The purpose of this investigation was to ascertain if there are differences in attitudes among married males, married females, single males, and single females toward 11 attitudinal variables. More specifically the study focused on the impact of the college environment on married students.

The students who participated in the study were Oregon State University sophomores, juniors, and seniors. They were 21 through 24 years of age. A total of 370 married and single students was selected for the study.

These Oregon State University students provided the source of the information for this study on attitudes. Biographical and attitudinal information about the students was collected through use of the College Student Questionnaire Part II developed by Richard E.
Peterson (1968) for Educational Testing Service. The data used in the three hypotheses were collected fall term 1974.

Two types of statistical methods were used to analyze the three hypotheses: the analysis of variance model and the linear regression model.

The results of the study indicate that:

1. There are differences in attitudes between male and female students, 21 through 24 years of age for the attitudinal variables: family independence, social conscience, and cultural sophistication.

2. Married students' attitudes are different from single students' for the attitudinal variables: satisfaction with the faculty, study habits, extracurricular involvement, family independence, peer independence, liberalism, and satisfaction with major.

3. Males and females have similar attitudes for: satisfaction with the faculty, satisfaction with the administration, satisfaction with students, study habits, extracurricular involvement, peer independence, and liberalism.

4. Married students are similar to single students in attitudes for: satisfaction with the administration, satisfaction with students, social conscience, and cultural sophistication.

5. The empirical evidence of this study suggests that sex
identification does not interact with marital status when attitudes are expressed.

6. Student attitudes cannot be predicted from their chronological age or by their class standing in college.
The Relationship of Marital Status and Sexual Identification of University Students To Eleven Attitudinal Variables

by

Gratton Allen Barnhill

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TABLE OF CONTENTS

I. INTRODUCTION  
Statement of the Problem 2
Purpose of the Study 2
Significance of the Study 3
Research Hypotheses 3
Definition of Terms 4
Summary 8

II. REVIEW OF RELATED LITERATURE  
Attitude 10
The College Environment and Its Relationship to Attitudes 17
The College Student Response to the College Environment 25
Summary 32

III. METHODS  
Sample 33
The Instrument 35
Collection of the Data 38
Statistical Analysis of the Data 40
Summary 43

IV. ANALYSIS OF THE DATA  
Data Analyzed by the Analysis of Variance Model 44
Data Analyzed by Linear Regression Model 56
Summary 70

V. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS  
Discussion of Results 73
Conclusions 80
Recommendations 83
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tests that Were Conducted in the Retention or the Rejection of the Null Hypotheses.</td>
<td>41</td>
</tr>
<tr>
<td>2</td>
<td>Analysis of the Attitude Variable Satisfaction with the Faculty.</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Analysis of the Attitude Variable Satisfaction with the Administration.</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>Analysis of the Attitude Variable Satisfaction with the Major.</td>
<td>47</td>
</tr>
<tr>
<td>5</td>
<td>Analysis of the Attitude Variable Satisfaction with Students.</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>Analysis of the Attitude Variable Study Habits.</td>
<td>49</td>
</tr>
<tr>
<td>7</td>
<td>Analysis of the Attitude Variable Extracurricular Involvement.</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>Analysis of the Attitude Variable Family Independence.</td>
<td>51</td>
</tr>
<tr>
<td>9</td>
<td>Analysis of the Attitude Variable Peer Independence.</td>
<td>52</td>
</tr>
<tr>
<td>10</td>
<td>Analysis of the Attitude Variable Liberalism.</td>
<td>54</td>
</tr>
<tr>
<td>11</td>
<td>Analysis of the Attitude Variable Social Conscience.</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>Analysis of the Attitude Variable Cultural Sophistication.</td>
<td>56</td>
</tr>
<tr>
<td>13</td>
<td>Analysis of the Data for the Variable &quot;Age.&quot;</td>
<td>58</td>
</tr>
<tr>
<td>14</td>
<td>Scatter Plot for Variable Satisfaction with Faculty.</td>
<td>59</td>
</tr>
<tr>
<td>15</td>
<td>Scatter Plot for Variable Satisfaction with the Major.</td>
<td>61</td>
</tr>
<tr>
<td>Table</td>
<td>Scatter Plot for Variable Study Habits.</td>
<td>Page</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>16</td>
<td>Scatter Plot for Variable Extracurricular Involvement.</td>
<td>62</td>
</tr>
<tr>
<td>17</td>
<td>Scatter Plot for Variable Peer Independence.</td>
<td>63</td>
</tr>
<tr>
<td>18</td>
<td>Scatter Plot for Variable Peer Independence.</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>Analysis of the Data for the Variable &quot;Class.&quot;</td>
<td>67</td>
</tr>
<tr>
<td>20</td>
<td>Scatter Plot for Variable Satisfaction with the Major.</td>
<td>68</td>
</tr>
<tr>
<td>21</td>
<td>Scatter Plot for Variable Peer Independence.</td>
<td>69</td>
</tr>
</tbody>
</table>
THE RELATIONSHIP OF MARITAL STATUS AND SEXUAL IDENTIFICATION OF UNIVERSITY STUDENTS TO ELEVEN ATTITUDINAL VARIABLES

I. INTRODUCTION

Since the end of World War II the number of married students attending institutions of higher education has constantly increased. In 1940 married students were relatively rare, whereas in 1965 they accounted for 17 percent of the college and university student population, and as recent as 1970, approximately 24 percent of the total college and university student population (Moore, Forrest and Hinkle, 1972).

However, Clarke (1969) indicates that colleges and universities, for the most part, still think of the married student as a single student and provide few specialized services to meet the married student's needs.

Further, Clarke's (1969) investigation of married students gives the impression that colleges and universities do not recognize differences in attitudes between married and single undergraduate students. However, in reality significant attitudinal differences may exist between married and single undergraduate students, as well as between married and single males and females. If differences in attitudes do exist between these groups then colleges and universities
should begin to evaluate existing programs for them as well as establish priorities for the future.

Statement of the Problem

The problem can be identified as the following: Do the four subgroups—married undergraduate males, married undergraduate females, single undergraduate males, and single undergraduate females—differ in their attitudes toward the following variables?

1. Satisfaction with the faculty
2. Satisfaction with the administration
3. Satisfaction with major
4. Satisfaction with students
5. Study habits
6. Extracurricular involvement
7. Social conscience
8. Family independence
9. Peer independence
10. Liberalism
11. Cultural sophistication

Purpose of the Study

The purpose of this study is to ascertain if there are significant differences among undergraduate married males, married females,
single males, and single females at Oregon State University toward the 11 selected attitudinal variables.

**Significance of the Study**

The present investigation will provide relevant information about attitudes of married males and married females. The understanding of the attitudes of married students as well as attitudes of single students is essential for colleges and universities to maximize their impact on students.

The attitudinal variables selected for this study are among those which the literature indicates are affected most by the college experience. If significant differences in attitude are found, administrators of student services as well as other members of the university community might be influenced to review existing services. New goals, objectives, and programs might then be formulated to meet the needs that have become evident.

**Research Hypotheses**

The following hypotheses will be tested.

\( H_1 \) There are no significant attitude differences involving sexual identification between persons of the same marital status in terms of score distribution on any of the 11 attitude scales.
H₂ There are no significant attitude differences between married students and single students of the same sex in terms of score distribution on any of the 11 attitude scales.

H₃ There are no significant differences among the several groups defined by marital status and sex, or by age and class in terms of score distribution on any of the 11 attitude scales.

Definition of Terms

In order to have clarity of meaning, the following terms are defined for this study:

Student: An undergraduate sophomore, junior, or senior 21 through 24 years of age enrolled in one or more courses at Oregon State University. Freshman students 21 through 24 years of age were excluded from the study because of insufficient college experience to influence their attitudes.

Single Student: A student who has indicated "single" on a form returned by the student during fall registration of 1974 (see Appendix). No investigation was made to determine whether the single student was previously divorced, widowed, or living in a "marriage relationship."

Married Student: A student who indicated "married on a form returned by the student during fall registration of 1974 (see Appendix)."

Attitude: "Attitude is a relatively enduring system of affective,
evaluative reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects" (Shaw and Wright, 1967).

The following definitions are those used by Peterson (1968) for the College Student Questionnaire as indicated in the technical manual. When part of the definition includes "scores," this refers to scale scores for that particular attitude variable. The scale score for each particular attitude variable is the result of a "Likert-type" scoring process. There are 10 items for each of the scales and the lowest score is 1 and the highest is 4 for each of the 10 items. Therefore the range for the scale is 10 to 40.

**Satisfaction with Faculty:** Refers to a general attitude of esteem for instructors and the characteristic manner of student-faculty relationships at the respondent's college. Students with high scores regard their instructors as competent, fair, accessible, and interested in the problems of individual students. Low scores imply dissatisfaction with faculty and the general nature of student-faculty interaction.

**Satisfaction with Administration:** Is defined as a generally agreeable and uncritical attitude toward the college administration and administrative rules and regulations. High scores imply satisfaction with both the nature of administrative authority over student behavior and with personal interactions with various facets of the
administration. Low scores imply a critical, perhaps contemptuous view of an administration that is variously held to be arbitrary, impersonal, and/or overly paternal.

**Satisfaction with Major:** Refers to a generally positive attitude on the part of the respondent about his activities in his field of academic concentration. High scores suggest not only continued personal commitment to present major field, but also satisfaction with departmental procedures, the quality of instruction received, and the level of personal achievement within one's chosen field. Low scores suggest an attitude of uncertainty and dissatisfaction about current major field work.

**Satisfaction with Students:** Refers to an attitude of approval in relation to various characteristics of individuals comprising the total student body. High scores suggest satisfaction with the extent to which such qualities as scholastic integrity, political awareness, and particular styles and tastes are perceived to be characteristic of the student body. Low scores imply disapproval of certain characteristics that are attributed to the overall student body.

**Study Habits:** Refers to a serious, disciplined, well planned orientation toward customary academic obligations. High scores represent a perception of relatively extensive time devoted to study, use of systematic study routines and techniques, and a feeling of confidence in preparing for examinations and carrying out other
assignments. Low scores suggest haphazard, perhaps minimal, attempts to carry through on instructional requirements.

**Extracurricular Involvement:** Is defined as relatively extensive participation in organized extracurricular affairs. High scores denote support of and wide involvement in student government, athletics, religious groups, preprofessional clubs, and the like. Low scores represent disinterest in organized extracurricular activities.

**Family Independence:** Refers to a generalized autonomy in relation to parents and parental family. Students with high scores tend to perceive themselves as coming from families that are not closely united, as not consulting with parents about important personal matters, as not concerned about living up to parental expectations, and the like. Low scores suggest "psychological" dependence on parents and family.

**Peer Independence:** Refers to a generalized autonomy in relation to peers. Students with high scores tend not to be concerned about how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted or inner-directed. Low scores suggest conformity to prevailing peer norms, sociability, extraversion, or other-directedness.

**Liberalism:** Is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of
change or for an ideology of preservation. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc.

**Social Conscience:** Is defined as moral concern about perceived social injustices and what might be called "institutional wrongdoing" (as in government, business, unions). High scores express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices, graft in government, and the like. Low scores represent reported lack of concern, detachment, or apathy about these matters.

**Cultural Sophistication:** Refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading, modern art, poetry, classical music, discussions of philosophies of history, and so forth. Low scores indicate a lack of cultivated sensibility in the general area of the humanities.

**Summary**

This study is an investigation of four subgroups' responses to
ll attitudinal variables. The purpose is to ascertain if differences in attitudes exist. This will be done by testing the three null hypotheses. The definitions clarify several aspects of the study and a review of literature will articulate the direction of the investigation.
II. REVIEW OF RELATED LITERATURE

The literature relevant to the present study has been divided into three convenient areas: the concept of attitude, its history and present theoretical status, the college environment and its relationship to attitudes, and college students' attitudinal responses to the environment.

**Attitude**

Each division of the study of human behavior has developed a concept similar to the concept set. A concept is two or more entities and the relationship among them. Set may be described as a person's state of aptness or readiness. The concept of attitude has evolved from this original mental construct. Allport (1935) reviewed the early development of the concept of attitude. He referred to nineteenth century usages including "attitude of mind" and "motor attitude" as precursors to our present use of the term, attitude. Allport (1935) attributed the work of the German experimental psychologists, Fearing and Titchner, and particularly that of the Wurzburg school, with making attitude an acceptable concept in psychology.

Acceptance of attitude as existent did not make it immediately popular as an object of study. The limited studies that were done by Muller and Pilzecker in those days tended to relegate attitude to
the unconscious according to Allport (1935). Experimental procedures with the unconscious were not popular with these early scientists. So a theoretical concept of attitude had to wait until Freud unleashed the emotions of man for inspection before a serious pursuit of the concept could go further.

Sociologists, in attempting to conceptualize social behavior in terms of psychological theory, evolved eventually to the use of attitude as a central object of study. Allport (1935) credited Thomas and Znaniecki (1918) with providing this direction and impetus with their study of Polish peasants. The next 15 years was a period of rapid development in the study of attitudes.

Presently the concept of attitude is described in a wide variety of ways. The characteristic included in most formulations of the concept, according to Shaw and Wright (1967, p. 2), is that attitude "entails an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual."

Shaw and Wright (1967, p. 4-6) attempted to sort out some common usages of seven often used terms and to contrast them with attitude. A look at these contrasts will allow a better concept of attitude.

**Belief vs. Attitude**—Belief is commonly conceived of as an acceptance or rejection of a characteristic of an object or the
existence of that object. Attitude refers to a preference or non-preference for the object.

**Concept vs. Attitude**--A concept is thought of as two or more entities in some relationship. No a priori evaluative implications are assumed and no particular content or referent need be inferred. An attitude requires an evaluative component referred to a specific object. For example, two is greater than one is a concept. Two heads are better than one is more representative of an attitude.

**Motive vs. Attitude**--A motive is accompanied by an existent drive; it is labeled by a goal and is therefore goal specific. An attitude is a probability that a motive (and drive) will be elicited; it is labeled by its object and is therefore object specific.

**Opinion vs. Attitude**--An opinion is usually conceptualized as a verbalized or verbalizable entity. It is a response and represents a belief that need have no emotional commitment or desire. It is usually open to reevaluation. An attitude may be mediated by non-verbal processes. It is a response predisposition. It is not always conscious and so may be less open to reevaluation.

**Set and Habit vs. Attitude**--All of these represent acquired action tendencies. Set is usually reserved to represent motor readiness. A habit is a stronger action tendency. It has a more enduring structure than set. Attitude is restricted to the affective, evaluative reactions.
Trait vs. Attitude--A trait may be described as a stable non-specific, consistent disposition to respond in certain ways. An attitude has a specific referent. An attitude could be classed as one type of trait.

Value vs. Attitude--A value is referred to as the degree of worth ascribed to an object. An attitude characterizes the evaluation process, giving rise to or accompanied by motive arousal. Attitudes may be referred by observing a person in the process of evaluation.

It should be noted that these differences are not accepted by all workers in the field of attitude study. McGuire (1969), for instance, discussed the concepts of attitude and value. Although he seemed to ascribe to the distinctions outlined above, he did point out that some theorists view value as a broad attitude.

Shaw and Wright (1967, p. 6-9) summarized general characteristics of attitudes acceptable to many attitude theorists. They will be discussed here since it is the Shaw and Wright definition that has been adopted for the purpose of this study.

1. Attitudes are based upon evaluative concepts regarding characteristics of the referent object and give rise to motivated behavior.

This particular characteristic is not universally accepted. Note that the cognitive and behavioral aspects have been separated from attitude according to this description. Some workers would hold that
these aspects are simply components of attitude (Rosenberg and Hovland, 1960). Fishbein (1967) is in agreement with this characteristic. He defines attitude in terms of a summation of beliefs (evaluative concepts).

2. Attitudes are construed as varying in quality and intensity (or strength) on a continuum from positive through neutral to negative.

The postulated continuum is perceived as having a neutral point from which to define positive and negative directions. Strength or intensity of attitude is represented by the distance from the neutral point with more extreme attitudes residing further from the neutral point.

3. Attitudes are learned, rather than being innate or a result of constitutional development and maturation.

This conception of attitude carries with it the possibility of the application of learning theory to development and/or change of attitude. This experimental nature of attitude development to the exclusion of other influences is almost universally accepted.

4. Attitudes have specific social referents or specific classes thereof.

Referents are general or specific according to the degree of relatedness that exists between them when attitudes are exhibited. Referent, in this context, is defined as an object, event, or other
aspect of the environment to which a student might relate. The
generality of the referent is then simply the degree of relatedness of
the attitude objects. Agreement on the level of relatedness that is
acceptable to determine generality is difficult to find. Popular
positions exist. Eysenck (1953) holds that referents are quite
specific; i.e., each object must be evaluated separately. Another
requires that referents be very general; i.e., evaluation must be
solely in terms of one or two dimensions.

Neither of these two positions is very useful in determining
attitudes toward specific areas of human interest. No generalization
can be made if all referents are singular and specific, nor, for that
matter, can studies that are obviously similar be compared in the
hope of finding consistencies. On the other hand, the general outlook
requires that we concentrate wholly on the characteristics of the
people involved and even then on only a small portion of their
personality spectra according to Shaw and Wright (1967).

Shaw and Wright state that, traditionally, attitude has come to
include only predispositions to respond to objects perceived as social
in nature. The object must somehow become attached to the wishes,
desires, motives or intents of another person, a group of people, or
even, in some way, the object itself. It is necessary that this attach-
ment be involved in the response the person makes to the object. If
the person does not attach these characteristics to the object but,
instead, is stimulated in some non-social way by it, the response set that is obtained would not be called an attitude.

It is the function of the researcher to attempt as much as possible to ascertain which objects are best suited for use as referents.

5. Attitudes possess varying degrees of interrelatedness to one another.

The beliefs upon which different attitudes are based may overlap as may also the referents to which each attitude relates. This overlapping need not be logical or consistent. The total attitudinal system of an individual is made up of interrelated subsystems of attitudes. Attitudes occupy positions central or peripheral in the attitudinal system with those more central holding more value to an individual and thus showing greater resistance to change.

6. Attitudes are relatively stable and enduring.

The source of stability resides in the interrelatedness of the attitudes, reinforcement experiences during attitude acquisition, and active resistance to change by the possessor when the attitudes are threatened.

Shaw and Wright (1967) conclude that an attitude is a relatively enduring system of affective, evaluative reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects.
As an affective reaction, it is a covert or implicit response. It is a drive-producing response which elicits motives and thus gives rise to overt behavior. The evaluative reaction is based upon conception of the referent in terms of facilitation or inhibition of attainment of already existing goals. Attitude scales measure only one dimension of the affective reactions: positivity-negativity.

The College Environment and Its Relationship to Attitudes

A review of the literature on attitudes and the college environment suggests that there is a relationship between the two. This is well established by many researchers including Freedman (1960), Sanford (1962), Webster (1962), and Dressel (1965). Dressel (1965) implies that the results of both longitudinal and cross-sectional studies of college students have demonstrated that significant changes in attitudes, values, interests, and beliefs of college students do occur between the freshman and senior years. There has been very little evidence, however, that any one factor from the multitude of college experiences explains changes in attitudes. Changes in personality characteristic during school and college years may be a function of the person's maturity or personality, a function of the "times we live in," the direct result of college experiences, or a combination of one or more such factors.
Individuals adopt only those attitudes which will help them achieve desired goals and which are normally sanctioned by the community in which they live, states Dressel (1965). In addition, Webster (1962) notes that the extent to which attitudes are modifiable depends upon the nature of the modifying experience, the type of contact, the personality makeup of the individual, the group's approval of new attitudes, and the student's perception of the outcome. Because of this, Dressel (1965) has refuted the conclusions of Jacob (1957) that neither courses nor instruction nor instructional methods have a positive impact upon student attitudes.

The part played by the "campus environment" in changing the attitudes of college students is explored in the work of Eddy (1959). Eddy (1959) feels that: "Perhaps the best way to transmit attitudes is to create an atmosphere on the campus." By visitation and interview of faculty, administrators, and students at 20 colleges and universities of various types throughout the United States, Eddy (1959) found that experience outside the classroom was a factor of paramount significance in the development of character, and the particular aspects of the environment, such as attitudes, surroundings, extracurricular activities, manners, and morals, have the power either to reinforce or to negate all that the college has to offer.

Dressel (1965) enlarges this concept when he suggests that there is great diversity in the experiences of students in a large university,
and perhaps even greater diversity in the extent of personal involvement in and reaction to any given experience. Instructors with no recollection of contact with students were cited as having marked impact on the attitudes of some students. Some students, apparently, are attracted only to instructors and to student associates whose attitudes correspond closely to their own and, in them, consequently, they find reinforcement rather than incentive for self examination and change.

Dressel (1965) concludes that college students do change during the period of college attendance and, generally speaking, the amount and nature of change are related to the period of time spent at college. However, individual students and identifiable subgroups change in varying degrees and even in different directions. In a large university, there is such a variety of experiences and subcultures that the experiences of individuals may be very different, either by chance or by choice. The reactions of students to experiences also vary. Some, disturbed by their experiences, withdraw from them and from the university; others, equally disturbed, find a challenge and seek a new accommodation to a new world; still others, with restricted patterns of experiences, withdraw because of boredom.

Affective factors are involved in college success and are changed by college, reports Dressel (1965). Dressel’s study supports the theoretical concept of attitudes, but the factors themselves are
complex and unclear; they are neither unidimensional nor unidirectional in nature and development. Furthermore, the changes in attitudes are the results of the interaction of many factors, which also supports the theoretical concept of attitude.

Freedman (1960), Sanford (1962), Webster (1962) and Dressel (1965) agree that although courses and instructors do seem to have some impact on student attitudes, especially in the last two years, peer group contacts and nonacademic experiences are regarded by students as being more important. They also agree that the major impact of the college on critical thinking, attitudes, and values is made within the first years. Students increase in homogeneity over the four years and, at least in part, they do so by accommodating to prevailing mores or withdrawing completely. The enrollment disparity between lower and upper division, coupled with widely prevalent faculty emphasis on majors and specialization, tends to focus concern on the junior and senior years. In many ways, the first two years appear to be more critical than the last two according to Dressel (1965).

Sanford (1962) has expressed it this way; the functioning of personality is reflected by numerous observable characteristics, among the most important being interests, attitudes, and values. Attitudes toward the self, toward others, and toward faculty and
administration reveal to some extent the underlying motives (or needs) and attitudes that are more central to personality.

The general consensus of research is that students do change in college as reported by Freedman (1960), Webster, Freedman and Heist (1962), Dressel (1965), and Newcomb and Feldman (1968). They conclude that students become less stereotyped and prejudiced in their judgments, more critical in their thinking, and more tolerant, flexible, and autonomous in attitude.

The development of autonomy of attitude is an especially critical task for the college student. Katz (1968) has pointed out that young people arrive at college with a high degree of readiness to become more autonomous and encounter an atmosphere which tends to support this predisposition. Matriculation at a college marks the first time that most students have lived away from home for any extended period of time and, therefore, offers most of them the initial opportunity for freedom from the gravitational field of their family and local community.

Katz (1968) has further observed that the college atmosphere provides a greater degree of independence than the previous home and school situations of most students. In the environment of the campus, the student can try new modes of behavior, can assume different roles, and can stimulate new images of himself in others. Several studies have described changes in college students. Reporting on the
Project on Student Development, Chickering (1969) presented evidence that increases do occur in the level of autonomy of attitudes among college students. Analysis of the findings revealed that change occurred in the direction of increased independence for both men and women.

Freedman (1960) strongly suggests that American higher education does have an impact on college students. He writes that critics of American higher education are bothered by the relatively small amount of change that takes place in students. They see this as evidence of the ineffectiveness of American colleges. This is a misconception of the way in which social change takes place according to Freedman (1960). The key to social change is that, in a dynamic system, slight changes in individuals can lead to profound changes in the system as a whole. Massive social change is compounded out of slight shifts in individual attitudes and beliefs. Freedman (1960) would imply that the foremost change in students is the increase in independence.

Trent and Medsker's (1968) study reveals that young people express a variety of attitudes about important aspects of life. They reported the greatest change in attitudes in those students who were called persisters, then the next greatest change was noted among those students who withdraw from college, then the employed young people, and least of all among the young people who did not experience
college or employment. The area that distinguished the group was the development of autonomy of attitudes. The data reveal that college experience is related to change, but that it is also related to family background and attitudes.

According to observation by Korn (1968) there was a consistent pattern of change among both Stanford and Berkeley students over the four undergraduate years. The change all reflected a movement toward greater open-mindedness and tolerance, a rejection of a restricted view of life, and a humanization of conscience. The complexity of the world is more and more recognized, and there is less tendency to demand pat answers. Along with this, the stereotyped view of right and wrong gives way to a broader acceptance of human diversity. According to Korn (1968) there is a further movement towards psychological acceptance of a broad range of human behaviors, and represents a greater willingness to experiment with aspects of life that have formerly been taboo. Along with these changes in the direction of greater psychological freedom, there is some evidence of a greater capacity for feeling close to others. The college experience portrays diminishing feelings of isolation and rejection by others. Korn (1968) further suggests that since the movement is toward the prevailing operational moral standards of our society, many of these changes can be interpreted as part of a socialization process. The liberalizing impact of higher education thus has its greatest potential
for success in those areas where there is already a great deal of approval in the general culture.

Korn (1968) suggests that the college has less impact on the student's intellectual development than on his social attitudes. Thus he concludes that the college experience contributes more to the socialization of the student than it does to the intellectual development. However, the conditions that favor the changes included under socialization are powerful and pervasive. In contrast, a variety of forces work against intellectual development, which is rooted in the character structure. By "character structure" Korn (1968) means the complex set of attitudes, feelings, and accumulated knowledge that determines how an individual sees the world.

Changes do take place during the college years according to Katz (1968). Students learn to make certain decisions without seeking permission from parents. They learn to regulate their own time and handle their own money. Starting from an original position of rather undifferentiated dating and distance in heterosexual relationships, they move toward closer relationships and toward the assumption of the marital role. As time goes by, they express their own impulses more freely and are more able to pursue their own desires. At the same time, they lessen previous constrictive and restrictive controls over their own impulses, and adopt more tolerant and permissive attitudes toward the behaviors of others.
Clark and Trow (1966) state that there are three major social forces—the bureaucratizing of the organization, the professionalizing of occupations, and the democratizing of higher education that are influencing what students seek in college and how they use their college experience. The forces link to student cultures in part through their effects on student attitudes. They have identified a few features that appear to have major importance in affecting student attitudes. These are organized principally around the basic sociological categories of values, interests, and structures. Clark and Trow (1966) suggest that the role of the historically derived purpose of the official college and the salience of its general character affects students' response to that institution. Objective interest of faculty and administration that are induced by work and career have an impact on student attitudes. Then, structural aspects of the college organization—the distribution of authority, the size and complexity, and the requirements of membership, have influence on student attitudes. The basis of differentiation and integration of the organization will influence student attitudes toward administration and faculty according to Clark and Trow (1966).

The College Student Response to the College Environment

A review of the literature concerning the college environment
does indicate that college students do change attitudes as a result of their experiences with the college environment. As indicated from the previous review, changes are subject to several factors. These include subcultures, changes in different directions, kind and intensity of experience, and previous attitude sets.

Sturtz (1971) indicates that relatively little research has been focused on the seemingly important variable of college student satisfaction. With the past extensive student unrest, demonstrations, and disturbances on campus, it seems important, according to Sturtz (1971), that student service have facts regarding how satisfied students are with various environments of the campus. Sturtz (1971) investigated the satisfaction level of older students (25 and over) as compared to younger students (those less than 25 years). An increasing number of older students are returning to college. These older students bring different backgrounds, experiences, and needs into the college environment as indicated by Ferguson (1966).

Overall, the results of Sturtz (1971) suggest that older students may be generally more satisfied with college than are younger students. The difference in the satisfaction of the adult versus the young student suggests that the two student groups may have different needs or expectations, which are being met less adequately for the younger than the older student. Also, maturity or clearer goals may contribute to a greater perceived satisfaction for adults. Older students
(25 and over) are more satisfied with college policies and procedures when compared to the younger student.

Betz, Starr and Menne (1972) studied students in 10 public and private colleges and universities. Their study was conducted to provide further information concerning the question: How satisfied are students with their colleges and universities? The following hypotheses were investigated: (1) that the satisfaction of students in large public universities would differ from that of students attending small private colleges and (2) that the satisfaction of men would not differ from that of women. The following areas were investigated: compensation, social life, working conditions, recognition, and quality of education.

The findings suggest that there may be consistent differences in attitudes and conditions in private and public colleges and universities, or perhaps in the characteristics of the students who choose to enroll in one instead of the other type of institution. The results seem to indicate that there are perceived or actual differences in the working conditions and the social life in the institutions, with students in the public institutions being more satisfied in these areas. Private colleges, on the other hand, seem to be perceived more positively in terms of the recognition of student worth. Private colleges also seem to be perceived by the students as offering a higher quality of education and a greater degree of positive feedback for the amount of input by the student.
Betz, Starr and Menne (1972) also indicate that the findings only suggest the attitudes of college and university students. The findings indicate, however, that a measure of college student satisfaction can be a useful way of assessing student attitudes and, when localized to students in specific college communities, can provide clues to administrators as to how students feel and what kinds of changes might be investigated further to improve campus conditions, and student perception and experience.

A few individuals have assessed the responses of married students to the college environment. Mueller (1960) from professional experience has characterized the married student in the following way: In age and in academic grades the married students are little if any ahead of the unmarried, but a much larger proportion of them are employed; and the typical married student, graduate or undergraduate, lives under constant financial stress. His wife has given up her educational plans and is either working or caring for their children. Mueller (1960) concludes from her experiences that married students the same age as single students do not have equal opportunities for counseling, recreation, advising, or access to health services.

Oppelt (1965) studied married, male undergraduate students at Michigan State University. He collected data on their background, participation in extracurricular activities, and utilization of student
services. A secondary purpose was to provide a description of the married male undergraduate student.

He reports that the number one problem or concern of married students was finance. Financial problems and responsibilities were greater among married students when compared to single male students.

Wives of married students are primarily occupied with working to help support the family and few are continuing their education.

Married students participate significantly less in all types of campus extracurricular activities except student organizations. Married students use the counseling center and health services less than single students.

The earlier studies of married students were of students who were veterans of World War II and the Korean conflict. Many married students in universities today are of another generation and one might question the comparison of the two generations.

Moore, Forrest and Hinkle (1972) investigated the needs of married students with the use of an interest-opinion survey. The survey served several specific functions: first, it collected demographic data about residents of university-owned housing; second, it afforded student couples a formal opportunity to complain to or compliment the university about living conditions, facilities, and services; third, it attempted to locate formal and/or informal social
structures within the married student community; and fourth, it asked couples what new activities they wanted initiated in their living units.

The married student characterized by Moore, Forrest and Hinkle (1972) is an upperclassman who has been married two years, his wife is currently working or taking care of one or two children and is less educated by one year. The married student has selected the living unit for reasons of economy and convenience. Their complaints revolved around physical facilities and university services. Most married students do not participate in or create permanent social organizations within their community.

Hamer (1973) conducted research at the University of Georgia in order to collect data on university married students. The purpose of the research was to develop a legitimate base of usable data about the married student subculture. This particular study was also interested in gaining information about the marriage relationship as well as the married student reaction to the environment. According to the author, a diversity of material was produced as the result of the research and the information is now being used by college officials and student leaders interested in the married student subculture. The information is not available from the author at this time.

Rudolph (1973) assessed the attitudes of students in relationship to the faculty on several variables. Items surveyed included political,
economic, educational, social, religious, and personal-moral attitudes. The findings suggest that males are more liberal than females. The under-30 age category tended toward liberalism and the over-30 age category tended toward conservativism. The direction of emphasis toward greater liberalism was reflected as a general pattern in the study.

Upperclassmen in residence halls and fraternities were compared in a study by Kuder (1970). This research indicates that upperclassmen who live in residence halls have a significantly different attitude toward social conscience, satisfaction with major, and peer independence when compared to upper classmen who live in fraternities. Upperclassmen living in fraternities were involved to a greater extent in extracurricular involvement. There appeared to be no significant difference in ability or academic success between the two groups. The residence hall group exhibited a significantly greater moral concern about perceived social injustice and "institutional wrong doing" than did the fraternity group.

A review of the literature indicates that students do change during their experience in higher education. Barton, Cattel and Vaughn (1973) have raised a question concerning the causative agent for the change. They compared the change of university students to persons who had never been students in higher education. The data were collected by use of Cattell's 16 personality factor questionnaire
over a period of five years. Evidence from the results indicate that the college group, both initially and at the end of five years, was higher on factors which included intelligence, tendermindedness, imagination, radicalism, and counteritia. Counteritia is defined by the author as an ability to think through problems rather than solving them on a more emotional level.

In the case of suspicion the college group was initially lower, and lower at the end of the five-year period. But, when looking at direction and degree of change for intelligence, suspicion, and radicalism one finds that persons who had never been in college changed in the same direction and degree as the college group.

For factors tendermindedness, imagination, self-sentiment, counteritia, and independence, the two groups were much further apart after the five-year period. The direction and degree of change were also significantly different.

Summary

The literature reveals the past and present theoretical status of attitude, that the college environment has an impact on attitudes, and that students' attitudes are affected during their experience in the college environment. The methods of investigating 11 attitudinal responses to the college environment will be presented next.
III. METHODS

The method of study is described in the following four sections: Sample, Instrument, Collection of the Data, and Statistical Analysis of the Data.

Sample

Sample size was an important consideration in designing the study. The technical manual for the College Student Questionnaire suggests that the sample size be a minimum of 50 students for each sample group. Further, an estimate of sample size can be made from previous samplings of a population or similar populations. To do this, a previous standard deviation is needed. Snedecor and Cochran (1967) indicate that a standard deviation can be estimated by knowing the shape of the distribution and from knowledge of the highest and lowest values of the population. The lowest age of the married male and female students at Oregon State University in the school year 1972-73 was 17 and the highest was 62. The average age was 28.45. Snedecor and Cochran (1967) suggest that the standard deviation can be estimated by computing 0.21 of the highest value when the shape is a skew distribution such as this one. Therefore, the following formula was used to determine sample size and to establish a theoretical target minimum for the actual samples to be drawn.
\[ n = \frac{4\sigma^2}{L^2} \]

where

\[ n = \text{number needed for sample}, \]
\[ \sigma = \text{standard deviation}, \]
\[ L^2 = \text{limits of error}. \]

The following matrix illustrates the sampling plan that was used in the study.

<table>
<thead>
<tr>
<th>Factor I Marital Status</th>
<th>Married</th>
<th>Single</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor II Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>n = 50</td>
<td>n = 50</td>
</tr>
<tr>
<td>Female</td>
<td>n = 50</td>
<td>n = 50</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

In order to select a representative sample of these four populations a systematic random technique was employed. This systematic technique was used because it distributes the sample more evenly over the total population and results in less sampling error than the simple random sample technique (Snedecor and Cochran, 1967). As a result of the sampling process, 88 married undergraduate males, 91 married undergraduate females, 102 single undergraduate males, and 88 single undergraduate females were selected as participants in the study.
The Instrument

The College Student Questionnaire Part II was developed at Educational Testing Service by Richard E. Peterson (1968). The general content and item format was suggested by the sociologist Martin Trow as indicated in the technical manual by Peterson (1968). Experimental forms of the College Student Questionnaire were administered in 1963 and from systematic study of the resulting data the present form (Form 200D) was developed.

The College Student Questionnaire has been developed as a means to gather a diversity of biographical and attitudinal information about college student bodies for a variety of purposes. The questionnaire is used most widely in institutional self-study and planning, but also provides social scientists with data that bear on many questions of a more basic nature.

The questionnaire contains 200 multiple choice questions. The number of response alternatives per item ranges from two through nine; the typical (modal) item has four alternatives. Responses are recorded on a separate answer sheet which is processed by optical scanning equipment at Educational Testing Service, thus eliminating the hand tabulating or key punching traditional in questionnaire research. It takes about one hour and a half (90 minutes) to complete the College Student Questionnaire including time for reviewing the
directions and gridding of identification information. Whether the student identified himself or did the gridding was optional in this study. The questionnaire itself is untimed, but it takes slightly more than 60 minutes to complete the 200 multiple choice items according to the technical manual produced by Peterson (1968).

Part II which was used in this investigation can be scored for 11 scales: satisfaction with faculty, satisfaction with administration, satisfaction with major, satisfaction with students, study habits, extracurricular involvement, family independence, peer independence, liberalism, social conscience, and cultural sophistication.

Peterson (1968) describes how these 11 scales were developed in the technical manual.

The scales in the College Student Questionnaire were constructed in a logical or a priori manner, rather than through factor analysis or some other essentially empirical analysis. The concepts implied by the labels given the scales were concepts that were judged to be implicit in the pool of questionnaire items assembled by Martin Trow.

Use of the four-alternative Likert-type format reflects the typical item type in this same pool (Trow's). Since the College Student Questionnaire, from the beginning, was conceived as an instrument for describing groups rather than individuals, it was concluded that the number of items per scale could be relatively small. The reading time was, of course, also a factor in determining the number of items per scale.

The initial fifteen item experimental scales were reduced to twelve items each on the basis of an internal consistency item analysis. Using a random sample of 500 cases from the pool of 6,680 undergraduates who completed Part II in 1963, the three items in each scale that had the lowest item-total score correlation were eliminated. Subsequently, Peterson reduced the twelve item scales to the current ten items.
The scales in the College Student Questionnaire are of the Likert-type, sometimes referred to as a "summated" scale according to Peterson (1968). The four alternatives on each item have score values (or weights) ranging from one for the first alternative through four for the fourth alternative. An individual's scale score is the sum of each of the ten item values. The score range for each of the scales is 10 through 40.

Although all tabulating and scoring for the College Student Questionnaire is done at Educational Testing Service, the researcher receives two data processing services: computer print-out, and data cards. The computer print-out contains response frequencies and percentages for the total group and the subgroups, frequency distributions, means, and standard deviations for the total group and the subgroups. The data cards are punched for item responses and individual scale scores.

Although reliabilities for the 11 scales in Part II are not extremely high, they range from 0.57 to 0.84. They are sufficient for the purpose mentioned in the manual and illustrative literature sent to users reports Gough (1971). Reliability of the individual items is on the order of 0.90 or above on the basis of prior work with biographical and attitudinal data according to Gough (1971).

Gough (1971) also writes that the validity of the scales is documented in two ways: through correlations of the scales with
individual items in the questionnaire; and through citation of group means, which were significantly valid at the 0.05 percent level of confidence.

Collection of the Data

The data used in testing the three null hypotheses were collected in the following manner. On November 7, 1974 an introductory letter (see Appendix), a questionnaire, an answer sheet, and a return stamped envelope were mailed to each of the students of the four sample groups. The answer sheet was coded in the following way in order that a telephone follow-up might be used later in the collection process. Each group of students was assigned a letter ("A" for married females, "B" for married males, "C" for single males, and "D" for single females) to separate each group from the other three groups. Then each student of each group was assigned a number, i.e., 40A for a married female student. The code was placed on the answer sheet, and when an answer sheet was returned the student's name was crossed off the mailing list.

Thirty-eight married females (42 percent), 49 married males (56 percent), 48 single males (47 percent), and 41 single females (47 percent) returned answer sheets as the result of mailing the questionnaire to each of the persons in the four samples.
Beginning November 19, several attempts were made to contact all students who had not returned an answer sheet. Each student contacted by telephone was asked if the questionnaire had been received and if it was being completed. Nineteen students completed and returned answer sheets as a result of the contacts by telephone.

There were varied responses to the follow-up by telephone. Some indicated they were too busy; some said "bag it"; several indicated they might; some had forgotten to mail the answer sheet; some lost it; some never received it; and some indicated that they were not interested.

By December 9, 1974, a minimum of 50 answer sheets had been collected from each sample group; 54 for married females (49 percent), 51 for married males (58 percent), 50 single males (50 percent), and 51 single females (58 percent). The proportions of the actual responses for each of the four groups sampled were not high; therefore, conclusive generalizations of the parent population were not possible. Conclusions could only be drawn for the elements of the sample that responded. Further attempts to improve the proportion after December 9, 1974 by continuing to try to contact students by telephone and by sending new questionnaires to those who had misplaced it or lost it were not successful.
Statistical Analysis of the Data

Analysis of the data was done with the use of the analysis of variance model which included the use of the "F" statistic and linear regression analysis.

The analysis of variance model was selected because of its capabilities of analyzing two or more sample means. Hypotheses involving two or more sample means may also be analyzed using the "F" statistic. The conventional 0.05 level of confidence was used as indicating statistically significant results. Tests that were conducted in the retention or the rejection of the three null hypotheses are illustrated in Table 1. If the computed "F" exceeded the tabular "F" value the null hypothesis was rejected. If the computed "F" did not exceed the tabular "F" then the null hypothesis was not rejected.

The following procedure was used for the analysis of variance model. The responses on the answer sheets were transferred to data cards by the Educational Testing Service. There were four data cards for each student's responses. A Fortran program was written to transfer the responses of sex, marital status, and the scale scores for the 11 attitudinal variables from the data cards to a computer file called CSQ. Then an OS3 system SORT was used to order the data in preparation for the use of the statistical interactive programming (*SIPS). After entering the statistical interactive
Table 1. Tests that were Conducted in the Retention or the Rejection of the Null Hypotheses.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>Tabular F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marital status (A)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>1</td>
<td>( \frac{(\Sigma X_1)^2}{n_1} + \frac{(\Sigma X_2)^2}{n_2} - \frac{(\Sigma X_1 + \Sigma X_2)^2}{n_1 + n_2} )</td>
<td>SS/1</td>
<td></td>
<td>MS/MS</td>
</tr>
<tr>
<td>Within groups</td>
<td>205</td>
<td>( \sum X^2 - \frac{(\Sigma X)^2}{N} ) - Between SS</td>
<td>SS/205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex identification (B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>1</td>
<td>( \frac{(\Sigma X_1)^2}{n_1} + \frac{(\Sigma X_2)^2}{n_2} - \frac{(\Sigma X_1 + \Sigma X_2)^2}{n_1 + n_2} )</td>
<td>SS/1</td>
<td></td>
<td>MS/MS</td>
</tr>
<tr>
<td>Within groups</td>
<td>205</td>
<td>( X^2 - \frac{(\Sigma X)^2}{N} ) - Between SS</td>
<td>SS/205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction (A x B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between groups</td>
<td>3</td>
<td>( \frac{(\Sigma X_1)^2}{n_1} + \frac{(\Sigma X_2)^2}{n_2} - \frac{(\Sigma X_1 + \Sigma X_2)^2}{n_1 + n_2} )</td>
<td>SS/3</td>
<td></td>
<td>MS/MS</td>
</tr>
<tr>
<td>Within groups</td>
<td>205</td>
<td>( S^2 - \frac{(\Sigma X)^2}{N} ) - Between SS</td>
<td>SS/205</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
programming system, the data were balanced before entering the subsystem ANOVA. The ANOVA subsystem was then used to analyze the data for variance and to compute the "F" test.

The data were also analyzed using linear regression analysis. Linear is a term which refers to the graphical plotting of two variables against one another, while regression describes the relationship between the two variables. Regression has many uses in statistical work and one or more can be selected which would be appropriate for this study. The "t" test was used in this study to determine if a statistically significant relationship existed between two variables. If the "t" test indicated a significant relationship between two variables, then a test of correlation coefficient was used to determine if there was a further significant relationship and to indicate a scatter plot for the two variables. The correlation coefficient is a regression technique which gave more empirical evidence that the two variables were related. A "t" test which indicates a statistically significant relationship does not give conclusive evidence that a linear relationship exists (Snedecor and Cochran, 1967). According to Snedecor and Cochran (1967), linear regression is appropriate where predictions are desired for two variables. The regression line on the scatter plot considers the intercept and the slope of the mean values for two variables. The intercept, \( \beta_0 \), is the point on the vertical axis of the graph where the line enters the scatter plot. The slope of the line
and the distance the observed values were from the line are factors used for predicting the relationship between two variables (Snedecor and Cochran, 1967). The linear regression model was used for a prediction model by analyzing each of the 11 attitudinal variables with two independent variables; age and class.

**Summary**

Procedures were followed to obtain samples that had a high degree of randomization for each of the four groups. This was accomplished. The method of selecting the samples provided an even distribution of the samples over the total population, thus there was less sample error. The proportion of the sample that responded to the instrument was not high, but adequate to analyze for statistical significance. Conclusions were based on those who responded and not generalized to the total population of undergraduate students. Analysis of variance and linear regression analysis were used to determine significant differences between the sample groups. The following chapter will report the findings of the analysis.
IV. ANALYSIS OF THE DATA

The purpose of the study was to investigate the relationship among four groups of students and 11 attitudinal variables. The purpose of this chapter is to present the analysis of the data relative to the investigation. The analysis of the data will be presented in two sections; first, a presentation of the analysis of the data involving the analysis of variance model; second, a presentation of the data using the linear regression model. The analysis will be presented in the order that the attitudinal variables are listed in the statement of the problem.

**Data Analyzed by the Analysis of Variance Model**

The null hypotheses presented here were tested to determine if there was a significant statistical relationship between an attitudinal variable and each group of students. The three hypotheses were tested for each attitudinal variable.

**Hypothesis 1.** There are no significant attitude differences involving sexual identification between persons of the same marital status in terms of score distribution on any of the 11 attitude scales.

**Hypothesis 2.** There are no significant attitude differences between married students and single students of the same sex in terms of score distribution on any of the 11 attitude scales.
Hypothesis 3. There are no significant differences among the several groups categorized by marital status and sex or by age and class in terms of score distribution on any of the 11 attitude scales.

Table 2 illustrates results of the analysis for the attitudinal variable "satisfaction with the faculty" by sex, marital status, and interaction between sex and marital status. The F value reported in Table 2 for sex indicates that there is no significant difference between the attitudes of male and female toward the faculty. Therefore Hypothesis 1 was not rejected. The data indicated that males and females exhibit similar attitudes toward the faculty in general.

Table 2. Analysis of the Attitude Variable Satisfaction with the Faculty.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>18.00</td>
<td>0.85</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>137.78</td>
<td>6.53*</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>44.18</td>
<td>2.09</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level
F = 6.81 at 0.01 level

The F value reported in Table 2 for marital status exceeds the tabular F value at the 0.05 level of confidence for Hypothesis 2; therefore, Hypothesis 2 was rejected. Rejecting the hypothesis suggests that there is a relationship between marital status and the attitude variable "satisfaction with the faculty."
Hypothesis 3 was not rejected on the basis that the F value did not exceed the tabular F value. The conclusion drawn from the data was that there is no significant relationship among sex, marital status and satisfaction with the faculty.

Table 3 presents the results of the investigation for the attitude variable "satisfaction with the administration." The F value reported in Table 3 for the three hypotheses concerning the satisfaction with the administration indicates that there are no significant differences among the four groups of students and the attitudinal variable. Thus the three hypotheses were not rejected, and it was concluded that all students responding to the questionnaire have similar attitudes towards the administration.

Table 3. Analysis of the Attitude Variable Satisfaction with the Administration.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>67.28</td>
<td>3.20</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>0.08</td>
<td>0</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>35.28</td>
<td>1.68</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level       F = 6.81 at 0.01 level

The results of the analysis which involved the attitude variable "satisfaction with one's major" are presented in Table 4. The results of the F value for Hypothesis 1 involving sex identification were not
statistically significant; therefore, Hypothesis 1 was not rejected.

Since the difference was not statistically significant, the results suggest that there is no difference between males and females in their attitude toward the major. The data also indicates fewer total students responded to this particular attitude variable. Of the total number of single females responding to the questionnaire, 13 did not complete enough items in the questionnaire to compute a scale score for this particular attitude variable.

Table 4. Analysis of the Attitude Variable Satisfaction with the Major.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>0.77</td>
<td>0.11</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>162.05</td>
<td>6.76*</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>11.85</td>
<td>0.82</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level
F = 6.81 at 0.01 level

*Significant at 0.05 level

The F value reported for Hypothesis 2 was significant when compared to the tabular F value. Therefore, Hypothesis 2 was rejected for this attitude variable, and the data indicated that single students have a different attitude toward their major than married students.

The F value reported for Hypothesis 3 was not significant when compared to the tabular F value; thus, Hypothesis 3 was not rejected.
This indicates that there is no difference in attitude toward the major when sex and marital status are interacting.

Table 5 illustrates the findings of the analysis for the attitudinal variable "satisfaction with students." The findings illustrate that there are no significant differences in attitude among the several groups of students responding to the questionnaire. The three hypotheses were not rejected based on the findings. Indications are that married students do not differ in their attitude toward other students when compared to single students or students of the opposite sex.

Table 5. Analysis of the Attitude Variable Satisfaction with Students.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>18.05</td>
<td>0.11</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>32.80</td>
<td>2.07</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>13.00</td>
<td>0.82</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level                F = 6.81 at 0.01 level

The findings of the analysis for the relationship between study habits and the four groups are summarized in Table 6. The analysis revealed no significant relationship between males and females when Hypothesis 1 was tested. The F value for sex identification summarized the findings. Hypothesis 1 was not rejected and the data suggest that there is no significant difference between the attitudes of males and females toward study habits.
Table 6. Analysis of the Attitude Variable Study Habits.

<table>
<thead>
<tr>
<th></th>
<th>df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>62.72</td>
<td>3.65</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>128.00</td>
<td>7.45**</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>2.68</td>
<td>0.56</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level
F = 6.81 at 0.01 level

The analysis did reveal a significant relationship between married students and single students as reported by the F value for marital status. Hypothesis 2 was rejected, and it was concluded from responses to the questionnaire that married students do have a different attitude toward study habits than single students.

When Hypothesis 3 was tested, the findings revealed no significant difference in attitude toward study habits when marital status and sex identification were interacting. Therefore Hypothesis 3 was not rejected, and it was concluded that attitudes towards study habits are similar when sex identification and marital status interact.

The results of the analysis of the attitude variable extracurricular involvement are presented in Table 7. The results of the analysis as revealed in the F value for Hypothesis 1 did not indicate a statistically significant value. This would indicate that there are no differences between male and female attitudes concerning extracurricular
involvement. The F value did not exceed the tabular F value; therefore, Hypothesis 1 was not rejected.

Table 7. Analysis of the Attitude Variable Extracurricular Involvement.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>32.00</td>
<td>1.96</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>128.00</td>
<td>24.46**</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>24.20</td>
<td>0.15</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level
F = 6.81 at 0.01 level

The results of the analysis suggest a difference in attitudes towards extracurricular involvement when married students are compared to single students. The F value exceeded the tabular F value by a significant amount. Hypothesis 2 was rejected based on empirical data suggesting a large difference in attitudes toward extracurricular involvement when analyzed with single students.

When marital status was analyzed and compared to sex identification, the results indicated no statistically significant difference. The F value did not exceed the tabular value; therefore, Hypothesis 3 was not rejected. It was concluded that when sex identification and marital status are interacting, the attitudes toward extracurricular
involvement are similar for those students responding to the questionnaire.

The analysis of data for the four groups of students responding to the questionnaire involving the attitude variable "family independence" is reported in Table 8. When Hypothesis 1 was tested the results indicated that there is a significant difference between males and females in attitudes toward family independence. This was indicated by the value of $F$ for sex identification; therefore, Hypothesis 1 for the attitude variable "family independence" was rejected. It was concluded from the analysis of the data that females have a different attitude toward family independence than males.

Table 8. Analysis of the Attitude Variable Family Independence.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>103.68</td>
<td>4.33*</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>269.12</td>
<td>11.24**</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>3.38</td>
<td>0.14</td>
</tr>
</tbody>
</table>

$F = 3.91$ at 0.05 level

$F = 6.81$ at 0.01 level

When Hypothesis 2 was tested the results of the $F$ value for marital status indicated that married students have a significantly different attitude toward family independence than single students.
The F value was significant at the 0.01 level of confidence. The data suggested that married students are more independent from the parent families. Hypothesis 2 was rejected at the 0.01 level of confidence which the empirical evidence suggested.

The interaction of sex identification and marital status was tested using Hypothesis 3. The data indicate that there are similar attitudes toward family independence when sex identification and marital status are interacting; therefore, Hypothesis 3 was not rejected.

Table 9 presents the findings of the analysis of variance for the attitude variable "peer independence." As the F value in Table 9 indicates, the analysis for Hypothesis 1 revealed no significant differences between males and females when analyzed for peer independence. Hypothesis 1 was not rejected and it was concluded that males and females 21 through 24 years of age have similar attitudes towards their peers.

Table 9. Analysis of the Attitude Variable Peer Independence.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>2.88</td>
<td>0.18</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>359.12</td>
<td>23.66**</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>21.78</td>
<td>1.43</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level
F = 6.81 at 0.01 level

** Significant at 0.01 level
The results of analyzing marital status as indicated in Table 9 by the F value suggest a very significant difference in attitudes toward peers. The data suggest that when married students are compared to single students there is a distinct difference in the attitudes for peer independence. The data indicate a statistical difference at the 0.01 level of confidence. Thus, Hypothesis 2 was rejected.

Hypothesis 3 was not rejected as a result of the analysis of the interaction of marital status and sex identification. The data suggest that when sex identification and marital status interact, the attitudes toward peer independence are similar.

Table 10 illustrates the results of the analysis for the variable liberalism. The F value reported in this table for the interaction between sex identification and liberalism indicates that no significant relationship exists. It was concluded that the attitude toward the variable "liberalism" is similar for males and females. The F value did not exceed the tabular value for F; therefore, Hypothesis 1 was not rejected.

Hypothesis 2 involved the comparison of married students and single students toward liberalism. The F value indicated that there is a statistically significant difference between the two groups. The F value was significant at the 0.05 level of confidence. Therefore, Hypothesis 2 was rejected and it was concluded that, compared to
Table 10. Analysis of the Attitude Variable Liberalism.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>0.52</td>
<td>0.02</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>133.33</td>
<td>6.42*</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>16.33</td>
<td>0.79</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level
F = 6.81 at 0.01 level

(single students, married students have a different attitude toward liberalism.)

The F value for the interaction of sex identification and marital status was not significant. Hypothesis 3 was not rejected and it was concluded that there is no difference in attitudes toward liberalism when all four groups of students interact.

The findings of the analysis of the attitudinal variable "social conscience" are summarized in Table 11. The analysis revealed a very significant difference for Hypothesis 1 as reported by the F value. The data indicate a significant difference in attitudes toward social conscience when males are compared to females. The difference is significant at the 0.01 level of confidence. Hypothesis 1 was rejected as a result of the significant F value.
Table 11. Analysis of the Attitude Variable Social Conscience.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>554.44</td>
<td>11.18**</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>16.82</td>
<td>0.62</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>6.48</td>
<td>0.23</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level
F = 6.81 at 0.01 level **Significant at 0.01 level

The analysis of the data involving marital status and the interaction between sex identification and marital status revealed no significant results. Therefore, Hypothesis 2 and Hypothesis 3 were not rejected and it was concluded that when sex and marital status interact, social conscience has no significant influence on the attitudes of the four groups. It was also concluded that married students do not have a significantly different attitude when analyzed with single students.

The results of the analysis of the data involving the attitude variable "cultural sophistication" are presented in Table 12. The analysis of variance model was used to test each of the three hypotheses. The F value reported for Hypothesis 1 was significant at the 0.01 level of confidence. Consequently, Hypothesis 1 was rejected, and it was concluded that there is a significant attitude difference between males and females for cultural sophistication.
Table 12. Analysis of the Attitude Variable Cultural Sophistication.

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>df</th>
<th>Mean Square</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex identification</td>
<td>1</td>
<td>302.58</td>
<td>11.18**</td>
</tr>
<tr>
<td>Marital status</td>
<td>1</td>
<td>16.82</td>
<td>0.62</td>
</tr>
<tr>
<td>Interaction between sex and marital status</td>
<td>1</td>
<td>6.48</td>
<td>0.24</td>
</tr>
</tbody>
</table>

F = 3.91 at 0.05 level
F = 6.81 at 0.01 level **Significant at 0.01 level

The F value for Hypothesis 2 and Hypothesis 3 was not significant; therefore, the hypotheses were not rejected. The data indicated that there are no significant differences between the attitudes of single students and married students toward cultural sophistication.

Data Analyzed by Linear Regression Model

Hypothesis 3. There are no significant differences among the several groups categorized by marital status and sex, or by age and class in terms of score distribution on any of the 11 attitude scales.

Hypothesis 3 was tested by linear regression analysis to determine if marital status and sex identification were the factors interacting with the attitudinal variable or if age and class were contributing factors as well.

Each of the four groups had been defined as being sophomores, juniors, or seniors, and 21 through 24 years of age.
The results of the regression analysis conducted to test the interaction of the variable "age" are summarized in Table 13. As indicated by the findings presented in Table 13, a significant relationship was found for the attitudinal variable "satisfaction with the faculty." Although the t value is significant at the 0.01 level of confidence, this did not indicate the predictive value. The linear regression model was selected for this aspect of the study to investigate the predictive value of a particular factor. Therefore, Hypothesis 3 was tested further by a correlation coefficient model. Table 14 illustrates the findings of the test. The correlation coefficient value was significant at the 0.01 level. This indicates that there is a relationship between age and satisfaction with the faculty. Hypothesis 3 was rejected on the basis of the t value and the correlation coefficient value. If the scatter plot is examined in Table 14 it will illustrate that the observations for the attitude variable were not clustered closely to the linear line. This suggests that the predictive value is not high, even though the hypothesis was rejected. Thus, the data indicate a significant, but not very useful relationship in predicting attitudes toward the faculty for the four groups of ages, 21 through 24 years of age.

The t value for the interaction between age and satisfaction with the administration was not significant. It was concluded that there is
Table 13. Analysis of the Data for the Variable "Age."

<table>
<thead>
<tr>
<th>Interaction Variables</th>
<th>t Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age x Satisfaction with faculty</td>
<td>4.78**</td>
</tr>
<tr>
<td>Age x Satisfaction with administration</td>
<td>1.19</td>
</tr>
<tr>
<td>Age x Satisfaction with major</td>
<td>2.93**</td>
</tr>
<tr>
<td>Age x Satisfaction with students</td>
<td>0.81</td>
</tr>
<tr>
<td>Age x Study habits</td>
<td>2.42*</td>
</tr>
<tr>
<td>Age x Extracurricular Involvement</td>
<td>-3.86**</td>
</tr>
<tr>
<td>Age x Family independence</td>
<td>1.55</td>
</tr>
<tr>
<td>Age x Peer independence</td>
<td>3.96**</td>
</tr>
<tr>
<td>Age x Liberalism</td>
<td>1.33</td>
</tr>
<tr>
<td>Age x Social conscience</td>
<td>-0.54</td>
</tr>
<tr>
<td>Age x Cultural sophistication</td>
<td>0.52</td>
</tr>
</tbody>
</table>

$t = 1.98$ at 0.05 level

*Significant at 0.05 level

$t = 2.61$ at 0.01 level

**Significant at 0.01 level
Table 14. Scatter Plot for Variable Satisfaction with Faculty.

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>R Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Faculty</td>
<td>0.32**</td>
</tr>
</tbody>
</table>

R = 0.159 at 0.05 level
R = 0.208 at 0.01 level
Mean = 24.35
\( \beta_0 = 17.95 \)
Slope = +1.04

** Significant at 0.01 level
no relationship between age and satisfaction with the administration for students responding to the questionnaire in this study.

As Table 13 indicates, the t value was significant at the 0.01 level when age and satisfaction with the major was compared. The correlation coefficient is significant at the 0.05 level as illustrated by Table 15. Hypothesis 3 was rejected, thus indicating a relationship between age and attitude toward the major, but the scatter plot of Table 15 indicates a low predictive value.

The results summarized for the analysis of age and satisfaction with students indicates no statistically significant difference. It was concluded that there is no relationship between age and attitudes toward other students.

Table 13 presents the findings of the analysis between age and study habits. The data suggest a significant difference at the 0.05 level of confidence. The correlation coefficient was significant at the 0.05 level as revealed in Table 16, but the scatter plot reveals a low predictive value. Hypothesis 3 was rejected, and it was concluded that there is a relationship between age and study habits. It was also concluded that this relationship cannot be predicted.

The data in Table 13 revealed that there was a significant negative value of -3.86 when extracurricular involvement was analyzed with the factor age. The correlation coefficient was also a significant negative value of -0.2612. The scatter plot of Table 17 illustrates the
Table 15. Scatter Plot for Variable Satisfaction with the Major.

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>R Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Major</td>
<td>0.20*</td>
</tr>
</tbody>
</table>

R = 0.159 at 0.05 level
R = 0.208 at 0.01 level
Mean = 24.24
β₀ = 16.10
Slope = +1.32

* Significant at 0.05 level
Table 16. Scatter Plot for Variable Study Habits.

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>R Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Habits</td>
<td>0.16*</td>
</tr>
</tbody>
</table>

R = 0.159 at 0.05 level
R = 0.208 at 0.01 level
Mean = 25.65
β₀ = 22.61
Slope = +0.49

*Significant at 0.05 level
Table 17. Scatter Plot for Variable Extracurricular Involvement.

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>R Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular Involvement</td>
<td>-0.26**</td>
</tr>
</tbody>
</table>

R = 0.159 at 0.05 level
R = 0.208 at 0.01 level
Mean = 17.91
β₀ = 22.69
Slope = -0.78
* Significant at 0.05 level
** Significant at 0.01 level
negative relationship. The scatter plot indicates that there is a low predictive value for the relationship between extracurricular involvement and the age factor. Hypothesis 3 was rejected and it was concluded that students 21 through 24 years of age generally have a negative relationship with extracurricular involvement.

When age and family independence were analyzed the results indicated no significant values. Therefore, Hypothesis 3 was not rejected. The data indicate no relationship between family independence and age.

The data of Table 13 revealed that there is a significant relationship between age and peer independence. The relationship was significant at the 0.01 level of confidence. The correlation coefficient was significant at the 0.01 level as illustrated by Table 18. The hypothesis was rejected and it was concluded that a relationship exists between age and peer independence. The scatter plot revealed that the relationship cannot be predicted successfully.

Table 13 summarized the interaction among age, liberalism, social conscience, and cultural sophistication. The t value for each case was not significant; therefore, Hypothesis 3 was not rejected. The data suggest that no significant relationships are found when students 21 through 24 years of age interact with the variables of liberalism, social conscience, or cultural sophistication.
Table 18. Scatter Plot for Variable Peer Independence.

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>R Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Independence</td>
<td>0.26**</td>
</tr>
</tbody>
</table>

![Scatter Plot](image)

R = 0.159 at 0.05 level
R = 0.208 at 0.01 level
Mean = 25.72
\( \beta_o = 20.21 \)
Slope = +0.90
* Significant at 0.05 level
** Significant at 0.01 level
Table 19 presents the findings for the analysis of the variable "class" and its relationship to the 11 attitudinal variables. The results indicate that only three have a significant relationship with the variable "class." As Table 19 illustrates, satisfaction with the major, family independence, and peer independence are significantly related to the independent variable class. Family independence was significant at the 0.05 level of confidence. The correlation coefficient for family independence was not significant; therefore, Hypothesis 3 was rejected at the 0.05 level as a result of the t value. Satisfaction with one's major was significant at the 0.01 level for the t value and 0.01 for the correlation coefficient.

Hypothesis 3 was rejected and it was concluded that there is a relationship between the variable "class" and the independent variable satisfaction with the major. The scatter plot in Table 20 illustrates that the observations are very scattered. The scatter plot indicates a low predictive value for this particular variable.

Peer independence and its interaction with the independent variable "class" showed a statistically significant value. The t value was significant at the 0.01 level of confidence and significant at the 0.01 level for the correlation coefficient. Hypothesis 3 was rejected suggesting a relationship between peer independence and class. Table 21, the scatter plot for peer independence, illustrates a minimal predictive value for the variable "class."
Table 19. Analysis of the Data for the Variable "Class."

<table>
<thead>
<tr>
<th>Interaction Variables</th>
<th>t Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class x Satisfaction with faculty</td>
<td>1.66</td>
</tr>
<tr>
<td>Class x Satisfaction with administration</td>
<td>0.42</td>
</tr>
<tr>
<td>Class x Satisfaction with major</td>
<td>3.52**</td>
</tr>
<tr>
<td>Class x Satisfaction with students</td>
<td>0.90</td>
</tr>
<tr>
<td>Class x Study habits</td>
<td>1.68</td>
</tr>
<tr>
<td>Class x Extracurricular involvement</td>
<td>-0.66</td>
</tr>
<tr>
<td>Class x Family independence</td>
<td>2.05*</td>
</tr>
<tr>
<td>Class x Peer Independence</td>
<td>3.16**</td>
</tr>
<tr>
<td>Class x Liberalism</td>
<td>1.03</td>
</tr>
<tr>
<td>Class x Social conscience</td>
<td>0.85</td>
</tr>
<tr>
<td>Class x Cultural sophistication</td>
<td>0.72</td>
</tr>
</tbody>
</table>

t = 1.98 at 0.05 level  
**Significant at 0.05 level  
t = 2.61 at 0.01 level  
**Significant at 0.01 level
Table 20. Scatter Plot for Variable Satisfaction with the Major.

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>R Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Major</td>
<td>0.239**</td>
</tr>
</tbody>
</table>

R = 0.159 at 0.05 level
R = 0.208 at 0.01 level
Mean = 24.24
β₀ = 17.05
Slope = 2.07
* Significant at 0.05 level
** Significant at 0.01 level
Table 21. Scatter Plot for Variable Peer Independence.

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>R Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Independence</td>
<td>0.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Soph</th>
<th>Jr</th>
<th>Sen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>*</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>*</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>*</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>*</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>*</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>*</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

R = 0.159 at 0.05 level
R = 0.208 at 0.01 level
Mean = 25.72
β₀ = 22.41
Slope = +0.95

* Significant at 0.05 level
Summary

The analyses conducted to test the hypotheses under investigation in this study yielded several results.

Hypothesis 1 was tested to determine if there were significant attitude differences between males and females for the 11 attitudinal variables. Hypothesis 1 was rejected for the following variables: family independence, social conscience, and cultural sophistication. The study indicates that there are significant differences between males and females for these three variables.

Hypothesis 1 was not rejected for the following variables: satisfaction with the faculty, satisfaction with the administration, satisfaction with the major, satisfaction with students, study habits, extracurricular involvement, peer independence, and liberalism. The results of the analysis indicate significant differences between males and females for these eight attitudinal variables.

Hypothesis 2 was tested to determine if there were significant attitude differences between married and single students for the 11 attitudinal variables. Hypothesis 2 was rejected for the following variables: satisfaction with the faculty, study habits, extracurricular involvement, family independence, peer independence, and liberalism. Analysis of the data indicates that there are statistical differences
in attitudes between married and single students for these six attitudinal variables.

Hypothesis 2 was not rejected for the following variables: satisfaction with the administration, satisfaction with the major, satisfaction with students, social conscience, and cultural sophistication. The data indicate no statistically significant difference for these five attitudinal variables.

Hypothesis 3 was tested to determine if there was an interaction of sex and marital status among the several groups and the 11 attitudinal variables. Hypothesis 3 was not rejected for all 11 attitudinal variables. The findings indicate that there is no significant interaction between sex and marital status for the 11 attitudinal variables.

Hypothesis 3 was tested further with the use of the linear regression model. Hypothesis 3 was tested to determine if age and class were contributing factors in the interaction with the 11 attitudinal variables. The t scores for the attitudinal variables of satisfaction with the faculty, satisfaction with the major, study habits, extracurricular involvement, and peer independence indicate significant differences for the variable "age." The findings suggested a negative difference for the attitudinal variable "extracurricular involvement."

When a correlation coefficient was computed for each of the attitudinal variables that had a significant t score, the variables of
satisfaction with the faculty, satisfaction with the major, study habits, extracurricular involvement, and peer independence were significant. The scatter plots for each of the above attitudinal variables indicate that the relationship between the variable "age" and any of the attitudinal variables studied cannot be predicted.

When the variable "class" was tested for its relationship to the attitudinal variables the following variables were found to be statistically significant: satisfaction with the major, family independence, and peer independence. Only "satisfaction with the major" and "peer independence" were significant when a correlation coefficient was computed. The scatter plots for the attitudinal variables "satisfaction with the major" and "peer independence" indicate that the relationship between the variable "class" and these two attitudinal variables cannot be predicted.
V. DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Discussion

The research undertaken in this study was stimulated by an interest in the attitudes of married students and the possible impact of the college environment on these attitudes. While considerable research has been done to substantiate the impact of the environment on students in general, the empirical evidence gathered is less extensive for its impact on married students.

The purpose of this investigation was to ascertain if there were differences in attitudes among married males, married females, single males, and single females toward 11 attitudinal variables. More specifically the study focused on the impact of the university environment on married students.

The 370 married and single students who participated in the study were Oregon State University sophomores, juniors, and seniors. They were 21 through 24 years of age (see Appendix). Data used in testing the hypotheses were collected during fall term registration through the use of the College Student Questionnaire Part II developed by Richard E. Peterson (1968) for Educational Testing Service. Biographical information about the students was also collected.
Two types of statistical analyses were used to test the three hypotheses under consideration. The analysis of variance model was selected because of its capabilities for analyzing two or more sample means. The analysis of variance model was also used because of the one and two way analysis needed for the data. Linear regression has many uses in statistical analysis. It was used in this study to determine if relationships between variables might be predicted successfully.

The results of this study indicate that there are no differences between male and female attitudes regarding their satisfaction with the faculty, satisfaction with the administration, satisfaction with the major, satisfaction with students, study habits, extracurricular involvement, peer independence, and liberalism. Male and female sophomores, juniors, and seniors, 21 through 24 years of age, were found to have similar attitudes toward these same eight variables. Freedman (1960), Sanford (1962), Webster (1962), and Dressel (1965) agree that the major impact of college on attitudes occurs within the first years. Possibly, by the time students become sophomores their attitudes are already formed. Shaw and Wright (1967) conclude that an attitude is a relatively enduring system of affective, evaluative reactions based upon the evaluative concepts which have been learned about social objects. Although sophomore, junior, and senior men and women 21 through 24 years of age have similar
attitudes about these eight variables, it may be their attitudes were learned during the first year of the college experience.

While Rudolphs' (1973) study of student attitudes suggests that males are more liberal than females, this study found that males and females have similar attitudes toward liberalism. Each university campus environment is unique and different from all other campus environments. This is the probable reason for the variance in the results. Rudolphs' (1973) study also suggests that students under 30 tend toward liberalism. This study was limited to ascertaining the difference between the two groups rather than the degree of difference. Webster (1962) notes that the extent to which attitudes are modifiable depends on types of experience, types of contacts, personality of the individual, and group pressures. Clark and Trow (1966) indicate a socialization process that takes place because of one experience with the organization. These eight variables may have been formulated early in the college experience and thus socialized to a similarity by one or several factors mentioned by Webster (1962). Dressel (1965) also indicates that students increase in homogeneity over the four years, and they do so in part by accommodating to prevailing mores.

This study indicates that males and females differed significantly in attitudes toward family independence, social conscience, and cultural sophistication. Hypothesis 1 was rejected for these three attitudinal variables. Analysis of the findings from Katz (1968)
and Chickering (1969) points out that students do become autonomous from their home environment. Katz (1968) observed that the college provides a greater degree of independence than the previous home and school situation of most students. Chickering (1969) presents evidence that increases in the level of autonomy do occur among college students. This study indicates that there is a difference in attitudes of males and females toward family independence, but does not indicate the level or degree to which students are autonomous from their previous environment. It suggests that one group may be more autonomous than the other.

Betz, Starr and Menne (1972) studied students' satisfaction with private and public colleges and universities. Their findings suggest that students in public colleges and universities are more satisfied with the social life of these institutions. This study did not try to ascertain the level of social conscience; it was limited to ascertaining whether a difference exists between male and female students for social conscience. There is a significant difference, but it was not determined whether males are more or less socially conscience than females.

Male and female students at Oregon State University who responded to the questionnaire have different attitudes toward cultural sophistication. The present study was limited to determining if a difference existed and not whether females were more or less
culturally sophisticated than males. This study did not compare the level of cultural sophistication with a national profile prepared by Educational Testing Service. The data could be used to compare the mean scale scores of each group with the national profile.

When this study compared married students to single students with the use of the analysis of variance model, the computations indicated similarities of satisfaction with the administration, satisfaction with the major, and satisfaction with students. The study also found similar attitudes of social conscience and cultural sophistication for the two groups. This study did not attempt to determine the level of social conscience or cultural sophistication. The literature surveyed was void of evidence concerning these attitudinal variables for married students. The reason for similarity between married students and single students toward these attitudinal variables was not investigated.

Married students have different attitudes toward satisfaction with the faculty, study habits, extracurricular involvement, family independence, peer independence, and liberalism. This study was limited to determining if there were differences in attitudes between married students and single students. This study does not indicate that married students are more or less satisfied with the faculty, or with study habits; it suggests a difference in attitude. The cause of the different attitudes should be investigated. Married students may
have better attitudes toward the faculty and better study habits which results in a higher grade point average, but this study did not investigate this. Oppelt's (1965) study of married males indicates that they participate less in extracurricular activities than single students. This study indicates a difference in attitude toward extracurricular involvement. The reason for the difference in attitude should be investigated more fully. The cause of the difference needs to be known if programs are to be developed specifically for married students.

Married students have a different attitude toward family independence and peer independence, which was anticipated. The data are limited in that they do not indicate the degree of difference for either attitudinal variable. Married students have a different attitude toward liberalism than single students. This does not indicate that married students are more or less liberal than single students.

This study did not find any interaction between sex and marital status for any of the 11 attitudinal variables. This tends to indicate that differences in student attitudes are results of an expression of sex identification or marital status. An interaction of sex identification and marital status do not produce significant attitude differences.

Hypothesis 3 which involved the interaction of sex identification and marital status was further tested to determine if a student's age and class were important factors in the learning of attitudes. Linear
regression was also used to determine whether one can predict attitudes from a student's age or class. If a t score indicated a relationship, then a correlation coefficient was computed along with a scatter plot to determine the predictability of the relationship.

When hypothesis 3 was tested using the variable "age" several attitudinal variables were found to be significant. They are satisfaction with the faculty, satisfaction with the major, study habits, extracurricular involvement, and peer independence. The data indicate that these attitudinal variables have a relationship to the variable "age" when a t score is computed. Extracurricular involvement revealed a negative value when regressed with the factor "age." This indicates that there is a negative relationship between extracurricular involvement and age. This could possibly indicate that students are less likely to participate in extracurricular activities at 24 than at 21 years of age. However, the scatter plots indicate a very low predictive value. The object of further investigation was to determine predictability for the age factor. It was concluded that one cannot predict the attitudes of students by their chronological age.

"Class" as a factor was investigated using linear regression. Satisfaction with the major, family independence, and peer independence were found to have significant t scores. Further investigation revealed that "satisfaction with the major" and "peer independence" were significant when the correlation coefficient was computed. The
scatter plots indicate that attitudes of students cannot be predicted from their class standing in college.

Conclusions

The conclusions drawn from the study are limited to students who responded to the questionnaire.

1. There are differences in attitudes between male and female students, 21 through 24 years of age regarding the following attitudinal variables: (a) family independence, (b) social conscience, (c) cultural sophistication.

2. Married students' attitudes are different from single students in the areas of: (a) satisfaction with the faculty, (b) study habits, (c) extracurricular involvement, (d) family independence, (e) peer independence, (f) liberalism, and (g) satisfaction with major.

3. Male and female students have similar attitudes for: (a) satisfaction with the faculty, (b) satisfaction with the administration, (c) satisfaction with students, (d) study habits, (e) extracurricular involvement, (f) peer independence, and (g) liberalism.

4. Married students are similar to single students in attitudes for: (a) satisfaction with the administration, (b) satisfaction with students, (c) social conscience, and (d) cultural sophistication.
5. The empirical evidence of this study suggests that sex identification does not interact with marital status in the learning of attitudes.

6. Student attitudes cannot be predicted from their chronological age or by their class standing in college.

The results of this study should be helpful to administrators of student services and other members of the university community at Oregon State University in planning for the future. Administrators and other members of the campus community should be cognizant that this study did not consider the variables such as socioeconomic status, minority status, number of children in the family, or foreign status when limitations were developed. The conclusions suggest that there are differences in attitudes between male and female students as well as differences in attitudes between married and single students. Plans for the future should take into consideration differences between male and female students' attitudes in such areas as family independence, social conscience, and cultural sophistication. Goals and objectives formulated for living groups should allow for these differences.

The literature has indicated that there are very few student service programs planned specifically for married students. Plans for new programs should consider the attitudinal differences regarding satisfaction with the faculty, study habits, extracurricular involvement, family independence, peer independence, and liberalism. Student service administrators specifically should consider difference in the attitude toward extracurricular involvement. This study indicates that students may be entering a different life style at marriage.
This is supported by data of the study concerning the autonomy of family and peer relationships. The college atmosphere should be altered to accommodate and encourage the married student. Clarke (1969) has indicated that colleges and universities generally think of the married student as a single student. Most colleges and universities today assume an educational responsibility for the student as a whole person. This philosophy has led to the development of facilities and services such as student housing, personal and academic counseling, financial aid, physical and mental health services, activities that relate to cultural betterment, and social and recreational activities. Clarke (1969) suggests that the university is oriented toward the single student in providing services and activities. Almost every service referred to above is in part provided to students to assist them in satisfactory adjustment in all areas of their growth and development. The same services are needed by the married student, but designed to assist them as married students, rather than to ignore their specific needs. Universities should consider the atmosphere surrounding such services as housing, medical services, counseling services, cultural and recreational activities. A review of the literature suggested that married students have special needs concerning finance, an orientation program designed for families, family planning, educational opportunities for the spouse of the student, and administrative representation.
This study reveals that students are similar in attitudes for several variables. The study did not reveal whether the attitudes were significantly positive or negative. The university atmosphere may be producing a negative impact as well as a positive impact on students. Planning for the future should take this into consideration.

**Recommendations for Further Research**

The results of the study suggest several recommendations for further research.

1. Empirical data are needed concerning the degree of difference in attitude which would indicate whether one group has more positive or more negative attitudes when compared to other groups.

2. More evidence is needed about specific aspects of the college environment that students are responding to in learning attitudes.

3. Evidence is needed concerning the cause and effect relationship of the environment's impact on students.

4. Empirical evidence is needed about specific periods of time in the college experience when attitudes are learned more rapidly.

5. Future studies might concentrate on the effect of different environmental situations on attitudes.
6. Studies should be conducted to determine the attitudes of students who are older than 25 years of age.

7. Further studies should consider the interaction between the individual and a group and its effect on the learning of attitudes.
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Sturtz, Sue Ann. 1971. Age difference in college student satisfac-


STUDENT DATA REVIEW SHEET

Listed below is an inventory of the basic personal information which is found in your file. Please review each item carefully. If any information is incorrect or missing, please print the correct information in the space provided. Note the sample:

<table>
<thead>
<tr>
<th>Social Security Number</th>
<th>Full Legal Name</th>
<th>Date of Birth</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Last</td>
<td>Month Day Year</td>
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</tbody>
</table>

| OSU Address            | OSU Address     |
| Street and Number      | City or Town    |
|                       |                 |

| Home Address           | Home Address    |
| Street and Number      | City or Town    |
|                       |                 |

<table>
<thead>
<tr>
<th>Parent or Guardian's Name</th>
<th>OSU Phone Number</th>
<th>Marital Status</th>
<th>Car License Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last</td>
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</table>

**NOTE:** Grades will be mailed to your home address.

Parent or Guardian's Address

Street and Number

City or Town

State

Zip

Academic Major Code

Enter Major Code from back of form

Did either parent attend O, S, U, ?

Yes or No

Term Year of Expected O, S, U, Graduation

Authorization to include your Name, Address, and Phone No. in Student Directory

This sheet will be collected as you file your registration packet.
Dear Student:

Enclosed is a questionnaire that I hope you will respond to and return. The information collected will be the basis of a doctoral dissertation and may be used for planning future goals and objectives in student services.

Your name was selected at random to be a part of this small sample; therefore, your cooperation is very important. The questionnaire should take you approximately 60 minutes or less to complete. Notice that the answer sheet must be filled out with a soft lead pencil. To insure that your responses remain confidential, I request that you do not indicate your name on the answer sheet.

If you have any questions, please call Al Barnhill, 752-8931. I would greatly appreciate the return of the answer sheet only as soon as possible. Return it in the envelope provided.

Thank you for your cooperation in this study.

Sincerely,

Al Barnhill
APPENDIX C

The total number of students at Oregon State University during fall term 1974 was 15,552; of this number 2865 were married students of all ages. The populations in this study consisted of four groups of students selected from the total. The four groups are: 719 married undergraduate males 21 through 24 years of age; 466 married undergraduate females 21 through 24 years of age; 2469 single undergraduate males 21 through 24 years of age; 1326 single undergraduate females 21 through 24 years of age.
APPENDIX D

Section 1

EDUCATIONAL AND VOCATIONAL PLANS

1. Sex:
   1. Male
   2. Female

2. Age at last birthday:
   1. 16 or under
   2. 17
   3. 18
   4. 19
   5. 20
   6. 21
   7. 22
   8. 23
   9. 24 or older

3. Class in college:
   1. Freshman
   2. Sophomore
   3. Junior
   4. Senior
   5. Fifth year of a five-year bachelor’s program
   6. Graduate
   7. Evening student only
   8. Other (e.g., special or temporary student, etc.)

4. Are you:
   1. Single and “unattached”
   2. Going steady
   3. Pinned (or other equivalent)
   4. Engaged
   5. Married, no children
   6. Married, one or two children
   7. Married, three or more children
   8. Widowed
   9. Divorced, separated

5. Are you a full-time or a part-time student this term?
   1. Full-time
   2. About three-quarters time
   3. About one-half time
   4. About one-quarter time or less

6. Where are you living this term?
   1. College dormitory or apartment
   2. Fraternity or sorority house
   3. Cooperative
   4. Boarding house
   5. At home with parents
   6. With relatives or family friends
   7. Private room off campus
   8. Private apartment off campus
   9. Other

7. Are you on academic probation (or other equivalent) this term?
   1. Yes
   2. No

8. At the present time are you:
   1. Officially enrolled in a major field of study (e.g., School of Engineering, Department of History, Elementary Education, etc.)
   2. Decided on a major, but not yet officially enrolled in the field or department
   3. Not officially in a major field and have not yet decided on a major field (skip to question 22)
If your answer to question 8 was either alternative 1 or 2, please read the following instructions carefully.

Major field: What is your present major field or the field in which you plan to major at some future time? Check only one from the list of subjects and fields given below. For example, if your major is history, mark the box numbered 3 in the column numbered 12. (There should be only one mark in columns 9 through 17 on the answer sheet.)

9. Biological science
   1. Anatomy
   2. Bacteriology
   3. Biochemistry
   4. Botany
   5. Genetics
   6. Physical anthropology
   7. Physiology
   8. Zoology
   9. Other biological science

10. Physical science
   1. Astronomy
   2. Chemistry
   3. Geography
   4. Geology
   5. Geophysics
   6. Physics
   7. Other physical science

11. Mathematics
   1. Mathematics
   2. Statistics
   3. Computer science

12. Social science
   1. Cultural anthropology
   2. Economics
   3. History
   4. Political science
   5. Psychology
   6. Sociology
   7. Social welfare
   8. Social science field or combination major
   9. Other social science

13. Humanities and Arts
   1. Art
   2. Drama
   3. English, speech
   4. Journalism
   5. Modern language(s)
   6. Music
   7. Philosophy
   8. Humanities field or combination major
   9. Other

14. Education (Mark only if education rather than a subject field is your present or future major subject.)
   1. Kindergarten or kindergarten-primary
   2. Elementary
   3. Secondary
   4. Physical education
   5. Other

15. Business
   1. General, management
   2. Accounting
   3. Finance
   4. Business law
   5. Marketing
   6. Office management
   7. Data processing
   8. Secretarial study
   9. Other

16. Engineering
   1. General
   2. Aeronautics, astronautics
   3. Chemical
   4. Civil
   5. Electrical
   6. Industrial
   7. Mechanical
   8. Mineral, petroleum
   9. Other

17. Other profession or vocation
   1. Agriculture
   2. Architecture, landscape arch.
   3. City, regional planning
   4. Criminology, law enforcement
   5. Forestry, conservation
   6. Home economics, nutrition
   7. Librarianship
   8. Nursing
   9. Other technical or vocational specialty (e.g., drafting, cosmetology, etc.)

18. How long ago did you decide on this field? Do not consider specialties within a field (e.g., teaching or engineering specialties).
   1. In the past six months
   2. Between six months and a year ago
   3. About a year ago
   4. About two years ago
   5. Three years ago
   6. Four years ago
   7. Five to seven years ago
   8. More than seven years ago

If your answer to question 8 is either alternative 1 or 2—be sure you have made only one mark on your answer sheet for questions 9 through 17.
19. Of the following, who would you say influenced you the most in your choice of major field (regardless of how tentative your choice is)?

1. Father
2. Mother
3. Other adult acquaintance(s)
4. Elementary school teacher(s) and/or principal
5. High school teacher(s)
6. High school counselor, dean or principal
7. College teacher(s)
8. College counselor, dean or other non-teacher
9. Close friend(s)

20. How do your parents (or guardians) feel about the major field you have chosen or are presently considering?

1. They strongly approve
2. They mildly approve
3. They are indifferent
4. They disapprove of my choice somewhat
5. They strongly disapprove
6. They are not aware of my present thinking on this matter

21. When you made your present choice of major, from how many possible fields did you choose; i.e., as well as you can remember, how many different fields are you interested in when you decided (however tentatively) on your present choice? If you are presently trying to decide on a major, how many different fields are you considering?

1. One—the only field I have ever really been interested in
2. Two
3. Three
4. Four or more

22. After obtaining your bachelor’s degree, do you expect to continue your education in a graduate or professional school?

1. Definitely yes
2. Probably yes
3. Probably not (skip to question 26)
4. Definitely not (skip to question 26)
5. Haven’t thought enough about this matter to say (skip to question 26)

23. If you are planning to go on to a professional school after receiving your bachelor’s degree, what kind of school will it be according to your present thinking?

1. Architecture
2. Business
3. Education
4. Engineering
5. Law
6. Medical
7. Social work
8. Speech, drama, music, or other performing art school
9. Other professional or graduate school

24. When did you first consider the question of pursuing graduate or professional training? (Mark only one)

1. In the past six months
2. Between six months and a year ago
3. About a year ago
4. About two years ago
5. Three years ago
6. Four years ago
7. Five to seven years ago
8. More than seven years ago

25. Do you plan to work for a doctoral degree?

1. Yes
2. No, the doctorate is not given in my intended field
3. No, I plan to work only for an MA or MS degree (master of arts or master of science)
4. No, I plan to do only the graduate work necessary for a teaching credential or license
5. No, for reasons other than those listed above

26. Have you decided, even tentatively, what occupation or vocation you want to pursue after college?

1. Yes
2. No, not even tentatively

27. In thinking about your occupational future, do you feel that in the long run you will have a preference for:

1. An academic life (teaching, research, other scholarly work)
2. A business life
3. A professional life (doctor, lawyer, engineer, etc.)
4. A life of a trained technician or craftsman
5. A life centering upon some aspect of the creative arts
6. A life centering upon a home and a family
7. Other
8. I have not given sufficient thought to this matter to say

28. If you could have your own choice in the matter, in which kind of firm, organization, or situation would you prefer to work after you finish your schooling? Mark only one of the nine alternatives.

1. Own business (or farm)
2. Small business firm
3. Medium to large firm or corporation
4. Own professional office (e.g., law office, dental office)
5. An educational institution (e.g., high school, college)
6. A public or private research organization
7. A public or private welfare agency
8. Government service (other than research, welfare, or military)
9. Other firm, organization, or situation
29. As far as you personally are concerned, which one of the requirements below is the most important in any job or profession you would consider going into?
   1. Opportunity to use my special abilities and talents
   2. Prospects of an above average income
   3. Freedom to be creative and original
   4. Opportunity to work with people rather than with things
   5. Opportunity to be helpful to others and/or useful to society in general
   6. Stable, secure future
   7. Compatibility with the kinds of people with whom I would be working
   8. Avoidance of work under relatively high pressure
   9. Relative freedom from supervision by others

30. For women only: Fifteen years from now would you like to be:
   1. A housewife with no children
   2. A housewife with one or more children
   3. An unmarried career woman
   4. A married career woman without children
   5. A married career woman with children
   6. Right now I am not certain

31. What has been your main source of financial support during the present academic year? (Mark only one)
   1. Parents (or one parent)
   2. Wife or husband
   3. Job
   4. Scholarship
   5. Loan
   6. Previous personal earnings and savings
   7. GI Bill, ROTC, or other governmental assistance (other than scholarship or loan)
   8. Family trust fund, insurance plan, or other similar arrangement
   9. Other

32. Are you on a scholarship this term?
   1. No

   If your answer is yes, if you are on a scholarship this term, indicate what kind. (If you presently have more than one scholarship, indicate the one that is the largest or most important.)
   2. Made available by this college
   3. Made available by the alumni of this college
   4. Made available by this state
   5. Made available by the federal government
   6. Made available by the American Legion
   7. National Merit
   8. General Motors
   9. Made available by some other private individual, organization, corporation, or industry

33. On the average, how many hours per week are you spending in part-time (or full-time) work this term? (Mark only one)
   1. None
   2. Less than 6
   3. 6 to 10
   4. 11 to 15
   5. 16 to 20
   6. 21 to 25
   7. 26 to 30
   8. More than 30

34. How much money, approximately, do you estimate you will spend during the present academic year? Count everything—tuition, board, room, clothing, recreation, transportation to and from home, incidentals, etc. (Mark only one)
   1. Less than $700
   2. $700 to $999
   3. $1,000 to $1,299
   4. $1,300 to $1,599
   5. $1,600 to $1,899
   6. $1,900 to $2,399
   7. $2,400 to $3,000
   8. Over $3,000

END OF SECTION I
35. How extensively in the past year have you been involved in the activities of student government organizations (student legislative body, election commission, etc.)?
   1. Not at all
   2. One such organization
   3. Two such organizations
   4. Three or more (or have held one or two highly responsible and time-consuming offices)

36. How closely do you generally follow the news about varsity and/or intramural athletics?
   1. Not at all
   2. Not very closely
   3. Fairly closely
   4. Very closely

37. To what extent have you participated in varsity or intramural sports during the past year?
   1. Not at all
   2. One sport
   3. Two sports
   4. Three or more sports

38. To what extent in the past year or so have you participated in organized activities sponsored by churches, synagogues, religious foundations, etc. (regular services excluded)?
   1. Not at all
   2. To a small extent
   3. Fairly extensively
   4. Very extensively

39. To what extent in the past year have you participated in the activities of on-campus professional organizations or organizations primarily for students in your field of major academic or career interest (e.g., American Society for Public Administration, teacher organizations, various engineer-major societies, etc.)?
   1. Not at all
   2. To a small extent
   3. Fairly extensively
   4. Very extensively

40. How extensively in the past year have you been involved in school spirit organizations and activities (e.g., rally committee, welcoming committees, student guides, etc.)?
   1. Not at all
   2. To a small extent
   3. Fairly extensively
   4. Very extensively

41. What is your estimate of the total number of hours you have devoted to organized extracurricular activities in an "average" week during the past year?
   1. None
   2. Less than five
   3. Between five and ten
   4. More than ten

42. To what extent in the past year have you participated in the organized activities of your living group (e.g., dormitory, fraternity, sorority)?
   1. Do not live in an organized living unit (i.e., I live at home, or in a private apartment, etc.)
   2. To a small extent
   3. Fairly extensively
   4. Very extensively

43. Would you agree that most of the existing rules and regulations on this campus are logical and necessary?
   1. Strongly disagree
   2. Disagree, but not strongly
   3. Agree, but not strongly
   4. Strongly agree

44. How much competitiveness for grades have you found among students in your classes this past year?
   1. A great deal of competitiveness
   2. A fair amount of competitiveness
   3. Only a little
   4. No competitiveness at all

45. In which one of the following areas have you received your greatest personal satisfaction at this college during the past year? (Mark only one)
   1. Coursework in general
   2. Coursework in my major field
   3. Individual study, research, writing, art work, etc.
   4. Organized extracurricular activities; student government, athletics, clubs, etc.
   5. "Bull-sessions" with fellow students
   6. Social life; dating, parties, etc.
   7. Close friendships with students
   8. Getting acquainted with a wide variety of students
   9. Self-discovery, self-insight; discovery of new interests, talents, etc.
46. From the list below, which has been your biggest problem
or source of worry at this college during the past year?
(Mark only one)
1. I have had no major problems
2. Finances
3. Handling the content of my courses
4. Meeting members of the opposite sex
5. Relations with one or more particular members of
the opposite sex
6. Deciding on a major field or specialty within a field
7. Some aspect of parent and/or family relations
8. Trying to "find" myself in the sense of personal
meaning and identity, where I am headed, what I
am seeking in life, etc.
9. Other problem not mentioned above.

47. Are you a member or a pledge of a social fraternity or
sorority (or other equivalent house or club)?
1. There are none on this campus
2. No, but they exist on this campus, and I am
interested in joining one
3. No, and although they exist on this campus, I am
not interested in joining
4. I was a member, but I am no longer a member
5. I am currently a pledge
6. Yes, I am currently an active member
7. Yes, but I am now inactive

48. Do you have one or more roommates, or do you
live alone?
1. Live alone
2. One student roommate
3. Two or more student roommates
4. Live with spouse, parents, or other non-students
5. Other arrangement

49. Have you changed your plans about major field of study
since you entered college (all colleges you have attended)?
Do not consider changes in specialty within a given field.
1. No, because I have not yet made serious plans
about a major field of study
2. No, my original plans about major field of study
have not changed
3. Yes, I have changed plans once
4. I have changed plans twice
5. Three times
6. I have changed plans more than three times

50. Do you agree or disagree that this college or university
exercises too much authority over student life outside
the classroom?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

51. What is your opinion about the necessity for organized
extracurricular activities on any college campus?
1. For the most part they are irrelevant and distracting
2. No opinion
3. They are reasonably necessary
4. They are very necessary

52. On the basis of either direct experience or conversations
with student friends, what is your impression of the
quality of help on problems of a personal nature presently
available from personnel deans (dean of students, deans
of men, deans of women) at this college?
1. They are no help
2. Not usually very helpful
3. More often helpful than not
4. Consistently very helpful

53. Again from either direct experience or hearsay, what is
your general impression of the courtesy and efficiency
with which student problems are taken care of by
various administrative or personnel divisions on this
campus (e.g., admissions, registrar, loans, housing, etc.)?
1. Impression mostly negative; many improvements
definitely needed
2. Impression somewhat negative; a number of im-
provements could be made
3. Impression reasonably positive
4. Impression very positive; student problems handled
very courteously and efficiently

54. How interested are you in what the student government
does on this campus?
1. Not particularly interested
2. Somewhat interested
3. Quite interested
4. Very much interested

55. What proportion of the faculty members who have
taught you during the past year would you say are
superior teachers?
1. Very few
2. Less than half
3. More than half
4. Almost all

56. In general, are you enjoying your studies in college this
term as much as you had expected to?
1. No, I am definitely enjoying them less than I
had expected
2. No, but I am only mildly disappointed
3. My expectations for this term are reasonably well
satisfied
4. I am enjoying my studies this term much more
than I had expected
57. How do you feel about the assistance (or lack of assistance) in thinking through your educational and vocational plans which you have received at this college (from teachers, counselors, deans, etc.)?
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Fairly satisfied
   4. Very satisfied

58. So far this year how successful would you say your instructors at this college have been in challenging you to produce to the limit of your intellectual and creative capacities?
   1. They have been wholly unsuccessful
   2. Several have been somewhat successful
   3. Several have been quite successful
   4. Almost all have succeeded in continuously challenging my intellectual capacities

59. Would you say that individual students on this campus have a voice in formulating the regulations which affect them?
   1. No, they have no voice
   2. They have a rather weak voice
   3. A moderately strong voice
   4. Yes, a very strong voice

60. Do you find yourself bored in class these days?
   1. Almost all of the time
   2. Fairly often
   3. Occasionally
   4. Almost never

61. How many faculty members at this college have provided personal evaluations of your work which made you think that you might become a creative or productive worker in their fields?
   1. None
   2. One
   3. Two or three
   4. More than three

62. What is your approximate over-all (cumulative) grade average since you have been in college? Make a letter grade estimate from whatever grading system is used at your college. (Mark only one)
   1. D+ or lower
   2. C−
   3. C
   4. C+
   5. B−
   6. B
   7. B+
   8. A−
   9. A

57. What was your approximate grade average last term?
   Use the alternatives in the preceding question. (Mark only one)

64. In your experience (direct or hearsay) so far at this college, how satisfied have you been with the fairness and impartiality by which rules regulating student personal conduct have been enforced?
   1. Greatly dissatisfied
   2. Somewhat dissatisfied
   3. Reasonably satisfied
   4. Very satisfied

65. Would you agree that the college administration here generally treats students more like children than like adults?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

66. Of the instructors you have had this past year, about what proportion would you say came to know you by name?
   1. Almost none
   2. Less than half
   3. More than half
   4. Almost all

67. What proportion of the faculty members you have observed at this college would you say are genuinely interested in students and their problems?
   1. Very few
   2. Less than half
   3. Over half
   4. Almost all

68. What is your opinion about the prevailing regulations governing on-campus appearances and speeches by controversial persons?
   1. The prevailing regulations are appropriate
   2. The prevailing regulations are inappropriate
   3. I know nothing about any such regulations

69. During the present term, would you say that you have a close, personal relationship with any of the faculty at this college?
   1. No, with none
   2. Yes, with one
   3. Yes, with two
   4. Yes, with more than two faculty members
70. Have you had the feeling in the past year or so that some of your instructors have judged (e.g., graded) you more on the basis of extraneous or irrelevant factors than on the basis of the quality of your work?
   1. Quite often
   2. Once in a while
   3. Very rarely
   4. Never

71. To what extent would you say this institution is under pressure from outside sources to offer a kind of educational experience which is contrary to the kind of educational experience you are seeking?
   1. There are very strong pressures of which I disapprove
   2. There are moderate pressures of which I disapprove
   3. There are pressures, but they are weak
   4. I am aware of no such outside influence

72. What has been your general impression of the tolerance for student argument and disagreement on the part of the instructors you have come in contact with this year?
   1. Some of them have definitely penalized student disagreement
   2. Some of them have not particularly welcomed disagreement
   3. Most of them have accepted student disagreement
   4. Most of them have definitely valued and encouraged reasonable student disagreement

73. During the past academic year, how competent, in your opinion, have you found your instructors to be in their own special fields?
   1. I felt that several were not sufficiently competent
   2. I felt that two or three were not sufficiently competent
   3. One was not sufficiently competent
   4. All were competent in my judgment

74. On the whole, how satisfied are you with the opportunity you have had in the past year to meet with your instructors privately about course work and your own progress?
   1. Mostly dissatisfied
   2. Fairly satisfied
   3. Quite satisfied
   4. Extremely satisfied

75. To what extent would you say this college recognizes and is interested in you as an individual person?
   1. I feel that at this institution I am little more than a number on an IBM card
   2. Very seldom am I aware of interest in me as an individual
   3. Frequently I am aware of such an interest
   4. Many persons and organizations on this campus continually express interest in me as an individual

76. At the present time are there any faculty members at this college to whom you feel particularly responsible and whom you believe feel particularly responsible for you?
   1. No, there aren't any
   2. Yes, there is one
   3. There are two
   4. There are more than two

77. Speaking generally, how efficiently have you performed during exams in the past year?
   1. Quite uneasy, considerable loss of efficiency
   2. Somewhat uneasy, some loss of efficiency
   3. Generally have worked fairly efficiently
   4. Generally have worked very efficiently

78. Compared with most of your classmates at this college, how much would you say you have studied during the present term?
   1. I have studied much less than most of my classmates this term
   2. I have studied slightly less than most of them
   3. I have studied slightly more than most of them
   4. I have studied much more than most of my classmates this term

79. Do you make notes while reading textbooks?
   1. No, almost never
   2. Once in a while (e.g., depending on the subject)
   3. I generally do, but I have no particular note-making system
   4. I almost always make note while reading, and I have a systematic method for doing so

80. In reading textbooks (e.g., in the social sciences or humanities), how would you describe your reading rate?
   1. Very slow
   2. Fairly slow
   3. Fairly fast
   4. Very fast

81. Regardless of whether you live on or off campus, how successful have you been this term in finding a place to study which is comfortable, well lit, heated and ventilated, free from distractions, and which you can think of as "your own"?
   1. Completely unsuccessful
   2. Unsuccessful for the most part
   3. Successful in several of the above mentioned respects
   4. Completely successful
82. Do you ordinarily find writing papers a difficult task, or do you have relatively little difficulty in getting your ideas down on paper?
   1. I find writing papers a very difficult task
   2. I frequently experience some difficulty in writing
   3. Usually I do not experience great difficulty
   4. I have little or no difficulty in expressing myself in writing

83. How well would you say that you understand the various reference facilities of the main library on this campus and how these library services may be potentially useful to you as a student?
   1. My general understanding of these matters is rather poor
   2. My understanding of these matters is incomplete in a number of respects
   3. For my purposes, I know about what I need to know about the library here
   4. I would say that my knowledge of the library here and its potential use to me is quite complete

84. How do you feel about the policies on this campus concerning such things as class attendance, number of "cuts," arriving in class on time, etc.?
   1. Entirely inappropriate
   2. Somewhat inappropriate
   3. Appropriate for the most part
   4. Entirely appropriate

85. In terms of your own personal satisfaction, how much importance do you attach to getting good grades?
   1. None or not much
   2. A moderate amount
   3. Quite a bit
   4. A great deal

86. All things considered, how satisfied are you with the grades you have received during the past academic year?
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Fairly satisfied
   4. Very satisfied

87. Would you say that the grades you received at the end of the last term:
   1. Grossly under-represented your ability
   2. Slightly under-represented your ability
   3. Fairly represented your ability
   4. Slightly over-represented your ability

88. In recent weeks have you found yourself unintentionally napping or daydreaming when you intended to be studying?
   1. Frequently
   2. Occasionally
   3. Infrequently
   4. Never

89. When going into examinations this past year, how often have you felt adequately prepared?
   1. I have almost always felt adequately prepared
   2. More often than not I have not felt prepared
   3. More often than not I have felt prepared
   4. I have almost always felt adequately prepared

90. Have you generally kept up to date on your course assignments this past year?
   1. I have usually been behind on my assignments
   2. I have frequently found myself behind on assignments
   3. I have usually kept my assignments up to date
   4. I have almost always kept my assignments up to date

91. Do you use bibliographical note cards (or some similar technique) while preparing papers which require library research?
   1. I'm not certain that I know what bibliographical note cards are
   2. I know what they are, but I don't use them
   3. I use them once in a while
   4. I consistently use them

92. While studying are you easily distracted by other people working nearby, by conversation, by street noises, etc.?
   1. Yes, easily distracted
   2. Somewhat distracirable
   3. No, seldom bothered
   4. Can concentrate without difficulty almost any place

93. Have you kept some sort of study schedule or time budget this year?
   1. No, have tended to work when the pressure was on
   2. No, but have tried to follow some kind of study routine
   3. Have kept a schedule, but have not been very good about following it
   4. Have kept a schedule and have stuck to it fairly well
94. Which of the following categories best describes most of the outside reading (i.e., not required) you have done during the past year? (Mark only one)
   1. Science, mathematics, and engineering—nonfiction
   2. Science fiction
   3. Mystery, westerns, adventure fiction, etc.
   4. History, economics, anthropology, current political and social issues, social criticism, etc.
   5. Psychology
   6. Novels, short stories, drama, poetry, literary criticism, etc.
   7. Sports, leisure, "how to do," etc.—nonfiction
   8. Other
   9. Did little or no outside reading

95. On the average, how often during the past academic year have you dated? Count only prearranged meetings with the opposite sex.
   1. Not at all
   2. Less than once a month
   3. About once a month
   4. About twice a month
   5. About once a week
   6. About twice a week
   7. More than twice a week

96. In an average week during the past academic year, about how many hours have you devoted to automotive activities (e.g., repairs, washing, racing, etc., exclusive of a regular job working on cars)?
   1. None, or less than one hour
   2. One or two hours
   3. Three or four hours
   4. Five or more hours

97. In an average week during the past academic year, about how many hours have you spent watching television?
   1. None, or less than one hour
   2. One or two hours
   3. Three or four hours
   4. Five or more hours

98. In an average week during the past academic year, about how many hours have you spent in informal discussions about serious topics with other students or acquaintances (i.e., "bull sessions")?
   1. None, or less than one hour
   2. One or two hours
   3. Three or four hours
   4. Five or more hours

99. In an average week during the past academic year, about how many hours have you devoted to reading or studying materials that are related to courses you are taking, but which are not a part of course requirements?
   1. None, or less than one hour
   2. One or two hours
   3. Three or four hours
   4. Five or more hours

100. In an average week during the past academic year, how many hours have you spent playing cards (e.g., bridge, etc.)?
    1. None, or less than an hour
    2. One or two hours
    3. Three or four hours
    4. Five or more hours

101. How much time do you spend altogether traveling (including walking) to and from the college each day?
    1. I live on campus
    2. Less than 15 minutes
    3. 15 to 29 minutes
    4. 30 to 44 minutes
    5. 45 minutes to an hour
    6. More than an hour

102. This question is to be answered only by students who are, or who have been, members of social fraternities or sororities (or equivalent house or club). If you had it to do over again, and aside from the cost, would you:
    1. Join the same fraternity or sorority
    2. Join a different one
    3. Not join at all
    4. Other

103. Regardless of whether or not you are a member of a social fraternity or sorority (or other equivalent), how do you feel about social fraternities in general?
    1. Strongly approve
    2. Moderately approve
    3. Indifferent
    4. Moderately disapprove
    5. Strongly disapprove

104. If you had an hour of spare time and your choice of the following magazines (none of which you had read), which would you be likely to pick up first?
    1. Harper’s
    2. Life
    3. Mademoiselle
    4. Readers’ Digest
    5. Saturday Review
    6. Scientific American
    7. Sports Illustrated
    8. The New Republic
    9. Time
105. Would you agree that there are too many students on this campus who are so wrapped up in their intellectual development that they are close to failures as social persons?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

106. Would you agree that there are too many students on this campus who go too far with their extremist politics?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

107. Speaking generally, how satisfied are you with the degree of academic honesty and integrity characteristic of most students at this college, e.g., as evidenced by the amount of cheating on examinations, taking credit for material written by someone else, etc.?
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Fairly satisfied
   4. Very satisfied

108. How satisfied are you with the amount of competitiveness for grades you have found among your classmates since you have been at this college?
   1. Very dissatisfied (i.e., they are either much too competitive or much too noncompetitive)
   2. Somewhat dissatisfied
   3. Fairly satisfied
   4. Very satisfied

109. Speaking generally, how satisfied are you with the degree of concern about political, economic, and social issues shown by most students at this college?
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Fairly satisfied
   4. Very satisfied

110. How do you think your political views compare with those of most of the faculty here?
   1. Mine are more conservative
   2. Mine are about the same
   3. Mine are more liberal
   4. I have no idea

111. Would you agree that most of the undergraduates on this campus would just as soon avoid anything controversial?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

112. How do you feel about the proportions of men and women students at this college? Or, if the student body here is all men or all women, how do you feel about the absence of the opposite sex?
   1. Very dissatisfied (i.e., there are not enough, or there are too many of the opposite sex)
   2. Somewhat dissatisfied
   3. Fairly satisfied
   4. Very satisfied (i.e., the ratio of boys to girls on this campus is just right, or the absence of the opposite sex here suits me fine)

113. Would you agree that there are too many students on this campus who carry their nonconformity too far, e.g., the clothes, beard, speech patterns, etc.?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

114. Speaking generally, how satisfied are you with the willingness of most students on this campus to associate with other students whose racial, ethnic, or social backgrounds are different from their own?
   1. Very satisfied
   2. Somewhat satisfied
   3. Fairly satisfied
   4. Very satisfied

115. Speaking generally, would you agree that too many students on this campus are overly susceptible to popular fads and fashions, such as in dress, hair styles, tastes in music, etc.?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

116. Generally speaking, how satisfied are you with the general level of appreciation of the fine arts which prevails among students on this campus?
   1. Very dissatisfied
   2. Somewhat dissatisfied
   3. Fairly satisfied
   4. Very satisfied
117. Would you agree that too many students on this campus use personality, "pull," "apple polishing," or bluff to get through courses?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

118. Would you agree that too many of the students at this college are more concerned about their social lives—dating, parties, etc.—than they are about their academic responsibilities?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

The next 12 questions are to be answered only by students who are officially enrolled in a specific department, school, college, or program such as Department of History, School of Business Administration, or College of Chemistry. Students in schools of education or technical schools should answer these questions in terms of their chosen specialty, e.g., elementary education or mechanical engineering, if formally enrolled in a specific division or curriculum. Check your answer to question 8 and, if you have marked either alternative 2 or 3, do not answer questions 119 through 130.

119. Would you say there is anything approaching a "group spirit" or a feeling of common identity among the students in your department?
1. No, practically none
2. Yes, but it is rather weak
3. Yes, to a moderate degree
4. Yes, it is quite strong

120. Would you agree that the department or division in which you are doing your major work tends to reward conformity and punish individualism?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

121. What is your general impression of the intellectual ability of most of the students in your major department or division?
1. Most of them are below the average at this college
2. Most of them are near the average at this college
3. Most of them are above the average at this college
4. The students in my field are among the brightest on this campus

122. Would you agree that the division in which you are doing your major work has too many purely formal requirements which are more in the nature of initiation rituals than of genuine learning incentives?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

123. How certain are you that your present major field is the one you really want?
1. Very uncertain
2. Somewhat uncertain
3. Fairly certain
4. Very certain

124. In your major department, how satisfied are you with your present academic standing insofar as you can estimate it?
1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

125. So far this term how interesting have you found the course work in your major field?
1. Rather dull for the most part
2. So-so
3. Fairly interesting
4. Very interesting

126. In relation to the kind of education you are seeking, how satisfied are you so far with the various competencies and specialties of the faculty in your present major field?
1. Very dissatisfied
2. Somewhat dissatisfied
3. Fairly satisfied
4. Very satisfied

127. In relation to the kind of education you are seeking, how adequate would you say is the choice of courses and the availability of suitable facilities (e.g., laboratory) in your present major department?
1. Very inadequate
2. Somewhat inadequate
3. Fairly adequate
4. Very adequate

128. Would you say that the major department or specialty you are in has prestige among this student body as a whole?
1. It does not have the prestige that most other majors or specialties have
2. Its prestige is neither particularly high nor particularly low
3. Its prestige is fairly high
4. It has a great deal of prestige on this campus
129. How many of your three best friends at this college have the same major that you have?

1. None
2. One
3. Two
4. Three

130. How much influence did your occupational (career) plans have on the selection of your major field?

1. Major determined entirely by occupational plans
2. Major strongly influenced by occupational plans
3. Major somewhat influenced by occupational plans
4. Major not influenced by occupational plans

On every college or university campus students hold a variety of attitudes about their own purposes and goals while at college. Such an attitude might be thought of as a personal philosophy of higher education. The following paragraphs are descriptive statements of four such “personal philosophies” which there is reason to believe are quite prevalent on American college campuses. As you read the four statements, attempt to determine how close each comes to your own philosophy of higher education.

**PHILOSOPHY A:** This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, although certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

**PHILOSOPHY B:** This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work or independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

**PHILOSOPHY C:** This philosophy holds that besides occupational training and/or scholarly endeavor an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one’s college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

**PHILOSOPHY D:** This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is in a sense searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facets of the college—organized extracurricular activities, athletics, traditions, the college administration—are ignored or viewed with disdain. In short, this philosophy may emphasize individualistic interests and styles, concern for personal identity, and often contempt for many aspects of organized society.

The following four questions ask you to rank these four statements according to the accuracy with which each portrays your own point of view. Be sure to assign a different rank to each “philosophy.”

131. Philosophy A:
1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

132. Philosophy B:
1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

133. Philosophy C:
1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

134. Philosophy D:
1. Most accurate (i.e., of the four statements, this one is the best description of my point of view)
2. Second most accurate
3. Third most accurate
4. Least accurate

END OF SECTION II
Section III

ATTITUDES

135. What is your religious preference?
   1. Protestant
   2. Catholic
   3. Jewish; orthodox
   4. Jewish; conservative
   5. Jewish; reform
   6. Other religion
   7. No formal religion

136. What is your Protestant denominational affiliation?
   1. Baptist
   2. Christian Church (Disciples of Christ), Church of Christ
   3. Episcopal
   4. Lutheran
   5. Methodist
   6. Presbyterian
   7. Unitarian or Universalist
   8. United Church of Christ (including Congregational)
   9. Other denomination

137. How often have you attended religious services in the past year or so?
   1. Not at all
   2. Only on important religious holidays
   3. About once a month
   4. About twice a month
   5. About once a week
   6. More than once a week

138. Do you feel that you now have an adequate religious faith or personal philosophy which serves as a guide for your personal conduct?
   1. Yes
   2. No
   3. Undecided, don't know

139. If you were to discover a student at this college cheating, what would be your probable reaction?
   1. I would not be disturbed (and would do nothing)
   2. I would be disturbed but would do nothing
   3. I would be disturbed, but whether I took any action would depend on who the student was
   4. I would express my concern only to the student I discovered cheating
   5. I would speak to the appropriate teacher or other authority without naming names
   6. I would report the student to the appropriate teacher or other authority

140. Which of the following statements comes closer to your views?
   1. There are bodies of knowledge to be learned, and college faculty are more competent than the student to direct the student's course of study through required courses, prerequisites, etc.
   2. College students should be given great freedom in choosing their subjects of study and in choosing their own areas of interest within their subjects.

141. Would you prefer to have your academic work organized to allow:
   1. A predominance of class work, class assignments, regular examinations, etc.
   2. A predominance of independent reading, writing, and research

142. In the average humanities or social science course, do you generally prefer:
   1. Objective examinations (e.g., true-false, multiple choice)
   2. Essay examinations

143. If class size permitted, which type of instruction would you prefer?
   1. All or mostly lectures
   2. All or mostly discussion

144. Do you generally like or dislike assignments requiring original research?
   1. Dislike
   2. Like

145. Generally speaking, how do you feel about competing with other people, especially when the stakes are high?
   1. I tend to dislike competitive situations
   2. I feel neutral about competitive situations
   3. I tend to enjoy competitive situations
146. Which of the following statements comes closest to your opinion regarding the role of the adult woman in American society? (This question should be answered by both men and women students.)

1. Her activities should be generally confined to the home and family
2. She should divide her responsibilities between home and outside work, providing she has no children
3. She should divide her responsibilities between home and outside work only after her children are of school age
4. She should be allowed to choose to be entirely free of domestic responsibilities in order to work on an equal footing with men at all occupational levels

147. How many children would you eventually like to have? (This question is to be answered by both men and women.)

1. None
2. One
3. Two
4. Three
5. Four
6. Five or more

148. During the past year, how often have you seen your parents?

1. Every day or almost every day
2. About once a week
3. During holidays and/or occasional weekends
4. Only during summer vacation or not at all

149. Could you become so absorbed in some kind of activity that you would lose interest in your family?

1. Definitely not; impossible
2. Extremely unlikely
3. Some probability
4. Quite or very possible

150. Would you agree that a person should generally consider the needs of his parental family as a whole more important than his own needs?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

151. Would you agree that members of your family should hold fairly similar religious beliefs?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

152. Would you describe your family as:

1. Very closely united
2. Fairly closely united
3. Not particularly united
4. Very disunited

153. Many parents take a great deal of interest in what their sons and daughters do. How important is it to you that you satisfy your parents’ wishes?

1. Very important
2. Fairly important
3. Moderately important
4. Not very important

154. Do you feel that in the last year or so you have been growing closer to your family or further away from it?

1. Much closer
2. Slightly closer
3. Slightly away
4. Much further away

155. Do you consult with your parents when you are faced with important personal decisions?

1. I almost always do
2. I usually do
3. I occasionally do
4. I rarely do

156. Do you feel that you should consult with your parents on important personal matters?

1. I feel that I definitely should
2. I feel that I probably should
3. I have no particular feelings one way or the other
4. Generally speaking, no

157. How dependent on or independent of your parents do you consider yourself to be at the present time?

1. Quite dependent
2. Somewhat dependent
3. Fairly independent
4. Very independent
158. As you think back over this past academic year, how much of your non-class time per week (including the weekend) would you say you spent in casual conversations with friends or acquaintances?
1. Sixteen or more hours
2. Eleven to fifteen hours
3. Six to ten hours
4. One to five hours

159. Other than on dates or with your spouse, do you generally pursue leisure time and recreational activities (movies, exhibits, hobbies, etc.) with a group of friends or by yourself or with one friend?
1. Almost always with a group of friends
2. Usually with a group of friends
3. Usually by myself or with one friend
4. Almost always by myself or with one friend

160. With regard to the arts, would you say that the preferences and tastes of most of your acquaintances are similar to your own tastes?
1. Yes, their tastes in the arts are very similar to my own
2. Their tastes are fairly similar to mine
3. Mine are different in a number of respects
4. No, their preferences tend to be quite different from mine

161. As a description of yourself, how accurate is the following statement, "I am one in a group of close friends, and we do most things together"?
1. Very accurate
2. Fairly accurate
3. Not particularly accurate
4. Definitely inaccurate

162. How often do you maintain a point of view despite other students losing patience with you?
1. Rarely
2. Occasionally
3. Quite often
4. Very often

163. Would you say that you often seem to ignore the opinions of other students when trying to accomplish something that is important to you?
1. No, never
2. Rarely
3. Occasionally
4. Yes, quite frequently

164. Do you generally like to do things in your own way and without regard for what other students around you may think?
1. Definitely no
2. No, not usually
3. Yes, most of the time
4. Definitely yes

165. Do you generally consult with close friends while you are in the process of making some fairly important decision?
1. Almost always
2. Usually I do
3. Seldom
4. Almost never

166. Could you become so absorbed in some kind of activity that you would lose interest in what your good friends were doing?
1. Definitely not; impossible
2. Extremely unlikely
3. Some probability
4. Quite or very possible

167. Before you do something, do you try to consider how your friends will react to it?
1. Yes, I always do
2. Yes, I usually do
3. Sometimes I do
4. No, usually not

168. Do you think that at some time in the future you would like to join the Peace Corps or VISTA?
1. Definitely not
2. Probably not
3. Probably yes
4. Definitely yes

169. How informed do you presently consider yourself in regard to national and international political affairs?
1. Wholly uninformed
2. Not very well informed
3. Fairly well informed
4. Very well informed

170. How interested are you in political issues and political affairs?
1. I am disinterested in politics
2. I am only occasionally interested in political issues and affairs
3. I am quite interested in political affairs, but I am not, nor do I plan to be, active in politics myself
4. I am very interested, and I am, or would like to be, actively involved in political issues and affairs
171. Do you consider your political point of view to be generally:
   1. Quite conservative
   2. Fairly conservative
   3. Fairly liberal
   4. Very liberal

172. Do you become indignant when you read that a high government official has taken money or gifts in return for favors?
   1. No
   2. Cannot say
   3. Mildly indignant
   4. Very indignant

173. Would you agree that the government should have the right to prohibit certain groups of persons who disagree with our form of government from holding peaceable public meetings?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

174. How strongly do you feel that something must be done soon about the rising tide of juvenile crime in this country?
   1. I do not feel that the "problem" is as serious as the question makes it out to be
   2. I have not given this matter sufficient thought to say
   3. Fairly strongly
   4. Very strongly

175. Are you concerned about the extent to which economic poverty still exists in the United States (e.g., the fact that in 1966 about one-fifth of American families earned under $4000 a year)?
   1. In my opinion this is a phony complaint or for other reason not a matter for concern
   2. I have not given this matter sufficient thought to say
   3. Mildly concerned
   4. Highly concerned

176. Do you agree that police are unduly hampered in their efforts to apprehend criminals when they have to have a warrant to search a house?
   1. Strongly agree
   2. Agree, but not strongly
   3. Disagree, but not strongly
   4. Strongly disagree

177. Are you concerned that persons who are not white-Anglo-Saxon-Protestant seem to have somewhat less opportunity in America?
   1. In my opinion this is a phony complaint or for other reason not a matter for concern
   2. I have not given this matter sufficient thought to say
   3. Mildly concerned
   4. Highly concerned

178. Are you disturbed about what appears to be a growing preoccupation with money and material possessions throughout this country accompanied by a declining concern for national aims, spiritual values, and other moral considerations?
   1. No, or the assumption made in this question is mistaken
   2. Cannot say
   3. Mildly disturbed
   4. Very much disturbed

179. Do you agree or disagree with the belief that capital punishment (the death penalty) should be abolished?
   1. Strongly disagree
   2. Disagree, but not strongly
   3. Agree, but not strongly
   4. Strongly agree

180. Would you (or do you) enjoy participating in, or listening to, a discussion of philosophies of history?
   1. I definitely would not
   2. I probably would not
   3. I probably would
   4. I definitely would

181. Are you concerned about the many elderly people in the U.S. who are left alone to live "on crumbs of welfare measures"?
   1. In my opinion this is a phony problem or for other reason not a matter for concern
   2. I have not given this matter sufficient thought to say
   3. Mildly concerned
   4. Highly concerned

182. Would you agree or disagree that the government should do more than it is presently doing to see that everyone gets adequate medical care?
   1. Strongly disagree
   2. Disagree, but not strongly
   3. Agree, but not strongly
   4. Strongly agree
183. How frequently do you discuss foreign films with your acquaintances?
1. Never
2. Rarely
3. Occasionally
4. Quite frequently

184. How interested are you in modern art?
1. No interest whatsoever
2. Slightly interested
3. Quite interested
4. Very much interested

185. Would you agree or disagree that legislative committees should not investigate the political beliefs of college or university faculty members?
1. Strongly disagree
2. Disagree, but not strongly
3. Agree, but not strongly
4. Strongly agree

186. Would you be upset at the sight of children looking at obscene printed material at a magazine stand (or elsewhere)?
1. No
2. Cannot say
3. Mildly upset
4. Very much upset

187. How many of the following have you read: James Joyce, Leo Tolstoy, Thomas Mann?
1. None
2. One
3. Two
4. Three

188. Do you agree or disagree that labor unions these days are doing the country more harm than good?
1. Strongly agree (they are doing the country more harm than good)
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

189. Do you feel that the decision to drop an atomic bomb on the city of Hiroshima was right or wrong?
1. Strongly feel that the decision was right
2. I think that the decision was right, but my feelings on this matter are not strong
3. I think that the decision was wrong, but my feelings are not strong
4. Strongly feel that the decision was wrong

190. How much pleasure do you usually experience when listening to good live performances of classical music?
1. None or very little
2. A moderate amount
3. Quite a bit
4. A great deal

191. Are you disturbed when you hear of confessions of extensive rigging of bids or rigging or “administering” of prices in some essential industry in the U.S.?
1. I am not disturbed by these activities
2. Don’t really understand what is involved
3. Mildly disturbed
4. Greatly disturbed

192. Would you agree or disagree that conscientious objectors should be excused from military service in wartime?
1. Strongly disagree
2. Disagree, but not strongly
3. Agree, but not strongly
4. Strongly agree

193. How would you feel (or have you felt) when first hearing about a lynching somewhere in the United States (which happened as recently as 1959—to a man named Parker)?
1. Indifferent, or my reaction would depend on who was lynched
2. I’m not certain
3. Mildly shocked
4. Highly outraged

194. Do you agree or disagree with the contention that the welfare state tends to destroy individual initiative?
1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

195. Do you enjoy reading poetry?
1. No, I dislike poetry
2. Not very much
3. Yes, to some extent
4. Yes, very much

196. How much would you say you know about the history of painting?
1. Almost nothing
2. A small amount
3. A moderate amount
4. A good deal
197. How many times during the past year or so have you gone to an evening lecture on some serious topic (other than required lectures)?

1. Not at all
2. Once or twice
3. Three or four times
4. Five or more times

198. How many books do you yourself own (not including textbooks for your present courses, but counting serious paperbacks)?

1. Less than ten
2. Ten to 30
3. 31 to 75
4. More than 75

199. Can you say that in the past year or so you have reacted to some work of art (e.g., a painting, sculpture, musical performance) with deep and intense personal feeling?

1. No
2. I don't think so
3. Yes, several times
4. Yes, quite a number of times

200. Do you agree or disagree with the belief that individual liberties and justice under law are not possible in socialist countries?

1. Strongly agree
2. Agree, but not strongly
3. Disagree, but not strongly
4. Strongly disagree

Please look over your answer sheet to be certain that:

- only one box has been blackened for each question
- there are no stray marks between answer boxes or in the margins