



8-1974

A Study to Compare the Expectations of Parents of Freshman Students Who Are Attending Four Types of Institutions of Higher Learning in the Grand Rapids, Michigan Area

Thomas E. Deschaine
Western Michigan University

Follow this and additional works at: <https://scholarworks.wmich.edu/dissertations>



Part of the Higher Education Commons

Recommended Citation

Deschaine, Thomas E., "A Study to Compare the Expectations of Parents of Freshman Students Who Are Attending Four Types of Institutions of Higher Learning in the Grand Rapids, Michigan Area" (1974).

Dissertations. 2923.

<https://scholarworks.wmich.edu/dissertations/2923>

This Dissertation-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Dissertations by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



A STUDY TO COMPARE THE EXPECTATIONS OF PARENTS
OF FRESHMAN STUDENTS WHO ARE ATTENDING FOUR
TYPES OF INSTITUTIONS OF HIGHER LEARNING IN
THE GRAND RAPIDS, MICHIGAN AREA

by

Thomas E. Deschaine

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Degree of Doctor of Education

Western Michigan University
Kalamazoo, Michigan
August 1974

ACKNOWLEDGEMENTS

A number of individuals have assisted in the completion of this dissertation. I am most thankful and grateful to these persons:

Dr. L. Dale Faunce, Chairman of my doctoral committee and major adviser, whose lifestyle, guidance and personal interest were a source of encouragement...

Dr. Robert M. Brashear, Dr. Paul L. Griffeth, and Dr. William D. Martinson, members of my doctoral committee, whose technical suggestions and personal concern provided much support...

Dr. William F. Morrison for serving as a member of my doctoral committee...

Mrs. Marcia Clapp, Mrs. Natalie Dean and Mr. Lee Jacokes, colleagues and friends whose personal assistance was available throughout the completion of the dissertation...

Joanne, my wife, and three children, Mark, Denise and Amy, whose unselfish love and encouragement supported me throughout the completion of this dissertation.

Thomas E. Deschaine

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.
2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.
3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.
4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.
5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

Xerox University Microfilms

300 North Zeeb Road
Ann Arbor, Michigan 48106

74-27,695

DESCHAIINE, Thomas E., 1938-

A STUDY TO COMPARE THE EXPECTATIONS OF PARENTS
OF FRESHMAN STUDENTS WHO ARE ATTENDING FOUR
TYPES OF INSTITUTIONS OF HIGHER LEARNING IN
THE GRAND RAPIDS, MICHIGAN AREA.

Western Michigan University, Ed.D., 1974
Education, higher

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
Chapter	
I. THE PROBLEM	1
Rationale for the Study	1
Statement of the Problem	7
Hypotheses	9
Scope and Limitations of the Study	10
Definition of Terms	10
II. REVIEW OF LITERATURE	13
Purposes of Review	13
Review of the Literature Related to Parental	
Influence on Educational Goals	13
Review of the Literature Related to Parental	
Influence on the Selection of a Specific College . .	16
Review of the Literature Related to Parental	
Expectations	19
Summary	20
III. RESEARCH DESIGN AND PROCEDURES	23
Review of the Problem	23
Seeking Cooperation for the Study	23
Instrumentation	24
Population and Sample	27
Data Collection Procedures	29
Data Analysis Procedures	30
Summary	34
IV. DATA PRESENTATION AND ANALYSIS	35
Introduction	35
Personal Information About the Respondents	35
Comparison of Scale Scores for the Four Types	
of Colleges	41
Reasons for Attending This College	51
Summary	54

Chapter	Page
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY . .	57
Summary	57
Conclusions	61
Recommendations for Further Study	64
REFERENCES	65
APPENDICES	70
Appendix A Parental Questionnaire on College Expectations	71
Appendix B Parental Questionnaire on College Expectations	75
Appendix C Example of the Cover Letter Sent with the Questionnaire	83
Appendix D Example and Explanation of the Coded Return Envelope	84
Appendix E Example of Follow-up Letter and Postal Card	86

LIST OF TABLES

Table	Page
1.1 Proportion of High School Graduates Enrolled in College in October of the Year of Graduation, 1962-72	3
3.1 Reliability Coefficients of Scale Item Scores in The Parental Questionnaire of College Expectations	28
3.2 Number and Percentage of Returns by College Type	29
4.1 Percentages of Responses by College Type to Personal Information Items on the Parental Questionnaire on College Expectations	36
4.2 Number of Respondents, Mean Scores, Standard Deviations, Standard Error of the Means, and Summary of the One-Way Analysis of Variance of the Religious Scale for the Four Types of Colleges	43
4.3 Scheffe' Test of Post-Hoc Comparisons of Mean Scores for the Religious Scale Between Four Types of Colleges	44
4.4 Number of Respondents, Mean Scores, Standard Deviations, Standard Error of the Means, and Summary of the One-Way Analysis of Variance of the Intellectual Scale for the Four Types of Colleges	45
4.5 Scheffe' Test of Post-Hoc Comparisons of Mean Scores for the Intellectual Scale Between Four Types of Colleges	45
4.6 Number of Respondents, Mean Scores, Standard Deviations, Standard Error of the Means, and Summary of the One-Way Analysis of Variance of the Regulative Scale for the Four Types of Colleges	46
4.7 Scheffe' Test of Post-Hoc Comparisons of Mean Scores for the Regulative Scale Between Four Types of Colleges	47

Table		Page
4.8	Number of Respondents, Mean Scores, Standard Deviations, Standard Error of the Means, and Summary of the One-Way Analysis of Variance of the Social Scale for the Four Types of Colleges	48
4.9	Scheffe' Test of Post-Hoc Comparisons of Mean Scores for the Social Scale between Four Types of Colleges	49
4.10	Number of Respondents, Mean Scores, Standard Deviations, Standard Error of the Means, and Summary of the One-Way Analysis of Variance of the Supportive Scale for the Four Types of Colleges . . .	50
4.11	Scheffe' Test of Post-Hoc Comparisons of Mean Scores for the Supportive Scale between Four Types of Colleges	50
4.12	Percent of the Respondents Reporting and Strength of Importance for Reasons listed as Important for attending Four Types of Colleges	52
4.13	Summary of Scheffe' Method Results of the Comparison of Mean Scale Scores between Four Types of Colleges	56

CHAPTER I

THE PROBLEM

Rationale for the Study

During the past few years administrators of institutions of higher learning have encountered a new challenge. The growth of the community college, the increasing credibility of proprietary schools and the expansion of traditional four-year colleges and universities have provided increasing competition for a potential student body which is no longer expanding.

In an introduction to a book by Cheit (1971), Kerr stated:

. . . The decade of the 1960s was characterized by the most rapid growth and development of institutions of higher education in American history. As the postwar babies reached college age, not only did the college-age population rise to unprecedented numbers, but the proportion of these young people seeking higher education also rose steadily (p. vii).

Studies by Thompson (December 1970) and Shell (1973) showed that enrollment in higher education almost doubled in the 1960s. This increase was caused by a greater number of high school graduates resulting from the postwar baby boom and a significant increase in the number of high school graduates enrolling in colleges and universities. The post-Sputnik period brought increasing attention to the contribution of higher education in fulfilling the needs of

society. Other than the G.I. Bill, which was designed specifically for veterans, the National Defense Education Act of 1958 established the first major governmental financial aid program for students. This program was to be the forerunner of other financial aid programs sponsored by the federal and state governments in an effort to provide financial assistance to students who would be unable to enroll without such aid.

In the 1960s education was a growth industry. The population was increasing and an increasing proportion of the traditional college-age population was attending an institution of higher learning (U. S. Department of Labor, Bureau of Labor Statistics 1973). New colleges were founded and those in existence expanded to accommodate an ever increasing enrollment. In 1960 there were 2008 institutions of higher education. This number increased to 2602 in 1972 (U. S. Bureau of the Census 1973).

Suddenly the growth ended. Many colleges which were once bulging at the seams were no longer operating at capacity. What happened? What went wrong? In a special labor force study entitled Employment of High School Graduates and Dropouts October 1972 (U. S. Department of Labor, Bureau of Labor Statistics) appeared the report that after reaching a peak in 1968 proportionately fewer high school graduates went on to college. Table 1.1, taken from the study, showed that in 1972 forty-nine percent of those

graduated from high school enrolled at a collegiate institution, the lowest percentage since 1964. In addition, with the exception of 1971, the proportion of high school graduates enrolling in college immediately after graduation had declined annually from a peak of fifty-five percent recorded in 1968.

TABLE 1. 1.--Proportion of high school graduates enrolled in college in October of the year of graduation, 1962-72

Year of Graduation	All Persons	Men	Women	White	Negro and other races
	%	%	%	%	%
1962	49	55	43	51	34
1963	45	52	39	46	38
1964	48	57	41	49	39
1965	51	57	45	52	43
1966	50	59	43	52	32
1967	52	58	47	53	42
1968	55	63	49	57	46
1969	54	60	47	55	37
1970	52	55	49	52	48
1971	53	58	50	54	47
1972	49	53	46	49	48

In an article in the Chronicle of Higher Education (October 1, 1973), the statement was made that both the federal government and the Carnegie Commission on Higher Education expect that college enrollments, "both in the near future and over the next three decades, will fall short of earlier projections if present trends continue (p. 1)." In response to questions from a Chronicle reporter, "a spokesman for the federal government's National Center for

Educational Statistics said that demographic changes lie behind the revisions of earlier data (p. 1). " Among these changes are: a leveling off of the high school graduation rate, fewer graduates going to college, a smaller percentage of white males and a leveling off of white females who enroll in college, and a decline of the birthrate in the United States.

The reporter continued, "In 1971 the Carnegie Commission predicted a total enrollment of 13,015,000 for 1980; 12,654,000 for 1990; and 16,559,000 for 2000 (p. 1). " These predictions have now been revised and the "commission now predicts a total enrollment of 11,446,000 for 1980; 10,555,000 for 1990; and 13,209,000 for 2000 (p. 1). "

In another issue the Chronicle of Higher Education (October 9, 1973) published the text of the final report of the Carnegie Commission's "Priorities for Action. " In the report, the statement was made that education in the United States "is in grave trouble (p. 7). " In the twenty-year period following World War II, higher education attained its greatest glory through "notable achievements in scientific research and through expansion to serve huge additional numbers of students (p. 7). " Now, however, higher education faces several intense crises. The sustained growth in effort and attainment of the past has given way to uncertainty and difficulty which has been intensified by a basic erosion of interest in higher education and the

realization that money-generating enrollments are leveling off and will probably decline in the 1980s.

Higher Education and National Affairs (November 16, 1973) carried the report of a spokesman for the New York State Education Department who stated that enrollment expectations compiled by colleges and universities in that state were too high. The institutions of higher education in the State of New York now look forward to modest enrollment growth after three years of relative stability.

Glenny (September 1973) speculated that "higher education will no longer be a growth industry (p. 6)" unless it attracts an entirely new constituency and continuing education becomes an accepted pattern in our society. In an NBC news special, "The College Money Crunch" (1974), Newman reported fewer students than had been anticipated are now on campus and that in 1973 forty-five colleges either closed or merged with other institutions. In a speech, Harclerod (1973) said that there is more space available than there are students to fill it. He further stated that the United States is in a declining state related to the percentage of students going on to college. He fears that difficulty in the recruitment of students may lead to unethical practices.

Clearly, institutions of higher education face troubled times. The continual decline in the birth rate and the changing interests of young people indicate fewer high school graduates will be participating

in a collegiate program. At many institutions enrollment has already declined causing severe problems because there are not enough tuition-paying students to generate the revenue needed to meet operating expenses. Smith (1973) said that rather than the institution selecting the student, colleges have entered a consumer market where parents and students are selecting the college.

The recruiting efforts of most colleges have increased dramatically during the past decade. Admissions officers were perhaps once thought to provide assistance to institutions by screening out the undesirables; now their emphasis is on selling the college to encourage a student to enroll. College nights, high school visitations, media advertising, long distance telephone calls, and campus visits are all accepted activities of the admissions office.

A great diversity exists in the number and nature of post-secondary institutions open to high school graduates. If institutions of higher learning, especially private institutions, are to survive they must do all they can to understand their consumers and the reasons these consumers select a particular institution to continue their education. This understanding will assist in evaluating and emphasizing those characteristics which are important to the consumer.

Although parents influence the decision of their son or daughter to attend a specific college, little is known about what parents expect of that college. What are the unique features of an institution which

lead parents to encourage its selection? An awareness of the expectations of parents will become increasingly important to colleges as they attempt to maintain a stable enrollment during a period of a declining student population and an increase in the number of post-secondary institutions. Awareness of parental expectations will assist colleges in understanding those features which make the college attractive.

In order to examine factors important to parents regarding the selection of a post-secondary institution in the Grand Rapids, Michigan area, this study surveyed and compared the parental expectations of four collegiate institutions. The results of this study will assist the administrators of the four colleges in the Grand Rapids, Michigan area to recognize particular factors important to parents.

Statement of the Problem

The problem of the present study was to investigate the expectations of parents of freshman students who had enrolled at four types of institutions of higher learning in the Grand Rapids, Michigan area: strongly denominational, moderately denominational, public four-year state supported; and public two-year community supported. The investigation was designed to provide information about the relationship between the expectations of parents and the

type of institution of higher learning their freshman son or daughter was attending. This information was not previously available.

The problem led to a number of areas related to this study:

1. To develop an instrument that would be useful in measuring the expectations of parents and to determine the type of expectations to be measured.
2. To determine which factors were important in the expectations of parents who have a freshman son or daughter enrolled in one of four types of institutions of higher learning.
3. To determine which factors were important in the selection of an institution of higher learning.

In order to identify factors that were important in the selection of an institution of higher learning, four approaches were most helpful: a review of student personnel literature, a dialogue with several college administrators, primarily those responsible for admissions; discussions with several parents of college-age students; and conversations with many high school teachers and counselors.

Two questions were asked in this study. They were:

1. What is the relationship of parental expectations to the type of collegiate institution their freshman son or daughter attended?
2. What factors were important in deciding to attend a particular institution of higher learning?

Hypotheses

To guide the investigation of this study several hypotheses were stated. The hypotheses that were posed for study purposes were these:

1. Parents of freshman students who attend a strongly denominational or moderately denominational college will give higher ratings to the items that measure religious expectations than those parents of freshman students who attend a state supported or community college.
2. Parents of freshman students who attend a strongly denominational, moderately denominational, or state supported college will give higher ratings to the items that measure intellectual expectations than those parents of freshman students attending a community college.
3. Parents of freshman students who attend a strongly denominational, moderately denominational, or community college will give higher ratings to the items that measure regulative expectations than those parents of freshman students attending a state supported college.
4. Parents of freshman students who attend a strongly denominational, moderately denominational, or state supported college will give higher ratings to the items that measure social expectations than those parents of freshman students attending a community college.
5. Parents of freshman students who attend a strongly denominational or moderately denominational college will give higher

ratings to the items that measure supportive expectations than those parents of freshman students who attend a state supported or community college.

Scope and Limitations of the Study

The study was designed to investigate the expectations of parents as they related to four types of institutions of higher learning. The study was limited to four colleges in the Grand Rapids, Michigan area. The collegiate institutions selected were defined as strongly denominational, moderately denominational, four-year state supported and two-year community supported. The study has applicability to the four schools in Grand Rapids. Since there are many other colleges in the country that are similar to these schools, the study may also have relevance for them.

Although other variables such as student expectations, friend expectations, counselor expectations and teacher expectations may be important influencing factors, this study was limited only to parental expectations.

Definition of Terms

In order to foster a common understanding, several terms required definition. The use of the following terms in this study carry the attached definition.

Strongly denominational college - a private college which receives significant financial support directly from a particular religious denomination. Most students and faculty members come from a similar religious background. The Board of Trustees is made up of church representatives. Students must subscribe to the religious goals of the college.

Moderately denominational college - a private college which receives little or no direct support from a particular religious denomination. The Board of Trustees is made up of church representatives and lay persons not necessarily of the same faith. Most students and faculty members come from a similar religious background. Although religious goals are emphasized, students need not subscribe to them.

Four-year state supported college - a college or university which is supported by funds from the public treasury of the state.

Two-year community supported college - a two-year college which is supported by funds from the state and local treasury.

Intellectual expectations - characterized by competence of the faculty, quality of teaching, serious interest in scholarship and academic competitiveness.

Social expectations - characterized by numerous events, possibility of obtaining a leadership position and activities that bring people together.

Religious expectations - characterized by a concern for religious development, putting religious principles into everyday action, and regular attendance at church services.

Supportive expectations - characterized by personal attention given to students, helpfulness of faculty and students, and a sense of belonging or identity.

Regulative expectations - characterized by a protective atmosphere, existence of regulations, and adherence to these regulations.

Traditional four-year college program - those non-experimental programs usually leading to a bachelor of arts or bachelor of science degree.

CHAPTER II

REVIEW OF LITERATURE

Purposes of Review

The review of the literature required an examination of higher education and student personnel research. The focus of the review was on parental influence on educational goals, parental influence on the choice of the specific post-secondary institution to be attended, and parental expectations of the institution attended.

The three reasons for the review of the literature are: 1) to verify that parents were an important influencing factor on the educational goals held by their son or daughter, 2) to verify that parents are an important influencing factor on decision making about the specific college to be attended, and 3) to describe research that related to parental expectations of institutions of higher learning and to point out the scarcity of research that has been conducted in this area.

Review of the Literature Related to Parental Influence on Educational Goals

Williams' (1972) study was designed to explain differences in the desire for post-secondary education. He reported data on 3,687 students enrolled in a general academic program in a Canadian

province. These students were described as somewhat passive with their plans being formed by socialization pressures in their school and family environment. The data offered documentation that parents have a "substantial influence" on the educational goals of the students, teachers have some degree of influence, and peer influence was of little significance.

In discussing variations in stated college plans, McDill and Coleman (1965) concluded that peer influence exceeded parental influence. The conclusion was reached after finding that "the prestige of the adolescents in the school social system contributes more to variations in their stated college plans than does their father's or mother's education (p. 125)." Certainly this seemed a rather narrow measure on which to reach such a general conclusion since McDill and Coleman also reported that parental influence and the high school status system can work either toward or against college and the data suggested the influence of parents' desires was greater than school status. These two findings appeared to be at variance with one another.

Kandel and Lesser (1969), in a study of 2,327 students in three different high schools, found that "a separate adolescent subculture totally isolated from parental influence is not supported by educational data based on triads of adolescents matched with their mother and their best friend in school (p. 213)." Agreement on educational goals

was higher with the student and his mother than it was with the best friend. Regardless of how close a student was to his mother, agreement on educational goals remained at the same level while agreement with friend increased with greater intimacy. Kandell and Lesser concluded by stating, "On the issue of the adolescent's future life goals, parents have a stronger influence than peers (p. 222)." Sandis (1967), in her dissertation, reported results which support the findings of Kandel and Lesser. She concluded that parents' educational plans for their children were the strongest predictor of students' educational plans. She also found high agreement between parents and child on educational plans. Kerr (1962), in his research, found that the assistance of parents was seen as being the most valuable in making the college decision. Parents' assistance was rated more valuable than that of counselors, teachers, relatives, friends, self, and college representatives combined.

In a study of more than 10,000 seniors in Wisconsin high schools, Sewell and Shah (1968) concluded that when parental encouragement was high, the proportion of students planning to go to college was also high, even when socioeconomic status and intelligence levels were relatively low. Musgrove (1967), reporting research conducted at a technological university in England, found that when students reported on who was important in their lives, whose opinions they valued, whom

they did not wish to disappoint in their academic career, and who would be disappointed if their educational plans were a failure, they most often referred to their parents. He believed this finding "raises doubts about the common assumption that late adolescence is a period in which parents rapidly decline in importance as referent persons in their children's lives (p. 80)."

Review of the Literature Related to Parental Influence on the Selection of a Specific College

Richards and Holland (1965), in a study for the American College Testing Program, examined the reasons 8,292 high school students, selected from a national sample, gave for their choice of college. They looked at items pertaining to influences on students when selecting a particular college. In the category labeled "advice of others," the advice of parents was given a higher mean response than all other responses in that category. The possible responses included advice of high school teachers, advice of alumni contacts, talk with admissions counselor from college, advice of high school counselor or college counselor, advice of brother or sister, and advice of friends who were going to a particular college.

Responses in other categories such as "good faculty," "high scholastic standards," and "desirable location" received a higher mean response than advice of parents. However, when considering people who were most important, parents were rated higher than

others.

Napp (1966) reported that parents who had not attended East Carolina College were the most influential factor in the decision of the student to enroll in that college, while parents who had attended were the least influential. Hoag (1969), in a doctoral dissertation designed to compare the importance of factors that influence a student in selecting a college said that, contrary to Napp, help given by parents, teachers, and counselors in selecting a college was rated rather low. She found cost, entrance requirements, financial aid, academic reputation, accreditation, and housing facilities to be rather important. Bowers and Pugh (1972), in a study to determine why students and parents selected Indiana State University, found the academic reputation of the University and the reputation of the specific department in which the student intended to study were rated as the two most important reasons by both parents and student. Roemmich and Schmidt (1962), reporting responses from 1,666 high school seniors to the question, "Who assists you in selecting a college?" found forty-one percent of the students responded parents and family, thirty-seven percent said no one, four percent stated teachers, five percent reported counselors, eleven percent said friends, and two percent stated others.

For several years Astin, et al. (1966-1973) conducted a nationwide research study on entering freshmen for the American Council on Education. Approximately fifteen percent of all freshmen

who had enrolled in colleges and universities throughout the United States were included.

Each year between 1966 and 1973, at least forty-nine percent of the surveyed entering freshmen reported that they expected to finance their education through parental or family aid or gifts. The 1967 and 1968 survey included a specific category to ascertain "Major Influences In Deciding To Attend This College." In 1967 about forty-six percent responded "parents or other relatives." In 1968 the response to the same item was approximately forty-eight percent. This category was deleted from the questionnaire until 1972 when it reappeared as "Reasons Noted As Very Important In Selecting This College." The possible response had also changed from "parents or other relatives" to "relatives wanted me to go." In 1972 and 1973, when responding to "relatives wanted me to go," only about ten percent of the students each year reported this to be the case. In an attempt to account for the difference between the 1967 and 1968 questionnaires and the 1972 and 1973 questionnaires, Astin (1973), the director of the study, was asked to comment on the rather dramatic change. He offered "no obvious explanation other than the change in item format." He pointed out that "several things have been changed": the general instructions in the introduction, "the individual item, and the response mode (from 'influence' to 'importance')." In an attempt to determine whether or not the

item format and wording was influential, Astin's suggestion to compare changes on this response to other responses that appeared in the four surveys was followed. The analysis indicated that the difference was accounted for in the change of the wording in the response. When reporting reasons which were important or influential in selecting a specific college, a response such as "parents or other relative" seemed less threatening and manipulative than one that read "parents wanted me to go." The latter response may imply the only reason for selecting a specific college was an individual's parents and that the student or other factors were of little importance. To support the conclusion, the data showed that when the possible responses on the 1967, 1968, 1972, and 1973 questionnaires were similar, e. g., "has a good academic reputation, wanted to live away from home, low tuition," the percentages responding to these categories were about the same each of the four years. Therefore, if the possible response had remained "parents or other relative," the percentages in 1972 and 1973 probably would have been similar to the percentages reported in 1967 and 1968.

Review of the Literature Related to Parental Expectations

Research relating to parental expectations of colleges and universities was not available. Braskamp and Flessner (1971), in comparing parental and entering freshman expectations, looked at

what the parents and student expected of the student and not what they expected of the college. Holland (1959) believed that parents probably exert great influence on the selection of the college. He thought it desirable to find out "what they expect from a college" and posed this as one of the questions in his study. However, he never answered this specific question but he did report on certain factors that related to the parents' belief about the quality of a college. In a free response, thirty-two percent said faculty, twenty-seven and four-tenths percent responded curriculum, twenty and five-tenths percent reported high scholastic standards, twenty and two-tenths percent referred to prestige factors, fourteen and nine-tenths percent said facilities, twelve percent reported social milieu, and eleven and five-tenths percent responded student-faculty ratio.

Research that attempted to determine parental expectations was not available. This study made a beginning at investigating these expectations.

SUMMARY

In this chapter findings of related literature were presented. The literature was related to three areas of concern to this project. They were 1) the verification that parents influenced the educational goals of their children, 2) the verification that parents influenced the choice of college, and 3) the presentation of research related to parental

expectations of institutions of higher learning.

In the first section, wherein the verification that parents influenced the educational goals of their children was considered, several studies were cited. The reviewed research supported the contention that parents played an important role in influencing the educational goals of their children.

In the second section of this survey, studies were reviewed that related to parental influence on the selection of a specific college. Although the evidence was mixed, studies generally indicated that parents did influence the selection of a specific college. When studies reported differences, the instruments used to gather the data varied to such an extent that one might expect some of these differences occurred by chance.

The research studies of the American Council on Education, which surveyed about fifteen percent of all entering college freshmen, supported the contention that parents were an important influencing factor in the choice of college.

In studies which were reviewed, students usually were asked to report on who assisted them in choosing a specific college or the major influential factors which were important in making the selection. In responding to questions similar to those which asked who assisted the student in choosing a college, the most frequently mentioned category was parents. When reporting on major influential

factors, other items such as academic reputation or cost sometimes were rated higher than parents. Overall, the reviewed research tended to document the contention that parents exerted a strong influence in the selection of a specific college.

The last part of the review was concerned with parental expectations of colleges and universities. Two studies were cited which dealt with expectations but neither were related to the question.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

Review of the Problem

In this study the expectations of parents of freshman students enrolled at four types of institutions of higher learning in the Grand Rapids, Michigan area were investigated. The investigation was designed to provide information about the relationship between the expectations of parents and the type of institution of higher learning their freshman son or daughter was attending. In this chapter the method used to complete the study, the development of the questionnaire, the selection of population and sample, and data collection and analysis procedures are described.

Seeking Cooperation for the Study

In order to gain approval and cooperation for the study, a meeting was held with a chief administrator at each of the four colleges selected for study to explain the purpose and details of the project. The assistance asked of each college and the benefits of participation were also discussed. The representative from each of the four colleges selected for study agreed to have their college participate.

Instrumentation

Development of the questionnaire

The Parental Questionnaire On College Expectations was developed to ascertain reasons for attending a specific college and to compare the college expectations of parents. Pace (1963, 1969) developed an instrument, The College and University Environment Scales, to measure perceptions of the college environment on five to seven scales. The methods used in Pace's instrument were valuable aids in the development of The Parental Questionnaire On College Expectations.

Neuwien (1966) edited a study of Catholic elementary and secondary schools in the United States. As part of the study an instrument was developed entitled, "Study of Catholic Education, Parents' Questionnaire." This instrument was especially helpful in developing the "Religious Expectations" scale for the Parental Questionnaire On College Expectations.

Individual conferences were held with ten high school teachers or counselors and three sets of parents of high school seniors. These meetings were helpful in assessing areas of importance to parents in the selection of a college. This information helped determine which factors should be measured by the questionnaire.

Validity

To determine if questionnaire items were stated in an

understandable manner and to insure content validity, thirteen persons were asked to react to the proposed questionnaire. Those consulted included: a vice president for student services at a strongly denominational college, a dean of academic administration and a counselor at a moderately denominational college, a vice president and a director of institutional research at a four-year state supported college, a dean at a two-year community supported college, a professor and an assistant professor of education at a state university, and five laymen who had not attended college.

The items on the questionnaire were arranged by the factors to be measured to facilitate discussion. Each person was given the questionnaire to study prior to a meeting for discussion purposes. The instructions for responding to the items were also included. At the time of discussion the following questions were asked: 1) Do the questionnaire items relate to the factors being measured? 2) Is the scope of the factor being adequately measured by the items? 3) Are the items worded in such a manner that they are clearly understood?

Response from these thirteen persons resulted in the revision of the wording of some questions, in the deletion of a few questions, and in the addition of a few questions. The persons consulted were in general agreement that the questions generally measured what they intended to measure, covered the essential scope of the factor,

and were presented in an understandable manner. After discussion, there was a final revision of the questionnaire items.

Questionnaire design

In order to reduce bias and assign the questions to positions in the Parental Questionnaire On College Expectations, slips of paper numbered from 1 to 48 were mixed and drawn from a hat. In addition, five sheets of paper listing the respective questions under each of five scales were positioned by drawing from a hat slips of paper numbered 1 to 5. The regulative scale was selected for the first position and the first slip of paper (1 to 48) selected was number eighteen, therefore question number 1 on the final revision of the regulative scale was assigned to position number 18 on the questionnaire. The following examples show three of the assigned positions based on the drawing. The complete listing of assigned positions is presented in Appendix A.

Parental Questionnaire On College Expectations

<u>Regulative Expectation</u> - characterized by a protective atmosphere, existence of regulations and adherence to these regulations	<u>Assigned Position</u>
1. Student organizations are closely supervised	18
2. Students must have a written excuse if they are absent from class	7
3. The response of college officials toward student sit-ins or other confrontations would be firm and forceful	30

The instructions to complete the questionnaire were brief and clear. Parents were assured of confidentiality. The return envelopes were coded, however, to identify the respondents. This procedure allowed the identification of the college the son or daughter was attending and also facilitated in sending follow-up letters to those who did not initially respond. Aside from college identification and follow-up purposes, the confidentiality of the parents' response was respected. The final draft of the instrument is presented in Appendix B.

Reliability

The split-half method is used to compute the reliability of instrument scales from a single administration of the instrument. The reliability for the five scales was determined by using the split-half method and applying the Spearman-Brown Prophecy Formula (Downie & Heath, 1970). The reliability coefficients were determined by using the responses of parents to 209 questionnaires and are presented in Table 3.1.

Population and Sample

The population consisted of parents of freshman students enrolled full time in four colleges in the Grand Rapids, Michigan area. In the two-year community college only parents of students indicating a transfer program to a four-year college were considered. The colleges selected were located in the same geographic area but

TABLE 3.1. --Reliability coefficients of scale item scores in the parental questionnaire on college expectations

Scale	Coefficient
1. Religious	.94
2. Intellectual	.88
3. Regulative	.84
4. Social	.76
5. Supportive	.85

differed on the following characteristics: 1) private versus public, 2) two-year college versus four-year college, 3) religious affiliation versus no religious affiliation, and 4) size of the full-time freshman enrollment.

At each of the four participating colleges a sample of seventy-five freshman students was randomly selected. The names were selected from printed rosters or tuition receipts of all freshmen enrolled in a traditional four-year college program using a table of 10,000 random numbers. For each student name selected the name of the parent or guardian was obtained from the director of institutional research or the registrar's office at the respective college. A partial implementation of the method suggested by Robin (1965) was used to encourage a response to the questionnaire. An initial mailing of 300 questionnaires and a later follow-up resulted in the return of 209

usable questionnaires. This response represented an overall return of seventy percent. The percentage of return for the different types of colleges is illustrated in Table 3.2.

TABLE 3.2. --Number and percentage of returns by college type

College Type	No. of Returns	% of Returns
Strongly Denominational	60	80
Moderately Denominational	61	81
Four-Year State Supported	39	52
Two-Year Community Supported	49	65

Data Collection Procedures

The data collection was assisted by a letter from a chief administrator of the respective college to the parents selected for study encouraging their participation (Appendix C). Included with the letter was a questionnaire and a coded, stamped, self-addressed return envelope (Appendix D). The instructions in the questionnaire stated the information the parents submitted would be treated confidentially and individual responses would not be revealed. Of the 300 in the sample, 136 (forty-five percent) returned the questionnaire within two weeks following the first mailing. The coded return envelope was used to determine which parents in the sample returned the questionnaire. Two weeks following the initial mailing, a follow-up

letter, along with a stamped, self-addressed postal card (Appendix E), was mailed to all those who had not responded to the first mailing. The follow-up letter resulted in 73 (twenty-four percent) additional returns.

Each respondent to the questionnaire had been asked to check the appropriate category for each item according to this scale: Almost always expect this to be true, Often expect this to be true, Usually expect this to be true, Rarely expect this to be true, or Almost never expect this to be true. The scale items were assigned respective numerical weights of 5, 4, 3, 2, or 1. If there was no response to a particular item, zero was assigned. In data analysis those items which did not receive a response were not included.

Data Analysis Procedures

The purpose of this study was to determine if there were differences in the expectations of parents who had freshman sons or daughters enrolled in one of four colleges in the Grand Rapids, Michigan area. Personal information and the reasons for choosing the college in which the student had enrolled were also collected.

Differences of Parental Expectations

Null Hypothesis. In Chapter I (pages 9 -10), five theoretical hypotheses were stated for test purposes. All theoretical and null hypotheses have been stated in symbolic form. When stated in

symbolic form " M_D " refers to the mean scale score of the strongly denominational college, " M_M " refers to the mean scale score of the moderately denominational college, " M_S " refers to the mean scale score of the state supported college and " M_C " refers to the mean scale score of the community college.

In theoretical hypothesis number 1 the statement was made that parents of freshman students who attend a strongly denominational or moderately denominational college will give higher ratings to the items that measure religious expectations than those parents of freshman students who attend a state supported or community college. The hypothesis was stated in symbolic form as follows:

$$H_1 : M_D = M_M > M_S = M_C$$

Theoretical hypothesis number 1 was stated in the following null form:

$$H_{01} : M_D = M_M = M_S = M_C$$

The statement was made in theoretical hypothesis number 2 that parents of freshman students who attend a strongly denominational, moderately denominational, or state supported college will give higher ratings to the items that measure intellectual expectations than those parents of freshman students attending a community college. The hypothesis was stated in symbolic form as follows:

$$H_2 : M_D = M_M = M_S > M_C$$

Theoretical hypothesis number 2 was stated in the following null form:

$$H_{02} : M_D = M_M = M_S = M_C$$

In theoretical hypothesis number 3 the statement was made that

parents of freshman students who attend a strongly denominational, moderately denominational, or community college will give higher ratings to the items that measure regulative expectations than those parents of freshman students attending a state supported college.

The hypothesis was stated in symbolic form as follows:

$$H_3 : M_D = M_M = M_C > M_S$$

Theoretical hypothesis number 3 was stated in the following null form:

$$H_{03} : M_D = M_M = M_S = M_C$$

The statement was made in theoretical hypothesis number 4 that parents of freshman students who attend a strongly denominational, moderately denominational, or state supported college will give higher ratings to the items that measure social expectations than those parents of freshman students attending a community college. The hypothesis was stated in symbolic form as follows:

$$H_4 : M_D = M_M = M_S > M_C$$

Theoretical hypothesis number 4 was stated in the following null form:

$$H_{04} : M_D = M_M = M_S = M_C$$

The statement was made in theoretical hypothesis number 5 that parents of freshman students who attend a strongly denominational or moderately denominational college will give higher ratings to the items that measure supportive expectations than those parents of freshman students who attend a state supported or community college. The hypothesis was stated in symbolic form as follows:

$$H_5 : M_D = M_M > M_S = M_C$$

Theoretical hypothesis number 5 was stated in the following null form:

$$H_{05} : M_D = M_M = M_S = M_C$$

Statistical tests. The significance of the difference between means was compared by using the one-way analysis of variance. The Scheffe' method of post-hoc comparisons (Downie & Heath) was used to compare the mean scale scores of the colleges when the analysis of variance produced a significant F-ratio. To reject the null hypothesis a level of significance of $p < .05$ was used. According to Kerlinger (1965) many researchers prefer significance levels of all results to be reported. Therefore, in this study, the probability of observing differences by chance is reported as p levels.

Chi square analysis was used to test the significance of the differences of the personal information submitted in Section A of the questionnaire. To conclude that the respondents from the four types of colleges differed significantly in their answers, a level of significance of $p < .05$ was required.

Reasons for attending a particular college

The reasons parents listed for selecting a particular college were grouped in categories which were deemed appropriate and logical based on a review of the responses. These responses were reported for each college. No attempt was made to determine statistical

significance and the information presented was used for descriptive purposes only.

SUMMARY

In this chapter the method used to complete the study, the development of the questionnaire, the selection of population and sample, and data collection and analysis procedures are described. Data related to each of five expectations: regulative, supportive, social, intellectual, and religious were collected through the use of a 48 item questionnaire. In addition, the questionnaire provided personal information and, in a free response form, the reasons why a specific college was selected.

A random sample of parents of seventy-five freshman students was chosen from each of the four colleges selected for study. The questionnaire was completed and returned by seventy percent of the selected sample.

Chi square analysis ($p < .05$) was used to test the significance of the differences of the personal information submitted by the respondents. A comparison of the mean scale scores for each of the five types of expectations was made using the one-way analysis of variance ($p < .05$). When the use of the one-way analysis of variance produced a significant F-ratio, the Scheffe' method ($p < .05$) of post-hoc comparisons was used to compare the mean scale scores of the colleges.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

Introduction

The compilation of the responses to the questionnaire were presented in the following manner: 1) personal information submitted by the respondents, 2) each null hypothesis was stated followed by the results of the data analysis, and 3) the reasons listed as important in selecting each of the four types of colleges were given. Chi square analysis, the one-way analysis of variance model, and the Scheffe' method were used to analyze data obtained by the procedures described in Chapter III.

Personal Information About the Respondents

The instrument developed for the study was designed in part to provide personal information about the respondents. The personal information of those who participated in the study was tabulated and is presented in Table 4.1. Also presented is the result of the chi square analysis. The failure to respond to a particular question was excluded from the data so as not to influence the chi square computations.

The analysis of the personal information data showed no significant differences as to who responded to the questionnaire. The ratio of male and female entering freshmen was quite similar for each type

TABLE 4.1. --Percentages of responses by college type to personal information items on the Parental Questionnaire On College Expectations

	Percentages of Responses by College Type				Chi Square Analysis $p < .05$ Reject Null Hypothesis
	Strongly Denominational (N=60)	Moderately Denominational (N=61)	4-Year State Supported (N=39)	2-Year Community Supported (N=49)	
Personal Information					
The individual filling out the questionnaire is:					
Father	41.7	24.6	30.8	28.6	No
Mother	33.3	49.0	41.0	42.9	
Both	23.3	24.6	28.2	24.5	
Sex of your entering freshman?					
Male	46.7	49.0	48.7	53.0	No
Female	53.3	51.0	51.3	47.0	
When college is in session our freshman son or daughter lives:					
At home	38.3	36.0	43.6	89.8	Yes*
In college housing	61.7	60.7	46.1	0	
Other	0	1.6	10.3	10.2	
Do you have other children who have attended or are attending a college or university?					
Yes	55.0	60.6	59.0	65.3	No
No	45.0	39.4	41.0	34.7	

TABLE 4.1 Continued

Personal Information	Percentages of Responses by College Type				Chi Square Analysis $P < .05$ Reject Null Hypothesis
	Strongly Denominational (N=60)	Moderately Denominational (N=61)	4-Year State Supported (N=39)	2-Year Commu- nity Supported (N=49)	
Are you satisfied with the choice of college your freshman son or daughter is attending?					
Yes	98.3	91.8	84.6	93.9	No
No	0	1.6	0	0	
Somewhat	1.7	3.3	15.4	6.1	
How much influence did you and your spouse have in the selection of the college your freshman son or daughter is attending?					
None	5.0	13.1	28.2	16.3	No
Little	11.7	26.2	15.4	12.3	
Some	58.3	41.0	43.6	44.9	
Great	16.7	11.5	5.1	16.3	
Very Great	8.3	8.2	7.7	10.2	

TABLE 4.1 Continued

Personal Information	Percentages of Responses by College Type				Chi Square Analysis $P < .05$ Reject Null Hypothesis
	Strongly Denominational (N=60)	Moderately Denominational (N=61)	4-Year State Supported (N=39)	2-Year Commu- nity Supported (N=49)	
The highest level of formal education of the father is:					
Less than high school	5.0	8.2	7.7	14.3	Yes
Some high school	10.0	5.0	12.8	10.2	
High school graduate	26.7	21.3	23.1	30.6	
Some college	13.3	39.3	33.1	32.7	
College graduate	43.3	24.6	23.1	10.2	
The highest level of formal education of the mother is:					
Less than high school	5.0	1.6	5.1	2.0	No
Some high school	10.0	3.3	5.1	10.2	
High school graduate	36.7	42.6	56.4	53.0	
Some college	21.7	37.7	18.0	28.6	
College graduate	25.0	14.7	15.4	6.1	
The father attends church services regularly					
Yes	95.0	78.3	56.4	55.0	Yes
No	3.3	21.3	35.9	41.0	

TABLE 4.1 Continued

Personal Information	Percentages of Responses by College Type				Chi Square Analysis $P < .05$ Reject Null Hypothesis
	Strongly Denominational (N=60)	Moderately Denominational (N=61)	4-Year State Supported (N=39)	2-Year Commu- nity Supported (N=49)	
The mother attends church services regularly					
Yes	100.0	86.9	66.7	63.3	Yes**
No	3.3	11.5	33.3	34.7	
Present marital status:					
Married	96.7	88.5	89.7	93.9	No
Separated	0	1.6	2.6	0	
Divorced	1.7	4.9	5.1	0	
Spouse deceased	1.7	4.9	2.6	6.1	

*In data analysis the "in college housing" and "other" responses were added together and considered as one category.

**In data analysis the "strongly denominational" and "moderately denominational" columns were added together and considered as one category.

of college.

A difference was found ($p < .05$) when the data related to living arrangements were analyzed. At the strongly denominational and moderately denominational colleges, the majority of the students lived in college housing. The majority of the students at the two-year community supported college lived at home and almost half of the freshmen at the four-year state supported college lived in college housing.

At least fifty-five percent of the respondents for each college had other children who attended or were attending a college or university. Most parents reported they were satisfied with the choice of college their freshman son or daughter was attending. Parents also indicated they were influential in the decision of their freshman son or daughter to select a specific college. Reporting either some, great, or very great influence were eighty-three and three-tenths percent of parents of freshmen in the strongly denominational college; sixty and seven-tenths percent of parents of freshmen in the moderately denominational college; fifty-six and four-tenths percent of parents of freshmen in the four-year state supported college and seventy-one and four-tenths percent of parents of freshmen in the two-year community supported college.

A difference of $p < .05$ was found when responses related to the educational level of fathers were compared. The strongly denominational college had the highest percentage of fathers who were college

graduates and the two-year community supported college the lowest. No significant difference was found in the educational level of mothers.

The responses related to regular church attendance were significantly different at the .05 level. The highest frequency of regular church attendance was reported by fathers and mothers of freshmen in the strongly denominational college. The fathers and mothers of freshmen in the two-year community supported college reported the lowest frequency of regular church attendance. The frequency of response showed no significant differences in the marital status of parents.

Comparison of Scale Scores for the Four Types of Colleges

In this section of the chapter each statement of the null hypothesis is presented. The statistical findings were placed in table form. Statistically significant differences ($p < .05$) are indicated by an asterisk. Each null hypothesis and table is followed by a discussion of the findings. To analyze the data for the four types of colleges, mean scores for each college were computed for the five scales: religious, intellectual, regulative, supportive, and social. The Parental Questionnaire on College Expectations contained a total of forty-eight items which measured the five scales. Each scale contained at least nine questionnaire items.

For all results with a significant F-ratio the Scheffe¹ method, also called the S-method, of post-hoc comparisons with $p < .05$ was

used to compare the mean scale scores of the four colleges. In all of the Scheffe' tables that follow, "D" refers to the strongly denominational college, "M" refers to the moderately denominational college, "S" refers to the four-year state supported college, and "C" refers to the two-year community college. The Scheffe' tables that follow show the S-method of post-hoc comparisons were made between college types D and M, D and S, D and C, M and S, M and C, and S and C. To reach the conclusion that the mean scale score of one college differed significantly from the mean scale score of another college at the .05 level, the computed ratio from using the Scheffe' test had to equal or exceed 7.86.

Analysis of data for the religious scale

H_{01} : No differences exist between mean scores on items that measure the religious expectations of parents of freshman students who attend a strongly denominational, moderately denominational, four-year state supported or two-year community supported college.

The results of the one-way analysis of variance presented in Table 4.2 showed that a significant difference ($p < .001$) exists between the mean scores of the items that measure the religious scale. Since significant differences were demonstrated by the data, the null hypothesis was rejected. The mean scores of the strongly denominational and moderately denominational colleges are higher than the mean scores of the four-year state supported and two-year community supported colleges. The highest possible mean score for the religious

scale was 50. A mean of 50 would result if all respondents for a similar type of college checked the category "Almost Always expect this to be true" for all ten statements related to the religious scale.

TABLE 4. 2. --Number of respondents, mean scores, standard deviations, standard error of the means, and summary of the one-way analysis of variance of the religious scale for the four types of colleges

Type of College	N	M	SD	SEM	
1. Strongly denominational	60	39.14	5.70	.74	
2. Moderately denominational	61	35.60	7.75	1.00	
3. Four-year state supported	39	25.07	8.44	1.37	
4. Two-year community supported	49	22.81	6.65	.96	
F Analysis					
Source	SS	DF	MS	F	P
Between	9839.39	3	3280.	65.00	<.001*
Within	10343.29	205	50.46		

The results of S-method comparisons (Table 4.3) revealed differences large enough to reject the null hypothesis at the .05 level between the mean scores of college types D and S, D and C, M and S, and M and C. The null hypothesis at the .05 level was not rejected when comparing mean scores of college types D and M and S and C.

TABLE 4. 3. --Scheffe' test of post-hoc comparisons of mean scores for the religious scale between four types of colleges

Type of College	D	M	S	C
D	.00			
M	7.51	.00		
S	92.50*	52.30*	.00	
C	142.60*	88.08*	2.20	.00

Analysis of data for the intellectual scale

Ho₂: No differences exist between mean scores on items that measure the intellectual expectations of parents of freshman students who attend a strongly denominational, moderately denominational, four-year state supported or two-year community supported college.

The results of the one-way analysis of variance, illustrated in Table 4. 4, revealed differences large enough to reject the null hypothesis ($p < .05$). The mean score of the strongly denominational college was the highest at 41.33 and the two-year community college was the lowest with a mean score of 36.55. On the intellectual scale 50 was the highest possible mean score.

The results of the Scheffe' method revealed differences large enough to reject the null hypothesis at the .05 level when comparing mean scores between college types D and C (Table 4.5). Differences large enough to reject the null hypothesis at the .05 level did not occur when comparing mean scores of college types D and M, D and S, M and S, M and C, and S and C.

TABLE 4.4.--Number of respondents, mean scores, standard deviations, standard error of the means, and summary of the one-way analysis of variance of the intellectual scale for the four types of colleges

Type of College	N	M	SD	SEM
1. Strongly denominational	60	41.33	4.60	.60
2. Moderately denominational	61	38.45	6.29	.81
3. Four-year state supported	39	38.13	5.61	.91
4. Two-year community supported	49	36.55	6.23	.90

F Analysis					
Source	SS	DF	MS	F	P
Between	656.65	3	218.9	6.71	<.001*
Within	6685.44	205	32.61		

TABLE 4.5.--Scheffe' test of post-hoc comparisons of mean scores for the intellectual scale between four types of colleges

Type of College	D	M	S	C
D	.00			
M	7.67	.00		
S	7.42	.07	.00	
C	18.88*	3.01	1.66	.00

Analysis of data for the regulative scale

H₀₃: No differences exist between mean scores on items that measure the regulative expectations of parents of freshman students who attend a strongly denominational, moderately denominational, four-year state supported or two-year community supported college.

Differences large enough to reject the null hypothesis ($p < .002$) were found when the one-way analysis of variance was applied to the mean scores of the regulative scale (Table 4.6). The mean scores of the four types of colleges for the regulative scale were 34.23 for the strongly denominational, 33.00 for the moderately denominational, 31.27 for the four-year state supported and 29.33 for the two-year community supported. Potentially, the mean score on the regulative scale could have reached 50.

TABLE 4.6. --Number of respondents, mean scores, standard deviations, standard error of the means, and summary of the one-way analysis of variance of the regulative scale for the four types of colleges

Type of College	N	M	SD	SEM	
1. Strongly denominational	60	34.23	5.15	.66	
2. Moderately denominational	61	33.00	5.90	.76	
3. Four-year state supported	39	31.27	7.17	1.16	
4. Two-year community supported	49	29.88	6.70	.97	
F Analysis					
Source	SS	DF	MS	F	P
Between	580.83	3	193.6	5.12	<.002*
Within	7760.27	205	37.85		

The findings of post-hoc comparisons, illustrated in Table 4. 7, showed differences large enough to reject the null hypothesis at the .05 level when the mean scores of college types D and C were compared. The null hypothesis at the .05 level was not rejected when comparing mean scores of college types D and M, D and S, M and S, M and C, and S and C.

TABLE 4. 7. --Scheffe' test of post-hoc comparisons of mean scores for the regulative scale between four types of colleges

Type of College	D	M	S	C
D	.00			
M	1.21	.00		
S	5.48	1.88	.00	
C	13.51*	7.00	1.11	.00

Analysis of data for the social scale

Ho₄: No differences exist between mean scores on items that measure the social expectations of parents of freshman students who attend a strongly denominational, moderately denominational, four-year state supported or two-year community supported college.

The results of the one-way analysis of variance, illustrated in Table 4. 8, revealed differences large enough to reject the null hypothesis ($p < .001$). The mean scores were 27.73 for the two-year community supported college, 30.59 for the four-year state supported

college, 31.39 for the moderately denominational college, and 32.86 for the strongly denominational college. The highest possible mean score on the social scale was 45.

TABLE 4. 8. --Number of respondents, mean scores, standard deviations, standard error of the means, and summary of the one-way analysis of variance of the social scale for the four types of colleges

Type of College	N	M	SD	SEM	
1. Strongly denominational	60	32.86	3.71	.48	
2. Moderately denominational	61	31.39	4.48	.58	
3. Four-year state supported	39	30.59	4.56	.74	
4. Two-year community supported	49	27.73	5.38	.78	
F Analysis					
Source	SS	DF	MS	F	P
Between	738.61	3	246.2	12.02	<.001*
Within	4198.08	205	20.48		

The results of the Scheffe' method revealed differences large enough to reject the null hypothesis at the .05 level when comparing mean scores of college types D and C, M and C, and S and C. Differences large enough to reject the null hypothesis at the .05 level when comparing mean scores of college types D and M, D and S, and M and S were not found (Table 4. 9).

TABLE 4. 9. --Scheffe' test of post-hoc comparisons of mean scores for the social scale between four types of colleges

Type of college	D	M	S	C
D	. 00			
M	3. 19	. 00		
S	5. 92	. 74	. 00	
C	34. 63*	17. 77*	8. 70*	. 00

Analysis of data for the supportive scale

Ho₅: No differences exist between mean scores of items that measure the supportive expectations of parents of freshman students who attend a strongly denominational, moderately denominational, four-year state supported or two-year community supported college.

Scores of the four types of colleges for the supportive scale were compared using the one-way analysis of variance. An F-ratio of 7. 88 (Table 4. 10) was obtained which was large enough to reject the null hypothesis at $p < .001$. The mean scores were 34. 01 for the moderately denominational college, 32. 98 for the strongly denominational college, 31. 97 for the four-year state supported college, and 28. 56 for the two-year community supported college. The highest possible mean score for the supportive scale was 45.

The findings of post-hoc comparisons, illustrated in Table 4. 11, showed differences large enough to reject the null hypothesis at the . 05 level when the mean scores of college types D and C and M and

C were compared. The null hypothesis at the .05 level was not rejected when comparing mean scores of college types D and M, D and S, M and S, and S and C.

TABLE 4. 10. --Number of respondents, mean scores, standard deviations, standard error of the means, and summary of the one-way analysis of variance of the supportive scale for the four types of colleges

Type of College	N	M	SD	SEM	
1. Strongly denominational	60	32.98	5.87	.76	
2. Moderately denominational	61	34.01	5.84	.75	
3. Four-year state supported	39	31.97	5.26	.85	
4. Two-year community supported	49	28.56	7.26	1.05	
F Analysis					
Source	SS	DF	MS	F	P
Between	883.09	3	294.4	7.88	<.001*
Within	7660.41	205	37.37		

TABLE 4. 11. --Scheffe' test of post-hoc comparisons of mean scores for the supportive scale between four types of colleges

Type of College	D	M	S	C
D	.00			
M	.85	.00		
S	.65	2.65	.00	
C	14.06*	21.52*	6.76	.00

Reasons for Attending This College

The respondents to the questionnaire were asked to list in order of significance the most important reasons for selecting a particular college. The instrument was designed to allow parents to list up to five reasons. A few parents did not report any reasons while the majority listed from one to five.

Table 4.12 illustrates the reasons listed as important for attending four types of colleges. Only similar reasons listed by at least five percent of the respondents from the same type of college were presented. The most important reason reported by a respondent was assigned a score of five, the second most important four, the third most important three, the fourth most important two, and the fifth most important one. The scores were tallied and divided by the number of respondents who had indicated a similar reason for selecting a specific college. The average score obtained was entitled "strength of importance."

Most responses were understandable enough to be placed in clearly defined categories, although sometimes a reason was reported without sufficient clarity. The response "location" was the best example of a response which lacked clarity. The determination of the intent of the response "location" could not be specifically categorized as it could imply the college was either away from home or close to home. Therefore the response "location" without an explanation was placed in

TABLE 4. 12. --Percent of the respondents reporting and strength of importance for reasons listed as important for attending four types of colleges

Reasons listed as important for attending	Types of Colleges							
	Strongly Denominational N=60		Moderately Denominational N=61		Four-Year State Supported N=39		Two-Year Community Supported N=49	
	percent reporting	strength of importance	percent reporting	strength of importance	percent reporting	strength of importance	percent reporting	strength of importance
Religious affiliation	87	4.7	48	4.1				
Reputation	68	3.5	41	4.1	23	3.9	61	3.8
Faculty	8	3.6						
Curriculum			7	4.0	23	4.7	8	4.3
Credits transfer							8	3.8
Friends	30	3.5	10	3.2	15	3.3	12	4.5
Parents attended	17	3.2						
Like people attend	13	3.0						
Brother or sister			11	4.0	5	4.0	10	3.8

TABLE 4. 12 Continued

Reasons listed as important for attending	Types of Colleges							
	Strongly Denominational N=60		Moderately Denominational N=61		Four-Year State Supported N=39		Two-Year Com- munity Supported N=49	
	percent reporting	strength of im- portance	percent reporting	strength of im- portance	percent reporting	strength of im- portance	percent reporting	strength of im- portance
High school counselor			7	5.0				
Alumni contact			5	4.3				
Proper size	20	2.4	62	3.8	49	3.6	8	3.8
Near home	30	3.2	30	3.4	41	4.2	59	3.8
Location	10	3.2	28	3.3	23	3.4	30	3.8
College housing			7	2.5				
Friendly atmosphere			5	3.3	5	2.5		
Financial aid	7	3.3	13	3.4				
Low cost	10	2.5	7	2.8	44	3.1	76	4.0

a separate category.

The most frequently mentioned reason for attending a strongly denominational college was related to religious affiliation. This reason was mentioned by eighty-seven percent of the respondents of the strongly denominational college. The "strength of importance" score was 4.7, which indicated most parents listed religious affiliation as the most important reason for selecting the college. The highest percentage of response for the moderately denominational and the four-year state supported college was "proper size." The most frequently mentioned reason for attending the two-year community supported college was "low cost."

SUMMARY

The data and analysis were presented in this chapter. The results were considered in three different categories; the personal information submitted by the respondents, the comparison of scale scores, and reasons given as important for attending a specific college.

The first category considered the personal information of the respondents. There were many similarities among the respondents of the four types of colleges. They were the sex ratio of entering freshmen, other children with college experience, satisfaction of college choice, influence on college choice, educational level of the mother and parents' marital status. The most notable differences

were found in the place of residence of the student while attending college, the educational level of the father, and the regular attendance of parents at church services.

The second category to be considered was the comparison of mean scale scores for the four types of colleges. The one-way analysis of variance resulted in the rejection at the .05 level of each of the null hypothesis for the five characteristics: religious, intellectual, regulative, social and supportive. Table 4.13 illustrates the results of the Scheffe' test when comparing the four types of colleges on the five scales.

The last category to be considered was reasons listed as important for selecting a specific college. The respondents from the strongly denominational college listed religious affiliation as most important. The most frequent response of parents from the moderately denominational and four-year state supported college related to the size of the college. The most frequent response of parents from the two-year community supported college was low cost.

TABLE 4. 13. --Summary of Scheffe' method results of the comparison of mean scale scores between four types of colleges

Scale and compared college types	Difference of mean scale scores	F ratio	Ratio needed to reject $p < .05$	Reject null hypothesis
<u>Religious</u>				
D vs M	3.54	7.51	7.86	No
D vs S	14.07	92.50	7.86	Yes
D vs C	16.33	142.60	7.86	Yes
M vs S	10.53	52.30	7.86	Yes
M vs C	12.79	88.08	7.86	Yes
S vs C	2.26	2.20	7.86	No
<u>Intellectual</u>				
D vs M	2.88	7.67	7.86	No
D vs S	3.20	7.42	7.86	No
D vs C	4.78	18.88	7.86	Yes
M vs S	.32	.07	7.86	No
M vs C	1.90	3.01	7.86	No
S vs C	1.58	1.66	7.86	No
<u>Regulative</u>				
D vs M	1.23	1.21	7.86	No
D vs S	2.96	5.48	7.86	No
D vs C	4.35	13.51	7.86	Yes
M vs S	1.73	1.88	7.86	No
M vs C	3.12	7.00	7.86	No
S vs C	1.39	1.11	7.86	No
<u>Social</u>				
D vs M	1.47	3.19	7.86	No
D vs S	2.27	5.92	7.86	No
D vs C	5.13	34.63	7.86	Yes
M vs S	.80	.74	7.86	No
M vs C	3.66	17.77	7.86	Yes
S vs C	2.86	8.70	7.86	Yes
<u>Supportive</u>				
D vs M	1.03	.85	7.86	No
D vs S	1.01	.65	7.86	No
D vs C	4.42	14.06	7.86	Yes
M vs S	2.04	2.65	7.86	No
M vs C	5.45	21.52	7.86	Yes
S vs C	3.41	6.76	7.86	No

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Summary

The purpose of this study was to investigate the religious, intellectual, regulative, social, and supportive expectations of parents of freshman students who had enrolled in four types of colleges in the Grand Rapids, Michigan area. The study was designed to provide information about the relationship between the expectations of parents and the type of institution attended by their son or daughter. Personal information about the respondents and information about the most important reasons for selecting a specific college were also collected.

A review of the literature supported the contention that parents played an important role in influencing the educational goals of their children. Although the evidence was mixed, studies generally indicated that parents were influential in the selection of a specific college. Research related to parental expectations of colleges and universities was not found in a review of higher education and student personnel research.

The Parental Questionnaire On College Expectations requested

personal information, reasons for selecting a specific college, and a response to forty-eight questionnaire items measuring five scales. The questionnaire was mailed to a randomly selected sample of 75 parents for each of four types of colleges. Of the 300 in the sample, seventy percent completed and returned the questionnaire.

The one-way analysis of variance was used to test the null hypotheses of the five scales between the four types of colleges. The Scheffe' method of post-hoc comparisons was selected to compare the respective mean scale scores of the colleges when the analysis of variance produced a significant F ratio. To reject the null hypothesis a level of significance of .05 was used. Chi square analysis ($p < .05$) was used to test the significance of the differences of the personal information.

The statement which was made in theoretical hypothesis No. 1 that parents of freshman students who attend a strongly denominational or moderately denominational college will give higher ratings to the items that measure religious expectations than those parents of freshman students who attend a state supported or community college was supported.

Partially supported was the statement made in theoretical hypothesis No. 2 that parents of freshman students who attend a strongly denominational, moderately denominational or state supported college will give higher ratings to the items that measure intellectual

expectations than those parents of freshman students attending a community college. The difference between the strongly denominational and community colleges mean scale scores were large enough to support the hypothesis. The mean scale score of the strongly denominational college was larger than the mean scale score of the community college. That part of the theoretical hypothesis in which the statement was made that parents of freshman students who attend a moderately denominational or state supported college will give higher ratings to the items that measure intellectual expectations than those parents of freshman students attending a community college was not confirmed.

In theoretical hypothesis No. 3 differences did not occur as expected, although the null hypothesis was rejected. Therefore, the findings did not support theoretical hypothesis No. 3, in which the statement was made that parents of freshman students who attend a strongly denominational, moderately denominational or community college will give higher ratings to the items that measure regulative expectations than those parents of freshman students attending a state supported college. However, a significant difference ($p < .05$), with the strongly denominational college having the higher mean scale score, was found when comparing the mean scale scores of the strongly denominational and the community colleges.

The results of data analysis supported theoretical hypothesis

No. 4 in which the statement was made that parents of freshman students who attend a strongly denominational, moderately denominational or state supported college will give higher ratings to the items that measure social expectations than those parents of freshman students attending a community college.

Only part of theoretical hypothesis No. 5 was supported. In theoretical hypothesis No. 5 the statement was made that parents of freshman students who attend a strongly denominational or moderately denominational college will give higher ratings to the items that measure supportive expectations than those parents of freshman students who attend a state supported or community college. Significant differences ($p < .05$) in the mean scale scores were found when comparing the strongly denominational and moderately denominational colleges with the community college. The mean scale scores of the strongly denominational and moderately denominational colleges were higher than the mean scale score of the community college. The null hypothesis was not rejected, however, when comparing the mean scale scores of the strongly denominational and moderately denominational colleges with the mean scale score of the state supported college.

The questionnaire asked parents to list the most important reasons for selecting a specific college. Parents of freshman students enrolled in the strongly denominational college most frequently listed religious affiliation as most important. The most frequent response given by parents of freshman students in the moderately denominational

and state supported colleges related to the size of the college.

Parents most often indicated low cost as the reason for selecting the two-year community supported college.

Analysis of the personal information revealed many similarities among the characteristics of the respondents from the four types of colleges. Differences occurred at the .05 level when comparing where the student lived while attending college, the educational level of the father, and regular attendance of parents at church services.

Conclusions

Colleges will continue to face uncertain enrollments as more post secondary institutions of higher learning compete for a decreasing percentage of high school graduates who seek to continue their formal education. In order to increase and maintain enrollment, colleges must be aware of those features which make the college attractive to students and to their parents because parents have a significant influence on the educational goals of their children. If a student plans to attend college, many parents also influence the choice of the college to be selected.

In this study the following conclusions may be drawn from analyses of the data:

1. There is no difference in the expectations of parents of freshmen in the strongly denominational and moderately denominational colleges.

2. Parents of freshmen in the strongly denominational college have significantly higher religious expectations than parents of freshmen in the state supported college.
3. Parents of freshmen in the strongly denominational college have significantly higher religious, intellectual, regulative, social and supportive expectations than parents of freshmen in the community college.
4. Parents of freshmen in the moderately denominational college have significantly higher religious expectations than parents of freshmen in the state supported college.
5. Parents of freshmen in the moderately denominational college have significantly higher religious, social and supportive expectations than parents of freshmen in the community college.
6. Parents of freshmen in the state supported college have significantly higher social expectations than parents of freshmen in the community college.
7. The intellectual scale received the highest rating from parents of freshmen for all four types of colleges.

Based on the data in Table 4.12, the following implications are offered:

1. The strongly denominational college should emphasize to parents and prospective students religious affiliation,

reputation, size, location, and the type of student in attendance.

2. The moderately denominational college should emphasize to parents and prospective students religious affiliation, reputation, size, location, and financial aid.
3. The state supported college should emphasize to parents and prospective students reputation, curriculum, size, location, and low cost.
4. The community supported college should emphasize to parents and prospective students reputation, curriculum, location, and low cost.

Although not always statistically significant, the mean scale scores by type of college show a similar rank ordering for the religious, intellectual, social and regulative scales. The one difference in rank ordering was found in the supportive scale. The mean score of the supportive scale for the moderately denominational college was greater than the mean scale score for the strongly denominational college. In general, these results may indicate that parents of freshmen in the strongly denominational college have the highest expectations; parents of freshmen at the moderately denominational college the second highest; followed by parents of freshmen at the state supported and community colleges in that order.

Recommendations for Further Study

In this study the expectations of parents who had freshman sons or daughters enrolled in four types of colleges were assessed. In view of the pressure to maintain enrollments in all types of institutions of higher learning throughout the country, future studies should be undertaken in other geographic areas and include the expectations of parents who have freshman sons or daughters enrolled in large universities and private non-denominational colleges.

The present study did not differentiate between the expectations of parents with freshman sons or daughters living at home, in college housing or other types of housing. An analysis should be made on these variables to ascertain if the expectations are similar. Do parents who have a freshman son or daughter living on campus expect more of the college than parents whose son or daughter lives at home? If so, in what areas are the expectations greater?

Increasing interest in vocationalism suggests that future studies measure a vocational expectation. The Parental Questionnaire On College Expectations could be revised to include a vocational expectation scale.

REFERENCES

- Astin, A. W. Personal letter, July 6, 1973.
- Astin, A. W., Creager, J. A., Boruch, R. F., Bayer, A. E., & Drew, D. E. National norms for entering college freshmen, Fall 1969. American Council on Education Research Reports, IV (7), Washington, D. C., 1969.
- Astin, A. W., Panos, R. J., & Creager, J. A. National norms for entering college freshmen, Fall 1966. American Council on Education Research Reports, II (1), Washington, D. C., 1967.
- Bertsch, D. P. Parental influence in college selection. Journal of the Student Personnel Association for Teacher Education, Fall 1968, VII, 9-14.
- Bowers, T. A., & Pugh, R. C. A comparison of factors underlying college choice by students and parents. Paper presented at the 1972 American Educational Research Association Annual Meeting, April 3-7, 1972, Chicago, ERIC Document Reproduction Service, ED 062 936, 1972.
- Braskamp, L. A., & Flessner, D. The congruency between parental and entering freshman expectations. The Journal of College Student Personnel, May 1971, XII, 179-185.
- Brown, R. D. Parental perceptions of university life and their characterizations of their college sons and daughters. Lincoln, Nebraska; University of Nebraska, ERIC Document Reproduction Service, ED 038 699, 1970.
- Budig, G. A., & Rives, S. G. Academic quicksand. Lincoln, Nebraska: Professional Educators Publications, Inc., 1973.
- Cheit, E. F. The new depression in higher education. New York: McGraw-Hill Book Co., 1971.
- Child, D., Cooper, H. J., Hussell, C. J. I., & Webb, P. Parents' expectations of a university. Universities Quarterly, Autumn 1971, XXVI, 484-490.
- Chronicle of Higher Education. Carnegie Commission on Higher Education, Priorities for action. October 9, 1973, 7-17.

- Chronicle of Higher Education. Future college enrollments now seen falling far short of previous projections. October 1, 1973, 1, 6.
- Creager, J. A., Astin, A. W., Boruch, R. F., & Bayer, A. E. National norms for entering college freshmen, Fall 1968. American Council on Education Research Reports, III (1), Washington, D. C., 1968.
- Davies, R. F. Rate of increase in college enrollments drops. American Education, March 1973, 29.
- Downie, N. M., & Heath, R. W. Basic statistical methods (3rd ed.) New York: Harper & Row, Publishers, 1970.
- Fewer grads going to college, study shows. College & University Business, August 1973, LV, 18.
- Harcleroad, F. F. Trends, trauma, and transition in postsecondary education. Keynote address, Conference on Issues and Alternatives in Financing Student Assistance Programs for Postsecondary Education, October 18, 1973, East Lansing, Michigan: The Kellogg Center for Continuing Education, Michigan State University.
- Glenny, L. Pressures on higher education. College and University Journal, September 1973, XII, 5-9.
- Haag, A. M. Importance of selected factors in choosing a college. Unpublished doctoral dissertation, University of Northern Colorado, Greeley, Colorado, 1969.
- Higher Education and National Affairs, Enrollment forecasts in NY said too high. November 16, 1973, XXII. Published by American Council on Education, Washington, D. C.
- Holland, J. L. Parental expectations and attitudes about colleges. College and University, Winter 1959, XXXIV, 164-170.
- Kandel, D. B., & Lesser, G. S. Parental and peer influences on educational plans of adolescents. American Sociological Review, April 1969, XXXIV, 213-223.
- Kerlinger, F. N. Foundations of behavioral research. New York: Holt, Rinehart & Winston, Inc., 1965.

- Kerr, W. D. Student perceptions of counselor role in the college decision. Personnel and Guidance Journal, December 1962, XLI, 337-342.
- McDill, E. L., & Coleman, J. L. Family and peer influence on the college plans of high school students. Sociology of Education, Winter 1965, XXXVIII, 112-126.
- Morrison, J. R. Factors influential in college selection. Clearing House, January 1968, XLII, 265-270.
- Musgrove, F. University freshmen and their parents' attitudes. Educational Research, November 1967, X, 78-80.
- Napp, R. R. Isolation and analysis of certain factors which may influence students to enroll at East Carolina College. The Journal of Educational Research, September 1966, LX, 41-45.
- NBC, The college money crunch. January 3, 1974. Edwin Newman, narrator.
- Neuwien, R. A. (Ed.). Catholic schools in action. Notre Dame, Indiana: University of Notre Dame Press, 1966.
- Pace, R. C. College and university environmental scales: Preliminary technical manual. Princeton, New Jersey: Educational Testing Service, 1963.
- Pace, R. C. College and university environmental scales: Technical Manual. (2nd ed.) Princeton, New Jersey: Educational Testing Service, 1969.
- Panos, R. J., Astin, A. W., & Creager, J. A. National norms for entering college freshmen, Fall 1967. American Council on Research Reports, II (7), Washington, D. C., 1967.
- Richards, J. M., Jr., & Holland, J. L. A factor analysis of student explanations of their choice of a college. ACT Research Reports No. 8. Iowa City: American College Testing Program, 1965.
- Robin, S. S. A procedure for securing returns to mail questionnaires. Sociology and Social Research, October 1965, L, 24-35.
- Roemmich, H., & Schmidt, J. L. Student perceptions of assistance provided by counselors in college planning. Personnel and Guidance Journal, October 1962, XLI, 157-158.

- Sandis, E. M. The influence of parents on students' educational plans. Unpublished doctoral dissertation, Columbia University, New York, 1967.
- Sewell, W. H., & Shah, V. P. Social class, parental encouragement, and educational aspirations. American Journal of Sociology, March, 1968, LXXIII, 559-572.
- Shell, H. I. Enrollment trends in higher education. College and University Bulletin, June 1973, XXV, 5-8.
- Smith, A. E. Trends and implications in admissions. Speech Workshop on Meeting Admissions Goals, January, 1973. Chicago, Illinois: Gonser, Gerber, Tinker, Stuhr, 1973.
- Staff of the Cooperative Institutional Research Program, The American freshman: National norms for Fall 1973. UCLA Higher Education Laboratory, Los Angeles, 1973.
- Staff of the Office of Research. National norms for entering college freshmen, Fall 1970. American Council on Education Research Reports, Washington, D. C., V (6), 1970.
- Staff of the Office of Research. The American freshmen: National norms for Fall 1971. American Council on Education Research Reports, Washington, D. C., VI (6), 1971.
- Staff of the Office of Research. The American freshmen: National norms for Fall 1972. American Council on Education Research Reports, Washington, D. C., VII (5), 1972.
- Stern, G. G. Scoring instructions and college norms: Activities index, college characteristic index. Distributed by the Psychological Research Center, Syracuse University, Syracuse, New York, 1963.
- Thompson, R. B. Projections of enrollments public and private colleges and universities 1970-1987. A project of the Enrollment Studies Committee of the American Association of College Registrars and Admissions Officers, December 1970, AACRAO Office, One Dupont Circle N. W., Washington, D. C., 1970.
- Too little, too late? Newsweek, LXXXIII, January 14, 1974, 58.

- Underwood, B. J., Duncan, C. P., Taylor, J. A., & Cotton, J. W. Elementary statistics. New York: Appleton-Century-Crofts, Inc., 1954.
- U. S. Bureau of the Census. Statistical abstract of the United States: 1973. (94th ed), Washington, D. C., 1973.
- U. S. Department of Labor, Bureau of Labor Statistics. Employment of high school graduates and dropouts October 1972. Special Labor Force Report 155, Washington, D. C., 1973.
- Van Dyne, L. No returning to golden age likely: Carnegie. The Chronicle of Higher Education, October 9, 1973, 1, 8.
- Wallis, W. A., & Roberts, H. V. Statistics: A new approach. New York: The Free Press, 1967.
- Williams, T. H. Educational aspirations: Longitudinal evidence on their development in Canadian youth. Sociology of Education, Spring 1972, VI, 107-133.

APPENDICES

APPENDIX A

Parental Questionnaire on College Expectations

<u>Regulative Expectation</u> - characterized by a protective atmosphere, existence of regulations and adherence to these regulations.	Assigned Position
1. Student organizations are closely supervised.	18
2. Students must have a written excuse if they are absent from class.	7
3. The response of college officials toward student sit-ins or other confrontations would be firm and forceful.	30
4. Faculty members and administrators are conservative in interpreting regulations and treat violations very firmly.	23
5. Students exert considerable pressure on one another to live up to the expected code of conduct.	39
6. Students obey rules and regulations.	33
7. Students are concerned about taking good care of school property.	10
8. This college attempts to regulate most areas of student life.	12
9. Most students and faculty have similar attitudes, opinions, and beliefs.	20
10. The majority of students dress and act pretty much alike.	45
<u>Supportive Expectation</u> - characterized by personal attention given to students, helpfulness of faculty and students, and sense of belonging or identity.	
11. Upperclassmen assist new students in adjusting to campus life.	27

Assigned
Position

12. The instructors usually check up on students to see that assignments are carried out properly and on time.	8
13. The faculty are interested in students and their problems.	32
14. The school assists everyone in becoming acquainted.	21
15. Professors devote much time to consulting with students.	40
16. Members of the college community are very friendly.	24
17. Education on this campus is highly personalized.	17
18. Students take pride in this college.	38
19. Students feel they are a vital part of this college.	47

Social Expectation - characterized by numerous events, possibility of obtaining a leadership position, and activities that bring people together.

20. There are many opportunities for students to attend social activities.	6
21. Student gathering places are usually crowded.	16
22. There are many opportunities for students to get together outside of the classroom.	26
23. There are many opportunities for students to organize and direct the work of others.	35
24. There are so many things to do that students are always active.	29
25. There are many opportunities for students to become acquainted with each other.	14

Assigned
Position

- | | |
|--|----|
| 26. There are many opportunities for faculty and students to meet informally. | 1 |
| 27. Students are given many opportunities to learn and demonstrate principles of leadership. | 42 |
| 28. At this college many students will meet their future spouse. | 44 |

Intellectual Expectation - characterized by competence of the faculty, quality of teaching, serious interest in scholarship and academic competitiveness.

- | | |
|--|----|
| 29. The competition for grades is intense. | 3 |
| 30. In order to pass a course, the student must work very hard. | 34 |
| 31. Courses require intensive study and preparation outside of class. | 19 |
| 32. The professors are very thorough teachers and really probe into the fundamentals of their subject. | 22 |
| 33. The academic training a student receives at this college is better than most other colleges. | 46 |
| 34. The general quality of teaching throughout this college is better than most other colleges. | 43 |
| 35. Students at this college are very serious and purposeful about their work. | 37 |
| 36. The professors are dedicated scholars in their field. | 4 |
| 37. Classes are a real intellectual challenge. | 15 |
| 38. This school is superior to most other colleges. | 28 |

Religious Expectation - characterized by a concern for religious development, putting religious principles into everyday action, and regular attendance at church services.

- | | |
|---|---|
| 39. Religious services are well attended by students. | 9 |
|---|---|

Assigned
Position

40. The college assists students in understanding their religious beliefs.	31
41. The college will assist student development in spiritual matters.	5
42. Most students attend weekly religious services.	48
43. The college assists students in guiding their conduct according to their religious faith.	41
44. There would be a large audience for a lecture by an outstanding theologian.	2
45. This college will assist students in developing moral capacities, ethical standards, and values.	11
46. This college will assist students in developing a formal religious life style.	13
47. This college will give the students a feeling for the necessity of professing a religious faith.	25
48. The college will afford the students ample opportunities to put their religious faith into action.	36

APPENDIX B

Parental Questionnaire on College Expectations

Dear Parent:

This questionnaire asks you to indicate your expectations about situations and matters in the college your freshman son or daughter is attending. It is confidential and individual responses will not be revealed. Please do not sign your name.

This is not a test and there are no right or wrong answers. Respond as accurately and frankly about what you expect the situation to be. If you are unsure check the response closest to what you expect. When completing the questionnaire please do not consult your son or daughter.

Thank you for taking a few moments of your time to respond to the questionnaire. After it is completed, place it in the stamped self-addressed envelope which is enclosed for your convenience.

Sincerely yours,

Thomas E. Deschaine, Study Director
1607 Robinson Road S. E.
Grand Rapids, Michigan 49506

A. Information About You: Please answer all the questions by placing a check beside the appropriate response.

1. The individual filling out the questionnaire is:

☐ Father
☐ Mother
☐ Both

2. Sex of your entering freshman?

☐ Male
☐ Female

3. While college is in session, our freshman son or daughter lives:

☐ At home
☐ In College Housing
☐ Other

4. Do you have other children who have attended or are attending a college or university?

☐ Yes
☐ No

5. Are you satisfied with the choice of college your freshman son or daughter is attending?

_____ Yes
 _____ No
 _____ Somewhat

6. How much influence did you and your spouse have in the selection of the college your freshman son or daughter is attending?

_____ None
 _____ Little
 _____ Some
 _____ Great
 _____ Very Great

7. Indicate the highest level of formal education for each parent:

	Father	Mother
Less than High School	_____	_____
Some High School	_____	_____
High School Graduate	_____	_____
Some College	_____	_____
College Graduate	_____	_____

8. Do you attend church services on a regular basis?

Respond for both father and mother

	Father	Mother
Yes	_____	_____
No	_____	_____

9. Please indicate your marital status:

_____ Married
 _____ Separated
 _____ Divorced
 _____ Spouse Deceased
 _____ Other

B. Your Expectations Of The College

INSTRUCTIONS: Please read each item and then check the column that best describes your expectations of the college your freshman son or daughter is attending:

Almost Always expect this to be true-means you would expect this to be true at least 90% of the time.

Often expect this to be true-means you would expect this to be true about 70% to 89% of the time.

Usually expect this to be true-means you would expect this to be true about 30% to 69% of the time.

Rarely expect this to be true-means you would expect this to be true about 11% to 29% of the time.

Almost never expect this to be true-means you would expect this to be true less than 10% of the time.

EXAMPLES:

1. Personality, pull and bluff get students through most courses.
2. Proper social forms and manners are important at this college.

	Almost Always expect this to be true				
	Often expect this to be true				
	Usually expect this to be true	✓			
	Rarely expect this to be true				
✓	Almost Never expect this to be true				

Please respond to all the items that follow and return the questionnaire in the enclosed stamped self-addressed envelope.

Thank you!

1. There are many opportunities for faculty and students to meet informally.
2. There would be a large audience for a lecture by an outstanding theologian.
3. The competition for grades is intense.
4. The professors are dedicated scholars in their field.
5. The college fosters student development in spiritual matters.
6. There are many opportunities for students to attend social activities.
7. Students must have a written excuse if they are absent from class.
8. The instructors usually check up on students to see that assignments are being carried out properly and on time.
9. Religious services are well attended by students.
10. Students are concerned about taking good care of school property.
11. This college will assist students in developing moral capacities, ethical standards, and values.
12. This college attempts to regulate most areas of student life.

Almost Always expect this to be true	Often expect this to be true	Usually expect this to be true	Rarely expect this to be true	Almost Never expect this to be true

	Almost Always expect this to be true	Often expect this to be true	Usually expect this to be true	Rarely expect this to be true	Almost Never expect this to be true
13. This college will assist students in developing a formal religious life style.					
14. There are many opportunities for students to become acquainted with each other.					
15. Classes are a real intellectual challenge.					
16. Students gathering places are usually crowded.					
17. Education on this campus is highly personalized.					
18. Student organizations are closely supervised.					
19. Courses require intensive study and preparation outside of class.					
20. Most students and faculty have similar attitudes, opinions, and beliefs.					
21. The school assists everyone in becoming acquainted.					
22. The professors are very thorough teachers and really probe into the fundamentals of their subject.					
23. Faculty members and administrators are conservative in interpreting regulations and treat violations very firmly.					
24. Members of the college community are very friendly.					

	Almost Always expect this to be true	Often expect this to be true	Usually expect this to be true	Rarely expect this to be true	Almost Never expect this to be true
25. This college will give the students a feeling for the necessity of professing a religious faith.					
26. There are many opportunities for students to get together outside of the classroom.					
27. Upperclassmen assist new students in adjusting to campus life.					
28. This school is superior to most other colleges.					
29. There are so many things to do that students are always active.					
30. The response of college officials toward student sit-ins or other confrontations would be firm and forceful.					
31. The college assists students in understanding their religious beliefs.					
32. The faculty are interested in students and their problems.					
33. Students obey rules and regulations.					
34. In order to pass a course, the student must work very hard.					
35. There are many opportunities for students to organize and direct the work of others.					
36. The college will afford the students ample opportunities to put their religious faith into action.					

	Almost Always expect this to be true	Often expect this to be true	Usually expect this to be true	Rarely expect this to be true	Almost Never expect this to be true
37. Students at this college are very serious and purposeful about their work.					
38. Students take pride in this college.					
39. Students exert considerable pressure on one another to live up to the expected code of conduct.					
40. Professors devote much time to consulting with students.					
41. The college assists students in guiding their conduct according to their religious faith.					
42. Students are given many opportunities to learn and demonstrate principles of leadership.					
43. The general quality of teaching throughout this college is better than most other colleges.					
44. At this college many students will meet their future spouse.					
45. The majority of students dress and act pretty much alike.					
46. The academic training a student receives at this college is better than most other colleges.					
47. Students feel they are a vital part of this college.					
48. Most students attend weekly religious services.					

C. Reasons For Attending This College

Instructions: In your opinion please list and give a brief explanation of the most important reasons for choosing this college. You may list one reason or several. List them in order of importance with one (1) being the most important, two (2) the second in importance and so on. You might consider things such as size, location, reputation, cost, philosophy, college housing, security, etc.

Example:

1. Friends - most of my son's friends attend this college.

1. _____

2. _____

3. _____

4. _____

5. _____

You have now completed the questionnaire. Please return it immediately in the enclosed stamped self-addressed envelope.

Thank you.

APPENDIX C

Example of the Cover Letter Sent with the Questionnaire

(COLLEGE LETTERHEAD)

Dear Parent:

You have been selected at random from a group of parents to be a participant in a study designed to learn more about your expectations of (college name). The aim of this study is to examine the expectations of parents who have a freshman son or daughter enrolled in one of four colleges in Grand Rapids, Michigan. By responding to the enclosed questionnaire you will assist (college name) in having a better understanding of your expectations.

Thomas E. Deschaine, under the auspices of the Department of Counseling and Personnel at Western Michigan University, is the study director. Although the survey is being conducted independent of (college name), we are giving him full cooperation. The final results will be shared with (college name), therefore it will benefit both of us if you take a few minutes to respond to the questionnaire.

If the study is to be helpful it is important that you answer each question as thoughtfully and frankly as possible. There is no right or wrong response so please select the answer which is closest to your expectations of (college name). To insure complete confidentiality you are not asked to reveal your name on the questionnaire.

I urge you to take a few minutes to respond to the questionnaire. For your convenience a stamped self-addressed envelope is enclosed. Your participation is needed and will be greatly appreciated.

Sincerely,

Signed by a Chief Administrator

APPENDIX D

Example and Explanation of the Coded Return Envelope

1607 Robinson Road S. E.
Grand Rapids, Michigan

D	M	S	C	1	2	3	4	5	6	7	8	9	0
1	6	0	7	R	o	b	i	n	s	o	n	R	o

1	2	3	4	5	6	7	8	9	0
G	R	A	N	D	R	A	P	I	D

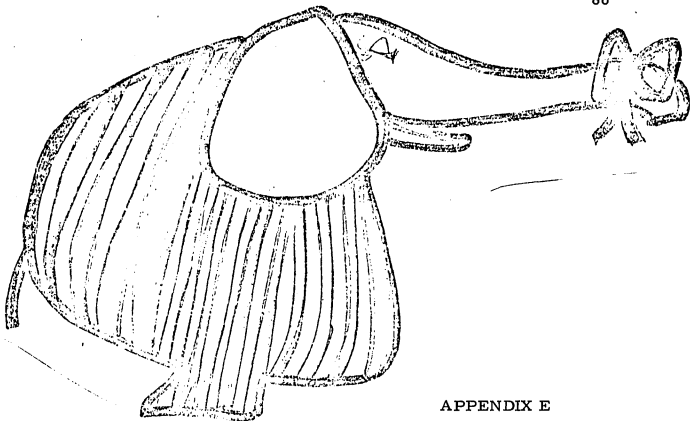
In the return address a dot appearing under the 1 of 1607 referred to the strongly denominational college, under the 6 referred to the moderately denominational college, under the 0 referred to the state supported college and under the 7 to the community college.

The selected sample of 75 was listed by name for each of the colleges and numbered 1 through 75. Dots under the letters in Robinson Road and Grand Rapids were used to identify the individual respondents. The numbers 1 through 10 are serially identified by the letters "R - O - B - I - N - S - O - N - R - O." To identify respondents 11 through 75, the numbers 1 through 10 are serially identified by "G - R - A - N - D - R - A - P - I - D." A dot appearing under a letter in "Robinson Ro" indicated the respondent had a number between 1 and 10 depending upon the letter under which the dot appeared. A dot appearing under one of the letters in "Robinson Ro" with a corresponding dot under one of the letters in "Grand Rapid" indicated the respondent had a number between 11 and 75 depending upon the letters

under which the dots appeared. For respondents 11 through 75, a dot under one of the letters in "R - O - B - I - N - S - O - N - R - O" identified the tens column and the dot under one of the letters in "G - R - A - N - D - R - A - P - I - D" identified the ones column.

As an example, a dot appearing only under the letter "b" in "Robinson" meant number 3 on the sample list of 75 had responded. A dot appearing under the first "o" in "Robinson" and the "r" in "Grand" referred to number 22. A dot under the "s" in "Robinson" and the "d" in "Rapid" referred to number 60.

On the example above a dot under the "1" indicates the respondent is a parent of a freshman student in the strongly denominational college. A dot under the "b" in "Robinson" and under the "d" in "Grand" identifies that the return is from number 35. Therefore reference is made to the sample list of the strongly denominational college and the name of the person numbered 35 is checked to indicate a return of the questionnaire.



APPENDIX E

Dear Parent:

Recently you received a letter along with a questionnaire entitled "Parental Questionnaire on College Expectations." The letter explained you had been selected at random to participate in a study to learn more about your expectations of the college your son or daughter is attending. It also stated your response would be valuable to the college. To encourage you to respond, a stamped self-addressed envelope was enclosed.

So far, I've heard from about fifty percent (50%) of those who received the questionnaire. This letter is to encourage the other fifty percent (50%) to respond. Remember--your response is confidential and will not be revealed. In order to obtain an accurate picture, we need ALL of you to participate!

To those of you who have responded, I thank you. To the remainder, please make your contribution by taking a few minutes to complete the questionnaire and place it in the stamped self-addressed envelope that was recently mailed to you. Also, check the appropriate box and return the stamped self-addressed postal card. Thank you.

Sincerely yours,

Thomas E. Deschaine
Study Director

☐

I have returned the questionnaire.

☐

I am in the process of completing the questionnaire and you will receive it soon.

☐

I have misplaced the original questionnaire; please send another.

Signature _____