaire. This result is assumed based upon rural students' difficulties with adjusting to college (Murphy, 1984 in conjunction with the assertions of Kenny & Rice (1995) that securely attached children adjust better to college.

7. Positive parental attachment, as measured by the three scales of the PAQ will be associated with higher

levels of adjustment, as measured by the SACQ. This result is expected based upon the findings of Kenny & Donaldson (1991) that secure attachments are associated with better adjustment in academic, emotional, and interpersonal functioning. The model put forth by Petersen, Kennedy, and Sullivan (1991) also predicts this result.

8. Attachment will serve as a mediating variable between locality and adjustment to college. This result is assumed based upon the findings of Murphy (1984) that rural students cope differently with college than do urban students.

Method

Participants

Participants will be 180 undergraduate students currently enrolled at one of two southern universities. These students will be divided into two groups based upon the size of their hometown. Students from farms or towns of less than 50,000 will be considered rural, and those from towns of 50,000 or greater will be considered urban.

Instruments

Demographics Sheet

This form consists of fifteen items, and was specifically developed for this study. This form provides information on demographic variables such as age, gender, marital status, university classification, race, ACT score, GPA (high school and college), size of high school graduating class, parental income, parental education, and use of counseling services or academic services at the university. This information will determine comparison groups for the study, and also provides information about other factors that may influence adjustment other than parental attachment or locality (urban or rural).

Parental Attachment Questionnaire (Kenny, 1985)

The Parental Attachment Questionnaire consists of 55 items, and is divided into three subscales measuring individuals' perception of the affective quality of their relationships with parents, parents as facilitators of autonomy, and parents as sources of emotional support (Kenny, 1987). These scales are designed to be consistent with Ainsworth et al (1978) conceptualization of attachment (Kenny, 1991). Respondents are asked to answer based upon their relationship with their parents

using a five point Lickert scale with the following ranges: not at all-1, somewhat-2, a moderate amount-3, quite a bit-4, and very much-5 (Kenny & Donaldson, 1991). Internal consistency coefficients (Cronbach's alpha) for the subscales of the PAQ range from .88 to .92 (Kenny & Donaldson, 1991). Kenny and Donaldson (1991) established an overall test-retest reliability of .92 using a two-week interval. Construct validity for the instrument was established by Kenny and Donaldson (1991) using the Family Environment Scale (FES) developed by Moos (1985). They found significant correlations between the PAQ's Affective Quality of Attachment and PAQ's Parental Role in Providing Emotional Support and the FES' Cohesion scale (r=.51, P<.001) & (r=.45, p<.001). The PAQ's Parental Fostering of Autonomy correlated with the FES Expressivness(r=.33, p<.01), FES' Independence (r=.33, p<.01), and the FES' Control (r=.40, P<.01) scales.

Student Adaptation to College Questionnaire

The student Adaptation to College Questionnaire (SACQ)(Baker & Siryk, 1989) is a 67 item self-report measure of college adjustment. The SACQ provides a full-scale adjustment score as well as four subscale scores. The subscales include academic (24 items), social (20 items), Personal/Emotional (15 items), and goal

commitment/institutional attachment (15 items). Each items consists of a statement followed by a 9-point scale ranging from "applies closely to me" to "doesn't apply to me at all"(Baker & Siryk, 1989). The 9-point code is assigned on a continuum form from more to less adaptive. Thirty-four of the items are negatively keyed, while 33 are positively keyed. Internal consistency reliability (coefficient alpha) is reported to range from .89 to .95 for the full scale (Baker & Siryk, 1989). Internal consistency for subscales is reported as follows: academic adjustment (alpha=.80), personal/emotional adjustment (alpha=.52), social adjustment (alpha=.80), social adjustment (alpha=.79), and attachment/goal commitment (alpha +.52)(Baker & Syiryk, 1989). Validity studies find that academic adjustment significantly correlates with freshmen GPA and membership in honor societies, social adjustment, significantly correlates with scores of social activities check list, institutional attachment correlates with overall college satisfaction, and low personal/emotional adjustment correlates with being seen for counseling (Baker & Siryk, 1989).

Procedure

A packet of questionnaires will be administered to each participant. The Informed Consent and Demographics Sheet will be the first and second forms administered. Next will be a counterbalanced presentation of dependent measures. The last form will be the Debriefing Sheet. Participants will be given approximately one hour to complete the packet. Included in the packet will be"

1. Informed Consent Form explaining the purpose of the research and obtaining the participants voluntary consent to participate in the study.
2. Demographic Sheet obtaining basic background information about participants, such as the size of their hometown.
3. Parental Attachment Questionnaire
4. Student Adaptation To College Questionnaire

Analysis

Hypothesis One: An analysis of variance (ANOVA) will be conducted on the full-scale score of the SACQ to identify differences between rural and urban students' level of adjustment.

Hypothesis Two: A multiple analysis of variance (MANOVA) will be conducted to determine differences between rural and urban students' scores for each of the scales of the Parental Attachment Questionnaire.

Hypothesis Three: Three correlations will be conducted to determine the relationship between each scale of the PAQ and the full scale score for the SACQ.

Hypothesis Four: A path analysis will be conducted to determine which components of attachment mediate differences between college adjustment of urban and rural students.

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APPENDIX B

University of Oklahoma- Norman Campus

Agreement To Participate in A Research Project

I understand that this study is sponsored by the Department of Educational Psychology, University of Oklahoma at Norman, and is being directed by Doug Wright. He can be reached at 405-325-2914 or Avi Scherman at 325-5974.

I, _____, voluntarily consent to participate in the study: 'The Effects of Parental Attachment on College Adjustment of Urban and Rural Students'.

PURPOSE: The Purpose of this study is to explore the underlying factors which contribute to successful college adjustment and to see if these factors differ for students from rural backgrounds verses urban backgrounds.
DESCRIPTION OF THE STUDY: If I decide to take part in this study, I will be given a questionnaire to complete. My responses to the questionnaire will provide basic demographic information, as well as information about my academic background such as ACT or SAT scores, and my current college adjustment.
BENEFITS: This study is expected to provide useful information about college adjustment. I may obtain a copy of the paper summarizing the findings by contacting either of the persons listed at the beginning of this consent form.
RISKS: There are no known risks to this study. However, if I become distressed during the study I may notify the person administering the questionnaire, and they will direct me in obtaining services at Counseling and Testing Services.
PARTICIPANT'S ASSURRANCES: I understand that my participation in this study is voluntary. I have not given up any of my legal rights or released this institution from liability for negligence. I understand that I may withdraw from this study at any time without loss of benefits to which I am otherwise entitled. My decision to participate or to not participate will not affect my ability to receive services now or in the future. I understand that I am fee to refuse to participate and to withdraw from the experiment at any

time without prejudice to me. I also understand that if I am participating in this experiment for course credit and decide to withdraw from participating, I might not get the course credit associated with the experiment. I understand that all information regarding my participation in this study will be kept confidential and that I will not be identifiable by name or description in any reports or publications related to this study.

If I have questions about this study or need to report adverse effects from the study procedures, I may contact Doug Wright (405) 325-2914 or Avi Scherman at 325-5974. If I have questions about my rights as a research participant, I may contact the Office of Research Administration at the University of Oklahoma (405) 325-4757.

---------- ----------
Research Participant Date

---------- ----------
Investigator Date

---------- ----------
Witness Date

APPENDIX C
Texas Tech University
Informed Consent

I hereby give my consent for my participation in the project entitled: The Effects of Parental Attachment on the College Adjustment of Rural and Urban Students. I understand that the person responsible for this project is Dr. Julie Hamilton (742-3674) and Doug Wright (742-3674). He has explained that this study has the following objectives:

1. To further the knowledge base regarding college adjustment.
2. To identify the effects of parental attachment on college adjustment.
3. To identify the effects of locality (rural verses urban) on both college adjustment and parental attachment.

The risks have been explained to me as following: (Applicant should list all risks of more than negligible probability and /risk severity)

Doug Wright has agreed to answer any inquires I may have concerning the procedures and has informed me that I may contact Texas Tech University Institutional Review Board for the Protection of Human Subjects by writing them in care of the Office of Research, Texas Tech University, Lubbock, Texas 79409, or by calling 742-3884.

If this research project causes any physical injury to participants, treatment is not necessarily available at Texas Tech University or the Student Health Center, nor is there necessarily any insurance carried by the University or its personnel applicable to cover any such injury. Financial compensation for any such injury must be provided through the participants' own insurance program. Further information about these matters may be obtained from Dr. Robert M. Sweazy, Senior Associate Vice President for Research, 742-3884, Room 203.

I understand that I may not derive therapeutic treatment from participation in this study. I understand that I may discontinue this study at any time I choose without penalty.

Signature of Participant

Signature of Witness

APPENDIX D

DEMOGRAPHIC SHEET

Please provide the following information about yourself:

Age_____

Gender: Male Female

Marital Status: Single Married Divorce
Widowed

University Classification: Fr. Soph. Jr.
Sr.

Race: Afro-American Caucasian Hispanic Native-American

Other_____(please specify)

The population of my hometown during high school was_____

The size of my high school was? 1A 2A 3A 4A 5A 6A

I am the first generation of my family to attend college

True False

I grew up living in: a major city a mid-sized town

A small town on a farm

I consider where I grew up to be primarily:

Rural 1 2 3 4 5 Urban

My SAT score was_____

My cumulative high school GPA was _____

My cumulative college GPA is_____(if you are a 1st semester
freshman write none)

The size of my graduating high school class was:

less than 25 25-99 100-199

200-299 300-399 over 400

Parents' annual income:

Less than 10,000 10,000 to 30,00030,000 to 50,000
Over 50,000

Parents Education:

Mother	Less than high school	Less than High school
Father		
	H.S. Graduate	H.S. Graduate
	Some College	Some College
	College Graduate	College Graduate
	Some Graduate Work	Some Graduate Work
	Graduate Degree	Graduate Degree

I have used the counseling services at college_____ times.

I have used services aimed at improving academic achievement_____ times.

APPENDIX E

PARENTAL ATTACHMENT QUESTIONAIRE

INSTRUCTIONS: For the following statements, imagine a scale ranging from 1 to 5 that tells how true each statement is for you. In each space, please enter a number from '1' (NOT AT ALL) to '5' (VERY MUCH). If the statement does not apply, ENTER '1'. Please be completely hones.

Not at all	Somewhat	A Moderate Amount	Quite a bit	Very Much
(0-10%)	(11-35%)	(36-65%)	(66-90%)	(91-100%)
1	2	3	4	5

In general, my parents...

___ 1. Are someone I can count on to listen to me when I feel upset.
___ 2. Supports my goals and interests.
___ 3. Sees the world differently than I do.
___ 4. Understands my problems and concerns.
___ 5. Respects my privacy.
___ 6. Limits my independence.
___ 7. Gives me advice when I ask for it.
___ 8. Likes me to make my own decisions.
___ 9. Likes me to make my own decisions
___ 10. Criticizes me.
___ 11. Tells me what to think or how to feel.
___ 12. Gives attention when I want it.
___ 13. Is someone I can talk to about anything.
___ 14. Has no idea what I am feeling or thinking.
___ 15. Lets me try new things out and learn on my own.
___ 16. Is too busy to help me.
___ 17. Has trust and confidence in me.
___ 18. Tries to control my life.
___ 19. Protects me from danger and difficulty.
___ 20. Ignores what I have to say.
___ 21. Is sensitive to my feelings and needs.
___ 22. Is disappointed in me.
___ 23. Gives me advice whether or not I want it.
___ 24. Respects my decisions, even if they don't agree.
___ 25. Does things for me which I would rather do for

myself.
__ 26. Is someone whose expectations I feel I have to meet.
__ 27. Treats me like a younger child.

Not at all Somewhat A Moderate Quite a bit Very Much

Amount

(0-10%) (11-35%) (36-65%) (66-90%) (91-100%)

1 2 3 4 5

During time spent together my parents were:

__ 28. I looked forward to seeing.
__ 29. With whom I argued.
__ 30. With whom I felt comfortable.
__ 31. Who made me angry.
__ 32. I wanted to be with all the time.
__ 33. Towards whom I felt cool and distant.
__ 34. Who got on my nerves.
__ 35. Who made me feel guilty and anxious.
__ 36. I liked telling about what I have done recently.
__ 37. For whom I felt feelings of love.
__ 38. I tried to ignore.
__ 39. To whom I told personal thoughts and feelings.
__ 40. I liked being with.
__ 41. I didn't want to tell what has been going on in my life.

Following time spent together, I leave my parents...

__ 42. With warm and positive feelings.
__ 43. Feeling let down and disappointed.

Not at all Somewhat A Moderate Quite a bit Very Much
Amount
(0-10%) (11-35%) (36-65%) (66-90%) (91-100%)
1 2 3 4 5

When I have a serious problem or an important decision to make...

__ 44. I look to my family for help.
__ 45. I go to a therapist, school counselor, or clergy (priest, rabbi, or minister)
__ 46. I think about what my mom or dad might say.
__ 47. I work it out on my own, without help from anyone.
__ 48. I talk it over with a friend.
__ 49. I know that my family will know what I should do.
__ 50. I ask my family for help if my friends can't help.

When I go to my parents for help...

__ 51. I feel more sure of my ability to handle problems on my own.
__ 52. I continue to feel unsure of myself.
__ 53. I feel that I would have gotten more understanding from a friend.
__ 54. I feel sure that things will work out as long as I follow my parents' advice.
__ 55. I am disappointed with the response.

APPENDIX F

STUDENT ADAPTATION TO COLLEGE QUESTIONNAIRE

Directions: The 67 items on the front and back of this form describe college experiences. Read each one and decide how well it applies to you at the present time (within the past few days). For each statement, circle the asterisk at the point in the continuum that best represents how closely the statement applies to you. Circle only one asterisk for each statement. To change an answer, draw an X through the incorrect response and circle the desired response. Be sure to use a hard tipped pen or pencil and press firmly. Do not erase.

Doesn't Apply To Me at All — Applies Very Closely to Me

1. I feel that I fit in well as part of the college environment
   * * * * * * * *
2. I have been feeling tense or nervous lately
   * * * * * * * *
3. I have been keeping up to date on my academic work
   * * * * * * * *
4. I am meeting as many people, and making as many friends as I would like in college
   * * * * * * * *
5. I know why I'm in college and what I want out of it
   * * * * * * * * *
6. I am finding academic work at college difficult
   * * * * * * * *
7. Lately I have been feeling blue and moody a lot
   * * * * * * * *
8. I am very involved with social activities in college
   * * * * * * * *
9. I am adjusting well to college
   * * * * * * * *
10. I have not been functioning well during examinations
   * * * * * * * *
11. I have felt tired much of the time lately
   * * * * * * * *
12. Being on my own, taking responsibility for myself, has not been easy lately.
   * * * * * * * *
13. I am satisfied with the level at which I am

performing academically
* * * * * * * *
14. I have had informal, personal contacts with college professors
* * * * * * * *
15. I am pleased now about my decision to go to college
* * * * * * * *
16. I am pleased about my decision to attend this particular college
* * * * * * * *
17. I'm not working as hard as I should at my course work
* * * * * * * * *
18. I have several close social ties at college
* * * * * * * * *
19. My academic goals and purposes are well defined
* * * * * * * * *
20. I haven't been able to control my emotions very well lately
* * * * * * * * *
21. I'm not really smart enough for the academic work I am expected to e doing now
* * * * * * * * *
22. Lonesomeness for home is a source of difficulty for me now
* * * * * * * * *
23. Getting a college degree is very important to me
* * * * * * * * *
24. My appetite has been good lately * *
* * * * * *
25. I haven't been very efficient in the use of study time lately
* * * * * * * * *
26. I enjoy living in a college dormitory. (Please omit if you do not live in a dormitory; any university housing should be regarded as a dormitory.)
* * * * * * * * *
27. I enjoy writing papers for courses
* * * * * * * * *
28. I have been having a lot of headaches lately
* * * * * * * * *
29. I really haven't had much motivation for studying lately
* * * * * * * * *
30. I am satisfied with the extracurricular activities available at college
* * * * * * * * *
31. I've given a lot o thought lately to whether I should

ask for help from the Psychological/Counseling Service Center or from a psychotherapist outside of college

* * * * * * * * *

32. Lately I have been having doubts regarding the value of a college education

* * * * * * * * *

33. I am getting along very well with my roommate (s) at college. (Please omit if you do not have a Roommate.)

* * * * * * * * *

34. I wish I were at another college or university

* * * * * * * * *

35. I've put on (or lost) too much weight recently

* * * * * * * * *

36. I am satisfied with the number and variety of courses available at college

* * * * * * * * *

37. I feel that I have enough social skills to get along well in the college setting

* * * * * * * * *

38. I have been getting angry too easily lately

* * * * * * * * *

38.Recently I have had trouble concentrating when I
39.try to study

* * * * * * * * *

40. I haven't been sleeping very well lately

* * * * * * * * *

41. I'm not doing well enough academically for the amount of work I put in

* * * * * * * * *

42. I am having difficulty feeling at ease with other people at college

* * * * * * * * *

43. I am satisfied with the quality or the caliber of courses available at college

* * * * * * * * *

44. I am attending classes regularly

* * * * * * * * *

45. Sometimes my thinking gets muddled up too easily

* * * * * * * * *

46. I am satisfied with the extent to which I am participating in social activities at college

* * * * * * * * *

47. I expect to stay at this college for a bachelor's

degree

* * * * * * * * *

48. I haven't been mixing too well with the opposite sex lately

* * * * * * * * *

49. I worry a lot about my college expenses

* * * * * * * * *

50. I am enjoying my academic work at college

* * * * * * * * *

51. I have been feeling lonely a lot at college lately

* * * * * * * * *

52. I am having a lot of trouble getting started on homework assignments

* * * * * * * * *

53. I feel I have good control over my life situation at college

* * * * * * * * *

54. I am satisfied with my program of courses for this semester/quarter

* * * * * * * * *

55. I have been feeling in good health lately

* * * * * * * * *

56. I feel I am very different from other students at college in ways that I don't like

* * * * * * * * *

57. On balance, I would rather be at home than here

* * * * * * * * *

58. Most of the things I am interested in are not related to any of my course work at college

* * * * * * * * *

59. Lately I have been giving a lot of thought to transferring to another college

* * * * * * * * *

60. Lately I have been giving a lot of thought to dropping out of college altogether and for good

* * * * * * * * *

61. I find myself giving a lot of thought to taking time off from college and finishing later

* * * * * * * * *

62. I am very satisfied with the professors I have now in my courses

* * * * * * * * *

63. I have some good friends or acquaintances at college with whom I can talk about any problems I may have

* * * * * * * * *

64. I am experiencing a lot of difficulty coping with the Stresses imposed upon me in college

* * * * * * * * *

65. I am quite satisfied with my social life at college

* * * * * * * * *

66. I'm quite satisfied with my academic situation at college

* * * * * * * * *

67. I feel confident that I will be able to deal in a satisfactory manner with future challenges here at college

* * * * * * * * *