

AN ABSTRACT OF THE THESIS OF

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Title: ATTITUDE TOWARD PARENTS AS A DIMENSION OF

REVERSE TRANSFER

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The major purpose of the study was to compare reverse transfer students and four year college students for attitude toward mother, father, and both parents. A secondary purpose was to collect demographic data on the reverse transfer students.

The experimental and control groups were chosen from the winter term enrollment of three four-year institutions and three community colleges in the state of Oregon. The four year college students (control group) were randomly selected from required, lower division personal health classes at the three institutions. The reverse transfer students (experimental group) were students enrolled in the three community colleges in the study during the winter term of 1975. The data were collected during the winter term using the Student Questionnaire for the demographic data, and the Itkin Attitude Toward Parents scales (Form F and Form M)

for the parental attitude measurement. Each student's SAT score was acquired to use as a covariant.

All demographic information collected was compiled and, where appropriate, descriptive statistics were computed. The scores from the Itkin tests were subjected to three two-way analysis of covariance designs.

The final reverse transfer sample consisted of 36 males and 38 females. The sample represented the three community colleges in the study in terms of proportionate number from each school represented, and in terms of sex distribution by school. All students in the study were limited to those between the ages of 17 and 21 years.

The major findings of the study were:

1. Reverse transfer students were, on the average, one year older than lower division four year students. This age variance appears to be a result of a time lag between attendance at a four year school and enrollment in the community college.
2. There was an unexplainable over-representation of women reverse transferring among the schools studied.
3. If a commuter choice existed between a four year institution and a community college, reverse transfer student at the community college were proportionately over-represented by transfers from the nearby four year institution.

4. Most reverse transfers ended their four year college experience after the spring term enrollment.
5. Reverse transfer students in the study allowed a time lag to occur before enrolling in a community college.
6. There was no significant difference in academic ability in reverse transfer students and four year college students as measured by the SAT composite test scores.
7. The only significant difference in intra-familial attitudes measured by this study was a difference in attitude toward mother between the reverse transfer and four year college groups.

Discussion of the demographic findings centered on (1) age, (2) gender, (3) student movement, (4) recency of four year experience, (5) academic ability, and (6) choice of community college academic division. Issues surrounding these findings were raised and discussed in comparison with previous research findings concerning the reverse transfer student. Disparities between this study and others were noted.

Discussion of the research hypotheses was done. Explanations were given for the findings, with special attention given to the difference in reverse transfer students and four year students with respect to their attitude toward mother. Some suggestions for further research were also offered.

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## ATTITUDES TOWARD PARENTS AS A DIMENSION OF REVERSE TRANSFER

### INTRODUCTION

The initial concept of the community college in the United States was to provide a two-year "general" education which would serve as an extension of the secondary school and would replace the first two years of university work. Stemming from the German university system and fostered in the United States by Henry P. Tappan in the mid nineteenth century, community colleges have spread to every area in the United States (Monroe, 1972).

The growth of the community college in the United States was a slow process. In 1960, one hundred years after Tappan's ideas were first proposed, only 650 community colleges were enrolling students (Monroe, 1972). However, between the years 1960 and 1974 the number of community colleges in the United States increased dramatically. During these years, the community colleges rose in number from 650 to over 1150 (AAJCC, 1974). This growth shows all indications of continuing, but at a slower rate.

A very evident characteristic in this growth was the increase in the number of public community colleges from 50 percent to over 80 percent of all presently existing community colleges. The public community college now enrolls over 85% of all community college

students (American Association of Junior and Community Colleges, 1974).

The community college has also broadened in purpose. The initial purpose of providing a "general" education as a substitute for the first two years of university work has changed to encompass a generally accepted set of six purposes. Thornton classifies these purposes as follows:

1. Occupational education of post-high-school level,
2. General education for all categories of its students,
3. Transfer or pre-professional education,
4. Part time education,
5. Community service, and
6. The counseling and guidance of students (Thornton, 1966, p. 59).

The amount and quality of research on the community college, its faculty, and students has not increased in the same proportion as the colleges themselves. Research has been greatly hindered by certain characteristics of the community college movement. One is the community college's reliance on funds from the community it serves. Funds for research have taken a "back seat" to the improvement of the instructional programs and the building of facilities to meet the community's needs. Secondly, the populations of community colleges are primarily commuter, making research

expensive and time consuming. Open entry and open exit philosophies equally hinder the location of, and the maintaining of, specific target populations.

The community college has often served as a testing ground for students who enter its transfer program with the idea of later matriculation at a senior institution. The philosophic base of the community college calls for an "open door" admission policy. This "open door" admission policy has encouraged many students to partake of the post-secondary educational environment. The state of Oregon subscribes to this policy as indicated by the following policy statement:

Oregon community colleges operate under an "open door" admission policy. That is, they admit high school graduates who are residents of Oregon and other residents who, in the judgment of the college official, are capable of profiting from the instruction offered. . . . (Oregon Board of Education, 1961, p. 11).

This "open door" policy has caused the community college to be termed a "second chance college" (Kintzer, 1966) that serves a "salvage function" (Muck and Undem, 1965). This "function" implies that the community college provides an environment which is less academically competitive, where the student may mature before moving to a senior institution.

Some research has been conducted concerning the student who transfers from the two year institutions to the senior institution

(Medsker, 1960; Cross, 1968; Raines, 1967; and Knoell and Medsker, 1964). This type of program planning is the original intent of approximately two-thirds of those students attending the two year schools. Although it is the intent of many, it is the realization of only a few (Preus and Swaim, 1973; Kuznik, Masey, and Anderson, 1973).

Within the last ten to twelve years another student population has become evident. "Reverse articulation" (Meadow and Ingle, 1968) or the "reverse transfer student" (Kuznik, 1971) is a sub-group of community college students that are of increasing interest to those in higher education. Reverse transfer students are students who have attended four year institutions and have transferred to two year institutions.

### Need for the Study

Many questions must be answered concerning the reverse transfer student if institutions of higher education are to provide meaningful learning experiences to this growing clientele.

There is at present a paucity of information concerning the reverse transfer student in general and the Oregon reverse transfer student specifically. Previous studies of reverse transfer students centered primarily around academic ability, as represented by grade point average (GPA), and perceptions of the students concerning the

four year and two year institutions. Increased G. P. A. 's have indicated that most reverse transfer students find academic success at the two year schools (Klemke, 1969; Muck and Udem, 1965; and Meadows and Ingle, 1968; Schultz, 1971).

With respect to perceptions of the institutions, Kuznik, Masey, and Anderson (1973) found that

It...[was]... apparent that the ...[reverse transfer]... students were more satisfied in their new college environment than they were in the four year college (p. 7).

Klemke (1969) further concluded that the reverse transfer student

overcome the initial negative feelings experienced in the four year college after having studied at the community college (p. 165).

Kuznik, Masey, and Anderson summarize the reverse transfer student as follows:

In essence, we have a large group of above-average-ability students who typically did not have a successful academic experience in a four year college setting. For this reason and others they transferred into a two-year college that apparently has lower tuition, is closer to home, and has the curriculum offering that meets the needs of these students (Kuznik, Masey, and Anderson, 1973).

This study took initial steps in determining what role "closer to home"<sup>1/</sup> plays with respect to these students' decision to reverse

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<sup>1/</sup>"Closer to home" referred to friends, parents, siblings, and previous environment. This study concentrated on only parents.

transfer. The specific purpose of this study is to identify whether reverse transfer students differ in their attitude toward parents than do a comparable sample of four year college students.

In comparing the two groups, a measurement of attitude will be done using the Itkin Attitude Toward Parents Scales (See Appendix A).

### Hypotheses

Using the data obtained from the Itkin Attitude Toward Parents Scales (Form F and Form M) the following hypotheses were tested:

1. There is no significant difference between the four year college student's attitude toward his parents and the reverse transfer student's attitude toward his parents.
2. There is no significant difference between the four year college female's attitude toward her parents and the reverse transfer female's attitude toward her parents.
3. There is no significant difference between the four year college male's attitude toward his parents and the reverse transfer male's attitude toward his parents.
4. There is no significant difference between the reverse transfer male's attitude toward his parents and the reverse transfer female's attitude toward her parents.
5. There is no significant difference between the four year

college male's attitude toward his parents and the four year college female's attitude toward her parents.

6. There is no significant difference between the four year college student's attitude toward his father and the reverse transfer student's attitude toward his father.
7. There is no significant difference between the four year college student's attitude toward his mother and the reverse transfer student's attitude toward his mother.

#### Definition of Terms

1. The reverse transfer student is a student who has previously attended a four year institution and is now attending a two year institution. The reverse transfer students in this study were those students who enrolled in the community colleges in this study during the winter term, 1975.
2. The experimental group is a group consisting of reverse transfer students who enrolled in the three community colleges involved in the study, during the winter term, 1975. The students are within the age range of 17 to 21 years old.
3. The control group is a randomly selected group of 17 to 21 year old students who were currently attending the



three four year institutions in the study. The control  
group was matched to the experimental group with respect  
to (1) sex, (2) age, and (3) experience in higher education.

## REVIEW OF LITERATURE

### The Community College Student

"Community college students as a group are almost as heterogeneous as the community in which the college is located" (Monroe, 1972, p. 183). This declaration by Monrie best typifies the conclusions of authors who have studied the community college student. Although the community college student population is indeed "large and diverse" (Cross, 1968, p. 47), some general characteristics can be identified. Medsker admits readily to the diversity of any college student population but further discriminates between community college and senior institution students by stating that "the junior college students do not necessarily have the same characteristics as their counterparts in the four year institutions" (Medsker, 1969, p.

The "special" characteristics of the community college student can be categorized with the understanding that these categories represent broad generalizations.

#### Age and Sex

The typical community college student body has a median age of approximately 19 years (Monroe, 1972). This median age

represents the full time, day population of the college. Koos noted in his study that approximately 87 percent of students enrolled in community colleges were below the age of 22 years (Koos, 1970). Similar types of information were concluded by Medsker who found that of 13,000 regular day students, 51 percent were between 18 and 22 years old with an additional 19 percent between the ages of 23 and 25 (Medsker, 1960).

The age range, when considering all students in the community college, is most obviously a large range (Monroe, 1972).

The ratio of males to females in community colleges has been documented as being approximately two males for every female since 1952 (Thornton, 1966). The trend seemingly has continued with similar findings being reported by Medsker and Trent (1966) and Monroe (1970). This ratio applies to degree programs as well as general enrollment (Medsker, 1966).

### Academic Ability

The academic ability of the community college student is one of the areas that has been most closely studied. The available facts indicate that the average academic aptitude of the student entering a two year institution is somewhat below the average of those students who enter four year institutions (Medsker and Trent, 1965).

Although the larger proportion of student with lower aptitude scores have entered the community college (Koos, 1970), the community college student falls between the four year student, and the high school graduate not attending college in regards to ability (Cross, 1968). This fact was best demonstrated by the community college students performance in fourteen tests administered in conjunction with Project Talent (Cross, 1968).

Within the community college population, lower division transfer students have been found to be generally more academically able than those students in the vocational-technical division (Medsker and Trent, 1966).

There is a wide range of ability level within the community college, but it is suggested that the community college student ability level measured by standardized tests is consistently inferior, on an average, to those same abilities in university students (Monroe, 1972). An interesting point is that although the average standardized test score is lower, the community college students show a range in scores equal with that of four year students (Thorton, 1966).

Koos best sums up the limitation of the community college students' ability level by stating:

. . . while the community college enrolls some students no less competent on measures of intellect than those in highly selective colleges, this new institution customarily

admits students with a wider range of ability and, therefore, larger proportions of students with somewhat lower performance on tests of aptitude (Koos, 1970, p. 53).

### Socioeconomic Factors

Research findings are virtually unanimous in demonstrating correlations between the type of college selected and the student's socioeconomic background (Cross, 1968; Medsker, 1960). In generalizing about the community college student population, it can be said that less than 5 percent of the students are from the upper social class, while the majority of the enrollment comes from those social classes described as middle and lower class (Medsker and Trent, 1966).

Typical statements, in reference to socioeconomic level of community college students, refer to them as being from the "less favored socioeconomic group" (Medsker, 1960, p. 155) or the "lower socioeconomic status" (Cross, 1968, p. 48). Monroe statistically supports this idea by noting that 50 percent of the community college students come from families of the "working class" (Monroe, 1972, p. 185).

The socioeconomic status of the community college student seems to constitute neither the rich nor the extremely poor but seems to be a combination of the middle and lower middle classes (Medsker, 1966).

### General Characteristics

Indicators that measure aptitudes, social status, and academic competence are lower for the community college student than the four year college student (Koos, 1970).

In a study by Thornton (1966), two-thirds of the community college students characterized their reasons for attending the college as being (1) persuasion by parents, counselors, or friends, (2) location of the college (proximity), and (3) lower cost (Thornton, 1966).

In terms of ability, the community college student is more like the non-college student than the four year college student; however, in values, the community college student is more like the four year student than the non-college student (Cooley and Becker, 1966). Along these lines it has been found that senior college students seem somewhat more assertive on humanitarian concerns, while community college students are more prone to consider matters of business or finance (Cross, 1968). Further evidence suggests that the community college student attends college for more practical than intellectual reasons (Corss, 1968).

On an average, the community college student is comparable to the four year student in terms of non-class activities and marital

status (Thornton, 1966; Medsker, 1960) but less prepared to enter higher education by his own estimation (Cross, 1968).

With these considerations, it is somewhat surprising that the majority of students entering the community college do so with the intent of transferring to a four year institution (Thornton, 1966).

### Summary

In broad terms, the community college student has been characterized as:

. . . one who tends to come from the lower-middle income home . . . [and are] . . . generally children of third generation Americans . . . who have become skilled laborers, low level supervisors and industrial managers (Monroe, 1972, p. 185).

Monroe characterizes the two year student as follows:

1. Community college students seem to exhibit few severe emotional problems.
2. As a group, community college students tend to manifest authoritarian traits in their acceptance of societal values.
3. Community college students tend to be less intelligent and self-motivated than senior college students.
4. Community college students are not likely to be tolerant . . . of criticism . . . of established institutions and traditional values.
5. Community college students tend to be idealistic.
6. Community college students resent hypocrisy and deceit.

7. Community college students tend to place more emphasis on receiving immediate goals and rewards than on postponing the possibility of winning reward at some future date.
8. Community college students . . . are more interested in an education for its potential to furnish material rewards . . . (Monroe, 1972, p. 198).

Cross characterizes the student as:

. . . coming from lower socioeconomic homes, they give high priority to low cost of the junior colleges, they are concerned with upward mobility, and see the potential of increased income as the primary reason the college attendance (Cross, 1968, p. 19).

Cross further contends:

. . . the junior college students were the most cautious, prudent and controlled, most apprehensive and rigid in their concerns over grades and academic standing. . . and more conventional, less independent, less attracted to reflective thought and less tolerant than their peers in four year institutions (Cross, 1968, p. 32).

In conclusion, it should be noted that generalizations about the community college student are made with the understanding that they allow us to more clearly identify the exceptions to these generalizations. Most of the literature concerning the community college student is in agreement that the commonalities observed in this population should serve as a guideline, not a stereotype. Community college students are, in fact, a very diverse group of individuals.



### The Reverse Transfer Student

Reverse transferring may well be a phenomenon born of the frustrations of the college population who are in academic difficulty in a four year institution. These students can neither return to the college of their attendance, nor transfer from it to another four year institution (Meadows and Ingle, 1968). Kintzer suggests that the "inherent capacity for tenderheartedness" shown by the community college has caused it to become a sanctuary for the academically distressed (Kintzer, 1966, p. 230). Most research concerning the reverse transfer student suggests that these students are those who, as a group, have experienced academic difficulty at a four year institution (Medsker and Trent, 1966; Kuznik, 1971; Kuznik, Masey, and Anderson, 1973).

Little specific information is available on the reverse transfer student (Kuznik, 1971). Most existing studies were centered around the academic "accomplishments" of the student giving only slight attention to other characteristics.

There is evidence that the number of reverse transfer students is quite large and that this number is increasing yearly (Meadows and Ingle, 1968). These students seem to represent a large group of "above-average-ability" students who, for one reason or another,

were not content in the university setting (Kuznik, Massey, and Anderson, 1973).

The available literature concerning these students allows some generalizations to be made about the reverse transfer student's characteristics, reasons for transfer, and academic ability. These generalizations are based on limited data in specific regional areas, and therefore any evaluation should be considered more a hypothesis rather than a conclusion.

#### General Characteristics

The vast majority of reverse transfer students retain their aspirations for a four year degree (Kuznik, Massey and Anderson, 1973). In one study by Kuznik, 90 percent of the reverse transfer students reported that they believed they had the ability to receive a bachelors degree or better (Kuznik, 1971). Although most planned to transfer to a four year institution, the majority indicated that it would not be the four year school they had previously attended (Kuznik, 1971).

Analysis of reverse transfers in lower division academics revealed a slightly higher number of students planning to pursue a four year education than did the transfers in the vocational-technical division (Kuznik, 1971).

Preus and Swaim (1973) state that the reverse transfer student

is relatively advantaged--economically, socially, and educationally--when compared to the native community college student. Kuznik, Masey and Anderson (1973) contradict this assertion by stating that the reverse transfer student seems similar to the native community college student in terms of socioeconomic indicators such as family income, parent's education, and fathers' occupation. Neither group of authors substantiates their statements.

A majority of reverse transfers change their vocational plans upon entry into the community college (Kuznik, 1971). These occupational goal changes were generally into Holland's Realistic Classification for males, while the females tended to change into Holland's Conventional Classification (Kuznik, 1971). Kuznik further reported that in this same study, more males than females termed themselves undecided about their vocational goals (Kuznik, 1971).

Reverse transfers as a group seem to do far better academically in the two year school than they had at the four year school (Preus and Swaim, 1973; Kuznik, 1971; Kuznik, Masey, and Anderson, 1973). Reverse transfer students anticipated a rise in GPA of one grade level at their new school. In a study by Swaim (1972), over a ten year period, students reverse transferring to a California junior college were found to have a mean increase in GPA of 1.1 over the GPA with which they left the four year school. In Swaim's

study the majority of students had left the four year institution with below a 2.0 GPA (based on 4.0 = A).

When compared to native community college students, the reverse transfer student has been found to be equal to, or superior to the native student in terms of aptitude, ability, or both (Preus and Swaim, 1973; Meadows, and Ingle, 1968).

### Reasons for the Decision to Reverse Transfer

Reverse transfer students have generally been found to transfer with the thought of returning to a four year school after their GPA has been raised (Kuznik, 1971).

A large percentage of the reverse transfers stated that the relative lack of personalization at the four year school was a major factor in their leaving (Kuznik, Masey and Anderson, 1973). This had been hypothesized as being due to the "high-school-like" atmosphere of the community college. Henasy speaks about this issue of atmosphere declaring that most reverse transfers come to the community college due to immaturity rather than lack of intellectual ability (Henasy, 1971).

Another opinion concerning the reason for reverse transfer is provided by Meadows and Ingle. They suggest that the student seeks a decrease in the level of competition and possibly, grading standards (Meadows and Ingle, 1968).

### Attitude Toward Parents

Any attempt to measure attitude is a very complex and difficult matter. Attitudes are a product of individual perception and are therefore greatly influenced by an enormous number of variables at any one time. Larson believes that the individual and his attitudes are influenced by whatever the environment is at the time. He states:

The immediate social-cultural context in which the individual is directly involved represents the primary source of influence. The persons, groups, and objects with which the individual interacts, constitute the explicit source of power and support, resource and sanction, and means and models, all of whom regulate the role learning model (Larson, 1969, p. 21).

This study attempts to measure not the social milieu of the subjects but an entity more basic. This entity is best described as a reference set. A reference set is defined as:

. . . the sum total of others, present or absent, real or imagined, individual or group, normative, comparative or audience, institutionally legitimate or no, whom the individual takes into account when he acts (Goodman, 1965, p. 47).

One's attitude is one indication of preference for that reference set.

The "others, present or absent," in this study, are the subject's parents. His attitude toward them is the measurable indication of his preference for them as a reference set.

Parents are not the sole "other" that influence adolescents.

In other studies, both Winch (1962) and Goodman (1967) determined that adolescents chose parents, peers and teachers as those groups deemed "most influential" and those that they most often "sought approval from and a sense of closeness to."

This search of literature sought those units identified as correlated solely with parents, since there is a great deal of confusion as to the relationship among those three reference sets (Larson, 1969).

Bowerman and Kirch (1959) determined that "high level of adjustment" between parent and adolescent resulted in a positive attitude by the adolescent toward the parent. A study by Larson (1969) determined that the higher the "quality of parent-child affect," the more parent oriented the adolescent was. Not only is the adolescent perception of his relationship with his parents important in his attitude set, his perception of the relationship that exists between both his parents is seen as important (Larson, 1969).

In studies of entering college freshmen, more than 80 percent rated their relationship with their parents as "positive" (Wyant, 1973; Sweney, 1973). In Wyant's study, 89 percent of the freshmen indicated that they loved, liked, and respected their parents and believed that their parents felt these feelings for them. This study corroborated similar earlier findings (Youthpoll, 1972).

Age is strongly correlated with a child's perception of his

parents. In younger adolescents, the preference for the parent is strongest. Conversely, the higher the grade level and age of the student, the lower the parent orientation (Larson, 1969). This parent orientation seems to be highest during grades nine and twelve. This phenomenon is seen as decreasing, due to an increasing peer orientation in older adolescents (Brittian, 1963; Larson, 1969). Both of these studies stress that increasing age does not preclude a relationship with parents. Instead, the older adolescent broadens the number of individuals he views as significant others.

With respect to higher education, Sweney (1973) found a "strong relationship between intra-familial attitude and preferred professor behavior" (p. 18). His findings supported the ideas that (1) students who prefer structured academic settings tended to be rejective of both self and mother, and (2) those students who sought professor control had negative feelings about their fathers and, to a lesser extent, about themselves and their mothers.

Bowerman and Kirch (1965) tested the peer-parent orientation and found that if a "high level of adjustment" existed between the parent and adolescent, age became less of a factor. In related studies, Douvan and Adelson (1966) determined that if an adolescent felt that the parents would be affected by his decision, the adolescent remained responsive to the parents' attitudes, and age as a variable did not effect the adolescents' reference orientation. Going a step

further, Brittian (1963) determined that parents exerted greater influence in futuristic concerns, while peers influenced adolescents more in immediate matters.

Some other related findings affecting attitude toward parents are sex and social class. Various studies have reported that males tend to be more parent oriented than females (Larson, 1969; Peterson, 1968) and that members of the higher social class are more parent oriented than members of the lower class (Larson, 1969).

### Summary

Attitude toward parents has been determined to be correlated with several measurable factors. With respect to age, socio-economic status and sex, there appears to be a determinable pattern of parental referenced attitude. Based upon previous findings, it is also expected that a vast majority of lower division students will perceive their relationship with their parents as positive or very positive on a Likert type scale.



## PROCEDURES

The procedure for this study involved the following stages for its implementation: (1) selection of the schools and requesting their participation in the study, (2) identification of the samples, (3) requesting student participation in the study, (4) administration of the instrument, and (5) scoring, computer analysis and interpretation of the collected data.

### Selection of Schools and Request for Participation In the Study

Three community colleges and three four year institutions were chosen for the study.

The community colleges were Clatsop Community College (CCC), Astoria, Oregon; Lane Community College (LCC), Eugene, Oregon; and Portland Community College (PCC), Portland, Oregon. These three schools reflect Oregon community colleges in the following manner:

- a) Approximately two-thirds of the community colleges in Oregon (seven of twelve) have a four year college within a commuter distance of the two year college. In this study, two of the three schools have such a situation.
- b) The three community colleges selected represent three

separate and diverse population areas. Portland Community College represents an urban setting, Lane Community College represents a more semi-urban or suburban setting, and Clatsop Community College represents a geographically separated semi-urban area.

- c) The three schools represent approximately one half of all enrolled students in the state's public community colleges (see Table 1).

Table 1. Unduplicated enrollment of community colleges in the study versus other community colleges in Oregon.

| School               | Enrollment | % of Total |
|----------------------|------------|------------|
| Schools in the study | 41,540     | 48.3       |
| CCC ( 2,648)         |            |            |
| LCC (10,703)         |            |            |
| PCC (28,189)         |            |            |
| Other                | 44,570     | 51.7       |
| Total                | 86,110     | 100.0      |

(Source: Oregon Community College Business Services, 1975)

The four-year institutions chosen for the study were Oregon State University, Corvallis, Oregon; Portland State University, Portland, Oregon; and the University of Oregon, Eugene, Oregon. These schools were chosen for the study because they were assumed to be the "feeder" schools for the community colleges in the study. The purpose was to decrease the uncontrolled variable

of location of previous experience in higher education, as much as possible. (The assumption of a "feeder function" was substantiated by the study. Of the total experimental group, 77 percent indicated they had previously attended one of these three schools.)

During the one week period, administrative representatives at the six schools were contacted in person by the writer. All six indicated willingness to participate in the study.

#### Identification of the Sample

Administrative personnel were easily able to identify their reverse transfer students; however, direct access to these names by this writer was difficult, due to recent federal legislation (Public Law 93-380). This law makes no provision for release of names for research. Two of the three community colleges chose to identify the students and sent them "Request for Participation" packets (see Appendix B). The third community college allowed the writer to use Intent to Register forms for identifying the sample. These forms do not become part of the student's permanent record. This barrier to student records did not become significant until requests for follow-up on the unreturned questionnaires were needed. All community colleges cited lack of staff, funds, or both as reasons for refusal when requests for follow-up were made.

At the four year institutions, similar difficulties with student

identification were encountered. Again it was indicated that no names could be released from student's permanent files pending interpretation of Public Law 93-380. In order to obtain a random sample of 17 to 21 year old four year college students, arrangements were made with instructors of personal health courses in each of the four year schools. They provided names and addresses for their winter term students. This information was not part of the student's permanent record. Using a table of random numbers for selection (Games and 1967) a sample of these students were sent Request for Participation packets (see Appendix C).

#### Requesting Student Participation in the Study

Packets were mailed to all reverse transfer students enrolled winter term ( $n = 498$ ) (see Appendix B). Each packet contained (1) a letter explaining the study, (2) a statement of participation requirements and risks, (3) a questionnaire for biographical data, (4) a place for indication of time and place the Itkin Attitude Toward Parent scales would be administered, (5) a consent form to obtain the student's Scholastic Aptitude Test (SAT) score from his permanent record, and (6) a return, stamped, envelope for the questionnaire and consent form.

Packets containing similar items were sent the four-year college sample (see Appendix C). Each student who returned

information was assumed to have indicated his willingness to participate in the study. Students not able to attend any of the pre-set times were provided the option of being contacted to arrange an alternate time.

### The Instrument

The Attitude Toward Parents scales were developed by Itkin in 1949 as part of a battery of tests to be used to study intra-familial attitudes (see Appendix A). The Attitude Toward Parents scales consist of two separate forms, Form "F" for attitude toward father, and Form "M" for attitude toward mother. The forms are identical except for the interchange of the terms mother and father.

The forms contain 35 questions each. The first 11 questions are answered T, F, or "?". The next 8 questions are multiple choice questions and the last 16 are adjectives suggesting personality traits. The adjectives suggesting personality traits are scored in a Likert fashion with "A" denoting "possesses to a great degree" and "D" denoting "possesses to a slight degree or not at all." Each response of the student is keyed numerically so a total for each form may be drawn. High scores on the forms represent favorable attitude toward the parent.

The forms are not normed, nor do specific ranges of scores suggest a "better" attitude toward the parents than do other ranges.

The scores represent deviation within a group and are used expressly to compare members of a study group or groups.

The final questions were derived from an initial list of 131 provisional questions. The questions retained on the final form were those that were found to be discriminating at the .05 level. The provisional list was run on a sample of eighty-three students in an introductory psychology class at Northwestern University.

The forms were found to be valid when tested in Chicago community colleges along with a self rating procedure. Form "F" correlated -.700 with self ratings, and Form "M" correlated -.798 with self ratings.

Reliability coefficients of the final forms were computed by the split half methods. The even numbered items were run against the odd numbered items with the resultant corrected reliability coefficients of .956 for Form "F" and .920 for Form "M".

Shaw and Wright summarize their review of the scale by commenting:

Although this scale was not developed by a standard scaling technique, the evidence indicates that it is reliable and reasonably valid. It can certainly be recommended for research and perhaps for studies of individual attitudes as well (Shaw and Wright, 1967, p. 421).

The instrument was used with the understanding that it is a reasonably valid and reliable instrument for determining the comparative scores sought in this study.

### Administration of the Instrument

The writer administered the instrument at each of the community colleges. Through prior arrangements with each school, a room was provided for two days and one evening. The students indicated on the return questionnaire what time they would report. At each of the four year institutions, similar procedures were followed. Due to a variety of reasons, some of the students were not able to complete the instrument during the times provided. These individuals were later contacted by phone and alternate arrangements were made. Due to the cost and time involved in follow-up, these students were mailed the instrument with return envelope enclosed.

### Data Analysis

Information contained on the Student Questionnaires (see Appendix B or C) and the Itkin scores were coded and punched on computer cards. Analysis of the data was down on a CDC 3500 at the Oregon State University. Two-way analysis of covariance procedures were used to obtain an f statistic for the appropriate data. Analysis of covariance was chosen as the statistical technique because it combines the concepts of both analysis of variance and regression. This allows for a situation in which it is not possible

to control all the variables. Due to the heterogeneous nature of college populations, it was impossible, in terms of time and expense, to match both groups for all factors. Analysis of covariance, however, increases precision by controlling error. The regression influence of the technique removes those effects which have not been controlled for through matching (Courtney and Sedwick, 1973).

The following assumptions, necessary for the use of analysis of covariance, were met:

1. Within the sample, both the X values (SAT scores) and the Y values (attitude toward parents) are normally distributed.
2. Both groups (four year and reverse transfer students) were randomly selected.
3. The regression of the attitude-toward-parents score and SAT score was considered to be linear.
4. The SAT scores were measured and known, and are equidistant interval data.

#### Limitations of the Study

Before generalizations or inferences are made from this study, the following limitations should be taken into consideration:

1. A major limiting factor affecting the study was the interpretation or lack of interpretation of Public Law



93-380. The law provides that no information be released from confidential records without the person's prior knowledge and consent. It was not indicated in the law whether academic records were or were not public documents. Therefore, pending interpretation, administrators from the institutions in the study chose not to release any information from student records. The administrators considered the student's names, addresses, and phone numbers as part of their permanent records. This condition greatly hindered any attempts by the writer to follow-up on the unreturned questionnaires and therefore limited sample size and quality. After initial efforts to secure the samples, each administrator cited cost, time, or both as precluding efforts at further follow-up.

2. The experimental and control groups were limited to lower division students between the ages of 17 and 21. The selectivity by age was necessitated when the writer conducted a pre-study survey of reverse transfers at Portland Community College. Results showed that a large number of these students were substantially older than the general freshman and sophomore student in the four year schools. This substantiated previous findings by Kuznik (1971). The pre-study survey was done on

first-time-enrolling students. The survey included students entering fall and winter terms of 1974-75. The selectivity by age also enabled the experimental group and control groups to be more closely matched with respect to amount and recency of their experiences in higher education.

3. The experimental and control groups were also closely matched with respect to number of males and females in each group. This was necessary to comply with research findings that substantiated differences in attitude toward parents based on gender (Grinder, 1972).
4. Due to the fact that subjects of the study were sent requests-to-participate, the study is limited by a first respondent bias.
5. The Itkin Attitude Toward Parents scales are not normed and measure only relative scores within group(s). This limits the type and amount of generalizations that can be made from the results of this study.

## RESULTS

### Description of the Two Year Sample

The study focused on reverse transfer students enrolling the winter term in: Clatsop Community College, Astoria, Oregon; Lane Community College, Eugene, Oregon; and Portland Community College, Portland, Oregon.

At the three schools, 498 reverse transfer students meeting the study criteria were identified. Request for Participation packets (see Appendix B) were sent to the entire population. One hundred and twenty-four packets were returned. This return represented 22.8 percent of the total population.

Of the initial return, 40 students had to be further eliminated from the study for various reasons. These reasons are summarized in Table 2.

The final sample consisted of 36 males and 38 females with ages ranging from 17 to 21 years and a mean age of 19.78 (see Table 3).

The sample ( $n = 74$ ) reflected the enrollment at the three community colleges in the study with respect to percentage of reverse transfers enrolled per school and percentage of reverse transfers by sex, per school. This grouping assured that no school,

Table 2. Distribution of reverse transfers disqualified from the study by reason and school.

| Reason for<br>disqualification   | School | Number | % of return |
|--|--------|--------|-------------|
| Moved, left no<br>forwarding address,<br>or had no permanent<br>address        | CCC    | 2      |             |
|  | LCC    | 6      |             |
|  | PCC    | 15     |             |
|  | Total  | 23     | 18.5        |
| Had not taken the<br>SAT test  | CCC    | -      |             |
|  | LCC    | 3      |             |
|  | PCC    | 4      |             |
|  | Total  | 7      | 5.6         |
| After Registration,<br>withdrew to attend<br>a four year school                | CCC    | -      |             |
|  | LCC    | 1      |             |
|  | PCC    | 3      |             |
|  | Total  | 4      | 3.2         |
| One parent family<br>or no parent family<br>for a period of 5<br>years or more | CCC    | -      |             |
|  | LCC    | 2      |             |
|  | PCC    | 2      |             |
|  | Total  | 4      | 3.2         |
| Improper completion<br>of the Itkin Scales                                     | CCC    | -      |             |
|  | LCC    | 2      |             |
|  | PCC    | -      |             |
|  | Total  | 2      | 1.6         |
| Cumulative Total   |        | 40     | 32.7        |

sex, or both was "over-represented" in the final sample.

Table 3. Distribution of final reverse transfer sample by sex and age.

| Age   | Males | Females | Total | % of sample |
|-------|-------|---------|-------|-------------|
| 17    | -     | 1       | 1     | 1.3         |
| 18    | -     | 5       | 5     | 6.7         |
| 19    | 12    | 9       | 21    | 28.3        |
| 20    | 16    | 14      | 30    | 40.5        |
| 21    | 8     | 9       | 17    | 22.9        |
| Total | 36    | 38      | 74    | 100.0       |

Students transferring from institutions within the state of Oregon comprised 91.9 percent of the reverse transfer sample. Only 8.1 percent of the sample indicated that their previous experience in higher education was at an out-of-state four year school (see Table 4).

Analysis by school of reverse transfer movement revealed some discernible patterns (see Table 5). The fact that 45.6 percent of the students transferred from four year schools that were near their places of residence to community colleges that were near their places of residence is of interest. A student has a "commuter choice" when he resides near a community college and near a four year institution; however, all three community colleges had approximately the same percentages of reverse transfers enrolled. That

Table 4. Four year institutions previously attended by reverse transfers in the study.

| Previously attended institution | Number | % of the sample |
|---------------------------------|--------|-----------------|
| University of Oregon            | 24     | 32.4            |
| Portland State University       | 20     | 27.0            |
| Oregon State University         | 11     | 14.8            |
| Southern Oregon College         | 6      | 8.1             |
| Lewis and Clark College         | 2      | 2.7             |
| Warner Pacific College          | 2      | 2.7             |
| Bryant College                  | 1      | 1.3             |
| Concordia College               | 1      | 1.3             |
| Eastern Oregon State College    | 1      | 1.3             |
| Kingsborough College            | 1      | 1.3             |
| Long Beach State                | 1      | 1.3             |
| Ohio State University           | 1      | 1.3             |
| University of Portland          | 1      | 1.3             |
| University of Toledo            | 1      | 1.3             |
| Washington State University     | 1      | 1.3             |
| Total                           | 74     | 100.0           |

Table 5. Schools reverse transfers presently attend and the college or university they had previously attended.

| Institution presently attending | Institution previously attended            | Number | % of total to the school |
|---------------------------------|--|--------|--------------------------|
| Clatsop Community College       | The University of Oregon                   | 3      | 30.0                     |
|                                 | Other (schools represented by one student) | 7      | 70.0                     |
|                                 | Total                                      | 10     | 100.0                    |
|                                 |  |        |                          |
| Lane Community College          | The University of Oregon                   | 14     | 63.6                     |
|                                 | Southern Oregon College                    | 4      | 18.1                     |
|                                 | Oregon State University                    | 2      | 9.0                      |
|                                 | Other (schools represented by one student) | 2      | 9.0                      |
|                                 | Total                                      | 22     | 100.0                    |
| Portland Community College      | Portland State University                  | 19     | 45.2                     |
|                                 | Oregon State University                    | 8      | 19.0                     |
|                                 | The University of Oregon                   | 7      | 16.6                     |
|                                 | Southern Oregon College                    | 2      | 4.7                      |
|                                 | Other (schools represented by one student) | 6      | 14.2                     |
|                                 | Total                                      | 42     | 100.0                    |

includes Clatsop Community College, a school which does not provide the student with a "commuter choice". The percentage of 17 to 21 year old reverse transfers during winter term at all three schools represented between .8 percent and 1.8 percent of all unduplicated enrollment at these community colleges (see Table 6).

Table 6. Distribution of unduplicated enrollment of schools in the study and distribution of reverse transfer population by school.

| Institution                | Unduplicated enrollment | Reverse transfers | % of enrollment |
|----------------------------|-------------------------|-------------------|-----------------|
| Clatsop Community College  | 2,648                   | 47                | 1.3             |
| Lane Community College     | 10,703                  | 210               | 1.8             |
| Portland Community College | 28,189                  | 241               | 0.8             |
| Total                      | 41,540                  | 498               | 1.2             |

Table 7 summarizes in detail the recency of the reverse transfer's experience at a four year institution. Of the sample, 66.0 percent had attended a four year institution at some time during the previous calendar year.

Those students who had reverse transferred, enrolled in the academic divisions described in Table 8. The lower division transfer curricula of the community college contained 39.1 percent of the sample. The vocational technical curricula contained 21.6



Table 7. Recency of reverse transfer's experience at four year institutions.

| Date of last attendance |        | Number | % of sample | % for year  |
|-------------------------|--------|--------|-------------|-------------|
| (Year)                  | (Term) |        |             |             |
| 1970                    | Spring | 1      | 1.3         | 1.3 (1970)  |
|                         | Summer | -      | -           |             |
|                         | Fall   | -      | -           |             |
|                         |        |        |             |             |
| 1971                    | Winter | 2      | 2.7         | 8.1 (1971)  |
|                         | Spring | 4      | 5.4         |             |
|                         | Summer | -      | -           |             |
|                         | Fall   | -      | -           |             |
| 1972                    | Winter | -      | -           | 10.8 (1972) |
|                         | Spring | 6      | 8.1         |             |
|                         | Summer | -      | -           |             |
|                         | Fall   | 2      | 2.7         |             |
| 1973                    | Winter | 3      | 4.0         | 13.4 (1973) |
|                         | Spring | 4      | 5.4         |             |
|                         | Summer | -      | -           |             |
|                         | Fall   | 3      | 4.0         |             |
| 1974                    | Winter | 5      | 6.7         | 66.0 (1974) |
|                         | Spring | 27     | 36.4        |             |
|                         | Summer | 2      | 2.7         |             |
|                         | Fall   | 15     | 20.2        |             |
| Total                   |        | 74     | 100.0       |             |

percent of the sample. The remainder of the students, which comprised 39.1 percent indicated that (1) they could not decide with respect to academic division, or (2) the classifications were not applicable to their chosen academic endeavors.

Table 8. Distribution of reverse transfer sample by community college academic division.

| Academic Division           | Number | % of total |
|-----------------------------|--------|------------|
| Lower Division transfer     | 29     | 39.1       |
| Vocational-technical        | 16     | 21.6       |
| Not applicable or undecided | 29     | 39.1       |
| Total                       | 74     | 100.0      |

#### Description of the Four Year Sample

The control group consisted of students randomly selected winter term from personal health classes at Oregon State University, Corvallis, Oregon; Portland State University, Portland, Oregon; and, the University of Oregon, Eugene, Oregon. The number of students selected from each school was based on the school's total lower division enrollment. This provided each of the four year schools with proportionally equal representation.

The four year sample ( $n = 103$ ) had a mean age of 18.77 and was comprised of 45 males and 58 females (see Table 9).

Table 9. Distribution by age and sex of four year students in the control group.

| Age   | Males | Females | Total | % of sample |
|-------|-------|---------|-------|-------------|
| 17    | -     | 3       | 3     | 2.9         |
| 18    | 22    | 32      | 54    | 52.4        |
| 19    | 7     | 13      | 20    | 19.4        |
| 20    | 10    | 6       | 16    | 15.5        |
| 21    | 6     | 4       | 10    | 9.7         |
| Total | 45    | 58      | 103   | 100.0       |

### Tests of Experimental Hypotheses

This study analyzed seven hypotheses concerned with differences between and among four year college students and reverse transfer students with respect to (1) their attitude toward parents, (2) their attitude toward father, and (3) their attitude toward mother. Three two-way fixed analyses of covariance were used to determine if any significant difference existed between means.

Hypothesis I. There is no significant difference between the four year college student's attitude toward his parents and the reverse transfer student's attitude toward his parents.

The null hypothesis was retained. Analysis of covariance revealed no significant difference between the four year college student's attitude toward his parents and the reverse transfer

student's attitude toward his parents. Values derived from this analysis are presented in Table 10.

Hypothesis II: There is no significant difference between the four year college female's attitude toward her parents and the reverse transfer female's attitude toward her parents.

Hypothesis III. There is no significant difference between the four year college male's attitude toward his parents and the reverse transfer male's attitude toward his parents.

Hypothesis IV. There is no significant difference between the reverse transfer male's attitude toward his parents and the reverse transfer female's attitude toward her parents.

Hypothesis V. There is no significant difference between the four year college male's attitude toward his parents and the four year college female's attitude toward her parents.

Analysis of covariance revealed no significant difference between the four year college students and the reverse transfer students as indicated in Hypotheses II, III, IV, and V. These hypotheses were retained since the group-by-sex interaction was

not significant. Values derived from this analysis are presented in Table 10.

Table 10. Summary of variance between reverse transfer students and four year college students in attitude toward parents.

| Source of variation        | df  | ss        | ms      | f     | Significant |
|----------------------------|-----|-----------|---------|-------|-------------|
| Groups                     | 1   | 872.40    | 872.40  | .959  | n/s         |
| Sex                        | 1   | 2280.41   | 2280.41 | 2.506 | n/s         |
| Group by sex (interaction) | 1   | 2050.29   | 2050.29 | 2.253 | n/s         |
| Error                      | 169 | 156456.08 | 925.78  |       |             |
| Total                      | 172 | 161659.18 |         |       |             |

Hypothesis VI: There is no significant difference between the four year college student's attitude toward his father and the reverse transfer student's attitude toward his father.

The null hypothesis was retained. Analysis of data revealed that no significant difference existed between the four year college student's attitude toward his father and the reverse transfer student's attitude toward his father. Table 11 presents the values derived from this analysis.

Table 11. Summary of variance between reverse transfer students and four year college students in attitude toward father.

| Source of variation        | df  | ss       | ms      | f     | Significant |
|----------------------------|-----|----------|---------|-------|-------------|
| Groups                     | 1   | 151.30   | 151.30  | .368  | n/s         |
| Sex                        | 1   | 185.49   | 185.49  | .452  | n/s         |
| Group by sex (interaction) | 1   | 1524.93  | 1524.93 | 3.716 | n/s         |
| Error                      | 169 | 70575.57 | 417.60  |       |             |
| Total                      | 172 | 72437.29 |         |       |             |

Hypothesis VII: There is no significant difference between the four year college student's attitude toward his mother and the reverse transfer student's attitude toward his mother.

The hypothesis was rejected. Analysis of data revealed a significant difference to exist between the four-year college student's attitude toward his mother and the reverse transfer student's attitude toward his mother. The difference was significant at the .05 level. Analysis of the means of the two groups indicated that the four year college students had a relatively more "positive" attitude toward their mothers than did the reverse transfer students. Values derived from this analysis are presented in Table 12.

Table 12. Summary of variance between reverse transfer students and four year college students in attitude toward mother.

| Source of variation        | df  | ss       | ms      | f     | Significant |
|----------------------------|-----|----------|---------|-------|-------------|
| Groups                     | 1   | 1832.07  | 1832.07 | 6.028 | .05         |
| Sex                        | 1   | 1103.53  | 1103.53 | 3.630 | n/s         |
| Group by sex (interaction) | 1   | 28.71    | 28.71   | .094  | n/s         |
| Error                      | 169 | 52273.29 | 309.30  |       |             |
| Total                      | 172 | 55237.60 |         |       |             |

## DISCUSSION

This section deals with a discussion of the following items:

(1) the demographic findings of the study; (2) the results of research hypotheses that were tested.

### Demographic Characteristics

#### Age

The reverse transfer students in the study had a mean age of 19.78 years compared to a mean of 18.77 for the four year college students. Although both the reverse transfer students and the four year college students were classified as lower division students, 79.8 percent of reverse transfers indicated that they had not been enrolled in formal education for a period of time. This varied from seven months to two years. The fact that time had elapsed between four year college attendance and community college enrollment is consistent with previous findings of both Kuznik (1971) and Klemke (1969). This age difference, then, appears to be the result of a time lag between a student's last attending a four year school and his enrolling at the community college.



### Sex

There was a greater number of females reverse transferring than males. Of the total lower division students in Oregon four year colleges, 44.6 percent were women (Oregon Board of Education, 1974). Women accounted for 58.6 percent of the total reverse transfer population. This was contrary to previous research findings. In a study by Kuznik (1971) only 33.3 percent of the reverse transfers were found to be women. A later study by Kuznik, Masey, and Anderson (1973) found only 27 percent to be women.

### Student Movement

The vast majority of reverse transfers studied were students from Oregon four year colleges (91.9%). The movement of reverse transfer students followed a pattern. It was found that there was a substantial over-representation of reverse transfers coming from four year schools that were in close proximity to the community college in which the student was enrolled. There exists a commuter choice between Lane Community College and the University of Oregon. Those who had previously attended the University of Oregon accounted for 63.6 percent of the Lane sample.

Portland Community College also offered a commuter choice. There are five four-year schools that are within commuter distance

from Portland Community College. These schools are Warner Pacific College, the University of Portland, Concordia College, Lewis and Clark College, and Portland State University. A majority (59.5%) of the Portland Community College reverse transfers had attended one of these five schools.

Clatsop Community College has no commuter choice, and no discernible pattern of movement was evident. Students appeared to have transferred from many schools with no one school being over-represented.

#### Recency of Four Year Experience

All of the reverse transfers in the study had attended a four year school within the last four years. The previous calendar year accounted for 66.0 percent of the sample. This group of students included 34.3 percent of the sample who indicated they had last attended a four year school during the spring term of 1974. These students left the four year school after spring term and then enrolled in a community college for the winter term. Data was not collected to determine what these students did during this indicated absence from formal education. Ranked second, with 20.2 percent, were the students enrolled winter term who had attended a four year school immediately preceding their enrollment.

A composite of last-term-of-attendance dates revealed that

during spring term 56.7 percent of the students left the four year college. Data concerning the last term of attendance is presented in Table 13.

Table 13. Composite of last term of attendance at a four year school by term--years 1970 to 1974.

| Last term of attendance | Number | % of total |
|-------------------------|--------|------------|
| Spring                  | 42     | 56.7       |
| Fall*                   | 20     | 27.0       |
| Winter                  | 10     | 13.5       |
| Summer                  | 2      | 2.7        |
| Total                   | 74     | 100.0      |

\*Includes term prior to the study.

#### Choice of Community College Academic Division

The academic division selected by reverse transfers conflicted with the findings of previous research. In this study, 39.1 percent of the students indicated their intention to enroll in lower division transfer curricula. Kuznik (1971) and Preus and Swaim (1973) stated that the percentage for their studies was approximately two thirds.

The present study revealed that 39.1 percent of the students felt that (1) they could not decide about their classification, or (2) the vocational-technical and lower division transfer curricula were

not applicable to their present endeavors. The remaining students, which comprised 21.6 percent, chose the Vocational Technical curricula.

### Marital Status

In the reverse transfer group, 12.1 percent were married, while in the four year group, only 2.9 percent were married. Kuznik, Masey, and Anderson (1973) also found a higher percentage of reverse transfers married.

### Academic Ability

There was no significant difference in academic ability between the four year college students and the reverse transfers as measured by the Scholastic Aptitude Tests (SAT). (See Appendix D for supplemental hypotheses dealing with SAT scores.) The composite mean for the four year students was 953.93, and for the reverse transfer students 927.28. This was not an unexpected finding. Both groups had been admitted to four year schools in which a certain level of SAT score is part of the entrance procedure. A similar type of academic comparison was done by Munday (1969) and Kuznik, Masey, and Anderson (1973), using the ACT tests. In both these studies, as in the present study, there was found to be

no significant difference in academic ability between four year college students and reverse transfer students.

### Research Hypotheses

#### Attitude Toward Parents

The hypotheses tested concerning attitude toward parents were:

Ho: There is no significant difference between the four year college student's attitude toward his parents and the reverse transfer student's attitude toward his parents.

Ho: There is no significant difference between the four year college female's attitude toward her parents and the reverse transfer female's attitude toward her parents.

Ho: There is no significant difference between the four year college male's attitude toward his parents and the reverse transfer male's attitude toward his parents.

Ho: There is no significant difference between the reverse transfer male's attitude toward his parents and the reverse transfer female's attitude toward her parents.

Ho: There is no significant difference between the four year college male's attitude toward his parents and the four year college female's attitude toward her parents.

All research hypotheses concerning the attitude toward parents

were retained. There was no significant difference in attitude toward parents between four year college students and reverse transfer students. There were also no differences between the sexes for all groups in their attitude toward parents.

These findings are consistent with Wyant's findings that the vast majority of lower division college students have "positive" attitudes toward their parents (Wyant, 1974). Further substantiation comes from Larson (1969), and also Brittain (1963), who determined that there was no difference in attitude toward parents when sex and age were controlled.

#### Attitude Toward Father

The hypothesis tested concerning attitude toward father was:

Ho: There is no significant difference between the four year college student's attitude toward his father and the reverse transfer student's attitude toward his father.

There proved to be no significant difference in attitude toward father between the reverse transfer students and the four year college students. Supplemental hypotheses were tested to determine if there existed any significant difference between and among the groups based on sex and sex-by-group (interaction). Since statistical analysis showed no significant difference based on sex or sex-by-

group (interaction), all supplemental hypotheses were retained. (See Appendix E for Table.)

Both Larson (1969) and Goodman (1965) reported that there would be a difference in attitude toward father based on gender; but, the difference would be diminished if the children perceived their relationship with their parents as positive. The means for the Itkin scores indicated that a positive attitude toward parents existed for all males and females. This finding, coupled with Wyant's finding (1973) that the majority of lower division students report their relationships with parents as positive, lends support to the retention of the hypotheses dealing with attitude toward father.

#### Attitude Toward Mother

The hypothesis tested concerning attitude toward mother was:

Ho: There is no significant difference between the four year college student's attitude toward his mother and the reverse transfer student's attitude toward his mother.

The test of the hypothesis dealing with attitude toward mother yielded the most significant findings of the study. It was found that there existed a significant difference in the attitude toward mother between the four year college students and the reverse transfer students. Comparison of the means of the Itkin Form revealed that the four year students had a relatively more "positive" attitude

toward their mothers than did the reverse transfer students. In an attempt to more closely identify where this attitude difference was manifested, supplemental hypotheses were tested. Analysis by sex and sex-by-group (interaction) resulted in all supplemental hypotheses being retained (see Appendix F).

These supplemental tests therefore supported the fact that even though there existed significant difference in attitude toward mother between the groups, this difference does not exist between and among the groups based on sex and sex-by-group (interaction).

Studies done by Heilburn, over a ten year period, centered around sex role identification of males and females and its relationship to students' academic and vocational choices. Heilburn (1973) concludes that those students who identify with the father are more likely to have difficulty "en route" to their educational goals than do students who are less father oriented. This goal adjustment difficulty was found for both males and females in studies of two populations, (1) college "drop-outs" (Heilburn, 1965), and (2) liberal arts students seeking academic major changes or counseling (Heilburn, 1973).



## SUMMARY AND RECOMMENDATIONS

### Summary

The major purpose of the study was to compare reverse transfer students and four year college students for attitude toward mother, father, and both parents. A secondary purpose was to collect demographic data on the reverse transfer students.

The experimental and control groups were chosen from winter term enrollees of three four year institutions and three community colleges in the state of Oregon. The four year college students (control group) were randomly selected from required, lower division personal health classes at the three institutions. The reverse transfer students (experimental group) were enrolled in the three community colleges during the winter term of 1975. The data were collected during the winter term using the Student Questionnaire for the demographic data, and the Itkin Attitude Toward Parents scales (Form F and Form M) for the parental attitude measurement. Each student's SAT score was acquired to use as a covariant.

All demographic information collected was compiled and, where appropriate, descriptive statistics were computed. The scores from the Itkin tests were subjected to three two-way fixed analysis of covariance design procedures.

The following research hypotheses were tested:

- Ho: There is no significant difference between the four year college student's attitude toward his parents and the reverse transfer student's attitude toward his parents.
- Ho: There is no significant difference between the four year college female's attitude toward her parents and the reverse transfer female's attitude toward her parents.
- Ho: There is no significant difference between the four year college male's attitude toward his parents and the reverse transfer male's attitude toward his parents.
- Ho: There is no significant difference between the reverse transfer male's attitude toward his parents and the reverse transfer female's attitude toward her parents.
- Ho: There is no significant difference between the four year college male's attitude toward his parents and the four year college female's attitude toward her parents.
- Ho: There is no significant difference between the four year college student's attitude toward his father and the reverse transfer student's attitude toward his father.
- Ho: There is no significant difference between the four year college student's attitude toward his mother and the reverse transfer student's attitude toward his mother.

The final reverse transfer sample consisted of 36 males and 38 females. The sample represented the three community colleges in the study in terms of proportionate number from each school represented, and in terms of sex distribution by school. All students in the study were limited to between the ages of 17 and 21 years.

### Summary of Findings

The major findings of the study were:

1. Reverse transfer students were, on the average, one year older than lower division four year students. This age variance appears to be a result of a time lag between attendance at a four year school and enrollment in the community college.
2. There was an unexplainable over-representation of women reverse transferring among the schools studied.
3. There appeared to be a predictable pattern to reverse transferring based on the proximity of a community college to a four year school. If a commuter choice existed between a four year institution and a community college, reverse transfer students at the community college were proportionately over-represented by transfers from the nearby four year institution.

4. Most reverse transfers ended their four year college experience after the spring term enrollment.
5. In the majority of cases, reverse transfer students did not directly enroll in community colleges after their experiences at the four year college; instead they allowed a time lapse before enrollment.
6. There was no significant difference in academic ability between the four year students and reverse transfer students as measured by the Scholastic Aptitude Tests composite score.
7. There was no significant difference in the attitude of the reverse transfer students and four year college students toward their parents as measured by the Itkin Attitude Parents scale.
8. There was no significant difference in the attitude of the reverse transfer students and four year college students toward their father as measured by the Itkin Attitude Toward Parents scale, Form F.
9. There was a significant difference between the attitude of the reverse transfer students and four year college students toward their mothers as measured by the Itkin Attitude Toward Parents scale, Form M.

### Recommendations for Further Research

This study was one of the first to measure intra-familial attitudes of reverse transfer students. The findings suggest avenues for future research. Major areas where research seems appropriate are discussed in this section.

Findings on the demographic feature of age generates some interesting questions: It has been suggested by other writers that the community college performs a "salvage function." This function allows for the student to "mature" before continuing his educational experience. If reverse transfers do allow a time lapse between their experiences in higher education, is their "maturation" a matter of time away from school, a function of the community college, or both?

There was a larger number of reverse transfer females in this sample than there were in previous studies. Is it possible that new "freedoms" for women have spurred or encouraged their educational mobility? Heilburn (1973) suggests that students who identify with the culturally defined non-emotional male figure are more likely to react violently to the frustrations of lower division work and drop out. Are reverse transfers masculine role-identified in this manner?

Studies have not provided enough information to accurately

predict the percentage of students who will reverse transfer from a four year college. Are some schools, programs, or academic divisions more likely to "spawn" reverse transfers? An answer to this question could serve to aid the movement or retention of reverse transfers.

The identification of spring term as the time period in which the majority of reverse transfers last attended a four year school possess other questions: Is the summer absence from the four year institution a significant factor in the decision to reverse transfer, or is that decision solidified during the student's last term of attendance? Since it is not clear what the variables are in the decision to reverse transfer, the time away from the four year school may have been an overlooked variable in the decision to reverse transfer.

Attitude or interest profiles have not been given a high priority in reverse transfer research. The findings of this study concerning attitude toward mother suggest that there may be other intra-familial attitudes of the reverse transfer. These could be identified and compared with the four year students.

This study could be replicated using broad geographic sample. There is, at present, neither a large scale study nor a geographically diverse study of reverse transfers. Such studies would enable broader generalizations.

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## APPENDICES

## APPENDIX A

### ATTITUDES TOWARD PARENTS SCALE

## ATTITUDE TOWARD PARENTS

Form F

Following is a list of statements which might be answered as true, false, or uncertain. If you believe the statement true of your father or your feelings toward your father, encircle the "True" in front of the statement; if false, encircle the "False," and if your answer might be "Yes and No" or "Not Certain", encircle the "?".

- True ? False 1. I consider myself very close to my father.
- True ? False 2. My father generally has good reasons for any requests he might make.
- True ? False 3. I would like to be the same kind of a person that my father has been.
- True ? False 4. I believe that my father underestimates my ability.
- True ? False 5. I believe my father finds fault with me more often than I deserve and seems never to be satisfied with anything I do.
- True ? False 6. I believe that my father has insufficient respect for my opinions.
- True ? False 7. In my estimation, my father is insufficiently interested in whether or not I have friends.
- True ? False 8. In my judgment, my father did not treat me fairly when I was young.
- True ? False 9. I believe that my father is one of the most admirable persons I know.
- True ? False 10. My father has been one of the best friends I have ever had.
- True ? False 11. My father considers the rearing of his children his most important job in life.

In each of the following you are given a preliminary statement which can be completed in any one of five ways or a question which can be answered in any one of five ways. Check whichever one of the alternative choices most closely approximates your own opinion or feeling.

12. My father. . .

- ☐ (a) takes a very great interest in everything that concerns his children
- ☐ (b) takes a moderate amount of interest in things which concern his children
- ☐ (c) does not take very much interest in things which concern his children
- ☐ (d) takes little interest in things which concern his children
- ☐ (e) takes no interest in things which concern his children

13. I get along with my father. . .

- ☐ (a) Very well
- ☐ (b) Well
- ☐ (c) Fairly well
- ☐ (d) Not very well
- ☐ (e) Poorly

14. In regard to taking my father into my confidence, I. . .

- ☐ (a) feel free to ask him intimate questions
- ☐ (b) often ask him intimate questions
- ☐ (c) sometimes ask him intimate questions
- ☐ (d) rarely if ever ask him intimate questions
- ☐ (e) wouldn't think of asking him any intimate questions

15. Check whichever of the following terms best describes your feelings toward your father.

\_\_\_ (a) I idealize my father  
\_\_\_ (b) I admire my father  
\_\_\_ (c) I respect my father  
\_\_\_ (d) I do not particularly respect my father  
\_\_\_ (e) I do not respect my father at all

16. Check whichever of the following descriptions most nearly fits your father.

\_\_\_ (a) Is always critical of his children, and nothing his children do ever seems to please him  
\_\_\_ (b) Is rather critical of his children, and is not often pleased by what his children do  
\_\_\_ (c) Is not very critical of his children, but on the other hand, does not show particular pleasure at what his children do  
\_\_\_ (d) Often shows pleasure at what his children do, and often praises them for their accomplishments  
\_\_\_ (e) Very seldom complains about his children, and is liberal in his praise of them.

17. I consider my father. . .

\_\_\_ (a) always willing to think only the best of his children  
\_\_\_ (b) generally inclined to think well of his children  
\_\_\_ (c) neither inclined to think only well or only poorly of his children  
\_\_\_ (d) sometimes inclined to be critical of his children  
\_\_\_ (e) always ready to think only the worst of his children

18. My father. . .

- \_\_\_\_\_ (a) never does little things for his children to show affection or consideration
- \_\_\_\_\_ (b) seldom does little things for his children to show affection or consideration
- \_\_\_\_\_ (c) sometimes does little things for his children to show affection or consideration
- \_\_\_\_\_ (d) often does little things for his children to show affection or consideration
- \_\_\_\_\_ (e) is always doing little things for his children to show affection or consideration

19. In my opinion, my father. . .

- \_\_\_\_\_ (a) is so attached to his children that he wants to have them around all of the time.
- \_\_\_\_\_ (b) enjoys spending some of his time with his children
- \_\_\_\_\_ (c) likes to spend a little of his time with his children
- \_\_\_\_\_ (d) does not like to spend time with his children
- \_\_\_\_\_ (e) dislikes very much spending any of his time with his children

Following is a list of traits of personality. If in your opinion your father possesses a trait in a very great degree, encircle the "A" in front of the trait. If he possesses the trait to a greater-than-average degree, encircle the "B"; if he possesses the trait to about an average extent, encircle the "C"; if he possesses the trait to a less-than-average extent, encircle the "D"; and if he possesses the trait only to a very slight degree or not at all, encircle the "E" in front of the trait.



|               |             |               |               |
|---------------|-------------|---------------|---------------|
| A B C D E 20. | Fair        | A B C D E 28. | Envious       |
| A B C D E 21. | Selfish     | A B C D E 29. | Affectionate  |
| A B C D E 22. | Helpful     | A B C D E 30. | Understanding |
| A B C D E 23. | Sarcastic   | A B C D E 31. | Cold          |
| A B C D E 24. | Considerate | A B C D E 32. | Suspicious    |
| A B C D E 25. | Bossy       | A B C D E 33. | Sympathetic   |
| A B C D E 26. | Agreeable   | A B C D E 34. | Courteous     |
| A B C D E 27. | Kind        | A B C D E 35. | Trustful      |

## ATTITUDES TOWARD PARENTS

Form M

Following is a list of statements which might be answered as true, false, or uncertain. If you believe the statement true of your mother or your feelings toward your mother, encircle the "True" in front of the statement; if false, encircle the "False," and if your answer might be "Yes and No" or "Not Certain," encircle the "?".

- |              |     |   |
|--------------|-----|---|
| True ? False | 1.  | I consider myself very close to my mother.  |
| True ? False | 2.  | My mother generally has good reasons for any requests she might make.   |
| True ? False | 3.  | I would like to be the same kind of a parent that my mother has been.   |
| True ? False | 4.  | I believe that my mother underestimates my ability.   |
| True ? False | 5.  | I believe my mother finds fault with me more often than I deserve and seems never to be satisfied with anything I do. |
| True ? False | 6.  | I believe that my mother has insufficient respect for my opinions.  |
| True ? False | 7.  | In my estimation, my mother is insufficiently interested in whether or not I have friends.                            |
| True ? False | 8.  | In my judgement, my mother did not treat me fairly when I was young.  |
| True ? False | 9.  | I believe that my mother is one of the most admirable persons I know.   |
| True ? False | 10. | My mother has been one of the best friends I have ever had.   |
| True ? False | 11. | My mother considers the rearing of her children her most important job in life.                                       |

In each of the following you are given a preliminary statement which can be completed in any one of five ways or a question which can be answered in any one of five ways. Check whichever one of the alternative choices most closely approximates your own opinion or feeling.

12. My mother. . .

- ☐ (a) takes a very great interest in everything that concerns her children
- ☐ (b) takes a moderate amount of interest in things which concern her children
- ☐ (c) does not take very much interest in things which concern her children
- ☐ (d) takes little interest in things which concern her children
- ☐ (e) takes no interest in things which concern her children

13. I get along with my mother. . .

- ☐ (a) Very well
- ☐ (b) Well
- ☐ (c) Fairly well
- ☐ (d) Not very well
- ☐ (e) Poorly

14. In regard to taking my mother into my confidence, I. . .

- ☐ (a) feel free to ask her intimate questions
- ☐ (b) often ask her intimate questions
- ☐ (c) sometimes ask her intimate questions
- ☐ (d) rarely if ever ask her intimate questions
- ☐ (e) Wouldn't think of asking her any intimate questions

15. Check whichever of the following terms best describes your feelings toward your mother.

\_\_\_\_ (a) I idealize my mother  
\_\_\_\_ (b) I admire my mother  
\_\_\_\_ (c) I respect my mother  
\_\_\_\_ (d) I do not particularly respect my mother  
\_\_\_\_ (e) I do not respect my mother at all

16. Check whichever of the following descriptions most nearly fits your mother.

\_\_\_\_ (a) Is always critical of her children, and nothing her children do ever seems to please her  
\_\_\_\_ (b) Is rather critical of her children, and is not often pleased by what her children do  
\_\_\_\_ (c) Is not very critical of her children, but on the other hand, does not show particular pleasure at which her children do.  
\_\_\_\_ (d) Often shows pleasure at what her children do, and often praises them for their accomplishments  
\_\_\_\_ (e) Very seldom complains about her children, and is liberal in her praise of them

17. I consider my mother. . . .

\_\_\_\_ (a) always willing to think only the best of her children  
\_\_\_\_ (b) generally inclined to think well of her children  
\_\_\_\_ (c) neither inclined to think only well or only poorly of her children  
\_\_\_\_ (d) sometimes inclined to be critical of her children  
\_\_\_\_ (e) always ready to think only the worst of her children

18. My mother. . .

- \_\_\_\_\_ (a) never does little things for her children to show affection or consideration
- \_\_\_\_\_ (b) seldom does little things for her children to show affection or consideration
- \_\_\_\_\_ (c) sometimes does little things for her children to show affection or consideration
- \_\_\_\_\_ (d) often does little things for her children to show affection or consideration
- \_\_\_\_\_ (e) is always doing little things for her children to show affection or consideration

19. In my opinion, my mother. . .

- \_\_\_\_\_ (a) is so attached to her children that she wants to have them around all of the time
- \_\_\_\_\_ (b) enjoys spending some of her time with her children
- \_\_\_\_\_ (c) likes to spend a little of her time with her children
- \_\_\_\_\_ (d) does not like to spend time with her children
- \_\_\_\_\_ (e) dislikes very much spending any of her time with her children

Following is a list of traits of personality. If in your opinion your mother possesses a trait in a very great degree, encircle the "A" in front of the trait. If she possesses the trait to a greater-than-average degree, encircle the "B"; if she possesses the trait to about an average extent, encircle the "C"; if she possesses the trait to a less-than-average extent, encircle the "D"; and if she possesses the trait only to a very slight degree or not at all, encircle the "E" in front of the trait.

A B C D E 20. Fair

A B C D E 21. Selfish

A B C D E 22. Helpful

A B C D E 23. Sarcastic

A B C D E 24. Considerate

A B C D E 25. Bossy

A B C D E 26. Agreeable

A B C D E 27. Kind

A B C D E 28. Envious

A B C D E 29. Affectionate

A B C D E 30. Understanding

A B C D E 31. Cold

A B C D E 32. Suspicious

A B C D E 33. Sympathetic

A B C D E 34. Courteous

A B C D E 35. Trustful

## APPENDIX B

REQUEST FOR PARTICIPATION PACKET SENT  
TO REVERSE TRANSFER STUDENTS

Dear Transfer Student:

During the past several years, the number of transfer students to community colleges has dramatically increased. However, very little information has been gathered about these students. For my doctoral dissertation, I am sampling intra-familiar attitudes of transfer students. The information will be used to aid other students who are considering this transfer.

The purpose of this letter is to solicit your participation in this study. You are free to decline participation if you wish. I assure you that any information you provide will be kept strictly confidential.

Involvement in the study requires two actions on your part:

1. You will complete the enclosed questionnaire and record access form and return them in the stamped envelope provided.
2. You will take the Itkin Attitude Toward Parents Scales (Form F and Form M). These scales take approximately ten minutes each to complete.  
(On the questionnaire you may indicate the day and time you choose to complete the scales.)

The information you and other members of the study provide will be compiled and distributed to Oregon community colleges. The final compiling will represent averages and will not identify you as a participant in the study. This information will help the community colleges in Oregon to continue to develop programs to fit the needs of their students.

Thank you for your participation in the study.

Cordially,

Thomas G. Flora

enc.



Please Return This Questionnaire in the Enclosed Envelope

STUDENT QUESTIONNAIRE

1. Social Security Number \_\_\_\_\_ 2. Age \_\_\_\_\_
3. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
4. College You Presently Attend: \_\_\_\_\_
5. School You Previously Attended: \_\_\_\_\_
6. When did you last attend this "previous" school?  
Term (circle one) Year:  
 fall winter spring summer 19\_\_\_\_
7. Which division of the community college are you presently enrolled in?  
 a. Vocational Technical \_\_\_\_\_ c. not applicable \_\_\_\_\_  
 b. Lower Division Transfer \_\_\_\_\_
8. Have you ever been granted a degree from a four year college or university? Yes \_\_\_\_\_ No \_\_\_\_\_
9. Are you presently married? Yes \_\_\_\_\_ No \_\_\_\_\_

You may complete the Itkin Attitude Forms in Room \_\_\_\_\_ of the \_\_\_\_\_ at your college.

Please indicate below what date and time you will complete these forms.

Date: (circle one only) \_\_\_\_\_ Time: (choose a time between \_\_\_\_\_ and \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Time: \_\_\_\_\_

Note: If none of the times or dates are acceptable please put your name and phone number here and I will contact you to set up an alternate time.

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Please Return This Consent Form in the Enclosed Envelope

---

Due to new Federal legislation, I must request permission to obtain information from your college or university records. The information I need is your Scholastic Aptitude Test (SAT) score. This score is necessary in a statistical test I will run on the data I gather. It will not in any way reflect on you, nor will it be released under your name or be identified as belonging to you.

Thomas G. Flora

I, the undersigned, give Thomas G. Flora permission to obtain my SAT test score from my academic records. I understand this information will be used only in statistical testing associated with his doctoral dissertation and will not be identified as belonging to me or be released under my name.

Signature \_\_\_\_\_ Name Printed \_\_\_\_\_

Social Security Number \_\_\_\_\_

School Presently Attending: \_\_\_\_\_

## APPENDIX C

REQUEST FOR PARTICIPATION PACKET SENT  
TO FOUR YEAR COLLEGE STUDENTS

Dear Student:

I am presently conducting a study of selected attitudes of Four-Year and Two-year college students in Oregon. You have been randomly selected from the Four-Year college students in Oregon for participation in this study.

The purpose of this letter is to solicit your participation in this study. You are free to decline participation if you wish. I assure you that any information you provide will be kept strictly confidential.

Involvement in the study requires two actions on your part:

1. You will complete the enclosed questionnaire and record access form and return them in the stamped envelope provided.
2. You will take the Itkin Attitude Toward Parents Scales (Form F and Form M). These scales take approximately ten minutes each to complete. (On the questionnaire you may indicate the day and time you choose to complete the scales.)

The information you and other members of the study provide will be compiled and distributed to Oregon colleges. The final compiling will represent averages and will not identify you as a participant in the study. This information will help the colleges in Oregon to continue to develop programs to fit the needs of their students.

Thank you for your participation in the study.

Cordially,

Thomas G. Flora

TF:vl

encl.

Please Return This Questionnaire in the Enclosed Envelope

1. Social Security Number: \_\_\_\_\_
2. Age: \_\_\_\_\_
3. Sex: Male \_\_\_\_\_ Female \_\_\_\_\_
4. College You Presently Attended:
5. Have You Ever Attended a Two Year School: Yes \_\_\_\_\_ No \_\_\_\_\_
6. Are You Presently Married? Yes \_\_\_\_\_ No \_\_\_\_\_

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You may complete the Itkin Attitude Forms in Room \_\_\_\_\_ of the  
\_\_\_\_\_ at your college.

Please indicate below what date and time you will complete these forms.

Date: (circle one only)

Time: (Choose a time between

\_\_\_\_\_ and \_\_\_\_\_)

\_\_\_\_\_ Time: \_\_\_\_\_

Note: If none of the times or dates are acceptable please put your name and phone number here and I will contact you to set up an alternate time.

Name \_\_\_\_\_ Phone: \_\_\_\_\_

Please Return This Consent Form in the Enclosed Envelope

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Due to new Federal legislation, I must request permission to obtain information from your college or university records. The information I need is your Scholastic Aptitude Test (SAT) score. This score is necessary in a statistical test I will run on the data I gather.

It will not in any way reflect on you, nor will it be released under your name or be identified as belonging to you.

Thomas G. Flora

I, the undersigned, give Thomas G. Flora permission to obtain my SAT test score from my academic records. I understand this information will be used only in statistical testing associated with his doctoral dissertation and will not be identified as belonging to me or be released in my name.

Signature \_\_\_\_\_ Name Printed \_\_\_\_\_

Social Security Number: \_\_\_\_\_

School Presently Attending: \_\_\_\_\_

## APPENDIX D

### SUPPLEMENTAL HYPOTHESES RELATED TO SAT TEST SCORES

The following supplemental hypotheses were tested concerning the SAT test scores of the reverse transfer students and the four-year college students.

Ho: There will be no significant difference in SAT test scores between and among the reverse transfer students and the four-year college students based on group, sex, and group-by-sex.

Analysis of covariance revealed no significant difference between and among the groups based on sex and sex-by-group. The hypothesis was retained. Values derived from this analysis are presented below.

Summary of variance for supplemental hypotheses relating to students SAT test scores.

| Source of variation        | df  | ss        | ms      | f     | Significance |
|----------------------------|-----|-----------|---------|-------|--------------|
| Groups                     | 1   | 30378.6   | 30378.6 | 1.079 | n/s          |
| Sex                        | 1   | 99538.0   | 99538.0 | 3.536 | n/s          |
| Group by sex (interaction) | 1   | 1381.1    | 1381.1  | .049  | n/s          |
| Error                      | 169 | 4869257.8 | 28309.6 |       |              |
| Total                      | 172 | 5000555.5 |         |       |              |



## APPENDIX E

### SUPPLEMENTAL HYPOTHESES RELATED TO ATTITUDE TOWARD FATHER

The following supplemental hypotheses were tested on attitude toward father:

Ho: There is no significant difference between the four-year college males' attitude toward father and the reverse transfer males' attitude toward father.

Ho: There is no significant difference between the reverse transfer males' attitude toward father and the reverse transfer females' attitude toward father.

Ho: There is no significant difference between the four-year college males' attitude toward father and the reverse transfer females' attitude toward father.

Analysis of covariance revealed no significant difference between and among the groups based on sex and sex-by-group. All hypotheses were retained. Values derived from this analysis are presented below.

Summary of variance for supplemental hypotheses relating to attitude toward father.

| Source of variation        | df  | ss       | ms      | f     | Significance |
|----------------------------|-----|----------|---------|-------|--------------|
| Groups                     | 1   | 151.30   | 151.30  | .368  | n/s          |
| Sex                        | 1   | 185.49   | 185.49  | .452  | n/s          |
| Group by sex (interaction) | 1   | 1524.93  | 1524.93 | 3.716 | n/s          |
| Error                      | 169 | 70570.57 | 417.60  |       |              |
| Total                      | 172 | 72437.29 |         |       |              |

## APPENDIX F

### SUPPLEMENTAL HYPOTHESES RELATED TO ATTITUDE TOWARD MOTHER

The following supplemental hypotheses were tested on attitude toward Mother:

Ho: There is no significant difference between the four-year college males' attitude toward mother and the reverse transfer males' attitude toward mother.

Ho: There is not significant difference between the reverse transfer males' attitude toward mother and the reverse transfer females' attitude toward mother.

Ho: There is no significant difference between the four-year college males' attitude toward mother and the reverse transfer females' attitude toward mother.

Analysis of covariance revealed no significant difference between and among the groups based on sex and sex-by-group. All hypotheses were retained. Values derived from this analysis are presented below:

Summary of variance for supplemental hypotheses relating to attitude toward mother.

| Source of variation        | df  | ss       | ms      | f     | Significance |
|----------------------------|-----|----------|---------|-------|--------------|
| Group                      | p   | 1832.07  | 1832.07 | 6.208 | .05          |
| Sex                        | 1   | 1103.53  | 1103.53 | 3.630 | n/s          |
| Group by sex (interaction) | 1   | 28.71    | 28.71   | .094  | n/s          |
| Error                      | 169 | 52273.29 | 309.30  |       |              |
| Total                      | 172 | 55237.60 |         |       |              |