

DATE 1 1967

AUG 20 1974

5 19671

MC 21

~~2-1967~~

R31 291967

166  
1975 red 3

17 1075 234

~~100~~ **R50**

~~ROC~~

AUG 5 1975  
JAN 22 1976

FEB 1 1968

REC-2-1-1035

35-06135

\_\_\_\_\_

2093

DISCHARGE

33

~~AUG 20 1952~~ **R79**  
~~AUG 29 1952~~ **p50**

~~AUG 29 1952~~

~~442675~~ R3



OGT 26757

NOV 9 1975 R65

NOV 23 1966  
K-327

64-154

72 ~~145~~

U2 E177

~~JUN 18 '81~~

10-1224

## ABSTRACT

### AN ANALYSIS OF FACTORS RELATED TO PERCEIVED PARENTAL INFLUENCE ON COLLEGE FRESHMEN AND PARENT-STUDENT PERCEPTIONS OF CENTRAL MICHIGAN UNIVERSITY

by Donald P. Bertsch

The purpose of this study was to identify the similarities among and differences among students who perceive of their mother as being the more influential parent and those who perceive of their father as being the more influential parent according to selected socio-economic factors. The study also compared a freshman's perception of Central Michigan University with the perception of the same university held by each of his parents. Only those factors thought to be related to college selection and parental influence were employed. It was thought that knowledge concerning how parents influence the college selection of their offspring would be helpful to parents and counselors while aiding students in the process of selecting a college to attend.

The subjects studied were entering freshmen enrolled at Central Michigan University during the fall of 1965. The sample consisted of 100 male and 100 female students and their parents. No commuting, transfer, or foreign students were included in the study. Only single, 18-20 year old, Michigan residents, who chose Central Michigan University as their first choice school, and lived with both parents while in high school were included.

Three instruments were used to collect the data from the students. Data from the parents were gathered through



the use of one questionnaire. The socio-economic information was obtained by using a questionnaire developed by the investigator. The Parental Influence Inventory was used to determine which parent the student perceived as being generally more influential. Perceptions of Central Michigan University were obtained from students and from each of their parents by the College and University Environment Scales. Academic aptitude was determined by the American College Test, required of all entering freshmen.

Significant differences at the .05 level of confidence or beyond were noted on four of the fifteen statistical hypotheses tested. There were significant differences between the students who perceived their father as the more influential parent and those who perceived their mother as the more influential in regard to the following factors: (1) educational level of the father as seen by the female students, (2) occupational level of the father as seen by the male students, (3) college major chosen by the male students, and (4) the occupational choice of all students.

The following conclusions were drawn from the findings of this study: (1) the choice of Central Michigan University by female students is likely to be significantly influenced by those fathers who have attained a high educational level, (2) the choice of Central Michigan University by male students is likely to be significantly influenced by those fathers who have attained a high occupational level, (3) the college major chosen by a male student at Central Michigan



University is influenced by the parent whom the student perceives as being the more influential, (4) the parent whom the student perceives as the more influential significantly influences the occupational choice of entering freshmen at Central Michigan University, (5) entering freshmen at Central Michigan University do not, in general, perceive the University in the same way as do their parents, and (6) different approaches to counseling are needed regarding college selection, because sex differences exist when socio-economic characteristics are used to discover the more influential parent.

AN ANALYSIS OF FACTORS RELATED TO PERCEIVED PARENTAL  
INFLUENCE ON COLLEGE FRESHMEN AND PARENT-STUDENT  
PERCEPTIONS OF CENTRAL MICHIGAN UNIVERSITY

By

Donald P. Bertsch

A THESIS

Submitted to  
Michigan State University  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF EDUCATION

Department of Counseling, Personnel Services,  
and Educational Psychology

1966

11-10-60

## ACKNOWLEDGMENTS

The writer is sincerely grateful to Dr. James W. Costar for his encouragement, interest, and guidance as Committee and Thesis Chairman.

The writer is also indebted to Dr. Bill L. Kell, Dr. Willa Norris, and Dr. Frederick J. Vescolani for their valuable contributions as Guidance Committee members.

The consideration, patience, and inspiration of Rochelle, Jeanne, and Larry Bertsch, the writer's wife and children, were indispensable to the writer.

## TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM . . . . .	1
Importance of the Study . . . . .	2
Purpose of the Study . . . . .	4
Statement of the Problem . . . . .	6
Procedures of the Study . . . . .	7
Underlying Theory and Assumptions . . . . .	8
Decision Theory . . . . .	8
Parental Influences . . . . .	11
Delimitations of the Study . . . . .	12
Limitations of the Study . . . . .	13
Definition of terms . . . . .	13
Summary . . . . .	15
II. REVIEW OF THE LITERATURE . . . . .	17
Overview . . . . .	17
Studies Involving College Choice . . . . .	18
Parents . . . . .	19
College Environment . . . . .	21
Review of the Literature on Decision Theory . . . . .	24
Socio-Economic Factors Examined in Previous Studies . . . . .	28
Occupation of Father . . . . .	28
Home Location . . . . .	29
Education of Parents . . . . .	30
Parental Influence and Parental Preference Reviewed in Previous Studies . . . . .	32
Summary . . . . .	34
III. PROCEDURE AND METHODOLOGY . . . . .	37
Preliminary Investigation . . . . .	37
Populations Used in the Study . . . . .	37
Selection of the Sample and Data Gathering Procedures . . . . .	38
Instruments Used in the Study . . . . .	41
Research Hypotheses . . . . .	46
Statistical Procedures for Analysis of the Data . . . . .	47
Summary . . . . .	50

Chapter	Page
IV. ANALYSIS OF THE DATA . . . . .	51
Socio-Economic Factors Related to Parental Influence . . . . .	51
Parent and Student Perceptions of Central Michigan University . . . . .	73
Discussion . . . . .	75
Significant Findings . . . . .	75
Non-Significant Findings . . . . .	79
Summary . . . . .	82
V. SUMMARY, CONCLUSIONS AND DISCUSSION , AND RECOMMENDATIONS . . . . .	83
Summary . . . . .	83
Purpose and Procedure . . . . .	83
Significant Findings . . . . .	85
Conclusions and Discussion . . . . .	86
Recommendations for Further Research . . . . .	91
BIBLIOGRAPHY . . . . .	95
APPENDIXES	
A. Section 1: Copy of letter sent to parents of sons selected as sample members . . . . .	107
Section 2: Copy of letter sent to parents of daughters selected as sample members . . . . .	108
Section 3: Copy of instruction sheet accom- panying the College and University Environment Scales sent to parents. . . . .	109
Section 4: Sample of follow-up card sent to students whose parents had not returned their CUES answer sheets . . . . .	110
Section 5: Copy of follow-up letter sent to parental non-returnees . . . . .	112
Section 6: Copy of survey questionnaire . . . . .	113
Section 7: Copy of the Parental Influence Inventory . . . . .	116

## APPENDIXES

Page

Section 8:	Sample of answer sheet devised for the Parental Influence Inventory . . . . .	118
Section 9:	A description of the five scales in the College and University Environment Scales with item groupings. . . . .	119
Section 10:	Copy of the College and University Environment Scales . . . . .	120
Section 11:	Sample of CUES answer sheet sent to fathers . . . . .	124
Section 12:	Sample of CUES answer sheet sent to mothers . . . . .	125
B. Table B-1:	Chi square values and significance levels of subhypotheses (socio- economic factors) under hypothesis number one . . . . .	127
Table B-2:	Chi square values of comparisons between raw scores achieved on the CUES by student and parents with designation of preferred parent . . . . .	129



# LIST OF TABLES

Table		Page
I.	Comparison of Mother- and Father-groups Relative to Student Rank on the American College Test . . . . .	52
II.	Comparison of the Mother- and Father-groups Relative to Family Income . . . . .	54
III.	Comparison of Mother- and Father-groups Relative to Mother's Education . . . . .	56
IV.	Comparison of Mother- and Father-groups Relative to Father's Education . . . . .	57
V.	Comparison of Mother- and Father-groups Relative to Occupation of Father . . . . .	59
VI.	Comparison of Mother- and Father-groups Relative to Distance Between Student's Home and Central Michigan University . . . . .	61
VII.	Comparison of Mother- and Father-groups Relative to the Size of the Community in Which the Student Resides . . . . .	62
VIII.	Comparison of the Mother- and Father-groups Relative to the College Major of the Student . .	63
IX.	Comparison of Mother- and Father-groups Relative to the Occupational Choice of the Student . . . . .	65
X.	Comparison of Mother- and Father-groups Relative to the Student's Planned Length of Stay in College . . . . .	67
XI.	Comparison of the Mother- and Father-groups Relative to the Number of Siblings . . . . .	69
XII.	Comparison of Mother- and Father-groups Relative to When the Student Decided to Attend College . . . . .	70



Table	Page
XIII. Comparison of Mother- and Father-groups Relative to Whether or Not One of the Parents Had Attended Central Michigan University . . . . .	72
XIV. Comparison of Mother- and Father-groups Relative to Whether or Not One Relative Other Than the Parents Had Attended Central Michigan University . . . . .	72
XV. Comparison of Mother- and Father-groups Relative to the Student and Parent Responses on the CUES . . . . .	74

## CHAPTER I

### THE PROBLEM

For many students the selection of a college is a complex decision. Exactly how each factor affects the judgment is difficult to determine because few have studied the reasons students select a specific school. A general assumption is that some institutions are more appropriate for a student than others. Another assumption is that if the student selects the college best suited for him, his chances of success and happiness are greatly increased. Yet the fact remains that no one knows definitively what factors are most influential in the selection of a college.

Psychologists and sociologists, however, agree that primary influences on an individual's values and attitudes emanate from his family, particularly his parents. The family dominates all other institutions in shaping the values of most individuals. It may be assumed, therefore, that parents have great influence on the educational values of their children and, at the same time, may contribute significantly to the student's choice of a college. Yet the effect of parental views is difficult to measure. Generally, authorities assume that the direction of parental influence is determined by their attitudes about college. The attitudes a student and parent hold are determined by the socio-economic, educational, and psychological components of the

family.

The role of each parent may vary greatly in the formation of his child's attitude toward and perception of a specific school. A student often turns to his father for advice on some aspects of choosing a college and seeks the help of his mother on others. At the same time, scholars argue that the child is more influenced by one parent than the other. The child himself may think of one parent as being more influential than the other. Therefore, it can be assumed that a student's perception of a certain type of college is similar to that possessed by his parents and is most like that of the more influential parent.

#### Importance of the Study

Since societal pressures on young people to obtain a college education have greatly increased during the past few years, most college students believe that a college education is necessary for success in adult life. As a result, getting admitted to college and being able successfully to compete at the college level have become two major sources of anxiety for them.

Because the socio-economic conditions among adolescents differ, their attitudes toward college also vary. A clearer understanding of how socio-economic factors contribute to the variance in college attitudes is needed to prevent the inappropriate selection of a college.

An inappropriate college choice results in loss of

time and money. The large number of withdrawals from college due to dissatisfaction with the original choice is evidence of the frustrations of many college students. A better understanding of the college selection process itself would help alleviate the waste of time, money, and effort, which are the result of selecting an inappropriate school.

A deeper understanding of those factors which have pertinence to the selection of a college would be valuable to adolescents, parents, and college counselors. It is generally agreed that one of the most important factors is the role of parents. Such variables as socio-economic status, occupation of father, father's education, and mother's education affect the attitudes held by the student about a certain college.

Information indicating the role of socio-economic data and how it can be used to predict attitudes held about certain colleges would help parents, students, admissions officers, and counselors. Knowledge of the relationship between parental attitudes about college and the attitudes held by their offspring could be useful to all college personnel workers. If the perceptions of college held by a student can be predicted from socio-economic data, a counselor could be more effective in aiding a student in college selection.

The question, "Which parent is more influential in imparting attitudes and perceptions about college?" needs to be answered. If research were available indicating

whether socio-economic data could assist in predicting which parent was more influential in college choice, it would simplify the study of college selection.

The writer's review of the literature indicated an absence of data comparing entering freshmen's perceptions of college with those of their parents. There is also a negligible amount of data in the area of parental preference and its relation to perception of college. A study of the nature of parental influence and its effect on a student's selection of a college is necessary to help fill the gaps in this area of research.

This research study is needed to better understand the relationship between parental perceptions of college and the perceptions held by their offspring. The investigation would also provide information about the differing effect of each parent.

The possibility of opening new dimensions in the area of parental influence and college choice needs to be examined. An analysis of perceived parental influence and parent-student perceptions of college is needed to identify similarities and differences between the preferred parent's perception of college and that held by the student. This research is based on the assumption that significant similarities do exist.

#### Purpose of the Study

The purpose of this study is to identify the

similarities among and differences between students who perceive of their mother as being the more influential parent and those related to students who perceive of their father as being the more influential parent. The study also will compare factors associated with the entering freshman's perceptions of college and factors associated with the perception of college held by the student's father and mother. Only those relative factors found in the literature and those thought by the writer to be related to attitudes and perceptions of college will be examined. Such data will permit more accurate evaluations of the relative influence of parents on their children when the latter form ideas about college and, especially, choose a college.

The investigation attempts to discover information about entering college freshmen that will be of value primarily to high school counselors, college admissions officers, and college counselors in their respective attempts to provide guidance in the selection of a college. In addition, such information could be useful to persons concerned with helping students achieve an adequate academic and social life while attending college.

A clearer understanding of the attitudes students bring to college will provide information useful in the planning of educational programs and student personnel services.

### Statement of the Problem

The selection of a particular college is made by many students on the basis of preconceived attitudes or perceptions about the school. The effect of parental attitudes on their youngster's choice of a college has not been fully studied. The presence of differing degrees of influence of one parent over the other is often assumed but difficult to prove. Because the socio-economic background of the student may play an important role in determining which parent is more influential, it may possibly be used as a predictor of perceived parental influence and as an indicator of college perceptions.

The principal problem investigated in this research was the comparison of selected socio-economical-vocational characteristics of entering college freshmen at Central Michigan University who perceived their mother as being the more influential parent with those of entering college freshmen who perceived their father as being the more influential parent. A second aspect of the study was the comparison of the perceptions of college held by the entering college freshmen at Central Michigan University with those held by their more influential parent. More specifically this study was undertaken to test the following research hypotheses:

- (1) Entering college freshmen at Central Michigan University at the beginning of the Fall Semester, 1965, who perceived their mother as the more influential parent possessed significantly

different socio-economic-vocational characteristics from those who perceived their father as the more influential parent.

- (2) Greater similarities exist between the perceptions of college held by entering college freshmen at Central Michigan University at the beginning of the Fall Semester, 1965, and those held by their more influential parent than between their perceptions of college and those held by their less influential parent.

### Procedures used in the Study

The populations used in this research was the 2306 entering freshmen who enrolled at Central Michigan University during the fall semester of 1965 and their parents. All freshmen are required to take a semester hour orientation course. Five of the nine orientation classes were used as the sample universe and were administered three instruments (a questionnaire, the Parental Influence Inventory, and the College and University Environment Scales). A sample of 200 students was chosen from those tested. The sample consisted of 100 males and 100 females.

Students took the three instruments during the first meeting of their orientation class, fall semester, 1965.

The Parental Influence Inventory was used to determine the parent each student perceived as being the more influential. The students were divided into a father-group or a mother-group depending on the parent perceived as more influential.

The father-group and mother-group were compared to determine if any significant differences existed.



Comparisons were made with the data from the questionnaire.

The College and University Environment Scales or CUES was mailed to the parents of each member of the sample group. Included with the CUES was a covering letter with directions and explanations. Follow-up procedures were used twice to increase the percent return.

The CUES raw scores of the students were compared to the raw scores of each of the student's parents. The data obtained were analyzed by the Chi-Square technique. The .05 level of confidence was selected as the criterion in testing the hypotheses.

### Underlying Theory and Assumptions

#### Decision Theory

Ginzberg (33) has postulated that decision-making is a process which proceeds gradually, over time, as a sequence of many decisions and experiences. Decision-making is an on-going process of making choices, obtaining additional information, and revising previous choices. Brim presents six phases of the decision process:

1. Identification of the problem
2. Obtaining necessary information
3. Production of possible solutions
4. Evaluations of such solutions
5. Selection of a strategy for performance
6. Actual performance of an action or actions, and subsequent learning and revision. (17-1)

The selection of a college usually incorporates these six phases. The length of time spent on each phase or the number of phases not relevant depends on the person, the

availability of resources, and the magnitude of the decision. Few, if any, personal decisions are made without the help or influence of others. Differing socio-economic backgrounds lead to unique value structures which influence the decision-making process. The parents and home setting, therefore, may affect the decisions of a youngster in a direct or indirect manner. The youngster's chances of choosing wisely often depend on the decision-making experiences he has had in school and at home. His decisions are also influenced by the degree of independence he has achieved.

The decision-making process usually begins with a period of uncertainty while the problem is identified and delimited. The decision maker then makes a list of alternative actions or choices. The next step is an unbiased and objective evaluation of the merits of the alternatives (in this case colleges). Evaluation of the alternatives involves the collection of relevant information. Once the information has been collected it is analyzed and organized. The more similar the alternatives are, the more important and difficult the decision. The more variable or disparate the information about the alternatives, the more certain the person will want to be before the decision is made. If the alternatives are not good, the person will usually search for another or better alternative. If there are inevitable unpleasant consequences of making a decision, the person will try to avoid making it.

After the alternatives have been examined, a preference

order between alternatives is established. Once the preference order is established the wise decision maker continues to seek information until he has sufficient confidence it is correct. When the required level of confidence is reached, the decision may be made. When the decision is made and the person is committed to a given course of action, the psychological situation may change decisively. There is less emphasis on objectivity and more dependence on bias when viewing the alternatives. There may be a period where the decision-maker regrets his decision or feels one of the alternatives was better. If there is a deep commitment to the alternatives chosen, the decider will likely feel at ease and his anxiety will reduce. If the person has merely stated a preference rather than making a decision, his anxiety will probably continue.

A decision may be only as good as the process used to arrive at it. Unfortunately, many decisions are made in an impulsive or uninformed way. The decision-maker who understands himself and his feelings will make better decisions. The facts gathered in the information phase are important, but a knowledge of feelings, values and motivations is also important.

The typical decision involving college choice is far more complex than most situations faced by youngsters in their first seventeen years of life. Selection of a college encompasses the goals, values, motivations and parental influences of the student. Knowledge of parental attitudes

about college could provide more relevant information to the high school student involved in the college selection process.

### Parental Influences

Parental influence in the college selection process can be direct or indirect. Parents may restrict the number of colleges the student can consider by limiting the finances or geographical location. If the parents attended a particular school, they may want their offspring to attend the same school. The socio-economic status and aspiration level of the family may also limit the number of considerations.

The attitudes which parents hold about a particular college are usually adopted, in part at least, by their children. If the parents express certain ideas about a school, their youngster will undoubtedly consider these ideas. Most sociologists and psychologists agree the socio-economic characteristics of the family (i.e., occupation level of father, income, urban or rural home location, education of parents) affect the educational aspiration and achievement of the offspring.

Each parent in a particular family may play a uniquely different role. The youngster may seek help from the father in one area and from the mother in another, or disregard both.

The role of each parent may vary in different families. The divergence of parental role has been shown in some recent research to be related to socio-economic variables

such as education of parents, income of parents, occupation of father, and home location.

Much research indicates parents are the most influential factor in college choice. The differing roles of each parent has been intimated but not substantiated. The present study is designed to investigate the influence of parental attitudes about college on the attitudes possessed by their offspring.

### Delimitations of the Study

This study is concerned with two populations: first semester freshmen enrolled at Central Michigan University during the fall semester of 1965 and the parents of these students. Only those students who met all the following criteria were included in this study.

1. Resident of Michigan
2. Single
3. Between 18 and 20 years old
4. Non-commuting (not living at home)
5. No previous college experience
6. Chose Central Michigan University as their first choice university
7. Completed all instruments given (both parents and students)
8. Both parents alive and living together
9. Student had lived with both parents during years spent in high school

The study of perceived parental influence was limited to its relationship to the following factors:

1. Rank of the student on the American College Test (using C.M.U. norms)
2. Total family income of parents
3. Mother's education
4. Father's education
5. Father's occupation

6. Distance from home to Central Michigan University
7. Size of home community (home location)
8. College major field of student
9. Occupational choice of student
10. Planned length of stay in college
11. When student decided on going to college
12. Number of siblings
13. Mother or father attended Central Michigan University
14. Other relatives attended Central Michigan University

### Limitations of the Study

1. There is no reason to believe that any student or parent was overtly dishonest in replying to the questionnaire, or instruments used. However, the possibility of inaccuracies occurring is always a limiting factor in studies of this type.
2. This investigation attempts to make statistical comparisons of students and their parents. There is no basis, however, for judging whether any of the noted differences are good or bad for the student.
3. Certain limitations are inherent in the instruments used in this study. A discussion of the instruments and their respective validity and reliability is undertaken in Chapter three.

### Definition of Terms

Academic Aptitude as used herein, refers to the scores (ranked in upper, middle, and lower third) which students achieved on the American College Test, otherwise referred to

as the ACT.

Parental Preference is the characteristic measured by the Parental Influence Inventory, which distinguishes between persons with a preference for their mother or their father.

The Mother-group is defined as the group of students who perceived of their mother as the more influential parent (as measured by the Parental Influence Inventory).<sup>1</sup>

The Father-group is defined as the group of students who perceived of their father as the more influential parent (as measured by the Parental Influence Inventory).<sup>1</sup>

Perception of College is defined as the characteristics measured by the College and University Environment Scales, otherwise referred to as the CUES. Scores on the CUES are thought to be indicative of the relative perception a person has of a particular college environment at a specified time. The perceptions referred to in this research are of Central Michigan University.

A Michigan Resident is a student who fits the definitions and regulations contained in House Concurrent Resolution No. 78, of the 72nd Legislature of the Regular Session of 1963 and who was thusly admitted to Central Michigan University for

---

<sup>1</sup>Scoring of the Parental Influence Inventory and explanations of the Mother- and Father-groups are presented in Chapter III.

the fall semester 1965.

A Non-commuting Student is defined as a first semester freshman who is attending Central Michigan University on a full time basis and not living at home or with his parents. Home is defined as his legal residence, where his parents reside.

### Summary

This study investigates the socio-economic-vocational characteristics associated with the influence of one parent over the other. The study also attempts to determine the degree to which similarities exist in the perception of college held by entering college freshmen and the perception of the same college held by their more influential parent. The sample consisted of 200 students (100 male and 100 female) and their parents. The 200 students were enrolled at Central Michigan University for their first post high school training during the fall semester of 1965. These students and their parents were administered the College and University Environment Scales in order to ascertain whether significant similarities existed. The students were also given the Parental Influence Inventory and a questionnaire.

The use of socio-economic factors in indicating which parent is more influential is not fully understood and needs more investigation. The influence of parental attitudes in affecting those of their offspring is also in need of further research. This study is designed to determine specifically what similarities, if any, do exist between parent and child



(in relation to attitudes about Central Michigan University). The study is also designed to clarify the relationship between selected socio-economic factors and influence of the father or mother. It was thought that analysis of the data would provide a clearer understanding of the method which parents affect the college choice of their youngsters.

Previous studies dealing with the selected socio-economic factors and subjects similar to those examined in this study are reviewed in Chapter two. The procedure and methodology used are described in detail in Chapter three. Analyses of the data are found in Chapter four. The fifth and final chapter contains conclusions drawn from the study along with recommendations for further research in this field.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Overview

While research in the area of college choice is voluminous, the investigation of specific variables in the selection of a college has been greatly neglected. In addition, although some studies examine college environments, little has been done in the area of "Perceived" college environments on the part of students and their parents.

Numerous studies indicate a disparity in college attendance among students from the different social classes. Studies tend to show the disparity results from the attitude of the different social classes toward higher education. Clearly, one of the crucial factors in ascertaining college attendance is parental attitude. As Ford has stated: "Parental interest in, aspiration for, and relations with, their children exert a powerful influence on a child's school-work and aspirations for college." (35:421)

The relationship between college attendance and a variety of socio-economic factors is well documented in the literature. However, a number of studies either duplicate other studies or are not directly connected to the present research. This review, therefore, will deal primarily with the more current and pertinent literature in the field of



college choice.

The chapter is divided into four sections. The first section reviews studies directly related to college selection and the effect the college setting or environment has on the selection process. The second area surveys the literature on decision theory and its relationship to college selection. The third area presents selected studies from the literature concerning the effect of socio-economic factors on educational aspiration and attitude formation. The fourth area reviews studies related to parental preference and parental influence.

The studies reviewed here are summarized only briefly. There is some cross-referencing between the sections. Although much of the research reviewed could have been placed in more than one section the writer has placed the studies in the section which to him seems most appropriate.

#### Studies Involving College Choice

The process of selecting a college is a difficult and mysterious process for many students. The importance of the decision is universally recognized; yet in many cases the choice is made in a haphazard manner. Selection is often made on incomplete or incorrect information. Most students seem to select their school on vague notions about school reputation which they usually cannot document. There is a need to learn more about the process of college choice and

how it affects the student. Sanford has written:

If the nonrational process that influences the selection of students by colleges, and the choice of colleges by students, can be understood and exposed, it may help put the whole business of allocation on a sounder basis. (110:44)

Voluminous research exists in the area of college choice but the question of WHO influences the decision and HOW it occurs remains virtually untouched. Douvan and Kaye have pointed this out. "If we know little about the decision to go to college, we know even less about how adolescents choose the particular school they enter." (26:216)

Some of the factors to be considered in the selection of a college are location, cost, size, reputation and type of school. Of the great number of studies which deal with these factors, the following are representative: (8), (22), (32), (37), (45), (48), (55), (57), (59), (64), (74), (84), (86), (87), (99), (111), (120), (121), (130). Although these factors are important, this section will be limited to a review of the two pertinent factors and their effect in the selection of a college: (1) parents and, (2) college environment.

### Parents

A study, by Holland (55), used 1957 National Merit scholars and their parents as the sample. Parents completed a questionnaire designed to gather data about the home environment and the parental feelings about higher education.

Holland cited two significant facts:

1. Students whose parents felt college was designed to develop the mind and intellect selected colleges which were classified by Holland as "Popular" (or in the ten best universities in the country).
2. Students whose parents felt college was designed as a desirable preparation for marriage tended to select the "Less Popular" colleges (as classified by Holland).

The role of the home environment was found to be an important factor in the college preferred by the student. The socio-economic status, number of books in the home, level of father's and mother's education, and family income were significantly related to the choice of a popular institution. Holland concluded that student and parent characteristics and attitudes, and not institutional qualities alone, were determining factors in the selection of a college.

In another study (64) Kerr found students perceived of their parents as being the most valuable of many aids in the college selection process. Kerr tested 1,350 seniors in 33 school systems in the state of Iowa. Each student was given a 14-item questionnaire designed to assess student perceptions of the role and effectiveness of parents, counselors, and others in aiding them with the college decision-making process. Sixty-six per cent felt the parents were the most helpful in the selection of a college.

The importance of the parental role in college selection has been shown in other studies: (26), (56), (68), and

(195), which bear out the findings of Kerr and Holland.

The literature reviewed by the writer contained negligible material on HOW parents affect college choice. Many studies which deal with the impact of parental roles on college choice concentrate on the limitations parents place on their youngsters such as cost, geographic location and institutional size (110), (56).

The parental influence on college choice may be direct (as financial) or indirect (in value and attitude formation). As Sanford states:

The parents are very much in the picture of college choice. Of course the student has already incorporated amny parental influences into his personality, but these influences are usually still very much alive, and parental hopes, restrictions, expectations, and values are continually brought to bear. (110:61)

The role of the parents, therefore, is well documented, but HOW the influence is expressed has not been fully researched.

### College Environment

Each college has a unique environment and tends to draw students seeking that type of environment (4). If the student fails to find his "ideal" environment, he is likely not to be able to function fully. As Hammond states: "Just as a seed needs proper soil to nourish it to full bloom, so does the youth need the right college to reach his full educational potential." (43:654)

This is corroborated in a study conducted for the

U. S. Office of Education by Iffert (59), who drew a sample of 12,000 students from the 1950 freshmen classes of selected colleges. He traced the students for four years. Only 40 per cent of the sample graduated from institutions of first registration. Of the withdrawals, the majority was attributed to inappropriate original choice.

In another study (36), this one with National Merit Scholars who had transferred, Forrest learned that student accomplishment was negligible if the student was dissatisfied with the intellectual and social climate of the institution. The type of school and student's intelligence played no role. Forrest's study indicates that the student's satisfaction with the college environment is an important factor in college success.

Another study involving National Merit Scholars (55) revealed a significant relationship between kinds of colleges chosen and types of students. Holland found different types of colleges attracted students with different characteristic patterns of academic abilities, vocational goals, educational values, personalities, and family backgrounds. He concluded there is a need to learn more about students, college environments, and the selection of certain schools over others.

In an attempt to discover the factors of student choice and college environments, Astin (7) surveyed the freshmen class of 248 selected colleges and universities in



the Fall of 1961. Each of the 127,212 students selected for the sample provided information regarding academic and extra-curricular achievements in high school, educational and vocational aspirations, and socio-economic level. Factor analysis of 52 student variables found six major distinguishing characteristics of all entering freshmen: intellectualism, estheticism, status, leadership, masculinity, and pragmatism. The emphasis of the characteristics varied with the schools chosen by the students. The six characteristics were found to be closely related to the school chosen and the later educational achievement of the particular school's graduates. Astin concluded the college environment and the perception of the environment by the student are important variables in the adjustment and satisfaction of a student.

In a closely allied study (4), Astin found a significant relationship between the characteristics of the parent, student, and college environment.

The investigation of college environments and their effect on college choice and satisfaction has been examined carefully during the past few years by Astin (4), (5), (6), (7), (8), (9) and Pace (88), (89), (90), (91), (92), (93), (94). In general, their studies indicated a significant relationship between personality of the student and the environment of the college. They concluded each college has unique attributes which tend to draw similar students year after year identical to the specific attributes. Therefore,

the entering freshman class is similar in most respects to other students on campus and both have similarity to the graduates of the particular school.

The studies reviewed in this section indicate the important role of parents and the college environment in the decision students make to attend specific colleges.

### Review of Literature on Decision Theory

A study by Hays (49) sampled superior high school sophomores and their parents in regard to two questions:  
(1) Who makes the educational decision of superior students?  
(2) What is the degree of agreement between parents and children on educational decisions? Hays reported that superior high school students preferred to make their own decisions on educational matters. At the same time, the fathers of these students wanted to make the decision rather than leave it to the child. From 15 questions relating to course selection and post high school plans, Hays found significant agreement between mother, father and student on only six items. The poor agreement between parents and child was attributed to lack of communication.

Ten studies describing the decision-making process have been conducted by Festinger (33) and his associates. The investigations examined the following six steps in decision-making:

1. Objective evaluation of the merits of the alternatives
2. Collection of information on alternatives

3. Evaluation of information in relation to self
4. Establishment of a preference order between alternatives
5. Continuation of information search until sufficient confidence is established
6. When the required level of confidence is reached, the person makes a decision

Festinger discovered decision-making caused dissonance and pressure on the decision-maker. If the process of decision-making is properly carried out, the dissonance will be reduced. If there is no commitment resulting from the process, dissonance will continue. The studies revealed a close relationship between each of the six steps. Festinger concluded decision-making to be a process of conflict, dissonance, and dissonance reduction. The ten studies are well organized and complete even to the details of self criticism and recommendations for further research.

The effect of a person's mental state on the decision process has been examined in other studies. In a study comparing the effect of differing levels of anxiety in the decision-maker, Lanzetta (67) found high-anxious students took less information and time than low-anxious students when making decisions. It was also discovered by Lanzetta that high academic achievers took more information and time than low achievers in deciding. This study has particular relevance to the student involved in college choice. The low-achieving anxious student is the one who should take time and choose the most appropriate college. Lanzetta's study indicates the students who should spend more time in deciding

fail to do so.

In an examination of subjective factors instrumental in the decision-making process, Morell (83) found emotions, values, habits, and health have strong influence on a person's ability to make effective decisions.

The importance of the subjective factors, especially feelings, were expressed by Levy (72). Levy proposed a 6 x 4 classification table which was designed to assist the decision-maker in arriving at realistic and thoughtful decisions. A major ingredient in the classification scheme is the psychic state or feelings of the person.

In another study, Long (75) discovered a significant negative relationship between dogmatism and each of four decision measures. The non-dogmatic person was shown to delay his decision or reserve judgment until more information had been gathered. The dogmatic person limited the intake of information to maintain his own conceptual system. This study has implications for the counselor working with the college bound student. If the student seems to be a dogmatic individual, the counselor would be wise to encourage the student to spend more time in information gathering before he makes a decision.

Six articles reviewed (17), (18), (21), (39), (41), (82) analyzed the systematic, rational, and logical methodology needed to provide good decisions. The emphasis in the articles was placed on recognizing decision-making as a

process and not an event. The need for adequate and unbiased information about the alternatives being considered was expressed in each article.

The systematic nature of the decision process has led Hills (54) to develop an actuarial procedure for making decisions. Hills has taken decision theory, as utilized in a statistical or business sense, and adopted it for use in counseling regarding college choice. Its use requires that probabilities be established between different alternatives, i.e., the several colleges among which to choose. As Hills states:

...for each course of action college , the value of each event grade is multiplied by its probability, and if these products are summed for each college, then the sound decision from this point of view would be for the student to choose the institution in which the sum of these expected values is the greatest. (54-17)

Hill's system is acceptable if the student is well informed about each college he is considering and can formulate some prediction of possible success in that school. It is very difficult with knowledge presently available for most students to evaluate realistically their chances of success at different schools.

This section has examined decision theory and its role in the college selection process. One factor of the process cited the influence of parents and family. The next two sections will explore this factor further by examining socio-economic factors and parental influence.

### Socio-Economic Factors Examined in Previous Studies

The influence of home environment upon achievement and attitude formation of children is generally recognized. Only the extent and direction of influence upon the specific individual are unclear.

Research has shown socio-economic level to be related in varying degrees to achievement, intelligence, aspiration, and attitude formation. (1), (2), (11), (12), (13), (46), (55), (70), (77), (80), (95), (97), (112).

Three socio-economic factors (occupation of father, home location and education of parents) and their influence on college choice are examined briefly in this section. The writer considered these to be representative. A selection of the literature, which the writer felt was pertinent to the study, was reviewed for each factor.

#### Occupation of Father

The belief that attitudes and values are instilled early in life needs no documentation. Sociological and Psychological research has demonstrated that socio-cultural differences in attitudes, values, and educational aspiration do exist.

In a longitudinal study with Michigan State University students, Lehmann and Dressel (70) discovered a significant relationship between socio-economic status and attitudes and values, as measured by father's occupation. This

relationship has been substantiated in a number of studies: (7), (16), (53), (58), (109), (123). This research indicates a relationship between the level of occupation chosen by the student and that possessed by the father. Students who tend to choose high level occupations usually have fathers working in high level occupations. Anderson (2) in a study with students on agricultural curricula discovered a significant relationship between occupation of father and level of educational aspiration.

The father's occupational level also determined to a great extent where the children would live. Home location is linked, therefore, to the occupational level of the father and other socio-economic variables.

### Home Location

The location of a child's home is not an isolated variable. The family income, educational level and occupational level all affect the possible location of the home. Accepting the lack of independence of such a variable, many studies [(2), (20), (62), (85), (127)] indicate the location of a student's home is a factor in determining educational aspiration and college plans.

In a study comparing rural and metropolitan youth, Burchinal (20) observed the lowest levels of education and occupational aspiration in farm boys and the highest level in urban boys. Farm boys tended to underestimate the value

of education. Metropolitan youth were more interested in educational advancement and college attendance.

Other studies corroborate Burchinal's findings. Anderson (2) compared short course agriculture students with degree agriculture students. He found students on short course programs were generally from farm communities, while degree students were less inclined to be from farm communities. Strauss (123) expressed concern over the emphasis placed on home location as an influential factor in the academic achievement of a student. He discounted much of the present data as being unreliable because of poor sampling procedures and uncontrolled variables. The lack of independence between socio-economic variables tends to present difficulties when interpreting research findings. The difficulties encountered with home location as a factor would also be true of other socio-economic variables, such as education of parents.

#### Education of Parents

A longitudinal study of the 1962 freshman class in Oklahoma Colleges, supervised by Coffelt (23), reported a significant relationship between education of parents and educational aspiration of the student. Each freshman enrolled in an Oklahoma college in the fall of 1962 (13,276 students) was asked to fill out a four page questionnaire, including various socio-economic data. The type of college



selected was compared to the socio-economic background of the student. Students whose parents had the most years of formal education were inclined to choose a university over other types of institutions, while those whose parents had the least amount of formal training tended to gravitate toward a junior college. Nearly 42 per cent of the freshmen at the University of Oklahoma, for example, came from families in which both parents had earned a baccalaureate or higher degree. By contrast, less than ten per cent of the freshmen enrolled in the municipal junior colleges came from families in which one or both parents had earned a college degree. (23:47-49) Coffelt concluded: "Parental education is an important factor in determining not only who goes to college but where such students go. (23:74)

The findings of Coffelt's study are substantiated by results from five other studies: (7), (42), (55), (119), (128). Data revealed parental education to be an important influencing factor in the college selection process.

Evidence shows that parents with college experiences tend to enroll their children in colleges more readily than parents without higher education. It is almost axiomatic that the more education a parent possesses, the greater the value placed on education in the family.

Parental Influence and Parental Preference  
Reviewed in Previous Studies

This section examines additional methods by which parents may influence their offspring and how these influences are perceived by the youngsters.

Perceived influence of one or both parents is a variable which should be considered in the selection of a college and the formation of attitudes relative to college. Each family is a unique unit. The parental influences characteristic of one family may be quite different from those of any other family. This section reviews a portion of the literature dealing with parental influence and its effect on the student.

Many vocational-development theorists place a heavy emphasis on the home and family influence in the selection of a career (20), (40), (104), (124). In addition, it is reported that parental attitudes are absorbed by students in both conscious and unconscious ways. Rose (106), showed that the intimacy of a student's family life is strongly related to attitudes and values he forms. Coffelt (23) in his Oklahoma study found that student attitudes and values are derived primarily from parents and may be equally as important as the student's ability in determining his success in a given college environment.

The factor of parental attitudes and values as they

affect the educational aspiration, attitudes and values of their children has been shown in many studies: (2), (3), (44), (55), (56), (61), (125), (128), (129). All generally accept the importance of parental attitudes in the college selection plans and academic success of their offspring.

On the other hand, how parents impart their attitudes to their children is a complicated and not fully understood problem. Each parent may be equally influential, or one parent may be more influential. Several studies reviewed demonstrated that parents are not equally influential in the lives of students. Steimel (119), using the Strong Interest Inventory and the Parental Influence Inventory, concluded that students who perceive of their father as the more influential parent tend toward the more masculine interests (on the SVIB) and students who perceive of the mother as the more influential parent tend toward the more feminine interests (on the SVIB). Significant differences between preferred parent and SVIB score were also found in college major, father's education, and father's occupation.

Kinnane (65) also used the Parental Influence Inventory to test 315 college women of the senior and junior classes drawn from four different liberal arts colleges. Responses from each student on the Work-Values Inventory were compared to the Parental Influence Inventory results. Kinnane's research revealed that fathers who were engaged in professional work and whose level of education and training

was superior to that of the mother exerted a greater influence on the female child. The girl who more often identified with the mother came from a home where the father worked at a skilled or unskilled level. The study also showed that girls who perceive of their mother as more influential have stronger work-value orientation than those who perceive the father as more influential. Kinnane believed this phenomenon was the result of socio-economic factors.

Erikson (31) found that if the father is to be more influential on the life of the child, he must be significantly superior to the mother in education. The closeness the child feels to the mother in the early years is difficult to overcome unless the father is definitely superior to the mother on an educational or vocational level.

Steimel, Kinnane, and Erikson agree that the parent perceived as the more influential is dependent upon socio-economic factors and may vary from family to family.

The research cited here reveals a significant relationship between socio-economic variables, attitude formation, and perceived parental influence. The findings tend to strengthen the belief that attitudes and values are instilled early in life and affect the decisions of the child as he matures.

#### Summary

Literature pertaining to this study was reviewed within four general areas of research. The first area dealt

with the college selection process and the effect of the college environment on the process. Home environment seems to be an important factor in the college preference of a student. Parental characteristics were cited as more important than institutional qualities in the selection of specific colleges.

Research regarding college environments indicates the uniqueness of each college and the need to match the attitudes and characteristics of the student with those of the school. The research shows the desirability for clearer understanding about colleges in order that students and institutions can be better matched. If a student's perception of a particular school could be sharpened, a more appropriate choice might result.

The second area reviewed the literature on decision theory. The studies examined the systematic rational methodology needed for effective decision-making. Decision-making was expressed as a process which takes time, effort and complete information. The person engaged in the decision-process must be aware of the subjective factors influencing the choice as well as the probable consequences of each alternative.

In the third area socio-economic factors and their relationship to college selection were examined. Socio-economic factors have been well recognized as sources of influence affecting college choice, educational aspiration,

and attitude formation. There is evidence indicating the occupational level of the father is positively correlated with college selection and success once the student reaches the campus. There is also considerable research pointing to home location and education of parents as important factors in educational achievement and college choice. Metropolitan youth seem to value education more than the rural youth and are also more informed about differences between colleges.

The literature on parental influence was reviewed in the fourth section. The studies emphasized the major role of the parents in shaping the attitudes and values of their offspring. Much of the research involving parental influence showed a significant correlation between socio-economic status and perceived parental influence.

Socio-economic factors also have been shown to be related to which parent is perceived as being more influential. The parents, therefore, are highly influential in the college selection process and in the attitudes and success related to it. The influence of each parent is perceived by many youngsters to be of varying intensity. Which parent exercises the most influence seems to be predictable from socio-economic data.

## CHAPTER III

### PROCEDURE AND METHODOLOGY

#### Preliminary Investigation

A pilot study was conducted during the summer of 1965. Sample cases contained essentially the same type of student and parent populations as used in the present study. Similar instruments were used in both studies. Problems and inadequacies revealed in the preliminary research suggested changes to be made in some of the instruments for collecting data.

#### Populations Used in the Study

The populations used in this study consisted of all 2306 first semester freshmen registered at Central Michigan University during the fall semester of 1965 and their parents. Foreign and transfer students were not included.

Data were gathered from a sample of 1350 students. The sample was further reduced to consist of 100 males and 100 females with the following characteristics:

1. Michigan resident
2. Non-commuting
3. Single
4. Age between 18 and 20 inclusive
5. Chose Central Michigan University as their first choice school
6. Enrollment at C.M.U. as the first post high school educational experience

7. Lived with both parents during high school
8. Both parents alive and living together at time of the study
9. Declared a preference for either the father or mother on the Parental Influence Inventory

Data were also collected from the parents of the 200 students. The statistical analysis of this research was based on the sample of 200 students and their parents.

#### Selection of the Sample And Data Gathering Procedures

An attempt was made in this investigation to compare selected socio-economic-vocational characteristics of entering freshmen at Central Michigan University who perceived their mother as being the more influential parent with those of entering college freshmen who perceived of their father as being the more influential parent. A second purpose was to compare the perceptions of college held by entering freshmen at Central Michigan University with those held by their more influential parent. Only the criteria listed on the previous page, which the writer believed to be related to perception of college, were used to select the sample. Foreign students were not included in the study because it was thought the cultural parent-child relationship in a foreign country cannot be assumed to be the same as that of a parent and child in Michigan. Transfer students were not included in the sample because prior experiences at different colleges would tend to distort the perception of Central



Michigan University. Furthermore, Central may have been the third or fourth institution they attended.

All freshmen students at Central Michigan University are required to take an orientation course (Personnel 101) during their first semester of enrollment. During registration the students make selections from several sections. The writer assumed, therefore, that each section contained a random distribution of students. From the nine scheduled Personnel 101 classes, five, randomly chosen, served as the sample for the study. The data were gathered in the first class meeting and included all the students (1350) in the five sections.

Three research instruments (a questionnaire, the Parental Influence Inventory, and the College and University Environment Scales) were administered during a single fifty minute class period by the investigator. Before administering the instruments to the students, the writer explained the need for the data, gave procedural instructions, and assured students that all replies would be regarded as confidential.

Of the 1350 questionnaires administered, 512 complied with the criteria stated on pages 37-38. The Parental Influence Inventories of the 512 students was scored and examined. From this group, the first 100 male and 100 female students whose scores demonstrated a definite

preference for one parent (mother-group or father-group)<sup>1</sup> were selected for inclusion in the final analysis. The writer limited the sample to 100 males and 100 females to insure equal numbers of each sex. Of the 200 students selected, 128 (47 males, 81 females) were eventually placed in the mother-group and 72 (53 males, 19 females) were placed in the father-group depending upon whether they perceived their mother or father as the most influential parent.

The parents of the sample were sent the following:

1. A letter explaining the study and requesting their help.
2. A sheet of directions.
3. A copy of the College and University Environment Scales.
4. Two coded answer sheets for the CUES, one marked "Father" and one marked "Mother".<sup>2</sup>
5. A stamped and addressed return envelope.<sup>2</sup>

The materials listed above were sent to the parents on September 24, 1965. Seventy percent (140) returned their completed answer sheets. On November 8, 1965, a card was sent to each of the students whose parents had not returned their CUES answer sheets.<sup>3</sup> The card requested students to encourage the parents to participate in the study. An

---

<sup>1</sup>See page 42 for explanation of (mother-group and father-group) and directions for scoring the Parental Influence Inventory.

<sup>2</sup>For samples of 1, 2, 3, and 4 listed above, see Appendix A.

<sup>3</sup>A copy of the card can be found in Appendix A.

additional 13.5 (27) percent responded to this request. On December 7, a new packet of materials, with a revised letter, was sent to each of the remaining non-returnees.<sup>1</sup> As a result of this procedure, data were collected from 92 percent (184 pairs) of the parents.

Because the Parental Influence Inventory had not been previously checked for reliability, a test of the reliability of the instrument was then conducted. The test-retest method was used. During the week of December 2-8, the Inventory was readministered to the 200 students in the sample. The instrument was administered in the Personnel classes under the same conditions as before. Because of student withdrawal, illness, and absence only 190 of the 200 (95%) were tested. The correlation between the two scores was .837.

#### Instruments Used in the Study

The questionnaire was developed by the investigator.<sup>2</sup> It was used in the pilot study during the summer of 1965 and subsequently revised for this study. The questionnaire originally consisted of thirty items designed to gather data from which the sample could be selected. The questionnaire also provided data for use in the statistical analysis. The

---

<sup>1</sup>A copy of the revised letter can be found in Appendix A.

<sup>2</sup>See Appendix A.

revised questionnaire consists of twenty-seven questions. The three questions deleted were originally included at the request of the Central Michigan University admissions office. The writer felt the questions (i.e., to how many schools did you apply?) did not have pertinence to the research.

The Parental Influence Inventory<sup>1</sup> developed by Raymond Steimel (117) consists of 30 items: 10 indicating predominant father influence, 10 indicating predominant mother influence, and 10 buffer items (keyed to neither parent). The instrument has been used in several studies (65), (117), (118), and (119) for appraising the perceived influence of the two parents. The instrument is experimental and has not yet been published. The thirty items are marked TRUE or FALSE. In scoring the responses, it is considered incorrect to assume that nonacceptance of a statement (marking it false) indicates the opposite. Thus, only positive responses (those marked TRUE) are added for the total score. The score consists of two numbers which are:

1. The number of responses out of ten marked TRUE and keyed to the father.
2. The number of responses out of ten marked TRUE and keyed to the mother.

Those subjects whose positive responses favor the father over the mother by at least four (number one above) are designated the father-group; those whose positive responses

---

<sup>1</sup>See Appendix A.

favor the mother over the father by at least four (number two above) are designated the mother-group. Possible ratios between the number of items marked TRUE for the one parent over the other and considered significant are 4:0, 5:1, 6:2, 7:3, 8:4, 9:5, and 10:6.<sup>1</sup>

The validity of the instrument is described by the author as face validity. To date there have been no validation studies conducted.

The only reliability test on the instrument was completed by the researcher for this study. A test-retest comparison indicated a relatively high degree of reliability. The Pearson Coefficient was found to be .837.

The College and University Environment Scales<sup>2</sup> consists of 150 true-false statements about college life including features and facilities of the campus, rules and regulations, faculty, curricula, student life, and organizations. The instrument is a device for obtaining a description of the college atmosphere or environment. The person taking the instrument is asked to say whether each statement is generally TRUE or FALSE with reference to the university in question.

The College and University Environment Scales (or

---

<sup>1</sup>The author of the Parental Influence Inventory (R. J. Steimel) designed the instrument to be scored on the four or more ratio method. (88)

<sup>2</sup>See Appendix A.

CUES) was developed by C. Robert Pace (88) as an outgrowth of the College Characteristics Index developed earlier by Pace and George C. Stern (94). The instrument is divided into five scales of thirty questions each. The five scales are as follows:<sup>1</sup>

1. Practicality
2. Community
3. Awareness
4. Propriety
5. Scholarship

The CUES was used by the writer because it was the only instrument available which attempted to measure the total college environment. It was felt that the CUES could be used to compare preconceived perceptions of college as it has been used to measure and compare reactions to college. Usually the CUES serves to obtain a description of a college from students who have been on the campus and know its environment. What the students are aware of, and agree to be generally true, defines the prevailing campus atmosphere as students perceive it. The score obtained, therefore, is an institutional score and not an individual score.

Pace explains the scoring of the CUES as follows:

There are various ways in which one might obtain institutional scores on CUES. Ordinarily, one would suppose the common practice of computing a mean would be followed. On the other hand, despite its virtues and its general stability, a mean score may not be the most meaningful way of reporting the responses to CUES. The tech-

---

<sup>1</sup>A brief description of the five scales and their item groups may be found in Appendix A.

nique of CUES has been described as being similar to an opinion poll. The scoring system presented in the introductory manual was based on this opinion poll rational. There are 30 items in each scale. How many of these items are characteristic of a school? A ratio of two to one was arbitrarily set as a level of consensus that must be reached or exceeded to warrant calling the item a "characteristic". On a percentage basis, this calls for a 66-33 split. The method of scoring can be referred to as the "66 plus" method. The number of items in a scale that are answered in the direction of the key by 66% or more of the respondents constitutes the institution's score on that scale. Scores can range from 0 to 30 on each of the scales, depending on the number of items answered as keyed by 66% or more of the students. (88:36)

The "66 plus" method of scoring was not used because an institutional score was not desired. The problem was to compare the scores obtained by the students with those obtained by the parents. Therefore, the raw scores obtained by each parent were compared to the raw scores obtained by the student. Each of the five scales was scored manually by the investigator. The scores were examined twice to insure accuracy.

When investigating a single institution, the opinion poll format and "66 plus" method of scoring have not provided the best structure for carrying out correlational or variance studies (88). The manual, therefore, does not contain correlational or variance data for single institutional studies. Reliability studies reported in the CUES manual (88) comparing scores between two or more institutions reveal product-moment coefficients ranging from .77 to .95. The average coefficient value for the ten

coefficients given was .863.

Validity of the CUES varies with the college or university in question. The manual (88:64) presents a table of correlations between CUES scores and other institutional factors. The correlations range from  $-.72$  to  $.81$  with 41 out of 105 significant at or beyond the one percent level.

### Research Hypotheses

Although parental influence on college choice has been included in some studies, those factors affecting parental influence have not been fully researched. The selection of a college is a process involving a series of decisions. Each decision is usually affected by the attitudes, feelings, and understandings of the decision-maker. Research has shown that parents have considerable influence in the decisions made by their offspring. It is conceivable that parents with differing socio-economic backgrounds will tend to influence their offspring in a variety of ways.

The role of each parent in the decision process differs in each family. Differences between the influence of one parent over the other have been assumed, but no scientifically reliable data have been presented to support these assumptions. The possibility of predicting the more influential parent from socio-economic data has been intimated in the literature, but not tested. If one parent is perceived by the child to be the more influential, it is





logical to assume this parent will play a greater role in the decision process. With this as a foundation the following two general research hypotheses were structured and investigated in this study.

1. It was hypothesized that entering college freshmen at Central Michigan University at the beginning of the Fall Semester, 1965 who perceive their mother as the more influential parent would possess significantly different socio-economic-vocational characteristics from those who perceive their father as the more influential parent.
2. It was hypothesized that greater similarities exist between the perceptions of college held by entering college freshmen at Central Michigan University at the beginning of the Fall Semester, 1965, and those held by their more influential parent than between their perceptions of college and those held by their less influential parent.

#### Statistical Procedures for Analysis of the Data

The CUES scores of the student and parents as well as the student responses from the Parental Influence Inventory and the questionnaire were coded and key punched on one IBM card by the Central Michigan University Data Processing Department. A total of thirty-eight variables were recorded for each student. Data from all 200 students and from 184 pairs of parents were used in the statistical analysis.

The data were processed through an IBM 1620 computer. Categories of the data for chi square analysis were taken from the thirty-eight variables punched on the cards. The

computer added and printed observed frequencies. The observed frequencies were grouped into contingency tables and expected frequencies were calculated. Some of the groups in the contingency tables were regrouped and combined due to insufficient numbers in the cells. The observed and expected frequencies were punched on cards, and the Chi Square Test was used to determine whether statistically significant differences existed.

Student and parent raw scores from the College and University Environment Scales were punched on an IBM card. The cards were divided into two categories depending upon which parent was perceived to be more influential. The Chi Square Test of Homogeneity of Parallel Samples was used to determine significant similarities between the CUES scores of the student and each parent. The left tail of the Chi Square Distribution was used to determine significant similarities (at or beyond the .05 level).

The statistical hypotheses and sub-hypotheses tested were as follows:

Ho-1 There is no difference between college freshmen students, male or female, who choose their father as the more influential parent and those who choose their mother when compared on the following factors:

Sub-hypotheses

Ho-1.a. Rank of the student on the American College Test (using C.M.U. norms)

- Ho-1.b. Total family income of parents
- Ho-1.c. Mother's education
- Ho-1.d. Father's education
- Ho-1.e. Father's occupation
- Ho-1.f. Distance from student's home  
to Central Michigan University
- Ho-1.g. Home location of the student
- Ho-1.h. College major of the student
- Ho-1.i. Occupational choice of the student
- Ho-1.j. Planned length of stay in college
- Ho-1.k. Number of siblings
- Ho-1.l. When the student decided on  
attending college
- Ho-1.m. Mother or father attended Central  
Michigan University
- Ho-1.n. Relatives other than Mother or  
Father attended Central Michigan  
University

Ho-2 There are no significant similarities between the raw scores obtained on the College and University Environment Scales by an entering college freshman at Central Michigan University and the raw scores obtained on the same instrument by the student's more influential parent.

It was thought that findings of this study might be useful to students, parents, counselors, and student personnel workers when predicting parental influence in the college selection process. Thus a deep understanding of the relationship between socio-economic factors, parental influence, and attitudes about college is necessary in order for a student to make the most effective choice of a college. If socio-economic factors are used as indicators of parental influence in the college selection process, the relationship should be well substantiated. Because of the importance to young adults of making a suitable choice of a college, the precision of the .05 level of confidence is needed to determine whether differences or similarities are significant.

Therefore, the .05 level of confidence was selected as the criterion in testing both statistical hypotheses.

### Summary

This study was designed to compare selected characteristics of entering freshmen at Central Michigan University who perceive their mother as the most influential parent with those of entering freshmen who perceive of their father as the most influential parent. The study also attempted to compare the perceptions of Central Michigan University held by an entering freshman with those held by the student's more influential parent.

Student responses on three instruments were sought from 200 freshmen. Responses were also sought from the parents of these students on the College and University Environment Scales. Analyses were made on the responses of 184 pairs of parents and 200 students (100 male and 100 females). The data were statistically analyzed by a 1620 IBM computer using the chi square statistic to test the significance of the findings.

The factors studied were conceived to be related to parental influence on college choice or attitude formation about college. Studies reviewed in Chapter II indicate that the factors investigated are related in some degree to parental influence on college choice. Chapter IV and Appendix B contain the analysis of the data.

## CHAPTER IV

### ANALYSIS OF THE DATA

This chapter presents the analysis of the data in two sections. The first section cites the findings relative to the socio-economic factors associated with parental influence as perceived by college freshmen. The second section presents the data from the College and University Environment Scales as they relate to Central Michigan University. The discussion accompanying the data emphasizes the differences and similarities between the sample groups.

The statistical hypotheses were tested by use of the Chi Square ( $X^2$ ) Test. The hypotheses were rejected whenever the chi square value indicated a difference (or similarity in the case of  $H_0-2$ ) significant at or beyond the .05 level of confidence.

#### Socio-Economic Factors Related to Parental Influence

##### Rank on the American College Test

- H<sub>01</sub>.a. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the rank the student achieves on the American College Test.

Table I illustrates the comparative ACT rankings of

TABLE I. COMPARISON OF MOTHER- AND FATHER-GROUPS RELATIVE TO STUDENT RANK ON THE AMERICAN COLLEGE TEST.\*

A.C.T. RANK									
		Upper Third		Middle Third		Lower Third		Chi Square	
		E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%		
Male Students	Father-group (N = 53)	18.0	21.0	21.0	18.0	16.0	16.0	17.0	16.0
	Mother-group (N = 47)	15.9	13.0	13.0	15.9	18.0	18.0	15.0	16.0
Female Students	Father-group (N = 19)	5.9	4.0	4.0	6.0	6.0	6.0	7.0	9.0
	Mother-group (N = 81)	25.1	27.0	27.0	25.9	26.0	26.0	29.9	28.0
Total	Father-group (N = 72)	23.4	25.0	12.5	23.8	22.0	11.0	24.8	25.0
	Mother-group (N = 128)	41.6	40.0	20.0	42.2	44.0	22.0	44.1	44.0
								.531	

\*Not significant at the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)

the college freshman students in the study. The students are grouped by sex and father- or mother-group.

There is no significant difference apparent in the ranking on the ACT when it is compared to the most influential parent. Therefore, hypothesis Ho-1.a. was not rejected. Neither were there any significant differences found between the father-group and mother-group. The percentages in each ranking were fairly well distributed between the two groups.

#### Total Family Income

Ho-1.b. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the income of the family.

Statistical hypothesis Ho-1.b. was not rejected.

Table II presents the relative income levels of the father-and-mother groups. Estimates of parents' incomes by students may not be entirely accurate. However, there is no reason to believe that one group would be less accurate than the other. Income estimates were based on total family income including both parents earnings if they both worked.

#### Educational Level of Mother

Ho-1.c. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the educational level of the mother.



TABLE II. COMPARISON OF THE MOTHER- AND FATHER-GROUPS RELATIVE TO FAMILY INCOME.\*

FAMILY INCOME									
		\$4,999 or less		\$5,000 to \$9,999		\$10,000 or more		Chi Square	
		E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>
Male Students	Father-group (N = 53)	3.7	2.0	2.0	27.6	27.0	27.0	21.7	24.0
	Mother-group (N = 47)	3.3	5.0	5.0	24.4	25.0	25.0	19.3	17.0
Female Students	Father-group (N = 19)	2.0	3.0	3.0	10.3	8.0	8.0	6.7	8.0
	Mother-group (N = 81)	9.0	8.0	8.0	43.7	46.0	46.0	28.3	27.0
		1.280							
Total	Father-group (N = 72)	6.5	5.0	2.5	38.2	35.0	17.5	27.4	32.0
	Mother-group (N = 128)	11.5	13.0	6.5	67.8	71.0	35.5	48.6	44.0
		2.740							

\*Not significant at the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)

Table III illustrates the comparative educational levels of the mother as it relates to the parent perceived as most influential.

Hypothesis Ho-1.c. was not rejected. The data do not indicate a relationship between the educational level of the mother and the more influential parent for either male or female students. A contributing factor to the lack of significance may be the small frequency size of some of the cells.

#### Father's Education

Ho-1.d. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the educational level of the father.

Statistical hypothesis Ho-1.d. was rejected. Table IV presents the educational levels of the father-and-mother-groups. The educational levels for the female group and the total group demonstrate significant relationships, while the male group did not show a significant difference. The mother-group for the females and the total possessed fewer years of education than the father-groups.

The level of significance for the female group (.042) may have influenced the significance level of the total group. The significance level of the total group, however, is appreciably higher (.024) than the female group indicating the male group may agree with the other two groups, but not as strongly.

TABLE III. COMPARISON OF MOTHER- AND FATHER-GROUPS RELATIVE TO MOTHER'S EDUCATION.\*

MOTHER'S EDUCATION											
		High School or less			Some College			College Graduate			Chi Square
		Ef	Of	%	Ef	Of	%	Ef	Of	%	
Male Students	Father-group (N = 53)	36.6	37.0	37.0	10.6	13.0	13.0	5.8	3.0	3.0	4.024
	Mother-group (N = 47)	32.4	32.0	32.0	9.4	7.0	7.0	5.2	8.0	8.0	
Female Students	Father-group (N = 19)	11.02	11.0	11.0	4.4	4.0	4.0	3.6	4.0	4.0	.098
	Mother-Group (N = 81)	46.9	47.0	47.0	18.6	19.0	19.0	15.4	15.0	15.0	
Total	Father-group (N = 72)	45.7	48.0	24.0	15.5	17.0	8.5	10.8	7.0	3.5	2.489
	Mother-group (N = 128)	81.3	79.0	39.5	27.5	26.0	13.0	19.2	23.0	11.5	

\*Not significant at the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)

TABLE IV. COMPARISON OF MOTHER- AND FATHER-GROUPS RELATIVE TO FATHER'S EDUCATION.\*\*

FATHER'S EDUCATION											
		High School or less			Some College			College Graduate			Chi Square
		Ef	Of	%	Ef	Of	%	Ef	Of	%	
Male Students	Father-group (N = 53)	34.5	31.0	31.0	10.0	11.0	11.0	8.5	11.0	11.0	2.536
	Mother-group (N = 47)	30.5	34.0	34.0	9.0	8.0	8.0	7.5	5.0	5.0	
Female Students	Father-group (N = 19)	12.7	8.0	8.0	3.4	6.0	6.0	2.9	5.0	5.0	6.482*
	Mother-group (N = 81)	54.3	59.0	59.0	14.6	12.0	12.0	21.1	10.0	10.0	
Total	Father-group (N = 72)	47.5	39.0	19.5	13.3	17.0	8.5	11.2	16.0	8.0	7.203*
	Mother-group (N = 128)	84.5	93.0	46.5	23.7	20.0	10.0	19.8	15.0	7.5	

\*Significant at or beyond the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)

Occupational Level of the Father

Ho-1.e. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the occupational level of the father.

Statistical hypothesis Ho-1.e. was rejected. Table V illustrates the occupational level of the fathers. The major difference between the occupational levels of the father was found in the male and total groups. Both these groups produced significant differences at the .02 level. Twenty-one per cent of the males whose fathers worked at an administrative or professional job were in the father-group. Therefore, the males tended to prefer the father (or felt he was more influential) when he worked in the professional or administrative field and preferred the mother when the father worked at a semi-skilled, unskilled, or farm job.

When the males and females were combined (total), the level of significance remained at the .02 level. The low level of significance (.85) for the female group did not lower the level for the combined group. It is apparent that all three groups showed the students preferred the mother when the father was employed in a semi-skilled, unskilled, or farm job.

Distance from Home to Central Michigan University

Ho-1.f. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and

TABLE V. COMPARISON OF MOTHER- AND FATHER-GROUPS RELATIVE TO OCCUPATION OF FATHER.

FATHER'S OCCUPATION									
	Administrative or Professional		Sales or Service		Skilled		Semi-skilled, Unskilled or Farm		Chi Square
	E <sub>f</sub>	O <sub>f</sub> %	E <sub>f</sub>	O <sub>f</sub> %	E <sub>f</sub>	O <sub>f</sub> %	E <sub>f</sub>	O <sub>f</sub> %	
Male Students									
Father-group (N = 53)	14.8	21.0 21.0	12.7	14.0 14.0	14.3	11.0 11.0	11.2	7.0 7.0	10.786*
Mother-group (N = 47)	13.2	7.0 7.0	11.3	10.0 10.0	12.7	16.0 16.0	9.8	14.0 14.0	
Female Students									
Father-group (N = 19)	3.8	5.0 5.0	4.8	5.0 5.0	6.1	5.0 5.0	4.3	4.0 4.0	.748
Mother-group (N = 81)	16.2	15.0 15.0	20.2	20.0 20.0	25.9	27.0 27.0	18.7	19.0 19.0	
Total									
Father-group (N = 72)	17.3	26.0 13.0	17.6	19.0 9.5	21.2	16.0 8.0	15.9	12.0 6.0	10.503*
Mother-group (N = 128)	30.7	22.0 11.0	31.4	30.0 15.0	37.8	43.0 21.5	28.1	32.0 16.0	

\*Significant at or beyond the .05 level, degrees of freedom = 3. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)

those who chose their mother when compared to the distance between the students home and Central Michigan University.

Statistical hypothesis Ho-1.f. was not rejected. The evidence does not warrant the conclusion that the influence of the mother or father can be predicted or influenced by the distance between the student's home and Central Michigan University. Table VI presents the data for Ho-1.g.

#### Home Location

Ho-1.g. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the size of the community in which the student resides.

Table VII illustrates the relationship of the size of the community in which the student resides and his or her perception of which parent is more influential. Statistical hypothesis Ho-1.g. was not rejected. The size of the community did not appear to influence the student's choice of the more influential parent.

#### College Major of the Student

Ho-1.h. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the college major selected by the student.

Statistical hypothesis Ho-1.h. was rejected. Table VIII presents the college majors of the students used in the

TABLE VI. COMPARISON OF MOTHER- AND FATHER-GROUPS RELATIVE TO DISTANCE BETWEEN STUDENT'S HOME AND CENTRAL MICHIGAN UNIVERSITY.\*

DISTANCE FROM HOME TO CMU									Chi Square	
50 miles or less			51 to 100 miles			More than 100 miles				
	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	
Male Students	Father-group (N = 53)	8.0	11.0	11.0	17.5	15.0	15.0	27.5	27.0	27.0
	Mother-group (N = 47)	7.0	4.0	4.0	15.5	18.0	18.0	24.5	25.0	25.0
Female Students	Father-group (N = 19)	3.0	2.0	2.0	6.5	8.0	8.0	9.5	9.0	9.0
	Mother-group (N = 81)	13.0	14.0	14.0	27.5	26.0	26.0	40.5	41.0	41.0
Total	Father-group (N = 72)	11.2	13.0	6.5	24.1	23.0	11.5	36.7	36.0	18.0
	Mother-group (N = 128)	19.8	18.0	9.0	42.9	44.0	22.0	65.3	66.0	33.0
										.552

\*Not significant at the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)



TABLE VII. COMPARISON OF MOTHER-AND FATHER-GROUPS RELATIVE TO THE SIZE OF THE COMMUNITY IN WHICH THE STUDENT RESIDES.\*

SIZE OF COMMUNITY IN WHICH STUDENT RESIDES										Chi Square	
		Farm or town less than 2,500	2,500 to 49,999	Over 50,000							
Male Students	Father-group (N = 53)	19.1	16.0	16.0	22.3	26.0	26.0	11.6	11.0	11.0	2.446
	Mother-group (N = 47)	16.9	20.0	20.0	19.7	16.0	16.0	10.4	11.0	11.0	
Female Students	Father-group (N = 19)	7.8	9.0	9.0	9.1	9.0	9.0	2.1	1.0	1.0	.941
	Mother-group (N = 81)	33.2	32.0	32.0	38.9	39.0	39.0	8.9	10.0	10.0	
Total	Father-group (N = 72)	27.7	25.0	12.5	32.4	35.0	17.5	11.9	12.0	6.0	.738
	Mother-group (N = 128)	49.3	52.0	26.0	57.6	55.0	27.5	21.1	21.0	10.5	

\*Not significant at the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each group (N = 100 males and 100 females)

TABLE VIII. COMPARISON OF THE MOTHER- AND FATHER-GROUPS RELATIVE TO THE COLLEGE MAJOR OF THE STUDENT.

COLLEGE MAJOR OF THE STUDENT										
	English-Speech			Applied arts#			Science			Chi Square
	Ef	Of	%	Ef	Of	%	Ef	Of	%	
Male Students										
Father-group (N = 53)	5.3	6.0	6.0	16.4	23.0	23.0	15.9	12.0	12.0	15.4 12.0 12.0
Mother-group (N = 47)	4.7	4.0	4.0	14.6	8.0	8.0	14.1	18.0	18.0	13.6 17.0 17.0
Female Students										9.472*
Father-group (N = 19)	6.3	3.0	3.0	2.9	3.0	3.0	3.6	5.0	5.0	6.2 8.0 8.0
Mother-group (N = 81)	26.7	30.0	30.0	12.1	12.0	12.0	15.4	14.0	14.0	26.8 25.0 25.0
Total										3.455
Father-group (N = 72)	15.5	9.0	4.5	16.6	26.0	13.0	17.6	17.0	8.5	22.3 20.0 10.0
Mother-group (N = 128)	27.5	34.0	17.0	29.4	20.0	10.0	31.4	32.0	16.0	39.7 41.0 20.5
										12.902*

\*Significant at or beyond the .05 level, degrees of freedom = 3. A summary of the levels of significance may be found in Table B-1, Appendix B.

# = Applied arts include: Industrial arts, home economics and commerce.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)

study. Chi square values of the males and the total group indicate significant differences between the father-group and the mother-group in regard to the major chosen by the student. A major source of the chi square value for the males was found in the applied arts category. Twenty-three per cent of the males chose the applied arts area (Industrial Arts and Commerce) and were in the father-group.

When the males and females were combined, the level of significance moved from .03 (for the males) to .01. The large percentage of females in the mother-group tends to cause some distortion.

#### Occupational Choice of the Student

Ho.1.i. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the occupational choice of the student.

Table IX indicates the occupational choice of the sample students.

Occupational choice of the student was found significantly to differentiate the father-and mother-groups. Statistical hypothesis Ho-1.i. was, therefore, rejected. Students declaring teaching as their occupational choice tend to feel the mother has been more influential. Business administration candidates indicate a slight preference for the father.

TABLE IX. COMPARISON OF THE MOTHER- AND FATHER-GROUPS RELATIVE TO THE OCCUPATIONAL CHOICE OF THE STUDENT.

OCCUPATIONAL CHOICE OF THE STUDENT									
	Teaching			Business Administration			Other		Chi Square
	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	
Father-group (N = 72)	46.1	39.0	19.5	11.5	18.0	9.0	14.4	15.0	7.5
Mother-group (N = 128)	81.9	89.0	44.5	20.5	14.0	7.0	25.6	25.0	12.5
									7.482*

\*Significant at or beyond the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell (N = 200)

(Male - Female groups not given due to insufficient cell size.)

The occupation chosen by an entering freshman may change greatly before graduation. The occupation chosen here, therefore, is not considered final for all the students. Central Michigan University has educated teachers since its founding. The majority of students coming to Central Michigan University come because it is known as a teacher training school. Therefore, the occupational breakdown given in Table IX includes only three categories: teaching, business administration, and other. The female and male groupings were omitted in the table because the small cell frequencies prevented an adequate chi square analysis.

#### Planned Length of Stay in College

Ho-1.j. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the length of time the student plans to remain in college.

Statistical hypothesis Ho-1.j. was not rejected. Table X illustrates the planned length of stay in college for the father- and mother-groups. The planned length of stay in college was found to be significant at the .07 level but below the .05 level needed for rejection of the hypothesis. The data did not warrant the conclusion that the length a student plans to stay in college could predict the more influential parent.

TABLE X. COMPARISON OF THE MOTHER- AND FATHER-GROUPS RELATIVE TO THE STUDENT'S PLANNED LENGTH OF STAY IN COLLEGE.\*

PLANNED LENGTH OF COLLEGE										
	Less than 4 years			Completion of Bachelors			Graduate Work			Chi Square
	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	
Father-group (N = 72)	3.2	3.0	1.5	47.9	41.0	20.5	20.9	28.0	14.0	5.343
Mother-group (N = 128)	5.8	6.0	3.0	85.1	92.0	46.0	37.1	30.0	15.0	

67

\*Not significant at the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell (N = 200)

(Male and Female groups are omitted due to insufficient frequencies in some of the cells.)

### Number of Siblings

Ho-1.k. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the number of the siblings the student has.

Table XI illustrates the number of siblings for each sample group. Statistical hypothesis Ho-1.k. was not rejected. There were no significant relationships between the number of siblings a student had and the parent he perceived as more influential. The small frequency size in some of the original cells necessitated a three category arrangement rather than a six. This change may have had an effect on the chi square value.

### When Decision to Attend College Was Made

Ho-1.1. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to the time the student first decided to go to college.

This hypothesis was not rejected. When students in the father- and mother-groups decided on attending college is presented in table XII.

When a student decides on attending college is a rather nebulous idea to isolate, although there is no reason to believe that one group was more crystallized in their decision than another at any one time.

From the data presented there appears to be no

TABLE XI. COMPARISON OF THE MOTHER- AND FATHER-GROUPS RELATIVE TO THE NUMBER OF SIBLINGS.\*

NUMBER OF SIBLINGS											Chi Square
		None or one		Two or three		Four or more					
		Ef	Of	%	Ef	Of	%	Ef	Of	%	
Male Students	Father-group (N = 53)	19.0	17.0	17.0	23.0	25.0	25.0	11.0	11.0	11.0	.834
	Mother-group (N = 47)	16.0	18.0	18.0	20.0	18.0	18.0	10.0	10.0	10.0	
Female Students	Father-group (N = 19)	5.3	8.0	8.0	9.3	5.0	5.0	4.4	6.0	6.0	4.869
	Mother-group (N = 81)	22.7	20.0	20.0	39.7	44.0	44.0	18.6	17.0	17.0	
Total	Father-group (N = 72)	22.7	25.0	12.5	33.1	30.0	15.0	15.8	17.0	8.5	.797
	Mother-group (N = 128)	40.3	38.0	19.0	58.9	62.0	31.0	28.2	27.0	13.5	

\*Not significant at the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)



TABLE XII. COMPARISON OF THE MOTHER- AND FATHER-GROUPS RELATIVE TO WHEN THE STUDENT DECIDED TO ATTEND COLLEGE.\*

WHEN THE STUDENT DECIDED TO ATTEND COLLEGE									
		Before grade school			In grade school			In high school	
		E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>
Male Students	Father-group (N = 53)	21.7	26.0	26.0	13.3	12.0	12.0	18.0	15.0
	Mother-group (N = 47)	19.3	15.0	15.0	11.7	13.0	13.0	16.0	19.0
									3.144
Female Students	Father-group (N = 19)	7.4	6.0	6.0	5.9	6.0	6.0	5.7	7.0
	Mother-group (N = 81)	31.6	33.0	33.0	25.1	25.0	25.0	24.3	23.0
									.695
Total	Father-group (N = 72)	28.8	32.0	16.0	20.2	18.0	9.0	23.0	22.0
	Mother-group (N = 128)	51.2	48.0	24.0	35.8	38.0	19.0	41.0	42.0
									.998

\*Not significant at the .05 level, degrees of freedom = 2. A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell from: Males (N = 100), Females (N = 100), Total (N = 200)

significant relationship between when a student decides on college and the parent he perceives as more influential.

This factor was included because it was thought that when a student initially decides to go to college is affected by the parents and their attitude about college and the need for college. One assumption was that the more influential parent would be perceived as more influential throughout the the child's life and, therefore, would influence the child not only at the time of the decision but also at the time of going to college. Significant evidence that the more influential parent can be predicted from data indicating when the student first decided on college is not available in this study.

#### Parents or Relatives Attended C. M. U.

Ho-1.m. There is no difference between college freshmen, male or female, who choose their father as the more influential parent and those who choose their mother when compared to parental or relative attendance at Central Michigan University.

Tables XIII and XIV illustrate the number of students with at least one parent or relative who attended Central Michigan University.

Statistical hypothesis Ho-1.m. was not rejected. Parental or relative attendance at C. M. U. does not significantly affect the parent perceived as being more influential.

Tables XIII and XIV contain the total group comparisons. Insufficient frequency in some of the original cells

TABLE XIII. COMPARISON OF MOTHER- AND FATHER-GROUPS RELATIVE TO WHETHER OR NOT ONE OF THE PARENTS HAD ATTENDED CENTRAL MICHIGAN UNIVERSITY.\*

	<u>AT LEAST ONE PARENT ATTENDED CMU</u>						Chi Square
	Yes			No			
	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	
Father-group (N = 72)	8.6	10.0	5.0	63.4	62.0	31.0	.421
Mother-group (N = 128)	15.4	14.0	7.0	112.6	114.0	57.0	

TABLE XIV. COMPARISON OF THE MOTHER- AND FATHER-GROUPS RELATIVE TO WHETHER OR NOT ONE RELATIVE OTHER THAN THE PARENTS HAD ATTENDED CENTRAL MICHIGAN UNIVERSITY.\*

	AT LEAST ONE RELATIVE ATTENDED CMU						
	Yes			No			
	E <sub>f</sub>	O <sub>f</sub>	%	E <sub>f</sub>	O <sub>f</sub>	%	
Father-group (N = 72)	27.7	31.0	15.5	44.3	41.0	20.5	.998
Mother-group (N = 128)	49.3	46.0	23.0	78.7	82.0	41.0	

\*Not significant at the .05 level, degrees of freedom = 2.  
A summary of the levels of significance may be found in Table B-1, Appendix B.

E<sub>f</sub> = Expected frequency

O<sub>f</sub> = Observed frequency

% = Percent in each cell (N = 200)

(Male and Female groups omitted due to insufficient cell size)

prevented complete chi square analysis; therefore, the male and female groups are not included in the table.

Hypothesis Ho-1.m. was included in the study because the attendance of parents and relatives at C. M. U. was thought to be an influencing factor in motivating students to come. Teaching in many families is a tradition. When the parents and the grandparents are teachers, the child "of course" is going to be a teacher. Central Michigan University's orientation to teaching was thought to be a factor in bringing students to the campus.

The results indicate that only 12 per cent of the students had parents who attended C. M. U. and only 38 per cent had relatives who attended C. M. U.

More data for each of the subhypotheses under Ho-1 can be found in Table B-1 in Appendix B.

Parent and Student Perceptions of  
Central Michigan University

Ho-2. There are no significant similarities between the raw scores obtained on the College and University Environment Scales by an entering college freshman and the raw scores obtained on the same instrument by the student's more influential parent.

Table XV indicates the comparison of mother- and father-groups relative to the student and parent responses on the CUES. In only 75 of the 368 comparisons were their perceptions found to be significantly similar. It is apparent from the data in table XV that, in general, college freshmen at

TABLE XV. COMPARISON OF THE MOTHER- AND FATHER-GROUPS RELATIVE TO THE STUDENT AND PARENT RESPONSES ON THE CUES.

COMPARISON OF STUDENT AND PARENT RESPONSES TO THE CUES			
Group	N*	Comparing	Number of Significant Comparisons      Percent Significant at or Beyond the .05 Level***
Mother-group	121	Student-Mother	30      24
Mother-group	121	Student-Father	20      16
Father-group	63	Student-Father	12      19
Father-group	63	Student-Mother	13      20

\*Only 184 pairs of parents were used in the analysis because 16 failed to return the questionnaire.

#Because the Chi Square Test of similarities was wanted, the left tail of the Chi Square Distribution was used.

\*\*A list of the 368 chi square values is presented in Table B-2, Appendix B.

Central Michigan University do not view the university in the same way as do their parents. Therefore, statistical hypothesis Ho-2 was not rejected.

Only forty-two of the seventy-five significant comparisons were between the student and the more influential parent. There does not appear to be a pattern for the significant comparisons.<sup>1</sup> The significant comparisons seem to be distributed in a random manner. It can, therefore, be assumed a student's attitudes about college have no significant relationship to the attitudes about the same college possessed by his parents.

It is important to stress here that this study was not concerned with whether the student or parent had accurate knowledge of the University. It is important, however, to match the perceptions of Central Michigan University as revealed by each student and his parents.

## Discussion

### Significant findings

This chapter presented data from the student sample in regard to selected socio-economic factors thought to be related to the parent perceived by college freshmen as more influential. Data were also presented regarding the

---

<sup>1</sup>For a listing of the 386 CUES comparisons see Table B-2, Appendix B.

relationship between perceptions of Central Michigan University held by entering freshmen and those of their parents. The data were tabulated and results discussed briefly. Statistical tests of the null hypotheses revealed the following significant findings:

1. There are significant differences between the female students who perceived their father as the more influential parent and those who perceived their mother as the more influential in regard to the educational level of the father. The higher the educational level of the father the more influential the female student perceived him to be.

When the males and females were combined, there were also significant differences existing between the mother- and father-groups. The mother-group possessed fewer years of education than the father-group. The higher the educational level of the father, the more influence he seems to exert in the life of the student. The findings suggest the father with a high level of education will be perceived by the youngster as the more influential parent.

Studies reviewed in Chapter II indicate the student will prefer the mother unless the father is superior to the mother. The findings of this research support this belief. The data suggest the student will prefer the more educated parent. When both parents possess the same amount of education, the student will prefer the mother.

2. There are significant differences between the male students who perceived their father as the more influential parent and those who perceived their mother as the more influential in regard to the occupational level of the father. The higher the occupational level of the father, the more influential he is perceived to be in the life of the male student.

Seventy-five per cent of the males whose fathers worked at an administrative or professional job were in the father-group. Males whose fathers were in a semi-skilled, unskilled, or farm job, chose their mother by a two to one margin. The males whose fathers were employed in high level jobs were more inclined to favor their father. For the males and the combined group there was a positive relationship between mother-group and low occupational level of the father. Therefore, the higher the occupational level of the father, the greater his influence seems to be on the student.

3. There are significant differences between the male students who perceived their father as the more influential parent and those who perceived their mother as the more influential in regard to the college major chosen by the student.

The students who chose English, speech, or science as a major tend to select the mother as the more influential



P

L

S

T

P

d

a

a

5

1

1

1

1

1

1

parent. Three-fifths of the males choosing science as a major fell in the mother-group. Seventy-nine per cent of the students choosing English or speech as a major were in the mother-group. The males in the applied arts area prefer the father three to one over the mother. The findings suggest a definite relationship between the major chosen by the student and the parent he perceived as more influential.

4. There are significant differences between the students who perceived their father as the more influential parent and those who perceived their mother as the more influential in regard to the occupational choice of the student. The data indicate students who chose teaching tend to perceive the mother as the more influential parent, while those who selected business administration tended to perceive the father as the more influential parent.

Sixty-nine per cent of the students declaring teaching as their occupational choice were in the mother-group, while 56 per cent of those choosing business administration were in the father-group.

While the direction of the differences was not predicted beforehand, it will be noted that the findings are in keeping with what might be expected. The subjects reporting predominant father influence have selected occupations more typically masculine while those reporting predominant

mother influence have selected occupations more typically feminine.

The teacher training orientation of Central Michigan University is shown in the large percentage (64%) of students selecting teaching as an occupational choice. The number of potential teachers undoubtedly contributed to the size of the mother-group. Seventy-seven per cent of those in the teaching category were in the mother-group.

#### Non-significant findings

In addition to the differences found significant at the .05 level, there are several other findings which indicate strong possibilities of important differences.

All of the factors investigated under Ho-1 demonstrated a difference between the male and female responses. The chi square values were different for the males and females on each of the factors tested. The differences are exemplified in the mother-, father-group distribution. Forty-seven per cent of the males and eighty-one per cent of the females were in the mother-group. Females preferred the mother four out of five times, whereas, the males chose each parent equally. The females were in the mother-group in large numbers irrespective of the factor being tested. The over abundance of females in the mother-group may have adversely affected some of the chi square values.

The males from low income families showed a slight

preference (significant at the .32 level) for the mother while males from high income families tended to select the father. It appears that the higher the family income, the greater the chance the male student will perceive the father as being the more influential.

The males indicated a preference for the father when the mother's level of education was low and a preference for the mother when the mother's educational level was high. The same trend was suggested for the father's educational level. The data indicate the student probably prefers the more educated parent irrespective of sex.

The size of the community from which the student comes was not found to be significantly related to the preferred parent, but the data indicated farm reared youth and those from communities with populations under 2500 perceived of the mother as the more influential parent.

Planned length of stay in college was shown to be significantly related at the .07 level to both the mother- and father-group. The student who plans to stay in college less than four years chose the mother three out of five times. Therefore, the student who is not considering a degree program will more often be in the mother-group, while those planning a degree will be in the father-group.

When a student decided to attend college seems to have a demonstrated relationship to the mother- or father-group. The longer the student delayed his decision to attend college,

the more inclined he was to be in the mother-group. Table XII showed 63 per cent of the males whose decision to attend college was formulated before grade school to be in the father-group. Only 44 per cent of the males who chose to attend college but made the decision while in high school were in the father-group.

The comparison of the College and University Environment Scales raw scores between student and parent produced seventy-five significantly similar values out of 368 comparisons.<sup>1</sup> Only forty-two of the significant values were between the student and the more influential parent. Although seventy-five comparisons were found to be significant, they do not justify the conclusion that students and their parents (especially the more influential parent) perceive of Central Michigan University in a similar way.

The discrepancy between scores may mean the parents were not accurate in their responses on the CUES or the instrument may not be measuring the desired perceptions. The CUES has been used in the past as a measure of a college environment by students who had earned credit from the particular college. The use of the instrument as a measure of the environment by students and parents not previously enrolled in the university is unique to this study.

---

<sup>1</sup>See table XV in this chapter and Table B-2 in Appendix B.

Summary

This chapter presented the analysis of the data. Hypothesis Ho-2 and fourteen subhypotheses under Ho-1 were investigated. The Chi Square Test was used to determine whether differences reached the .05 level of significance. Four of the fourteen Ho-1 subhypotheses proved to be significant at the .05 level.<sup>1</sup> There are significant differences between the mother- and father-groups in regard to education of father, occupation of father, college major of the student, and occupational choice of the student.

Statistical hypothesis Ho-2 was not rejected. The raw scores achieved by the student on the College and University Environment Scales are not significantly similar to the scores earned on the same instrument by either of the student's parents.

---

<sup>1</sup>See Table B-1, Appendix B for a summary of the chi square values of the fourteen subhypotheses tested under Ho-1.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

##### Purpose and Procedure

The purpose of this study was to identify the similarities in and differences among students who perceive of their mother as being the more influential parent and those who perceive of their father as being the more influential parent according to selected socio-economic factors. The study also compared a freshman's perception of Central Michigan University with the perception of the same university held by each of his parents.

Entering Central Michigan University freshmen and their parents were studied using data gathered through the use of questionnaires and an aptitude test. Only those factors thought to be related to college choice and parental influence were employed. The study was structured to test the following research hypotheses:

1. Entering college freshmen at Central Michigan University at the beginning of the Fall Semester, 1965, who perceived their mother as the more influential parent possessed significantly different socio-economic-vocational characteristics from those who perceived their father as the more influential parent.
2. Greater similarities exist between the perceptions of college held by entering college freshmen at Central Michigan University at the

beginning of the Fall Semester, 1965, and those held by their more influential parent than between their perceptions of college and those held by their less influential parent.

The subjects studies were entering freshmen enrolled at Central Michigan University during the fall of 1965. The sample consisted of 100 male and 100 female students and their parents. No commuting, transfer, or foreign students were included in the study. Only single 18-20 year old, Michigan residents, who chose Central Michigan University as their first choice school, and lived with both parents while in high school were included.

Data were gathered from the students on three instruments: a questionnaire, the Parental Influence Inventory, and the College and University Environment Scales. Socio-economic information was obtained through the use of a questionnaire developed by the investigator. The Parental Influence Inventory was used to determine which parent the student perceived as being generally more influential. A perception of Central Michigan University was obtained from students and each of their parents by the College and University Environment Scales. Academic aptitude was determined by the American College Test, required of all entering freshmen.

Data were collected during the students' first week on campus. The College and University Environment Scales was sent to the parents during the second week of classes. Two follow-up procedures during the fall of 1965 resulted



in obtaining complete data from all 200 students and from 184 pairs of parents.

Student and parent responses were recorded on IBM cards. The data were then processed by the Central Michigan University 1620 IBM computer. The Chi Square Test was used on each hypothesis and sub-hypothesis to determine whether differences reached the .05 level of confidence.

The factors studied were approached by employing fifteen statistical or null hypotheses. Significant differences were revealed in four of the fifteen hypotheses.

#### Significant Findings

1. There are significant differences between the female students who perceived their father as the more influential parent and those who perceived their mother as the more influential in regard to the educational level of the father. The higher the educational level of the father, the more influential the female student perceived him to be.
2. There are significant differences between the male students who perceived their father as the more influential parent and those who perceived their mother as the more influential in regard to the occupational level of the father. The higher the occupational level of the father, the more influential he is perceived to be in the life of the male student.
3. There are significant differences between the male students who perceived their father as the more influential parent and those who perceived their mother as the more influential in regard to the college major chosen by the student.
4. There are significant differences between the students who perceived their father as the more influential parent and those who perceived their mother as the more influential

in regard to the occupational choice of the student. The data indicate students who choose teaching tend to perceive the mother as the more influential parent, while those who selected business administration tended to perceive the father as the more influential parent.

### Conclusions and Discussion

The following conclusions may be drawn from the findings of this study:

1. The choice by female students of Central Michigan University is likely to be significantly influenced by those fathers who have attained a high educational level.

This conclusion is drawn from the statistical differences found between the students perceiving the mother as the more influential and those perceiving the father as the more influential when compared to the educational level of the father. The findings are corroborated by the literature reviewed in Chapter II. The higher the educational level of the father, the more influence he seems to play in the life of the female student.

The findings of this study also add validity to the assumption that the educational level of the father can be used to help identify the more influential parent. The child may seek help from his more influential parent when engaged in decision-making processes. A major decision, like selecting a college, will undoubtedly involve the help and guidance of the more influential parent. The father with a high level

of education, therefore, may be perceived as the more influential parent and thus influence the college selection of his offspring.

Knowledge of the particular parent's role in influencing the student's decisions would be helpful to parents, counselors, and others assisting students.

2. The choice by male students of Central Michigan University is likely to be significantly influenced by those fathers who have attained a high occupational level.

Studies reviewed in Chapter II indicate the occupational level of the father not only has an influence on which children in the family go to college but which college is chosen. This conclusion is substantiated by the findings of the present study. The higher the occupational level of the father, the greater influence he exerts in the life of the male student. Seventy-five per cent of the males whose fathers worked at an administrative or professional job perceived the father as the more influential parent. If the father is employed in a professional or administrative job he tends to affect the decisions of the child more than the mother.

An understanding of the effect the father's occupational level has on his children's decisions will aid the counselor in helping the student make more adequate choices.

3. The college major chosen by a male student at Central

Michigan University is influenced by the parent whom the student perceives as being the more influential.

The findings of this study suggest a definite relationship between the major chosen by a male student and the parent perceived as more influential. The studies reviewed in Chapter II also support this finding. Three-fifths of the males choosing science as a major perceived the mother as the more influential parent. Seventy-nine per cent of the students choosing English of speech as a major perceived the mother as the more influential.

To select a major field of study or to evaluate the validity of a choice he has already made, the student must be able to understand himself as completely as possible. Knowledge about the more influential parent will enable the student to more accurately evaluate his own self-concept and also provide the counselor with still another type of information to aid the student in making appropriate decisions related to college life.

4. The parent whom the student perceives as the more influential significantly influences the occupational choice of entering freshmen at Central Michigan University.

Chapter II contained a review of a study completed by Steimel (119). Using the Strong Vocational Interest Blank, Steimel found that parental influence as perceived by the student had an empirically demonstrable effect on the direction of interest development. The results of this study

support Steimel's findings in the area of occupational choice. Sixty-nine per cent of the students who declared teaching as their occupational choice felt that the mother was the more influential parent. This research confirmed Steimel's findings that students with predominant father influence tended to select more masculine occupations while those who perceived the mother as the more influential tended to select feminine occupations.

The findings suggest that perceived parental influence should be taken into consideration by counselors and other student personnel workers who assist students select an occupation. Conversely the occupation chosen by the student may be used by counselors as an indication of the student's more influential parent. Therefore, a more complete understanding by the student of the parental influences focusing upon him will facilitate the making of more wise decisions.

5. Entering freshmen at Central Michigan University do not, in general, perceive of the school in the same way as their parents.

One hypothesis of this study was that perceived predominance of influence by one parent over the other would significantly affect the perceptions of the college the offspring brings to the campus. The data collected do not support this hypothesis. A freshman's perception of Central Michigan University was not found to be significantly similar to those held by either the more influential or the less

influential parent. The results seem to show that either the influence of parents in the selection of a college is not expressed in the perception they have of the school or preconceived perception of college can quickly change.

Only 75 out of 368 (20.4%) comparisons made between parent and student perceptions of Central Michigan University produced a significant result at the .05 level. Of the 368 comparisons, 42 (11%) were found to be significantly similar to the more influential parent. An investigation of the significant comparisons produced no conclusive relationship.

In view of the findings, therefore, it seems reasonable to conclude that an entering freshman's perception of Central Michigan University is not similar to the perception of the school held by either of the student's parents

6. Because males and females differ when socio-economic characteristics are used to discover the more influential parent, different counseling approaches are needed regarding college selection.

Male and female differences were revealed in each comparison between the socio-economic factors and the more influential parent. The chi square value for each comparison showed differences between the male and female groups. The extent of the differences varied with the factor being tested. The differences were not systematic nor predictable, but random in nature. The data indicate socio-economic factors do not influence male and female students equally in their

perception of the more influential parent.

The findings suggest the use of socio-economic factors as indices of the more influential parent must not be applied in the same way to male and female college students. In counseling college students, the counselor, therefore, if he is to use socio-economic factors as tools in determining the more influential parent, must recognize the need for different interpretations of data and varying counseling approaches to the problems of choosing a college and resolving academic and vocational problems while in attendance.

#### Recommendations for Further Research

This study investigated the influences of parents on their offsprings' selection of Central Michigan University through analysis of selected socio-economic variables related to parental influence and parent-student perceptions of the school. Research designed to study other ways in which parents could influence the selection of a college by their youngsters is needed. The findings of this study suggest the following considerations for further research:

1. Further study is needed to investigate parental influence on their children's selection of a college through the use of interest measures such as the Strong Vocational Interest Blank and psychological instruments such as the Minnesota Multiphasic Personality Inventory. The instruments could be given to the student and his parents

with comparisons made of the results. A study of interest and personality variables as possible influencing factors would provide information necessary for a more complete understanding of how parents influence the college selection of their offspring.

2. The interrelationship of the socio-economic variables tested suggests a need for additional research involving the use of multiple correlations as composite measures of parental influence. The use of multiple correlations is needed to determine the relative weight of each variable and the effect of one variable on the other. The possibility that a regression equation may exist which could be used to interpret the effect of a group of variables on a particular student gives this approach a high priority rating.
3. The differences discovered in this study between the male and female sample members suggest that the study should be repeated using a larger sample of only males or females. The differences noted in the present study indicate that the same conclusions cannot be drawn for both males and females. Therefore, separate studies involving a more intensive analysis of each sex are needed. A larger sample would also reduce the small sample size in some of the groups, remove the number of re-groupings necessary, and increase the validity of the



chi square values calculated.

4. Replication of the present study at other universities is needed to test the validity and uniqueness of the findings produced at Central Michigan University.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

1. Allport, Gordon., P. E. Vernon, and G. Lindsey. A Study of Values. Third edition. Boston: Houghton Mifflin, 1960.
2. Anderson, Duane L. "A Comparative Descriptive Analysis of First Year Agriculture Short Course and Degree Students at Michigan State University," Unpublished Ph.D. dissertation, Michigan State University, East Lansing, Michigan, 1965.
3. Anderson, Robert C. "Parents are the Key to Productive Youth Development," East Lansing, Michigan: Michigan State University Extension Demonstration Sub-Project III, 1964. (Mimeographed)
4. Astin, A. W. "A re-examination of College Productivity," Journal of Educational Psychology, 52, (1961), 173-178.
5. \_\_\_\_\_. "Distribution of Students Among Higher Educational Institutions," Journal of Educational Psychology, 55, (1964), 276-287.
6. \_\_\_\_\_. "Further Validation of the Environmental Assessment Technique," Journal of Educational Psychology, 54, (1963), 217-226.
7. \_\_\_\_\_. "Some Characteristics of Student Bodies Entering Higher Educational Institutions," Journal of Educational Psychology, 55, (1964), 267-275.
8. \_\_\_\_\_. Who Goes Where to College?, Chicago, Illinois: Science Research Associates, 1965.
9. \_\_\_\_\_, and J. L. Holland. "The Environmental Assessment Technique: A way to Measure College Environments," Journal of Educational Psychology, 52, (1961), 308-316.
10. Becker, Samuel L., et al. "Relationships Between the Minnesota Multiphasic Personality Inventory and the College Characteristics Index," Journal of College Student Personnel, 6, (1965), 219-223.
11. Beezer, Robert H. and Howard F. Hjelm. Factors Related to College Attendance, Washington, D. C.: U.S. Department of Health Education and Welfare, Office of Education, 1961.



12. Berdie, Ralph F. After High School - What ?, Minneapolis, Minn.: University of Minnesota Press, 1954.
13. Berdie, Ralph F., et al. Who Goes to College ? - A Comparison of Minnesota College Freshmen, 1930-1960. Minneapolis, Minn.: University of Minnesota Press, 1962.
14. Bergstein, H. B. "A Study of Parent's Perceptions of the Role of School Counselors in a Selected Community." Unpublished Ph.D. dissertation, New York University, 1960.
15. Best, Sheila Anne. "The Relationship Between the College Characteristics Index and other Measures of the College Environment." Unpublished M. A. thesis, Syracuse University, 1962.
16. Bournazos, Kim. "A Comparative Study of the Effects of Vocational Training on the Career Patterns of High School Graduates." Unpublished Ph.D. dissertation, Michigan State University, 1963.
17. Brim, Orville G., et. al. "A Decision-Making Paradigm for Local Guidance Research," Personnel and Guidance Journal, 44, 1965, 40-51.
18. Bross, I. D. Design for Decision, New York: MacMillan, 1953.
19. Brown, Donald R. "Personality, College Environment, and Academic Productivity," The American College, ed. Nevitt Sanford. New York: John Wiley and Sons, Inc., 1962.
20. Burchinal, Lee G. "Differences in Educational and Occupational Aspirations of Farm, ~~Small~~-town, and City Boys," Rural Sociology, XXVI (1961), 107-121.
21. Clark, Robert, et al. "A Decision-Making Paradigm for Local Guidance Research," Personnel and Guidance Journal, 44, 1965, 40-51.
22. Cleeton, Kenneth, N. "An Analysis of the Factors Which Influence Students When They Choose a College." Unpublished Ph.D. dissertation, University of Colorado, 1951.
23. Coffelt, John J, and D. S. Hobbs. In and Out of College, Oklahoma City, Oklahoma: Oklahoma State Regents for Higher Education, 1964.

2.

25.

26.

27.

28.

29.

30.

31.

32.

33.

34.

35.

36.

37.

24. Corey, S. M. "Student's University Choices," Journal of Higher Education, 7, (1936), 207-211.
25. Cronbach, L. and G. C. Gleser. Psychological Tests and Personnel Decisions, Urbana: University of Illinois Press, 1957.
26. Douvan, Elizabeth and Carol Kay. "Motivational Factors in College Entrance," The American College, ed. Nevitt Sanford. New York: John Wiley and Sons, Inc., 1962.
27. Drews, Elizabeth M. and John E. Teahan. "Parents Attitudes and Academic Achievement," Journal of Clinical Psychology, XIII, (1957), 328-332.
28. Dukes, William F. "Psychological Studies of Values," Psychological Bulletin, 52, (1955), 24-50.
29. Egner, R. E. and A. I. Obelsky. "Effects of Sterotyped Attitudes on Learning," Journal of Educational Psychology, XLVII, (1957), 207-212.
30. Emmerich, Walter. "Parental Identification in Young Children," Genetic Psychology Monographs, 60, (1959), 257-308.
31. Erikson, E. H. Childhood and Society, New York: Norton, 1950.
32. Fels, William C. "Charting a Course in a Sea of Colleges," College Board Review, Winter, 1961.
33. Festinger, Leon. Conflict, Decision, and Dissonance. Stanford, California: Stanford University Press, 1964.
34. Fishman, Joshua A. "Some Social-Psychological Theory for Selecting and Guiding College Students," The American College, ed. Nevitt Sanford. New York: John Wiley and Sons, Inc., 1962.
35. Ford, Thomas R. "Social Factors Affecting Academic Performance: Further Evidence," School Review, 65, (1957), 415-422.
36. Forrest, A. "Counseling Talented Students on College Choice," Personnel and Guidance Journal, 40, (1961), 42-47.
37. Foskett, J. and Walter Martin. "How Students Choose Their Alma Mater," Overview, 2, (1961), 23.





38. Garrett, Henry E. Statistics in Psychology and Education, New York: Longmans, Green and Co., 1947.
39. Gelatt, H. B. "Decision-making: A Conceptual Frame of Reference for Counseling," Journal of Counseling Psychology, 9, (1962), 240-245.
40. Ginsberg, Eli, et al. Occupational Choice: An Approach to a General Theory, New York: Columbia University Press, 1951.
41. Girshick, M. A. "A Elementary Survey of Statistical Decision Theory," Review of Educational Research, 24, (1954).
42. Haller, A. O. "Research Problems on the Occupational Achievement Levels of Farm Children," Rural Sociology, XXIII, (1958), 355-362.
43. Hammond, John S. III. "Bringing Order Into the Selection of a College," Personnel and Guidance Journal, 43, (1965), 654-660.
44. Hammond, M. "Attitudinal Changes of Successful Students in a College of Engineering," Journal of Counseling Psychology, (1959), 69-71.
45. Hardaway, C. W. "Factors Influencing Students to Enroll at Indiana State Teachers College," Teachers College Journal, 23, (1951), 22-23.
46. Harris, Chester W. (ed.) Encyclopedia of Educational Research, Third Edition, New York: The Macmillan Company, 1960.
47. Harris, Seymour E. "Financing of Higher Education: Board Issues," Financing Higher Education: 1960-1970, New York: McGraw Hill Book Company, 1959.
48. Havinghurst, Robert J. and Bernice Nevgarten. Society and Education, Boston: Allyn and Bacon, 1957.
49. Hays, Donald G. and John W. Rothney. "Educational Decision-making by Superior Secondary-School Students and Their Parents," The Personnel and Guidance Journal, 40, (1961), 26-30.
50. Hays, William L. Statistics for Psychologists, New York: Holt, Rinehart and Winston, 1963.
51. Henderson, H. L. "The Relationship Between Interests of Fathers and Sons and Sons' Identification With Fathers." Unpublished Ph.D. dissertation, Teachers College, Columbia University, 1958.

52. Henry, J. B. "Family Financial Power and College Attendance," Personnel and Guidance Journal, XLIII, (1965), 775-779.
53. Hewer, Vivian H. and Gerhard Neubeck. "Occupations of Fathers and Mothers of Entering University of Minnesota Freshman, Fall, 1959," Personnel and Guidance Journal, XL, (1962), 622-627.
54. Hills, John R. "Decision Theory and College Choice," Personnel and Guidance Journal, 43, (1964), 17-22.
55. Holland, John L. "Determinants of College Choice," College and University, 35, (1959), 11-28.
56. \_\_\_\_\_. "Parental Expectations and Attitudes About Colleges," College and University, 34, (1959), 164-170.
57. \_\_\_\_\_. "Student Explanations of College Choice and Their Relation to College Popularity, College Productivity, and Sex Differences," College and University, 33, (1958), 313-320.
58. Hollinshead, Bryon S. Who Should Go to College, New York: Columbia University Press, 1952.
59. Iffert, R. E. Retention and Withdrawal of College Students. (Office of Education Bulletin No. 1, 1958) Washington, D. C.: Government Printing Office, 1957.
60. Inman, Irwin (ed.) "A College Climate," Antioch Notes, 40, (1963), p. 6.
61. Itkin, William F. "Relationship Between Attitudes Towards Parents and Parents' Attitudes Toward Children," Journal of Genetic Psychology, 86, (1955), 339-352.
62. Jones, Reginold L. and Laurence Siegel. "Admission Cancellations: An Institutional Study," College and University, 38, (1962), 89-95.
63. Kahl, J. A. "Educational and Occupational Aspirations of 'Common Man' Boys," Harvard Educational Review, 23, (1953), 186-203.
64. Kerr, W. D. "Student Perceptions of Counselor Role in the College Decision," Personnel and Guidance Journal, 41, (1962), 337-342.
65. Kinnane, John F. and Sr. M. Margaret Bannon. "Perceived Parental Influence and Work-Vlaue Orientation," Personnel and Guidance Journal, 43, (1964), 273-279.

66. Kuhlen, Raymond G. The Psychology of Adolescent Development, New York: Harper and Brothers, 1952.
67. Lanzetta, J. T. "Information Acquisition in Decision Making," Motivation and Social Interaction, ed. O. J. Harvey. New York: Ronald Press, 1963.
68. Lawton, Edith. "Helping Young People With the Decision-Making Process," Journal of the National Association of Women Deans and Counselors, 28, (1965), 99-101.
69. Lehmann, Irvin J. "Rural - Urban Differences in Intelligence," Journal of Educational Research, LIII, (1959), 62-68.
70. \_\_\_\_\_ and Paul L. Dressel. "Critical Thinking, and Values in Higher Education, Final Report of Cooperative Research Project No. 590," Michigan State University, 1962.
71. Levy, Charles S. "Decision-making and Self-Determination," Adult Leadership, 12, (1963), 68-69.
72. \_\_\_\_\_. "The Classification of Personal Decisions: An Aid in Decision-making," Adult Leadership, 13, (1964), 103-104.
73. Lewin, K. Field Theory in Social Science, New York: Harper, 1951.
74. Lipsett, L. and Leo F. Smith. "Why Students Choose a Particular College," College and University, 27, (1952), 264-269.
75. Long, Barbara H. and Robert C. Ziller. "Dogmatism and Predecisional Information Search," Journal of Applied Psychology, 49, (1965), 376-378.
76. McConnell, T. R. Research on College Students, ed. Hall T. Sprague, Western Interstate Commission for Higher Education and the Center for the study of Higher Education, 1960.
77. McDonald, Keith H. "The Relationship of Socio-Economic Status to an Objective Measure of Motivation," The Personnel and Guidance Journal, XLII, (1964), 997-1002.
78. McFee, Ann. "The Relation of students' Need to Their Perception of the College Environment," Journal of Educational Psychology, 52, (1961), 25-29.

79. Meltzer, H. "Sex Differences in Children's Attitudes Towards Parents," Journal of Genetic Psychology, 62, (1943), 165-182.
80. Miller, Delbert C. and W. H. Form. Industrial Sociology, New York: Harper and Brothers, 1951.
81. Millinger, M. "Changing Trends Among Public Junior College Student Bodies," Junior College Journal, 33, (1962), 167-176.
82. Morell, R. W. "The Pattern of Decision Making," Catholic School Journal, 61, (1961), 46-48.
83. \_\_\_\_\_. "Subjective Factors in Decision-Making," Catholic School Journal, 62, (1962), 59-61.
84. Moser, L. E. "When Do Young People Make Decisions About College?," School Review, 63, (1955), 158-159.
85. Munson, Byrant E. "Personality Differentials Among Urban, Suburban, Town and Rural Children," Rural Sociology, XXIV, (1959), 257-264.
86. Office of Education Studies and Surveys. "College Applicants, Entrants, and Dropouts," Higher Education, (1963).
87. Olsen, H. C. "Elementary Education: Students Reasons for Selecting Their Colleges," Journal of Teacher Education, 10, (1959), 315-318.
88. Pace, Robert C. College and University Environment Scales, Manual 1963. Princeton, New Jersey: Educational Testing Service, 1963.
89. \_\_\_\_\_. "Evaluating the Total Climate of Profile of a Campus," Current Issues in Higher Education, ed. G. Kerry Smith. Washington, D. C.: National Education Association, 1961, 171-175.
90. \_\_\_\_\_. "Five College Environments," College Board Review, 41, (1960), 24-28.
91. \_\_\_\_\_. "Methods of Describing College Cultures," Teachers College Record, 63, (1962), 267-277.
92. \_\_\_\_\_. and Anna McFee. "The College Environment," Review of Educational Research, 30, (1960), 311-320.
93. \_\_\_\_\_. and George G. Stern. A Study of College Environments, Syracuse, New York: Syracuse University Research Institute, Psychological Research Center, 1958.



94. Pace, Robert C., and George G. Stern. "An Approach to the Measurement of Psychological Characteristics of College Environments," Journal of Educational Psychology, 49, (1958), 267-277.
95. Payne, Isabelle K. "The Relationship Between Attitudes and Values and Selected Background Characteristics," Unpublished Ed.D. dissertation, Michigan State University, 1961.
96. Peters, E. F. "Factors Which Contribute to Youth's Vocational Choice," Journal of Applied Psychology, XXV, (1941), 428-430.
97. Plante, Alexander J. "An Analysis of the Plans for Post-Secondary Education of 1959 Secondary School Seniors in Connecticut and Certain Factors Which Influence Their Plans," Unpublished Ph.D. dissertation, University of Connecticut, 1960.
98. Prior, John J. "The College Characteristics Index as an Instrument for Identifying Areas of Self-improvement in a Single University," Unpublished Ed.D. dissertation, Columbia University, 1963.
99. Prose, M. R. "Reasons for Choice of College by High School Students," Catholic Education Review, 61, (1963), 189-194.
100. Rao, C. Radhakrishad. Advanced Statistical Methods in Biometric Research, New York: Wiley, 1952.
101. Reeves, Ellis. "Which College?," Journal of Higher Education, 3, (1932), 67-74.
102. Rhodes, A. Lewis. "Authoritarianism and Fundamentalism of Rural and Urban High School Students," Journal of Educational Sociology, 34, (1960), 97-105.
103. Robertson, John. "Who Influences Freshmen to Choose Goucher?," Journal of Higher Education, 7, (1936), 27-72.
104. Roe, Anne. The Psychology of Occupations, New York: John Wiley and Sons, Inc., 1956.
105. Roemmich, H. and John L. Schmidt. "Student Perceptions of Assistance Provided by Counselors in College Planning," Personnel and Guidance Journal, 41, (1962), 157-158.
106. Rose, Arnold M. "Reference Groups of Rural High School Youth," Child Development, 27, (1956), 351-363.

107. Rowe, Fredrick B. "Non-intellective Factors Affecting Student Performance," Research Related to College Admissions, ed. Kenneth M. Wilson. Atlanta, Georgia: SouthemRegional Education Board, 1963, 135-144.
108. Salem, O. A. "The Need for Guidance in the Choice of a College," Virginia Journal of Education, 36, (1943), 174-
109. Samson, Ruth and Buford Stfflre. "Like Father - Like Son?," Personnel and Guidance Journal, 30, (1952), 35-39.
110. Sanford, Nevitt. (ed.) The American College. New York: John Wiley and Sons, Inc., 1962.
111. Schloemer, Clarence C. "Why They Choose Your College," College Public Relations Quarterly, 4, (1953), 22-28.
112. Sewell, W. H. et al. "Social Status and Educational and Occupational Aspiration," American Sociological Review, 22, (1957), 67-73.
113. Simpson, M. Parent Preferences of Young Children, New York: Teachers College, Columbia University, 1935.
114. Sprague, H. T. (ed.) Research on College Students, Boulder, Colorado: Western Interstate Commission for Higher Education, 1960.
115. Stagner, R. and N. Drought. "Measuring Children's Attitudes Toward Their Parents," Journal of Educational Psychology, 26, (1935), 169-176.
116. Standing, G. Robert and Clyde A. Parker. "The College Characteristics Index as a Measure of Entering Students Preconceptions of College Life," Journal of College Student Personnel, 6, (1964), 2-6.
117. Steimel, Raymond J. "A Study of the Relationship of Recalled Childhood Identification and Association to Masculinity-Femininity of Interest Scores on the MMPI and SVIB Among Scholarship Finalists," Unpublished Ph.D. dissertation, University of Kansas, 1958.
118. \_\_\_\_\_. "Childhood Experiences and Masculinity-Femininity Scores," Journal of Counseling Psychology, 3, (1960), 212-217.

119. Steimel, Raymond J. and A. Susiedelis. "Perceived Parental Influence and Inventored Interests," Journal of Counseling Psychology, 19, (1963), 289-295.
120. Stice, G. Background Factors Relating to College Plans and College Enrollment Among Public High School Students, Princeton, New Jersey: Educational Testing Service, 1956.
121. \_\_\_\_\_ . et al. Background Factors and College Going Plans Among High Aptitude Public High School Seniors, Princeton, New Jersey: Educational Testing Service, 1956.
122. Stogdill, R. M. "Survey of Experiments of Children's Attitudes Toward Parents," Journal of Genetic Psychology, 51, (1937), 293-303.
123. Strauss, Murray A. "Farm Boys Have Low Level of Vocational Aspiration," Study reported to the joint meeting of the Rural Sociological Society and The American Sociological Association, Los Angeles, 1963.
124. Super, Donald E. The Psychology of Careers, New York: Harper and Brothers, 1957.
125. Teahan, J. E. "Parental Attitudes and College Success," Journal of Educational Psychology, 54, (1963), 104-109.
126. Tyler, Leona E. "Theoretical Principles Underlying the Counseling Process," Journal of Counseling Psychology, 5, (1958), 3-10.
127. Washburne, Norman F. "Socio-economic Status, Urbanism and Academic Performance in College," Journal of Educational Research, 53, (1959), 130-137.
128. Williamson, Armon F. "Factors Associated With College Plans of High Ability Students in Alabama." Unpublished Ph.D. dissertation, University of Alabama, 1963.
129. Withey, S. B. et al. The Publics Picture of Higher Education in the State of Michigan, Ann Arbor, Michigan: Survey Research Center, The University of Michigan, 1959.



130. Wolff, W. H. "Better Counseling and Selection for College," Journal of Educational Sociology, 29, (1956), 216-219.
131. Woodruff, Asahel D. "Personal Values and Religious Backgrounds," Journal of Social Psychology, 22, (1945), 141-147.

## APPENDIX A

September 24, 1965

Dear Parent,

We at Central Michigan University welcome you to the Central family. Now that your son is at Central we want to make him as happy and productive as possible.

In order to be more effective in working with students we are seeking some additional information which we believe will be helpful. The information is concerned with your ideas about college. The data we are attempting to gather will be kept in strictest confidence and used only as another item in our effort to produce an effective academic atmosphere. It is our hope the findings will be fruitful in our counseling program.

The questions you are asked to answer are an important part of a research study with a selected sample of freshman students and their parents. Without receipt of your answers the other information we have gathered is useless. Please help us and complete the enclosed questionnaire called The College and University Environment Scales, or CUES.

Your interest in your son's future and your desires for his success are appreciated. We too are interested in our student's success. Your cooperation and quick response to the enclosed questions will aid us in helping your son.

Please read the directions on the attached page before proceeding to answer the questions.

Thank you -- your help is gratefully appreciated.

Sincerely,

*Donald Bertsch*

Donald P. Bertsch  
Assistant Professor of Personnel

DPB:lm  
Enc.



the first of these is the fact that the system is not in a steady state.

The second of these is the fact that the system is not in a steady state.

The third of these is the fact that the system is not in a steady state.

The fourth of these is the fact that the system is not in a steady state.

The fifth of these is the fact that the system is not in a steady state.

The sixth of these is the fact that the system is not in a steady state.

The seventh of these is the fact that the system is not in a steady state.

The eighth of these is the fact that the system is not in a steady state.

The ninth of these is the fact that the system is not in a steady state.

The tenth of these is the fact that the system is not in a steady state.

The eleventh of these is the fact that the system is not in a steady state.

The twelfth of these is the fact that the system is not in a steady state.

The thirteenth of these is the fact that the system is not in a steady state.

The fourteenth of these is the fact that the system is not in a steady state.

September 24, 1965

Dear Parent,

We at Central Michigan University welcome you to the Central family. Now that your daughter is at Central we want to make her as happy and productive as possible.

In order to be more effective in working with students we are seeking some additional information which we believe will be helpful. The information is concerned with your ideas about college. The data we are attempting to gather will be kept in strictest confidence and used only as another item in our effort to produce an effective academic atmosphere. It is our hope the findings will be fruitful in our counseling program.

The questions you are asked to answer are an important part of a research study with a selected sample of freshman students and their parents. Without receipt of your answers the other information we have gathered is useless. Please help us and complete the enclosed questionnaire called The College and University Environment Scales, or CUES.

Your interest in your daughter's future and your desires for her success are appreciated. We too are interested in our student's success. Your cooperation and quick response to the enclosed questions will aid us in helping your daughter.

Please read the directions on the attached page before proceeding to answer the questions.

Thank you -- your help is gratefully appreciated.

Sincerely,

*Donald Bertsch*

Donald P. Bertsch  
Assistant Professor of Personnel

DPB:lm  
Enc.



100

I M P O R T A N T   \*\*\*   R E A D

**DIRECTIONS:** Each parent (mother and father) is to complete the College and University Environment Scales separately and alone. The responses placed on the answer sheet should be the responses of one person and not done together or cooperatively. Please do not compare answers or seek aid from your son or daughter.

The answer sheet with "FATHER" circled is to be completed by the father. The answer sheet with "MOTHER" circled is to be completed by the mother.

The College and University Environment Scales is designed for use by students who are in college. Many of the questions asked, therefore, will not be understood or appropriate for you. Please answer all of the questions to the best of your knowledge, the way you THINK Central Michigan University would be, even if you have never been to this University or to any other college.

Read the DIRECTIONS given on the inside cover of the College and University Environment Scales booklet. Ignore completely "INSTRUCTIONS FOR ANSWER SHEET" in this booklet. Instead, read and follow DIRECTIONS on the enclosed answer sheet. Print your name in the space provided on the appropriate answer sheet (MOTHER or FATHER) and proceed to answer the 150 items.

When both the mother and father have completed the questionnaire and filled in the answer sheet, please place the questionnaire booklet and the two answer sheets in the stamped self-addressed envelope and mail it.

Your quick response to the questionnaire will be appreciated. If you have questions about the above DIRECTIONS which seem to prevent you from answering the questionnaire, feel free to call me collect at the following number:

Donald Bertsch  
Counseling Center  
Central Michigan University  
Mount Pleasant, Michigan  
Area code - 517  
Phone 774-3383





Follow-up card

The card listed below was sent to the students of the parents who had not returned their CUES answer sheets by November 8, 1965. The card was used as the first follow-up procedure.

Dear

We need your assistance! The Counseling Center is conducting some research and your parents were selected as part of the sample to be tested. The materials sent them have not been returned. In your next letter or visit home would you please ask them to return the materials as quickly as they can?

Your parents participation is only part of a much larger sample. If your parents do not return their replies the study cannot be completed.

Thank You!

Donald P. Bertsch, Counselor

FOLLOW-UP LETTER  
TO PARENTS

The letter on the next page was sent to the parents who had not returned their CUES answer sheets by December 7, 1965. The letter is the same letter as originally sent with the notations in red added.

Dec 7,  
~~September 24~~, 1965

Dear Parent,

We at Central Michigan University welcome you to the Central family. Now that your son is at Central we want to make him as happy and productive as possible.

In order to be more effective in working with students we are seeking some additional information which we believe will be helpful. The information is concerned with your ideas about college. The data we are attempting to gather will be kept in strictest confidence and used only as another item in our effort to produce an effective academic atmosphere. It is our hope the findings will be fruitful in our counseling program.

The questions you are asked to answer are an important part of a research study with a selected sample of freshman students and their parents. Without receipt of your answers the other information we have gathered is useless. Please help us and complete the enclosed questionnaire called The College and University Environment Scales, or CUES.

Your interest in your son's future and your desires for his success are appreciated. We too are interested in our student's success. Your cooperation and quick response to the enclosed questions will aid us in helping your son.

Please read the directions on the attached page before proceeding to answer the questions.

Thank you -- your help is gratefully appreciated.

Sincerely,

Donald Bertsch

Donald P. Bertsch  
Assistant Professor of Personnel

DPB:lm  
Enc.

Please! your help  
is needed! The  
study cannot be  
completed until  
your reply is received.  
Thanks



1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

1917-1918

- (1) Sex: (a) male \_\_\_\_\_ (b) female \_\_\_\_\_
- (2) Marital status: (a) single \_\_\_\_\_ (b) married \_\_\_\_\_ (c) divorced, widowed or separated \_\_\_\_\_
- (3) Resident of Michigan: (a) Yes \_\_\_\_\_, (b) No \_\_\_\_\_
- (4) Central Michigan University was your:  
(a) first choice university \_\_\_\_\_ (a)  
(b) second choice university \_\_\_\_\_ (b)  
(c) third choice university \_\_\_\_\_ (c)  
(d) other than third choice \_\_\_\_\_ (d)
- (5) Age last birthday: (a) under 18 \_\_\_\_\_ (b) 18 \_\_\_\_\_ (c) 19 \_\_\_\_\_
- (6) Indicate your class rank in your high school graduation class:  
(a) upper 1/3 \_\_\_\_\_ (a)  
(b) middle 1/3 \_\_\_\_\_ (b)  
(c) lower 1/3 \_\_\_\_\_ (c)  
(d) don't know \_\_\_\_\_ (d)
- (7) Are you living at home while attending classes at C.M.U.? (a) yes \_\_\_\_\_  
(b) No \_\_\_\_\_
- (8) While in high school, did you make your home with:  
(a) both parents \_\_\_\_\_ (a)  
(b) mother only \_\_\_\_\_ (b)  
(c) father only \_\_\_\_\_ (c)  
(d) step-parents \_\_\_\_\_ (d)  
(e) others \_\_\_\_\_ (e)
- (9) What do you estimate your parent's income to be? (Indicate total income before taxes.) Include both parents if both work.  
(a) Less than \$3,000 per year \_\_\_\_\_ (a)  
(b) \$3,000 to \$4,999 per year \_\_\_\_\_ (b)  
(c) \$5,000 to \$9,999 per year \_\_\_\_\_ (c)  
(d) \$10,000 to \$14,999 per year \_\_\_\_\_ (d)  
(e) \$15,000 to \$19,999 per year \_\_\_\_\_ (e)  
(f) \$20,000 to \$24,999 per year \_\_\_\_\_ (f)  
(g) \$25,000 and over per year \_\_\_\_\_ (g)
- (10) Did your mother and/or father attend C.M.U.? (a) Yes \_\_\_\_\_ (b) No \_\_\_\_\_



- (11) Did any member of your family or relation attend C.M.U.? (a) Yes \_\_\_\_,  
(b) No \_\_\_\_.

- (12) Indicate your parent's highest educational attainment by drawing a circle around the appropriate number to the right.

<u>Attainment</u>	<u>Mother</u>	<u>Father</u>
8th grade or less . . . . .	1	1
some high school . . . . .	2	2
high school graduate . . . . .	3	3
some college . . . . .	4	4
college graduate . . . . .	5	5
graduate work beyond a 4 year degree .	6	6
masters degree . . . . .	7	7
doctorate degree . . . . .	8	8

- (13) Which best describes your father's major occupation: (a) professional \_\_\_\_,  
(b) administrative \_\_\_\_, (c) clerical and sales \_\_\_\_, (d) service \_\_\_\_,  
(e) skilled \_\_\_\_, (f) semi-skilled \_\_\_\_, (g) unskilled \_\_\_\_, (h) farm \_\_\_\_.
- (14) What is your father's occupation? \_\_\_\_\_.
- (15) Which best describes your mother's occupation: (a) professional \_\_\_\_,  
(b) administrative \_\_\_\_, (c) clerical and sales \_\_\_\_, (d) service \_\_\_\_,  
(e) skilled \_\_\_\_, (f) semi-skilled \_\_\_\_, (g) unskilled \_\_\_\_,  
(h) housewife \_\_\_\_.
- (16) What is your mother's occupation? \_\_\_\_\_.
- (17) Please indicate your religious preference.  
(a) Protestant \_\_\_\_, (b) Catholic \_\_\_\_, (c) Jewish \_\_\_\_, (d) other \_\_\_\_.
- (18) Which of the following best describes the distance between your home town  
(when you were in high school) and C.M.U.  
(a) within 5 miles or less . . . . . (a)  
(b) more than 5 miles, but less than 25 miles \_\_\_\_\_. (b)  
(c) more than 25 miles, less than 50 miles . \_\_\_\_\_. (c)  
(d) more than 50 miles, less than 100 miles. \_\_\_\_\_. (d)  
(e) more than 100 miles . . . . . \_\_\_\_\_. (e)
- (19) Which of the following best describes the community which you think of as  
your home town during high school:  
(a) farm . . . . . (a)  
(b) town less than 2,500 . . . . . (b)  
(c) urban area between 2,500 and 9,999 . \_\_\_\_\_. (c)  
(d) urban area between 10,000 and 49,999 \_\_\_\_\_. (d)  
(e) urban area between 50,000 and 100,000 \_\_\_\_\_. (e)  
(f) urban area over 100,000 . . . . . \_\_\_\_\_. (f)
- (20) What college major field of study are you presently contemplating?  
(a) english, literature, for. lang. or journalism \_\_\_\_\_. (a)  
(b) speech and drama . . . . . (b)  
(c) science (math, biology, chem, physics,  
Physical sci., earth sce.). . . . . (c)  
(d) social science (economics, geography, history,  
Philosophy, political sci, sociology . . . \_\_\_\_\_. (d)  
(e) Art or music . . . . . (e)  
(f) Commerce (business) . . . . . (f)  
(g) Industrial arts . . . . . (g)  
(h) Home economics . . . . . (h)  
(i) other (specify) \_\_\_\_\_ (i)  
(j) don't know . . . . . (j)





- (21) What occupation do you hope to enter as a result of your college education?
- (a) elementary teaching . . . . . \_\_\_\_\_ (a)
  - (b) secondary teaching . . . . . \_\_\_\_\_ (b)
  - (c) business -- accountant, management, marketing, secretarial. \_\_\_\_\_ (c)
  - (d) engineering . . . . . \_\_\_\_\_ (d)
  - (e) medical field -- doctor, dentist, nurse, etc. . . . . \_\_\_\_\_ (e)
  - (f) science field -- biological or physical sci. . . . . \_\_\_\_\_ (f)
  - (g) arts and humanities -- writing, acting, communications,  
artist, sculpture, etc. . . . . \_\_\_\_\_ (g)
  - (h) other (specify) \_\_\_\_\_ (h)
  - (i) don't know . . . . . \_\_\_\_\_ (i)
- (22) Why did you originally choose Central Michigan University?  
(Mark only one response - the most meaningful one)
- (a) Institutional size . . . . . \_\_\_\_\_ (a)
  - (b) Location . . . . . \_\_\_\_\_ (b)
  - (c) Reputation . . . . . \_\_\_\_\_ (c)
  - (d) Financial (cost) . . . . . \_\_\_\_\_ (d)
  - (e) Desire of parents . . . . . \_\_\_\_\_ (e)
  - (f) Special programs . . . . . \_\_\_\_\_ (f)
  - (g) Teacher and/or Counselor suggestion \_\_\_\_\_ (g)
  - (h) Friends there or planning to go there \_\_\_\_\_ (h)
  - (i) Other (specify) \_\_\_\_\_ (i)
- (23) How long do you plan on attending college?
- (a) one year . . . . . \_\_\_\_\_ (a)
  - (b) two years . . . . . \_\_\_\_\_ (b)
  - (c) three years . . . . . \_\_\_\_\_ (c)
  - (d) four years . . . . . \_\_\_\_\_ (d)
  - (e) some work beyond the bachelors degree . . . . . \_\_\_\_\_ (e)
  - (f) through completion of the masters . . . . . \_\_\_\_\_ (f)
  - (g) through completion of the specialist . . . . . \_\_\_\_\_ (g)
  - (h) through completion of the doctorate . . . . . \_\_\_\_\_ (h)
  - (i) completion of a law degree or other advanced degree  
not mentioned in f, g, or h . . . . . \_\_\_\_\_ (i)
- (24) How long have you thought about going to college?
- (a) always \_\_\_\_\_, (b) since grade school \_\_\_\_\_, (c) since ninth grade \_\_\_\_\_,
  - (d) since tenth grade \_\_\_\_\_, (e) since eleventh grade \_\_\_\_\_, (f) since  
twelfth grade \_\_\_\_\_, (g) after high school \_\_\_\_\_.
- (25) Do your parents feel you should continue your education beyond the bachelors degree?
- (a) yes \_\_\_\_\_, (b) no \_\_\_\_\_, (c) don't know \_\_\_\_\_.
- (26) How many brothers and sisters do you have?
- (a) None \_\_\_\_\_, (b) one \_\_\_\_\_, (c) two \_\_\_\_\_, (d) three \_\_\_\_\_, (e) four \_\_\_\_\_,
  - (f) five \_\_\_\_\_, (g) six \_\_\_\_\_, (h) More than six \_\_\_\_\_.
- (27) How many of your brothers and sisters have attended a four year degree granting college or university?
- (a) one \_\_\_\_\_, (b) two \_\_\_\_\_, (c) three \_\_\_\_\_, (d) four \_\_\_\_\_, (e) five \_\_\_\_\_,
  - (f) six \_\_\_\_\_, (g) More than six \_\_\_\_\_.



## PARENTAL INFLUENCE INVENTORY

The Parental Influence Inventory was designed and written by Dr. Raymond J. Steimel. It was reproduced and used in this study with Dr. Steimel's permission.

The instrument has thirty questions ( 10 indicating predominant father influence, 10 indicating predominant mother influence, and 10 buffer items). Those subjects whose positive responses favor the mother by at least four over the father are classed as the mother-group and said to be more influenced by the mother than the father. Those subjects whose positive responses favor the father by at least four over the mother are classed as the father-group and said to be more influenced by the father than the mother. Possible ratios between father and mother scores are 4:0, 5:1, 6:2, 7:3, 8:4, 9:5, and 10:6. Only the items marked TRUE are counted in the total score.

**DIRECTIONS:** Please answer the following statements by blackening the appropriate space on your answer sheet. If you feel the statement is true for you, blacken the space under (T) on the answer sheet; if the statement is false for you, blacken the space under (F) on the answer sheet.

How I felt as a child

How I feel now

- |   |  |
|---|--|
| *1. My mother was more a source of encouragement to me in childhood than my father. | #16. I would rather be like my father than like my mother.   |
| 2. In elementary school I liked men teachers more than women teachers.              | 17. My success in life is more important to my father than my mother.                                  |
| *3. More of the family decisions were made by my mother than by my father.          | *18.* My mother expects more of me than my father.   |
| #4. I was more attached to my father than to my mother.                             | 19. I feel more comfortable with men than with women.  |
| *5. My mother had more to do with the shaping of my ideals than my father.          | #20. It is more important to me to make my father proud of me than my mother.                          |
| *6. As a child I would rather be with my mother than my father.                     | #21. If I did not do well in school, it would be a greater disappointment to my father than my mother. |
| 7. As a child I preferred boy games to those played by girls.                       | *22. I owe more to my mother than to my father.  |
| #8. My first interest in my present work was due more to my father than my mother.  | *23. I feel closer to my mother than my father.  |
| *9. When I was away from home my mother missed me more than my father.              | *24. It seems that I am more like my mother than my father.  |
| 10. As a child I had more fun playing with girls my age than with boys.             | *25. My mother understands me better than my father.   |
| #11. My father was more interested in the things I did than my mother.              | 26. Women influence my life more than men.   |
| #12. I could have more fun with my father than my mother.                           | #27. If I ever got in trouble, I would prefer to go to my father rather than my mother.                |
| #13. I am more like my father than my mother.                                       | 28. In elementary school men teachers are not sensitive enough to the needs of young children.         |
| #14. As a child my likes and dislikes were more like my father's than my mother's.  | 29. Women are not able to train youngsters as well as men.   |
| 15. The teacher most influential in my vocational choice was a woman.               | 30. We can be taught better by women teachers than by men teachers.                                    |



# ANSWER SHEET

for

30 Item Questionnaire

Name \_\_\_\_\_  
last
first
m

Student Number \_\_\_\_\_

**DIRECTIONS:** Place all answers (for the questions on page 2) on this answer sheet. If you feel the statement is true for you, blacken the space under "T" below. If you feel the statement is false for you, blacken the space under "F" below. DO NOT mark on the questionnaire page. Answer each question as best you can.

T      F	T      F
1. ( ) ( )	16. ( ) ( )
2. ( ) ( )	17. ( ) ( )
3. ( ) ( )	18. ( ) ( )
4. ( ) ( )	19. ( ) ( )
5. ( ) ( )	20. ( ) ( )
6. ( ) ( )	21. ( ) ( )
7. ( ) ( )	22. ( ) ( )
8. ( ) ( )	23. ( ) ( )
9. ( ) ( )	24. ( ) ( )
10. ( ) ( )	25. ( ) ( )
11. ( ) ( )	26. ( ) ( )
12. ( ) ( )	27. ( ) ( )
13. ( ) ( )	28. ( ) ( )
14. ( ) ( )	29. ( ) ( )
15. ( ) ( )	30. ( ) ( )



COLLEGE & UNIVERSITY ENVIRONMENT SCALES

The College & University Environment Scales is copyrighted by the Educational Testing Service. The following description of the five scales in the instrument is taken in part from the manual (70:24-25) written by C. Robert Pace.

Scale 1. Practicality

A high score on this scale suggests a pragmatic, realistic, instrumental emphasis. Organization, system, and procedures are important. Status, in relation to authority and to peers, is important. Personal, social, and practical benefits are obtainable from the program and from campus activities. (items 1-15 and 76-90)

Scale 2. Community

A high score on this scale suggests a friendly, cohesive, group oriented campus. The environment is supportive and sympathetic. There is strong sense of group welfare and group loyalty that embraces the college as a whole. The college is a closely knit community. (items 31-45 and 106-120)

Scale 3. Awareness

A high score on this scale suggests a concern for self-understanding, a wide range of esthetic experience and appreciation, and for the condition of man in the modern world. The keynote is awareness of self, of society, and esthetic sensitivity. (items 46-60 and 121-135)

Scale 4. Propriety

A high score suggests an environment characterized by caution, thoughtfulness, and decorum. A low score, by contrast, indicates an atmosphere that is more daring than cautious, more assertive and demonstrative than polite and mannerly. (items 61-75 and 136-150)

Scale 5. Scholarship

A high score indicates an academic and scholarly environment, a serious interest in knowledge and theories for their own sake. (items 16-30 and 19-105)



# CUES

**COLLEGE & UNIVERSITY ENVIRONMENT SCALES**

**BY C. ROBERT PACE  
UNIVERSITY OF CALIFORNIA  
LOS ANGELES**



**Published & distributed by  
EDUCATIONAL TESTING SERVICE, PRINCETON, NEW JERSEY  
Copyright © 1962 by C. Robert Pace**

## **Directions**

Colleges and universities differ from one another in many ways. Some things that are generally true or characteristic of one school may not be characteristic of another. The purpose of College & University Environment Scales (CUES) is to help define the general atmosphere of different schools. The atmosphere of a campus is a mixture of various features, facilities, rules and procedures, faculty characteristics, courses of study, classroom activities, students' interests, extra-curricular programs, informal activities, and other conditions and events.

You are asked to be a reporter about your school. You have lived in its environment, participated in its activities, seen its features, and sensed its attitudes. What kind of place is it?

There are 150 statements in this booklet. You are to mark them TRUE or FALSE, using the answer sheet given you for this purpose. Do not write in the booklet.

## **Instructions for Answer Sheets**

1. Enter your name and the other identifying information requested in the spaces provided on the separate answer sheet.

2. Two different forms of answer sheets, *Form X-1* and *Form X-1S* may be used. If you have been provided Form X-1, skip items 3, 4, and 5 below and proceed to item 6.

### **3. SPECIAL INSTRUCTIONS FOR FORM X-1S ANSWER SHEETS ONLY:**

If your answer sheet has the notation Form X-1S in the upper right-hand corner, certain identifying information must be entered by marking in the boxes on the left-hand side of the answer sheet. If you have been provided this type of answer sheet, find the section headed "Print last name . . ." at the top left-hand corner. Starting at the arrow on the left, print as many letters of your last name as will fit (up to thirteen) in the large boxes of the LAST NAME section. Print one letter in each large box. Do not go beyond the heavy line that separates last name and first name sections even if you can't complete your last name. If your last name has fewer than thirteen letters, use as many boxes as you need and leave the rest blank. After you have finished printing as many letters of your last name as will fit in the boxes to the left of the heavy line, print as many letters of your first name as will fit (up to seven) beginning at the heavy line and stopping at the last box on the right. Print one letter in each box. If your first name has fewer than seven letters, use as many boxes as you need and leave the rest blank.

4. Now look at the columns under each letter you've printed. Each column has a small box for each letter of the alphabet. Go down the column under each letter you've printed, find the small box labeled with the corresponding letter, and blacken that small box. Do this for each letter you've printed in the large boxes across the top.

5. Note the section on the answer sheet where Identification Number, sex, age, and educational status are requested. Copy your Identification Number into the boxes below the printed number by blackening the appropriate boxes.

Under "sex," mark Male or Female, as appropriate; then indicate your age and educational status in the same way.

6. Find question 1 on the next page and the space on the answer sheet for recording the answer. If you are using the Form X-1S answer sheet, record your answer by blackening the box marked T or F; if using the Form X-1 answer sheet, completely fill in the spaces between the dotted lines as is shown in the sample below.

<b>Sample Item:</b> (A) Students are generally pretty friendly on this campus.									
Form X-1 Answer Sheet		Form X-1S Answer Sheet							
A.	<table><tr><td>T</td><td>F</td></tr><tr><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	T	F	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<table><tr><td>A.</td></tr><tr><td><input checked="" type="checkbox"/></td></tr><tr><td><input type="checkbox"/></td></tr></table>	A.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T	F								
<input checked="" type="checkbox"/>	<input type="checkbox"/>								
A.									
<input checked="" type="checkbox"/>									
<input type="checkbox"/>									

Proceed to answer every item of the 150 given. Blacken space T on the answer sheet when you think the statement is generally characteristic or TRUE of your school, is a condition which exists, an event which occurs or might occur, is the way people generally act or feel.

Blacken space F on the answer sheet when the statement is generally FALSE or not characteristic of your school, is a condition which does not exist, an event which is unlikely to occur, or is not the way people generally act or feel.

1. Students quickly learn what is done and not done on this campus.
2. Students must have a written excuse for absence from class.
3. There are lots of dances, parties, and social activities.
4. Students are encouraged to criticize administrative policies and teaching practices.
5. Campus buildings are clearly marked by signs and directories.
6. There is a lot of apple-polishing around here.
7. New fads and phrases are continually springing up among the students.
8. Student organizations are closely supervised to guard against mistakes.
9. Religious worship here stresses service to God and obedience to His laws.
10. It's important socially here to be in the right club or group.
11. The professors regularly check up on the students to make sure that assignments are being carried out properly and on time.
12. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.
13. Some of the professors react to questions in class as if the students were criticizing them personally.
14. Education here tends to make students more practical and realistic.
15. New jokes and gags get around the campus in a hurry.
16. It is fairly easy to pass most courses without working very hard.
17. Most of the professors are very thorough teachers and really probe into the fundamentals of their subjects.
18. Students almost always wait to be called on before speaking in class.
19. Laboratory facilities in the natural sciences are excellent.
20. Learning what is in the text book is enough to pass most courses.
21. A lecture by an outstanding scientist would be poorly attended.
22. Students set high standards of achievement for themselves.
23. The professors really push the students' capacities to the limit.
24. Class discussions are typically vigorous and intense.
25. Everyone knows the "snap" courses to take and the tough ones to avoid.
26. Long, serious intellectual discussions are common among the students.
27. Personality, pull, and bluff get students through many courses.
28. Standards set by the professors are not particularly hard to achieve.
29. Careful reasoning and clear logic are valued most highly in grading student papers, reports, or discussions.
30. Students put a lot of energy into everything they do—in class and out.
31. Students spend a lot of time together at the snack bars, taverns, and in one another's rooms.
32. There is a great deal of borrowing and sharing among the students.
33. There are definite times each week when dining is made a gracious social event.
34. Faculty members rarely or never call students by their first names.
35. Students commonly share their problems.
36. The professors go out of their way to help you.
37. Most students respond to ideas and events in a pretty cool and detached way.
38. There are frequent informal social gatherings.

39. Most people here seem to be especially considerate of others.
40. Students have many opportunities to develop skill in organizing and directing the work of others.
41. Very few things here arouse much excitement or feeling.
42. Many upperclassmen play an active role in helping new students adjust to campus life.
43. This school has a reputation for being very friendly.
44. The history and traditions of the college are strongly emphasized.
45. It's easy to get a group together for card games, singing, going to the movies, etc.
46. Tutorial or honors programs are available for qualified students.
47. Public debates are held frequently.
48. Quite a few faculty members have had varied and unusual careers.
49. Many of the social science professors are actively engaged in research.
50. There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.
51. The student newspaper rarely carries articles intended to stimulate discussion of philosophical or ethical matters.
52. The library has paintings and phonograph records which circulate widely among the students.
53. A lecture by an outstanding literary critic would be poorly attended.
54. Channels for expressing students' complaints are readily accessible.
55. There are paintings or statues of nudes on the campus.
56. Course offerings and faculty in the social sciences are outstanding.
57. Students are actively concerned about national and international affairs.
58. There would be a capacity audience for a lecture by an outstanding philosopher or theologian.
59. There are many facilities and opportunities for individual creative activity.
60. A controversial speaker always stirs up a lot of student discussion.
61. Students rarely get drunk and disorderly.
62. There are a number of prominent faculty members who play a significant role in national or local politics.
63. Most students show a good deal of caution and self-control in their behavior.
64. Students here learn that they are not only expected to develop ideals but also to express them in action.
65. Many students drive sports cars.
66. The person who is always trying to "help out" is likely to be regarded as a nuisance.
67. Nearly all students expect to achieve future fame or wealth.
68. Students often start projects without trying to decide in advance how they will develop or where they may end.
69. Some of the most popular students have a knack for making witty, subtle remarks with a slightly sexy tinge.
70. Students are conscientious about taking good care of school property.
71. Student publications never lampoon dignified people or institutions.
72. Student parties are colorful and lively.
73. People here are always trying to win an argument.
74. Society orchestras are more popular here than jazz bands or novelty groups.
75. Drinking and late parties are generally tolerated, despite regulations.

76. Many courses stress the speculative or abstract rather than the concrete and tangible.
77. Many students try to pattern themselves after people they admire.
78. The big college events draw a lot of student enthusiasm and support.
79. Frequent tests are given in most courses.
80. In many classes students have an assigned seat.
81. Student elections generate a lot of intense campaigning and strong feeling.
82. There is an extensive program of intramural sports and informal athletic activities.
83. The college offers many really practical courses such as typing, report writing, etc.
84. Anyone who knows the right people in the faculty or administration can get a better break here.
85. Student pep rallies, parades, dances, carnivals or demonstrations occur very rarely.
86. Students take a great deal of pride in their personal appearance.
87. Everyone has a lot of fun at this school.
88. There is a recognized group of student leaders on this campus.
89. The values most stressed here are open-mindedness and objectivity.
90. The important people at this school expect others to show proper respect for them.
91. Students who work hard for high grades are likely to be regarded as odd.
92. There is a lot of interest in the philosophy and methods of science.
93. There are so many things to do here that students are busy all the time.
94. Students are sometimes noisy and inattentive at concerts or lectures.
95. Most courses require intensive study and preparation out of class.
96. Course offerings and faculty in the natural sciences are outstanding.
97. Few students here would ever work or play to the point of exhaustion.
98. Most courses are a real intellectual challenge.
99. Courses, examinations, and readings are frequently revised.
100. Students are very serious and purposeful about their work.
101. People around here seem to thrive on difficulty—the tougher things get, the harder they work.
102. Professors usually take attendance in class.
103. Examinations here provide a genuine measure of a student's achievement and understanding.
104. There is very little studying here over the week-ends.
105. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.
106. There is a lot of excitement and restlessness just before holidays.
107. Students often run errands or do other personal services for the faculty.
108. Graduation is a pretty matter-of-fact, unemotional event.
109. The college regards training people for service to the community as one of its major responsibilities.
110. All undergraduates must live in university approved housing.
111. When students run a project or put on a show everybody knows about it.
112. Students are expected to work out the details of their own programs in their own way.
113. Students' mid-term and final grades are reported to parents.
114. Students exert considerable pressure on one another to live up to the expected codes of conduct.
115. There is a lot of group spirit.

116. Students are frequently reminded to take preventive measures against illness.
117. Most of the faculty are not interested in students' personal problems.
118. Proper social forms and manners are important here.
119. The school helps everyone get acquainted.
120. Resident students must get written permission to be away from the campus overnight.
121. Most of the professors are dedicated scholars in their fields.
122. Modern art and music get little attention here.
123. Many students here develop a strong sense of responsibility about their role in contemporary social and political life.
124. Many famous people are brought to the campus for lectures, concerts, student discussions, etc.
125. An open display of emotion would embarrass most professors.
126. Many of the natural science professors are actively engaged in research.
127. Special museums or collections are important possessions of the college.
128. Few students are planning post-graduate work in the social sciences.
129. To most students here art is something to be studied rather than felt.
130. The expression of strong personal belief or conviction is pretty rare around here.
131. Concerts and art exhibits always draw big crowds of students.
132. There are a good many colorful and controversial figures on the faculty.
133. The school offers many opportunities for students to understand and criticize important works in art, music, and drama.
134. There is considerable interest in the analysis of value systems, and the relativity of societies and ethics.
135. Students are encouraged to take an active part in social reforms or political programs.
136. Students occasionally plot some sort of escapade or rebellion.
137. Students pay little attention to rules and regulations.
138. Instructors clearly explain the goals and purposes of their courses.
139. Bermuda shorts, pin-up pictures, etc., are common on this campus.
140. Spontaneous student rallies and demonstrations occur frequently.
141. There always seem to be a lot of little quarrels going on.
142. Most student rooms are pretty messy.
143. Few students bother with rubbers, hats, or other special protection against the weather.
144. It is easy to take clear notes in most courses.
145. Students frequently do things on the spur of the moment.
146. Rough games and contact sports are an important part of intramural athletics.
147. Students are expected to report any violation of rules and regulations.
148. Dormitory raids, water fights and other student pranks would be unthinkable here.
149. Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.
150. Students ask permission before deviating from common policies or practices.





NAME \_\_\_\_\_

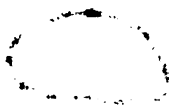
MOTHER

FATHER

DIRECTIONS: Read each question in the CUES booklet. If you feel the statement is true (to the best of your knowledge) mark an "X" over the letter "T". If you feel the statement is false (to the best of your knowledge) mark an "X" over the letter "F". Answer the questions the way you THINK Central Michigan University would be.

1 T F	31 T F	61 T F	91 T F	121 T F
2 T F	32 T F	62 T F	92 T F	122 T F
3 T F	33 T F	63 T F	93 T F	123 T F
4 T F	34 T F	64 T F	94 T F	124 T F
5 T F	35 T F	65 T F	95 T F	125 T F
6 T F	36 T F	66 T F	96 T F	126 T F
7 T F	37 T F	67 T F	97 T F	127 T F
8 T F	38 T F	68 T F	98 T F	128 T F
9 T F	39 T F	69 T F	99 T F	129 T F
10 T F	40 T F	70 T F	100 T F	130 T F
11 T F	41 T F	71 T F	101 T F	131 T F
12 T F	42 T F	72 T F	102 T F	132 T F
13 T F	43 T F	73 T F	103 T F	133 T F
14 T F	44 T F	74 T F	104 T F	134 T F
15 T F	45 T F	75 T F	105 T F	135 T F

BE SURE YOUR "X" COVERS THE APPROPRIATE "T" OR "F" COMPLETELY



## APPENDIX B

TABLE B-1. CHI SQUARE VALUES AND SIGNIFICANCE LEVELS OF SUB-HYPOTHESES, UNDER HYPOTHESIS NUMBER ONE.

Subhypotheses	Sub-Hypothesis Breakdowns	Chi Square Value	D.O.F	Sign. Level
A.				
Rank of student on the American College Test (C.M.U. Norms)	Males	1.660	2	.44
	Females	1.531	2	.47
	Total	.531	2	.75
B.				
Total family income of parents	Males	2.202	2	.32
	Females	1.280	2	.49
	Total	2.740	2	.27
C.				
Mother's education	Males	4.024	2	.12
	Females	.098	2	.96
	Total	2.489	2	.29
D.				
Father's education	Males	2.536	2	.28
	Females	6.484	2	.042#
	Total	7.203	2	.024#
E.				
Occupation of father	Males	10.786	3	.02 #
	Females	.784	3	.85
	Total	10.503	3	.02 #
F.				
Distance from home to C.M.U.	Males	3.190	2	.21
	Females	.870	2	.65
	Total	.552	2	.76
G.				
Home Location	Males	2.446	2	.29
	Females	.941	2	.61
	Total	.738	2	.69
H.				
College major of student	Males	9.472	3	.03 #
	Females	3.455	3	.01 #
	Total	12.902	3	.01 #
I.				
Occupational choice of student	Total*	7.482	2	.024#

TABLE B-1 (Continued)

Subhypotheses	Sub-Hypothesis Breakdowns	Chi Square Value	D.O.F	Sign. Level
J. Planned length of stay in college	Total*	5.343	2	.07
K. Number of siblings	Males	.834	2	.66
	Females	4.869	2	.09
	Total	.797	2	.68
L. When decided on college	Males	3.144	2	.22
	Females	.695	2	.71
	Total	.998	2	.60
M. Mother or father attended C.M.U.	Total*	.421	1	.52
N. Relatives attended C.M.U.	Total*	.998	1	.32

\*Male and female breakdowns omitted due to cell size insufficiency.

#At or beyond the .05 level of significance.

TABLE B-2. CHI SQUARE VALUES OF COMPARISON BETWEEN RAW SCORES ACHIEVED ON THE COLLEGE AND UNIVERSITY ENVIRONMENT SCALES BY STUDENT AND PARENTS WITH DESIGNATION OF PREFERRED PARENT.\*

CHI SQUARE VALUES BETWEEN CUES SCORES OF STUDENT AND PARENTS			
Student	Father vs Student	Mother vs Student	Mother-group (M) or Father-group (F)
1.	3.664	4.646	M
2.	.983	4.178	M
3.	3.803	.293**	M
4.	5.674	3.466	M
5.	1.580	.170**	F
6.	2.802	2.308	F
7.	3.362	2.796	M
8.	1.217	.564**	M
9.	2.140	2.299	F
10.#			
11.	.671**	2.691	M
12.#			
13.	6.219	2.774	M
14.	.400**	.316**	M
15.	1.520	1.053	M
16.	3.364	1.707	M
17.	1.173	2.634	M
18.	.720	.381**	M
19.	3.868	2.775	M
20.	.091**	.608**	M
21.	.447**	.506**	M
22.	.644**	1.841	M
23.	1.120	.857	M
24.#			
25.	5.005	1.098	F
26.	1.556	1.015	M
27.	6.832	4.187	M
28.	1.713	1.252	M
29.	.536**	2.267	M
30.	1.484	.335**	M
31.	2.395	1.866	M
32.	2.198	1.862	M

# No CUES scores available for the parents.

\*\* Significant at or beyond the .05 level.

TABLE B-2. (Continued)

CHI SQUARE VALUES BETWEEN CUES SCORES OF STUDENT AND PARENTS			
Student	Father vs Student	Mother vs Student	Mother-group (M) or Father-group (F)
33.	4.626	1.812	M
34.	.771	1.560	M
35.	1.193	1.915	M
36.	1.113	.032**	M
37.	.629**	.492**	M
38.#			
39.	2.656	.778	M
40.	1.666	.689**	M
41.	.797	1.277	M
42.	1.408	3.129	M
43.	1.683	1.057	M
44.	.969	.118**	F
45.	2.636	1.555	M
46.	1.874	.586**	M
47.	7.015	4.880	M
48.	2.510	.429**	F
49.	.651**	.678**	M
50.	5.060	4.657	M
51.	.484**	6.839	F
52.	1.800	.832	M
53.	1.005	1.918	M
54.	1.499	1.303	M
55.	.904	3.163	F
56.	.227**	.600**	M
57.	2.485	4.393	M
58.	8.797	6.671	M
59.#			
60.	2.107	1.377	M
61.	.615**	.807	M
62.	1.297	2.083	M
63.	.842	1.886	F
64.	5.396	3.414	M
65.	.717	.389**	M
66.	1.805	2.066	M

-----  
 # No CUES scores available for the parents.

\*\* Significant at or beyond the .05 level.

TABLE B-2. (Continued)

CHI SQUARE VALUES BETWEEN CUES SCORES OF STUDENT AND PARENTS			
Student	Father vs Student	Mother vs Student	Mother-group (M) or Father-group (F)
67.	.284**	4.462	M
68.	4.336	2.634	M
69.	5.040	.999	M
70.	.739	.375**	M
71.	1.740	.292**	M
72.	1.280	.085**	M
73.	1.610	2.142	F
74.	.389**	.718	M
75.	1.714	.855	M
76.	1.788	1.602	M
77.	1.620	1.523	M
78.	2.071	1.232	M
79.	.253**	1.132	M
80.#			
81.	2.502	4.826	F
82.	1.418	2.400	M
83.	.785	.371**	M
84.	.956	1.980	M
85.	.937	2.091	F
86.	1.636	.629**	M
87.	.294**	1.848	F
88.	8.779	4.098	M
89.	4.342	2.067	M
90.#			
91.	.337**	.086**	M
92.	2.660	2.797	M
93.#			
94.	1.346	1.142	M
95.	1.118	4.635	M
96.	.699**	.389**	M
97.	3.639	1.448	M
98.	.198**	.348**	F
99.	5.302	1.152	F
100.#			
101.	5.571	5.493	F

-----

# No CUES scores available for the parents.

\*\* Significant at or beyond the .05 level.



TABLE B-2. (Continued)

CHI SQUARE VALUES BETWEEN CUES SCORES OF STUDENT AND PARENTS			
Student	Father vs Student	Mother vs Student	Mother-group (M) or Father-group (F)
102.	1.453	1.177	F
103.	1.008	1.747	M
104.	.831	1.950	F
105.	2.734	1.400	M
106.	6.338	1.633	M
107.	2.907	4.314	M
108.	2.628	4.330	M
109.	2.339	.264**	M
110.	1.676	3.966	M
111.#			
112.	.382**	.777	F
113.	1.185	7.399	M
114.	2.271	1.346	F
115.	1.492	.607**	M
116.	.442**	1.601	F
117.	1.989	.505**	F
118.	.236**	.587**	F
119.	2.199	2.708	F
120.	1.567	2.521	M
121.	5.191	2.123	M
122.	1.749	.903	F
123.	1.366	1.641	M
124.	2.166	1.280	F
125.	1.045	2.019	F
126.	1.298	1.121	F
127.	3.774	2.868	F
128.	.551**	7.337	M
129#			
130.	1.022	.691**	M
131.	1.195	1.782	F
132.	3.698	.578**	M
133.	5.426	4.447	F
134.	.287**	.280**	M
135.	3.004	.425**	M
136.	1.610	4.162	F

# No CUES scores available for the parents.

\*\* Significant at or beyond the .05 level.

TABLE B-2. (Continued)

CHI SQUARE VALUES BETWEEN CUES SCORES OF STUDENT AND PARENTS			
Student	Father vs Student	Mother vs Student	Mother-group (M) Father-group (F)
137#			
138.	.740	.584**	F
139.	1.034	.271**	M
140.	1.684	1.050	M
141.	3.037	.329**	F
142.	1.402	.777	F
143.	3.810	3.628	F
144.	1.148	.604**	F
145.	1.189	1.660	M
146.	1.228	1.756	M
147.	3.352	2.852	F
148.	2.220	.075**	F
149.	.379**	1.164	F
150.	2.216	4.759	M
151.	1.644	4.034	M
152.#			
153.	.804	1.717	M
154.	.231**	2.513	M
155.	.592**	4.363	F
156.	.983	5.028	M
157.	1.342	.235**	F
158.	1.546	2.685	F
159.	.377**	.846	F
160.	3.369	2.526	F
161.	1.999	.071**	M
162.	1.401	1.181	F
163.	6.859	5.634	F
164.#			
165.	1.600	2.648	M
166.	1.076	1.091	F
167.	2.666	1.035	M
168.	.695**	3.928	M
169.#			
170.	1.488	2.189	F

-----  
 # No CUES scores available for the parents.

\*\* Significant at or beyond the .05 level.

TABLE B-2. (Continued)

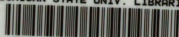
CHI SQUARE VALUES BETWEEN CUES SCORES OF STUDENT AND PARENTS			
Student	Father vs Student	Mother vs Student	Mother-group (M) or Father-group (F)
171.	2.141	2.662	M
172.	.829	1.755	M
173.	6.434	4.873	M
174.	.829	1.058	M
175.	1.154	1.859	F
176.	1.605	.589**	F
177.	.520**	2.690	F
178.	2.451	2.041	M
179.	7.165	1.894	M
180.	.496**	3.513	M
181.	7.124	6.012	F
182.	1.178	2.086	F
183.	.805	1.259	F
184.	2.146	1.399	M
185.#			
186.	2.806	4.576	F
187.	.475**	1.670	F
188.	2.671	3.086	M
189.	1.314	1.559	M
190.	2.339	1.192	F
191.	3.480	3.487	M
192.	.133**	.558**	F
193.	2.158	1.338	M
194.	2.087	2.384	F
195.	3.019	1.544	F
196.	8.484	2.368	M
197.	1.012	.593**	M
198.	6.089	1.251	F
199.	1.488	1.468	F
200.	9.895	5.564	M

\* Significantly similar at the .05 level (left tail test) if the chi square value is 0.711 or less, degrees of freedom = 4.

\*\* Significant at or beyond the .05 level (using the left tail of the chi square distribution).

# No CUES scores available for the parents. Females: students numbered 1-100; Males: Students numbered 101-200.

MICHIGAN STATE UNIV. LIBRARIES



31293101618423