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The primary purpose of this study was to gain insight into the nature of the freshman class enrolled in the School of Home Economics at the University of North Carolina at Greensboro, 1972-73. The specific objectives of the study were to: (1) identify educational and vocational plans of freshman home economics students; (2) secure secondary school information about freshman home economics students; (3) identify family backgrounds of freshman home economics students; and (4) determine current attitudes of freshman home economics students.

The College Student Questionnaire, Part 1, developed by the Educational Testing Service and modified for the student population, was administered to all students present in Home Economics 105--Orientation on September 18, 1972, a required course for all freshman home economics students. After several follow-up attempts, 118 Questionnaires were completed, a 79.7 per cent return. Data were compiled and analyzed descriptively.

Some of the major findings were:

1. Most freshman home economics students were female, eighteen years of age, Caucasian, native North Carolinians, of British descent, and Protestant.
2. About one-fourth of the students planned to pursue graduate or professional study. The most frequent

response given to future occupational plans was a life centered around the home and family.

3. Most students graduated from a co-educational public high school, and academically, were in the top 20 per cent of their class. The majority of students believed they were generally harder workers than their fellow classmates.
4. The majority of students had one or two siblings and their parents were living together. Students were generally very close to their parents. They described their family as closely united and usually consulted with parents before making important personal decisions.
5. Students were usually conservative in their political attitudes.
6. In general, students did not participate in cultural activities and the arts.

Implications from this study may provide a frame of reference for those educators teaching and counseling freshman home economics students.

APPROVAL PAGE

CHARACTERISTICS AND ATTITUDES OF FRESHMAN

1/

committee of HOME ECONOMICS STUDENTS AT THE

University of UNIVERSITY OF NORTH CAROLINA

AT GREENSBORO

by

Katherine Koklas Rohlfis

Thesis Adviser

111

Oral Examination

Committee Members

A Thesis Submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
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1973

February 14, 1973
Date of Examination

Approved by

Mildred B. Johnson
Thesis Adviser

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APPROVAL PAGE

This thesis has been approved by the following committee of the Faculty of the Graduate School at The University of North Carolina at Greensboro.

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Date of Examination

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CHAPTER I
OVERVIEW OF THE STUDY

Importance of the Study

Higher education has not moved comfortably into the 1970's. In the past, colleges and universities stated ideals and set achievement standards and the students' only goal was to meet the challenge of the college program. By the late 1960's, many students had rejected certain aspects of college programs and policies to the extent that administrators and faculty were compelled to review and update the structure of the educational system of their college or university.

Educators are faced with a new type of college student, one who is concerned not only with his own education, but with campus policy, academic freedom, social codes, and even the community outside the university system. This student has developed new directions and goals where values are relative and absolute concepts are questioned. Today's youth have taken an interest in every phase of American life.

In order to provide the best possible education for today's student, there is a real need to be keenly aware of the nature of today's youth. Students must be

recognized for their individuality and given opportunities in accordance with their abilities and interests. One group of educators believed students' most pressing needs were being overlooked. It was stated:

To be sure, everyone acknowledges that without students there can be no university; and so too, education is widely admitted to be one of the functions of a university. Yet the characteristics of the students--the fact that they have commitments, aspirations, dreams, needs, psyches, and perhaps souls even before being admitted to college--are largely ignored in the concentration on more easily describable features of the university.¹

Educators do have the opportunity to guide students through their college years. Changes in the student occur early in the college experience, mainly during the first two years, and even more specifically during the freshman year.² The freshman year is of critical importance because it is the time when students' enthusiasm, curiosity, willingness, and eagerness to learn are either hindered or reinforced.³ Freedman's description of an entering freshman indicated their need for assistance

¹Committee on the Student in Higher Education, The Student in Higher Education (New Haven, Conn.: The Hazen Foundation, January, 1968), p. 16.

²Joseph Axelrod, et al., Search for Relevance: The Campus in Crisis (San Francisco: Jossey-Bass, 1969), p. 165.

³The Student in Higher Education, p. 45.

early in college:

He enters a complex social environment in which he knows few people. He feels very much on trial. He is unsure of himself and his abilities. Faculty members and administrators are likely to be perceived as distant and impartial judges.¹

A descriptive study of freshman home economics students has not been undertaken for many years at the University of North Carolina at Greensboro. Because any program of instruction involves individuals, program planning and classroom instruction will be more effective when student needs, interests, and general information are identified.

Purpose of the Study

The purpose of this study was to gain insight into the nature of the freshman class enrolled in the School of Home Economics at the University of North Carolina at Greensboro, 1972-73. The specific objectives of the study were: (1) to identify educational and vocational plans of freshman home economics students; (2) to secure secondary school information about freshman home economics students; (3) to identify family backgrounds of freshman home economics students; and (4) to determine current attitudes of freshman home economics students. A descriptive

¹Mervin B. Freedman, The College Experience (San Francisco: Jossey-Bass, 1967), p. 33.

analysis of the findings of this study could assist faculty members in planning and teaching for present and future needs of today's students.

Limitations

The following limitation was stated in relation to the study: the study was limited to the freshman students enrolled in Home Economics 105--Orientation in the School of Home Economics at the University of North Carolina at Greensboro, 1972-73.

Definition of Term

The term freshman, as referred to in this study, was defined as a first year, full-time college student carrying a minimum of twelve hours of course work with no previous college experience.

Assumption

It was assumed that freshman home economics students at the University of North Carolina at Greensboro could provide the necessary information and would be willing to cooperate in this research study.

Design Procedure

The College Student Questionnaire, Part 1, developed by the Educational Testing Service, was selected as the instrument to ascertain the data for this study. Items not appropriate for the student population were deleted. The Questionnaire elicited information concerning family background, secondary school information, students' educational and vocational plans, and current attitudes of freshman home economics students. The Questionnaire was administered to all freshman home economics students present in Home Economics 105--Orientation on September 18, 1972, a required course for all freshman home economics students. Data were compiled from the completed Questionnaires and analyzed descriptively.

¹Garland Parker, "College and University Enrollments in America, 1971-72," School and Society, 3 (February, 1972), p. 114.

²Kenneth Feldman and Theodore Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass, 1969), p. 107.

CHAPTER II

REVIEW OF LITERATURE

College attendance has become an integral part of the American way of life, and the scope of higher education is indeed large. In 1953, two million students were enrolled in higher education, and by 1963 this figure had doubled. A survey of all accredited institutions, four year colleges, and graduate and professional schools revealed an enrollment of 5,195,493 students in 1971-72.¹

Feldman and Newcomb have listed certain determinants of college attendance. These factors, affecting whether or not a student will attend college, included the size and type of community of residence, size of the high school, size of the family, race, religion, level of intelligence, and socio-economic background.² However, the decision to attend college for most students must be made early. One author stated:

¹Garland Parker, "College and University Enrollments in America, 1971-72," School and Society, C (February, 1972), p. 114.

²Kenneth Feldman and Theodore Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass, 1969), p. 107.

As far back as junior high school, perhaps earlier, today's college student found himself, whether by choice or chance, heading down the "academic track" at an accelerating pace with the risk of being derailed or rerouted at every turn. In addition to enduring the normal hazards of adolescence, he has been exposed in his unprecedented pre-college run to tremendous family pressures, a multiplicity of tests, enriched curricula, early entrance programs, science and mathematics courses that were college-level less than a decade ago, guidance counselors playing the odds on higher education admissions practices, and a social life increasingly patterned in the college mode.¹

Trent and Medsker believed that college attendance depended upon two factors: the importance the student himself put on attending, in many cases having decided by at least the second year of high school that he would attend college, and parental advice that the child attend college.²

Aside from programs offered by institutions of higher learning, the environment and atmosphere of every college and university was unique, and universities usually attracted students of a certain type. According to Feldman and Newcomb:

. . . the amount of difficulty and the nature of the adjustments during the early college months

¹Lawrence E. Dennis, "On Discovering College Students," in The College and the Student, ed. by Lawrence E. Dennis and Joseph F. Kauffman (Washington D.C.: American Council on Education, 1966), p. 1.

²James W. Trent and Leland L. Medsker, Beyond High School (San Francisco: Jossey-Bass, 1968), xi.

depend on the particular background and personality of the student as well as on the particular environment of the college he enters.¹

Sanford also stated that students differed from one institution to another and college and universities attracted and selected students according to these differences.² Richardson believed there was a need for sharp perception of the needs of students and each institution's specific capabilities of meeting them.³

In 1961, Astin studied 127,212 freshmen in 248 colleges and universities to identify the major characteristics of entering student bodies and the environmental characteristics of the colleges. Six "freshman input factors" were identified--intellectualism, pragmatism, estheticism, status, leadership, and masculinity. These input factors were matched to the types of institutions where they rated highest. It was found that student bodies entering various types of institutions varied greatly on some of these six input factors. Technological institutions rated highest in intellectualism and pragmatism. Private non-sectarian liberal arts colleges rated highest in intellectualism, estheticism, status, and

¹Feldman and Newcomb, Impact of College, p. 90.

²Nevitt Sanford, "Higher Education as a Field of Study," in The American College, ed. by Nevitt Sanford (New York: John Wiley and Sons, 1963), p. 46.

³Elliot L. Richardson, "Directions in Higher Education," School and Society, C (Summer, 1972), p. 295.

leadership. Private, non-sectarian universities rated highest in intellectualism, status, and masculinity. Protestant universities rated highest in status. Public universities rated highest in estheticism. Catholic universities rated highest in masculinity.¹

A 1969 study by the American Council on Education's Office of Research represented the nation's total estimated full-time freshman enrollment of 1,640,000 students. Results of this study indicated that America's college freshmen were quite interested in domestic concerns. Ninety per cent wanted pollution control; 88 per cent were in favor of crime prevention; 78 per cent favored elimination of poverty; 72 per cent wanted consumer protection; and 70 per cent wanted compensatory education for the disadvantaged. Fifty-three per cent of the students believed that only volunteers should serve in the armed forces. Fifty-four per cent believed courts showed too much concern for the rights of criminals, and 54 per cent agreed that capital punishment should be abolished. In politics, 33 per cent of the students indicated a liberal political preference; 44 per cent were "middle of the road"; and 23 per cent were conservative. Nearly one-half of the students predicted they would

¹Alexander W. Astin, Who Goes Where to College? (Chicago: Science Research Associates, Inc., 1965), pp. 95-96.

attend graduate school when they finished college. It was also found that over one-half of the students came from a moderately sized town or suburb of a large city; that the fathers of 29.5 per cent of the students were businessmen; and that 13.5 per cent of the fathers were skilled workers. Nearly 30 per cent of the students estimated that their parental family income was between \$10,000-15,000. About one-half of the students listed parents as their major source of financial support during college.¹

The freshman has been characterized and described by a number of authors and educators. Feldman and Newcomb described the freshman in terms of a sequence of experiences through which he passes--anticipation and preconception of college, expectations and aspirations of college life, and finally, intellectual ambivalence, a situation where the student found heavy academic demands yet expected a high degree of success.² Zimmerman was also highly optimistic concerning the freshman student. He stated:

They come to us as potential learners. They are eager, highly motivated, idealistic, thrilled at what is possible, dreaming of the vast worlds college will unlock and make actual, believing in the future, hoping for everything.³

¹"Opinions of College Freshmen," School and Society, XCVIII (Summer, 1970), pp. 302-03.

²Feldman and Newcomb, Impact of College, pp. 70-88.

³Robert L. Zimmerman, "The Student Response to College," Journal of Higher Education, XL (January, 1969), p. 34.

Most other authors and educators did not view the freshman experience quite as positively or optimistically. The following selected statements described the freshman dilemma:

. . . the freshman in college is a novice in an unfamiliar social organization and is therefore confronted with the values, norms, and role structures of a new social system and various new subsystems.

. . . The uncertainties of this learning period often are compounded by the frustrations involved in moving from a system where one is an established member--the former high school and home community--to a system where one is only a novice. . . . he is both excited and anxious about whether or not he is going to make it socially in the sense of adjusting to campus mores, and being liked, accepted, respected, and sought out by fellow students. . . . Not only does the freshman experience the frustration of finding new limits to his competence in some areas, he also experiences the pleasures of the discovery of new strengths in other areas.¹

The college years bring many difficult psychological tasks and problems. Separation from home and parents, confrontation with a wide variety of peers, and high standards of academic performance create insecurities and a questioning of one's powers and identity.²

. . . the freshman has begun to experience the accelerated shocks of maturity. He has had to begin to act adult, without knowing surely how, when only yesterday he was guided and supervised more like a child.³

The entering student faces many sudden challenges and threats: separation from home, sudden exposure

¹Feldman and Newcomb, Impact of College, pp. 89-90.

²Joseph Katz, et al., No Time for Youth (San Francisco: Jossey-Bass, 1968), p. 4.

³Roger H. Garrison, "What Students Want," Improving College and University Teaching, XVII (Summer, 1969), p. 150.

to large groups of strangers who may seem threatening or superior, new academic demands.¹

The freshman experience may also be a determining factor in the student's future college program. According to The Student in Higher Education, " . . . the freshman year is of critical importance because it is the time when the student's enthusiasm, curiosity, and willingness to work can be snuffed out or reinforced."²

There are varying opinions concerning the type of curriculum best suited for freshmen. One school of thought demanded structure in the curriculum. According to Axelrod, et al., if the freshman was given immediate freedom with his program of work, he would either copy his peers in their choice of courses or look to some authority figure for assistance. At this early stage, young people were not prepared to make up their own minds.³ Garrison also called for structure in the curriculum, but emphasized that colleges must be aware of the individual student and modify programs according to the new pressures and concerns of youth.⁴ With effort, programs could be

¹Katz, No Time for Youth, p. 433.

²The Student in Higher Education, p. 45.

³Joseph Axelrod, et al., Search for Relevance: The Campus in Crisis (San Francisco: Jossey-Bass, 1967), p. 29.

⁴Garrison, "What Students Want," p. 149.

devised that are relevant to social problems and facilitate student development and professional preparation.

A second school of thought demanded freedom of choice in the curriculum. The Student in Higher Education stated that educators should "encourage students' own searches, accept curiosity, and respond as close to the level of the student as we can. . . . the college must increase the freshman's opportunities to act independently."¹ It was also stated that "the freshman year, which is the starting point of a student's higher education experience, should focus on the interest of each student--what he or she thinks is important."² We must enlarge the freshman's opportunities for independent action. Adults constantly underestimated his intelligence and autonomy, misguided in part by the protective mask of submission he wears before authority.³ Zimmerman believed a structured curriculum in the freshman year was a mere extension of high school, making the potential learner-adventurer-idealist become disenchanted and disillusioned. The solution suggested would be to drop all requirements and let the student create his own individualized program. Zimmerman

¹The Student in Higher Education, p. 46.

²Ibid., p. 11.

³Ibid., p. 46.

contended that the college existed for the student, and since there was no one group of courses which were absolutely necessary for and absolutely required of the educated man, students should be free to develop their own program.¹

Katz offered a position of compromise in regard to the freshman curriculum:

It seems very desirable that colleges divert their best resources to the problems of the freshman. A combination of self determination and guidance ought to be used to get the freshmen into the appropriate learning environments.²

Knop stated that the university years for the student should be a combination of preparation for a future vocation, development of intellectual capabilities, and participation in extracurricular activities. College life would not be a completely rewarding experience if one of these dimensions were missing.³ Another source described college life in the following way:

It is a time when the young person is seeking identity and intimacy. The boundaries of the core of personality are being firmed up, and a young person is striving to determine in broad outline who he is, what his major goals are in life, and what meanings

¹Zimmerman, "Student Response to College," p. 37.

²Katz, No Time for Youth, p. 433.

³Edward Knop, "The Student Dilemma: Role Conflict," Improving College and University Teaching, XVII (Summer, 1969), p. 171.

he can derive from the various experiences that touch him as he moves through life.¹

College must be a very serious undertaking for students. Today, competition is intense; students study with the goal of getting a degree and getting ahead, and they are increasingly more serious about their studies. The importance attached by our society to a college degree has created great pressure on today's college student. He is anything but relaxed.²

Furthermore, student ambitions and goals have changed. In many cases the bachelor's degree was only a stepping stone toward an advanced degree.³ Feldman and Newcomb stated that students sought an education that would secure a job or career to provide them with a stable and secure future.⁴ Chickering stated that students attended college for occupational advancement and professional preparation more than any other single reason.⁵ Katz saw a greater variety of student goals in college:

¹The Student in Higher Education, p. 43.

²"Changes in Today's College Students," in Colleges at the Crossroads, ed. by William P. Lineberry, XXXVII (New York: H. W. Wilson Co., 1966), p. 113.

³Ibid., p. 112.

⁴Feldman and Newcomb, Impact of College on Students, p. 16.

⁵Arthur W. Chickering, Education and Identity (San Francisco: Jossey-Bass, 1969), p. 3.

Students come to college with a great variety of agenda. Some come with a desire to define their own identity. Others come with a desire to learn the occupational and social skills that will allow them to acquire a functional competence in the world. Still others come because that is the thing to do these years: they seek acceptance by their peers and are less concerned with scrutinizing their environment than with being liked. Still others approach college as one more burdensome task imposed on them by society; they obey reluctantly, and "gripe" when they can.¹

The effect of the college experience brought forth varied opinions by educators. One source stated: "The most important determinant of the outcome of the college experience consists of the characteristics of the student when he enters college."² Freedman stated:

The outcome of college education is likely to be a compromise between the characteristics of entering freshmen, most of whom are exponents of the conventional middle-class values and outlook on life, and the ideals of liberal education. Most freshmen are indeed changed by the time of graduation, though not greatly changed.³

Feldman believed, "College is an initiation rite for separating the upper middle from the lower middle class, and for changing the semi-amorphous adolescent into a semi-identified adult."⁴

¹Katz, No Time for Youth, p. 8.

²Axelrod, Search for Relevance, p. 154.

³Mervin Freedman, The College Experience (San Francisco: Jossey-Bass, 1967), p. 5.

⁴Kenneth A. Feldman, "Studying the Impacts of Colleges on Students," Sociology of Education, XLII (Summer, 1969), p. 224.

Axelrod believed the college experience affected the values of the student. He stated:

The main overall effect of higher education upon student values is to bring about general acceptance of a body of standards and attitudes characteristic of college-bred men and women in the American community. There is more homogeneity and greater consistency of value among students at the end of their four years than when they began. Fewer seniors espouse beliefs which deviate from the going standards than do freshmen.¹

There were additional pressures placed on the female college student. The decision to eventually assume the role of wife and mother or move toward developing and maintaining a commitment to a profession or career was a serious one. Rand studied 848 freshman women to investigate the hypothesis that career-oriented women were more masculine and homemaking-oriented women were more feminine. The American College Survey, a descriptive inventory of ideas, attitudes, and experiences was administered, and the hypothesis was accepted. It was found that the career-oriented freshmen had redefined their sex role to include characteristics acceptable to both sexes, while the homemaking-oriented freshmen adhered more closely to the traditional concept of femininity.²

¹Axelrod, Search for Relevance, p. 46.

²Lorraine Rand, "Masculinity or Femininity: Differentiating Career-Oriented and Homemaking-Oriented College Freshman Women," Journal of Counseling Psychology, XV, No. 5. (1968), pp. 444-50.

Hodgens believed that women must constantly readjust and redefine their educational objectives to conform to six major points which she has called the "Realities of the Present." These "realities" included changes in the role of women; increase in the percentage of American women gainfully employed; rapid mobility of society with trends toward greater urbanization; early marriage and young parenthood; interchange of traditional roles of family members; and longer life expectancy.¹

Most educators agreed that at times they have noticed and possibly experienced a generation gap between students and teachers. Rosenhaupt lamented, "My generation is more interested in the young generation than the young generation will ever know."² To bridge the generation gap, both sides must be flexible. Faculties must become more liberal and teach what is relevant, and student ideas and thoughts must be encouraged, strengthened, guided, and channeled. According to Cashman, disruptive incidents by students have brought positive changes, but we still must work together with youth on the problems

¹Alice Hodgins, "Attitudes of Freshman Home Economics Students Toward the Basic Core in the Home Economics Curriculum" (unpublished Master's thesis, Department of Home Economics, Texas Technological College, August, 1966), p. 81.

²Hans Rosenhaupt, "A Bridge at Generation Gap," The Journal of Higher Education, XLI (April, 1970), p. 256.

that concern them, build new relationships toward greater maturity, and establish trust. He believed trust has been hindered because of a lack of knowledge on both sides.¹

The review of literature has described certain aspects concerning the freshman student and some of the forces acting upon the freshman. It has also shown that educators differ considerably in opinions dealing with the nature of the freshman. In order to provide the best possible education for college students, colleges and universities should know the nature of its entering freshman class.

¹Paul H. Cashman, "Working with the Modern Student," The Journal of Higher Education, XLI (April, 1970), pp. 273-74.

CHAPTER III

PROCEDURE

This study was designed to gain insight into the nature of the freshman class enrolled in the School of Home Economics at the University of North Carolina at Greensboro, 1972-73. The study was limited to freshman home economics students enrolled in Home Economics 105--Orientation, a required course for all freshman home economics students.

The Instrument

The College Student Questionnaire, Part 1, developed by the Educational Testing Service, was selected as the instrument to determine the nature of the freshman home economics student. Permission was granted by the Educational Testing Service to use this test. Items not appropriate to the student population at the University of North Carolina at Greensboro were deleted.

The modified Questionnaire was composed of 186 statements, predominately multiple choice, divided into four major categories. Section I, Educational and Vocational Plans, included questions concerning basic demographic data such as sex and age, student status, residence, plans

concerning college major and graduate work, vocational plans, financial support, anticipated college activities, satisfactions, and problems. Section II, Secondary School Information, included questions concerning the students' type and size of secondary school, estimated level of academic achievement, perceptions of various course work, extracurricular activities, perception of motivation for grades, and leisure time activities. Section III, Family Background, included questions dealing with location of home and birthplace, parents' marital status, family size, birth order, parents' occupations, family income, parents' education, racial and ethnic factors, religious preferences, and political and cultural characteristics. Section IV, Attitudes, included questions concerning students' instructional preferences, attitudes regarding independence from family and peers, political attitudes, attitudes reflecting social conscience, and activities reflecting cultural sophistication. Students were asked to check the response that most closely described these various aspects of their lives.

Population and Sample

The population for this study was limited to 148 freshman home economics students enrolled in Home Economics 105--Orientation, a required course for all

freshman home economics students. Several attempts to procure completed questionnaires from students resulted in 118 students completing the Questionnaire.

Collection of Data

The Questionnaire was administered to all students present in the Home Economics 105--Orientation class on September 18, 1972. Students not present were contacted and asked to complete the Questionnaire at a later date. A total of 118 students completed the Questionnaire. 79.7 per cent of the total freshman enrollment.

Analysis of Data

Data were tabulated and analyzed descriptively. Percentages were obtained for every item. The open-end items that allowed written responses were summarized. Major findings were identified and implications were stated. Recommendations for further research were made.

CHAPTER IV

ANALYSIS OF DATA

The major objectives of this study were: (1) to identify educational and vocational plans of freshman home economics students; (2) to secure secondary school information about freshman home economics students; (3) to identify family backgrounds of freshman home economics students; and (4) to determine current attitudes of freshman home economics students. The College Student Questionnaire, Part 1, modified for the student population at the University of North Carolina at Greensboro, was administered to obtain the needed information.

The data for this study were obtained from 118 freshman home economics students who completed the Questionnaire. The data obtained were analyzed descriptively and presented as follows:

1. A description of the freshman home economics students who participated in this study in terms of sex, marital status, student status, and living arrangements.
2. Educational and vocational plans of freshman home economics students.
3. Secondary school information of freshman home economics students.

4. Family backgrounds of freshman home economics students.
5. Current attitudes of freshman home economics students.

Description of Freshman Home Economics Students¹

The population of this study was limited to all freshman home economics students enrolled in Home Economics 105--Orientation, a required course for all freshman home economics students. All students were enrolled in a full-time program of study at the University. Only one student, .85 per cent, was admitted to this University on academic probation. One hundred and sixteen, 98.25 per cent of the students were female and two students, 1.69 per cent were male.

One hundred and fourteen students responded to the question concerning age. Ninety-six students, 84.19 per cent, were eighteen years of age. Eleven students, 9.65 per cent, were seventeen years of age; five students, 4.39 per cent, were nineteen years of age; and two students, 1.75 per cent, were over twenty years old.

When asked about living arrangements while attending the University, 109 students, 92.32 per cent, indicated

¹Unless otherwise indicated, the analysis of data for this section is based on 118 student responses.

that they lived in college dormitories. Eight students, 6.78 per cent, lived at home with parents. Only one student, .86 per cent, lived in a private apartment off campus.

Of 117 responses to marital status, fifty-nine students, 50.45 per cent, were single and "unattached." Forty-two students, 35.91 per cent, were going steady; ten students, 8.55 per cent, were pinned; and five students, 4.28 per cent, were engaged. Only one student, .86 per cent, had been married but was now separated and/or divorced.

Educational and Vocational Plans¹

One hundred and ten students, 93.17 per cent, indicated they had a particular field of study in mind before they entered the University. Only eight students, 6.78 per cent, did not have a field of study identified. The majority of students indicated Clothing and Textiles or Housing, Management, and Interior Design as their intended major (Table 1).

Responses were varied when students were asked how long ago the field of study had been chosen. Of one hundred and sixteen student responses, twenty-two students, 18.96 per cent, had selected their major in the past

¹Unless otherwise indicated, the analysis of data for this section is based on 118 student responses.

six months. Thirty-two students, 27.58 per cent, had selected their major from one-half to one year ago; twenty-three students, 19.83 per cent, had selected their intended major about one year ago; sixteen students, 13.79 per cent, had selected their major two years ago; fourteen students, 12.07 per cent, had selected their major three years ago; eight students, 6.90 per cent, had selected their major four years ago. One student, .86 per cent, had selected his major from five to seven years ago.

TABLE 1
STUDENT RESPONSES TO SELECTED MAJOR FIELD OF STUDY
(N=118)

Intended Major	Number	Percentage
Child Development and Family Relationships	19	16.09
Clothing and Textiles	37	31.34
Foods and Nutrition	6	5.08
Home Economics Education	15	12.71
Housing, Management, and Interior Design	33	27.95
Undecided	8	6.78

Students also gave varied responses when asked who had been most influential in their choice of a major field. Mother, some other adult, or high school teacher(s)

were each indicated by about one-fourth of the students as being most influential in their choice of a major field (Table 2).

TABLE 2

PERSONS MOST INFLUENTIAL IN SELECTION OF
A MAJOR FIELD OF STUDY
(N=115)

Influential Person(s)	Number	Percentage
Father	3	2.61
Mother	35	30.45
Other adult	30	26.10
High school teacher(s)	29	25.23
High school counselor	3	2.61
College teacher(s)	3	2.61
College counselor	1	.87
Close friend(s)	11	9.57

Ninety-two students, 77.92 per cent, reported that their parents (or guardian) strongly approved of the major field of study presently selected. Eighteen students, 15.25 per cent, indicated their parents mildly approved; five students, 4.24 per cent, indicated their parents were indifferent. Only one student, .85 per cent, said his parents disapproved somewhat. Two students,

1.69 per cent, said their parents were not aware of their present thinking on this matter.

In selecting their intended major, nineteen students, 16.09 per cent, stated that this field was the only one in which they had ever been interested. Forty-eight students, 40.66 per cent, selected this major from one other choice; forty-one students, 34.73 per cent, selected this major from two other choices; and ten students, 8.47 per cent, had three or more choices when this major was selected.

Student responses to their plans for graduate or professional training upon completion of the bachelor's degree were varied. About one-fourth of the students thought they would work toward a graduate degree. Most students did not plan to work for a doctoral degree (Table 3).

Responses to future occupational plans were diverse. When asked what one requirement was most important in any future job or profession, of 115 students responding, thirty-seven students, 32.19 per cent, stated the opportunity to use their special abilities and talents as most important. Thirty-three students, 28.71 per cent, related that the job should be helpful to others and/or useful to society in general. Twelve students, 10.44 per cent, wanted an opportunity to work with people rather than things; nine students, 7.83 per cent, wanted

TABLE 3

STUDENT RESPONSES TO VARIABLES CONCERNING PLANS
FOR GRADUATE OR PROFESSIONAL STUDY

Variable	Number	Percentage
<u>Plans for Graduate or Professional Study^a</u>		
Definitely yes	3	2.54
Probably yes	29	24.56
Probably not	37	31.34
Definitely not	7	5.93
Don't know	42	35.57
<u>First Considered Graduate or Professional Training^b</u>		
In the past six months	32	28.06
One-half to one year ago	6	5.26
About one year ago	7	6.14
About two years ago	2	1.75
About three years ago	2	1.75
About four years ago	2	1.75
Five to seven years ago	1	.88
More than seven years ago	3	2.63
Did not consider	59	51.74
<u>Plans to Work for a Doctoral Degree^c</u>		
Yes	7	6.09
No, not given in my field	8	7.00
No, but will work for a masters	40	34.80
No, but will work for teacher certification	3	2.61
No, for other reasons	57	49.59

a_N=118b_N=114c_N=115

compatibility with co-workers; seven students, 6.09 per cent, wanted freedom to be creative and original; six students, 5.22 per cent, wanted freedom from supervision by others; five students, 4.35 per cent, wanted to avoid work under high pressure; five students, 4.35 per cent, wanted a stable, secure future; and one student, .87 per cent, wanted prospects of an above-average income.

Students selected a variety of responses when asked about specific occupational and job preferences. The response given most often was a life centered on the home and family. When asked to project their status in fifteen years, over one-half of the students predicted they would be married with children (Table 4).

At least one-half of all students planned to finance their college education in a similar manner. Parents would be the main source of financial support. Eighty students were not on scholarship. Seventy-eight students did not plan to work during college. About one-half of the students believed their first year in college would cost between \$1300-1900 (Table 5).

Students rated their degree of interest in participating in certain organized extracurricular activities during the coming school year. At least one-half of the students would not be interested in participating in student government, literary, oratorical, or

TABLE 4
RESPONSES TO VARIABLES REPRESENTING
STUDENTS' OCCUPATIONAL FUTURE

Variable	Number	Percentage
<u>Occupational Preference^a</u>		
Teaching, research	13	11.01
Business	18	15.25
Professional	13	11.01
Technician or craftsman	1	.85
Creative arts	17	14.40
Home and family centered life	38	32.19
Other	7	5.93
Don't know	11	9.32
<u>Job Preference^b</u>		
Own business or farm	15	12.83
Small business firm	10	8.55
Large firm or corporation	40	34.20
Own professional office	2	1.71
Educational institution	15	12.83
Research	3	2.57
Welfare agency	4	3.42
Government service	6	5.13
Other	22	18.81
<u>Projected Situation in Fifteen Years^c</u>		
Housewife with no children	1	.87
Housewife with children	36	31.32
Unmarried career woman	1	.87
Married career woman without children	19	16.53
Married career woman with children	40	34.80
Not certain	18	15.66

^aN=118

^bN=117

^cN=115

TABLE 5
STUDENT RESPONSES TO VARIABLES CONCERNING
FINANCIAL SUPPORT AND ASSISTANCE
DURING THE FRESHMAN YEAR

Variable	Number	Percentage
<u>Main Source of Financial Support^a</u>		
Parents	86	74.13
Wife or husband	1	.86
Job	3	2.59
Scholarship	10	8.62
Loan	9	7.76
Personal earnings or savings	4	3.45
Trust fund, insurance plan, other	3	2.59
<u>Types of Scholarships^a</u>		
Not on scholarship	80	68.96
Scholarship from this college	15	12.93
State scholarship	6	5.17
Federal scholarship	4	3.45
Private scholarship	11	9.48
<u>Hours Planned for Part-time Work^a</u>		
None	78	67.24
Under 6	6	5.17
6-10	15	12.93
11-15	9	7.76
16-20	4	3.45
Over 20	4	3.45
<u>Estimated Cost of Freshman Year^b</u>		
Under \$700	3	2.63
\$700-999	8	7.02
\$1000-1299	4	3.51
\$1300-1599	34	29.82
\$1600-1899	23	20.17
\$1900-3000	22	19.30
Over \$3000	20	17.54

^aN=116

^bN=114

dramatic activities, intramural sports, or political organizations. Generally, there was even distribution of interest in most other activities (Table 6).

TABLE 6
STUDENT RESPONSES TO INTEREST IN PARTICIPATING IN
CERTAIN EXTRACURRICULAR ACTIVITIES
(N=115)

Activity	1 ^a	Percent	2 ^b	Percent	3 ^c	Percent
Religious activities	20	17.40	53	46.11	42	36.54
Student government	58	50.46	38	33.06	19	16.53
Literary, oratorical, or dramatic activities	83	72.21	20	17.40	12	10.44
Intramural athletics	67	58.29	23	20.01	25	21.75
Preprofessional club	23	20.01	41	35.67	51	44.37
School spirit activities	33	28.71	46	40.02	36	31.32
Political organizations	63	54.81	41	35.67	11	9.57

^aNo interest

^bSome interest

^cMuch interest

Ninety students, 76.23 per cent, stated the most important factor in their decision to attend this college was special strength in their intended major field. Ten students, 8.47 per cent, indicated the general academic reputation of this college; five students, 4.24 per cent, indicated closeness to home; and five students, 4.24 per cent, considered this college to be less expensive than other schools considered. Three students, 2.54 per cent, were impressed with the campus and students. Only one student, .85 per cent, came to this college mainly because friends planned to attend here. Four students, 3.39 per cent, had other reasons for attending this college.

Students stated the area in which they hoped to receive the greatest satisfaction at this college and the area in which they expected to find their biggest problem or source of worry. Fifty-two students expected to find greatest satisfaction in self discovery, self insight, and discovery of new interests and talents. Fifty-nine students expected their biggest problem to be handling the content of their courses (Table 7).

From 117 student responses, sixty-eight students, 58.14 per cent, did not know any faculty member(s) under whom they would like to study. Twenty-seven students, 23.09 per cent, indicated one person under whom they would like to study. Thirteen students, 11.12 per cent, said there were two persons under whom they would like to

study, and nine students, 7.70 per cent, listed more than two faculty members.

TABLE 7

STUDENT RESPONSES TO VARIABLES REPRESENTING
ANTICIPATED SATISFACTIONS AND PROBLEMS
IN COLLEGE

Variable	Number	Percentage
<u>Greatest Personal Satisfaction^a</u>		
Coursework in general	21	17.96
Coursework in major field	26	22.23
Individual study, research, writing	1	.86
Social life, dating, parties	2	1.71
Close friendships with students	7	5.99
Meeting a variety of students	8	6.84
Self discovery, self insight; discovery of new interests, talents	52	44.46
<u>Greatest Problem^b</u>		
None	11	9.32
Finances	8	6.78
Course content	59	49.97
Meeting members of the opposite sex	4	3.39
Selecting a major field of study	6	5.08
Some aspect of parent and/or family relations	2	1.69
Trying to find myself in the sense of personal meaning and identity, directions, and goals	17	14.40
Other	11	9.32

^aN=117

^bN=118

Four statements were presented in the Questionnaire pertaining to attitudes about purposes and goals while at college, or "personal philosophies." Students read each statement and ranked the four statements according to the accuracy with which it portrayed their own point of view. The four philosophies were as follows:

Philosophy A

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

Philosophy B

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

Philosophy C

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

Philosophy D

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

Over three-fourths of the students selected philosophies A or C as the one which most closely conveyed their own point of view. Over three-fourths of the students selected philosophy D as the one least likely to convey their own point of view (Table 8).

Secondary School Information¹

One hundred and twelve students, 95.76 per cent, of 117 responding, graduated from public high schools. Four students, 3.42 per cent, graduated from private schools, and one student, .86 per cent, graduated from a protestant-affiliated high school. One hundred and fourteen students, 97.47 per cent, attended a co-educational high school;

¹Unless otherwise indicated, the analysis of data for this section is based on 118 student responses.

TABLE 8
STUDENT RANKING OF PHILOSOPHIES
(N=115)

Rank	Number	Percentage
<u>Philosophy Ranked First</u>		
A	44	38.28
B	13	11.31
C	55	47.85
D	3	2.61
<u>Philosophy Ranked Second</u>		
A	36	31.32
B	40	34.80
C	28	24.36
D	11	9.57
<u>Philosophy Ranked Third</u>		
A	28	24.36
B	50	43.50
C	24	20.88
D	13	11.31
<u>Philosophy Ranked Fourth</u>		
A	6	5.22
B	12	10.44
C	10	8.70
D	87	75.69

two students, 1.71 per cent, attended an all female high school; and one student, .86 per cent, attended an all male high school.

The sizes of the graduating classes in the high schools were varied. The majority of students believed their senior class had from 200-599 students (Table 9).

TABLE 9
TOTAL ENROLLMENT IN HIGH SCHOOL SENIOR CLASS
(N=117)

Student Enrollment	Number	Percentage
Under 50	5	4.28
50-99	5	4.28
100-199	16	13.68
200-299	21	17.96
300-399	22	18.81
400-599	29	24.80
600-799	13	11.12
800-1000	6	5.13

Students were asked to estimate how many of their high school class would attend college or junior college. Of 117 responding, ten students, 8.55 per cent, estimated that less than one-fourth of their senior class would probably go to college. Forty-six students, 39.33 per cent, stated that one-fourth to one-half of their class would attend college; forty-five students, 38.48 per cent, thought that one-half to three-fourths would attend college; and sixteen students, 13.68 per cent, thought that more than three-fourths of their senior class would attend college.

The academic status of over three-fourths of 116 students was in the top 20 per cent of their class. Thirteen students, 11.21 per cent, were in the top 2 per cent of their class. Eighteen students, 15.52 per cent, ranked in the top 5 per cent of their class. Thirty-five

students, 30.17 per cent, were in the top 10 per cent of their class. Twenty-five students, 21.55 per cent, were in the top 20 per cent of their class; eight students, 6.90 per cent, were in the top 30 per cent of their class; three students, 2.59 per cent, were in the top 40 per cent of their class; six students, 5.17 per cent, were in the top 50 per cent of their class; and eight students, 6.90 per cent, did not know their academic status.

When asked about grades for their senior year and their cumulative high school grade average, over three-fourths of the students had at least a B average. No students had lower than a C- grade average (Table 10).

Most students believed it was important to receive good grades. Thirty-nine students, 33.03 per cent, attached a great deal of importance to getting good grades. Fifty-two students, 44.04 per cent, attached quite a bit of importance to getting good grades; twenty-four students, 20.33 per cent, attached a moderate amount of importance to getting good grades; and three students, 2.54 per cent, considered grades unimportant.

Students indicated their degree of satisfaction with their high school grades. Forty-nine students, 41.50 per cent, were very satisfied with their senior year grades. Fifty-four students, 45.74 per cent, were fairly satisfied, and twelve students, 10.16 per cent, were somewhat dissatisfied. Only three students,

TABLE 10

STUDENTS' SENIOR YEAR AND CUMULATIVE
HIGH SCHOOL GRADES

Grade Average	Number	Percentage
<u>Senior Year Grade Average^a</u>		
C-	1	.85
C	0	0
C+	5	4.24
B-	6	5.08
B	24	20.33
B+	29	24.56
A-	20	16.94
A	33	27.95
<u>Cumulative Grade Average^b</u>		
C	2	1.71
C+	4	3.42
B-	5	4.28
B	43	36.73
B+	27	23.09
A-	23	19.67
A	13	11.12

^aN=118^bN=117

2.54 per cent, were very dissatisfied with their senior year grades.

One-half of the students considered themselves generally more consistent and harder workers than the average student in their high school. Eighteen students, 15.25 per cent, thought they were definitely harder workers than the average student, while thirty-five students, 29.65 per cent, thought they were generally not harder

workers than the average student. Six students, 5.08 per cent, stated they were definitely not harder workers than the average student in their high school.

Seventy-two students, 60.98 per cent, believed their senior year grades were a fair representation of their ability. Thirty-one students, 26.26 per cent, believed their grades slightly under-represented their ability; five students, 4.24 per cent, believed their grades grossly under-represented their ability; and ten students, 8.47 per cent, said their grades slightly over-represented their ability.

Forty-three students, 36.42 per cent, generally worked harder than the average student to get on and stay on the honor roll or merit list in their high school. Thirty students, 25.41 per cent, definitely worked harder to be on the honor roll, while thirty-four students, 28.80 per cent, usually did not work harder than the average student to get on and stay on the honor roll. Eleven students, 9.32 per cent, definitely did not work for this particular achievement.

Students were asked to indicate how they thought fellow classmates and teachers considered them as workers. The majority of students believed fellow classmates and teachers generally thought they were hard workers (Table 11).

TABLE 11
PERCEPTIONS OF OTHERS TO STUDENTS' DEGREE OF
HARD WORK
(N=118)

Question	Number	Percentage
<u>Did fellow students perceive you as a hard worker?</u>		
Definitely not	2	1.69
Generally not	20	16.94
Generally yes	81	68.61
Definitely yes	15	12.71
<u>Did high school teachers perceive you as a hard worker?</u>		
Definitely not	3	2.54
No, by and large	27	22.87
Yes, by and large	72	60.98
Definitely yes	16	13.55

Students were requested to indicate the number of honors or awards received for scholarly achievement during high school. Of 117 respondents, thirty-eight students, 32.49 per cent, received no honors or awards for scholarly achievement. Fifty-eight students, 49.59 per cent, indicated they received one or two such honors; fourteen students, 11.97 per cent, said they received three or four such honors; and seven students, 5.99 per cent, received five or more awards or honors for scholarly achievement.

Students were asked which subject they enjoyed most in high school, and which subject they enjoyed least.

The majority of students enjoyed English, Mathematics, or Music most (Table 12).

TABLE 12

HIGH SCHOOL COURSES ENJOYED MOST AND LEAST
BY RESPONDENTS
(N=117)

Subject	Enjoyed Most	Percent	Enjoyed Least	Percent
Art	11	9.41	0	0
English	29	24.80	12	10.26
Foreign Languages	9	7.70	26	22.23
Mathematics	15	12.83	38	32.49
Music	15	12.83	0	0
Physical Education	9	7.70	8	6.84
Sciences	9	7.70	19	16.25
Shop or Commercial	9	7.70	1	.86
Social Sciences	11	9.41	13	11.12

More than one-half of the students of 117 responding were personally friendly with one to four of their high school teachers. Thirty-nine students, 33.35 per cent, knew and were personally friendly with one or two high school teachers. Forty students, 34.20 per cent, knew three or four high school teachers personally. Ten students, 8.55 per cent, personally knew five or six high school teachers, while twenty students, 17.10 per cent, indicated they personally knew more than six of their high school teachers. Only eight students, 6.84 per cent, knew none of their teachers personally.

Over three-fourths of 117 students responded that their high school did a fairly good or very good job in preparing them for college. Thirty students, 25.65 per cent, thought their high school did a very good job in preparing them for college. Sixty-six students, 56.43 per cent, thought their high school did a fairly good job in preparing them for college. Twelve students, 10.26 per cent, believed their high school did a poor job in preparing them for college work, and nine students, 7.70 per cent, did not know.

Students were asked how satisfied they were with their high school. Of 117 respondents, thirty-five students, 29.93 per cent, were very satisfied; fifty-one students, 43.61 per cent, were fairly satisfied; and nineteen students, 16.25 per cent, were somewhat dissatisfied. Twelve students, 10.26 per cent, were very dissatisfied with their high school.

Students were asked what one achievement they wanted to be remembered for at their high school. Of 114 respondents, seventy-three students, 64.02 per cent, wanted to be remembered as a leader in activities. Thirty students, 26.31 per cent, wanted to be remembered as brilliant students, and eleven students, 9.65 per cent, wanted to be remembered as most popular.

Most students did not think that school extra-curricular activities distracted them from putting the necessary effort into their studies. Eighty-three students, 70.30 per cent, indicated this rarely or never occurred. Thirty students, 25.41 per cent, said other activities occasionally took them away from their studies, and five students, 4.24 per cent, were distracted from their studies fairly often.

Over one-half of the students indicated they sometimes gave up or delayed on uninteresting assignments. Twenty-eight students, 23.72 per cent, indicated this happened fairly often, and forty-four students, 37.27 per cent, said it happened occasionally. Forty-six students, 38.96 per cent, rarely or never delayed on uninteresting assignments.

Student responses to ability in writing papers were varied. Sixteen students, 13.55 per cent, found writing papers a very difficult task. Forty-nine students, 41.50 per cent, frequently experienced some difficulty in writing; forty students, 33.88 per cent, more often than not did not experience great difficulty in writing; and thirteen students, 11.01 per cent, had little or no difficulty in expressing themselves in writing.

In describing their own rate of reading, fifteen students, 12.71 per cent, considered their reading rate

very slow. Forty-nine students, 41.50 per cent, were fairly slow; fifty-two students, 44.04 per cent, were fairly fast; and two students, 1.69 per cent, said their reading rate was very fast.

Students indicated study habits during high school. About one-half of the students believed they studied slightly more than their classmates. The majority of students spent one or two hours a day doing homework outside class (Table 13).

The majority of students selected novels, short stories, drama, and poetry as their major non-required reading. Seventy-two students, 60.98 per cent, selected novels, short stories, drama, and poetry as their major outside reading. Twelve students, 10.16 per cent, selected sports, leisure, and non-fiction as their major interest; eight students, 6.78 per cent, selected mystery, westerns, and adventure fiction; four students, 3.39 per cent, selected social and political issues, economics, history, and anthropology; one student, .85 per cent, selected science fiction; and nine students, 7.62 per cent, answered "other." Twelve students, 10.16 per cent, did little or no outside reading.

Students did not generally hold offices in student government. The majority, seventy-nine students, 66.91 per cent, did not hold any offices in student government.

TABLE 13

STUDENT STUDY HABITS DURING HIGH SCHOOL

Question	Number	Percentage
<u>Compared to your classmates, how much did you study during your senior year in high school?^a</u>		
Much less than most other students	10	8.55
Slightly less than others	35	29.93
Slightly more than others	59	50.45
Much more than others	13	11.12
<u>How much time did you spend doing homework outside class during your senior year in high school?^b</u>		
None, or almost none	5	4.24
About one-half hour a day	12	10.16
About one hour a day	30	25.41
About two hours a day	35	29.65
About three hours a day	25	21.18
Four or more hours a day	11	9.32
<u>How well did you learn to study in high school?^b</u>		
Not at all	7	5.93
Not very well	44	37.27
Fairly well	58	49.13
Very well	9	7.62

^aN=117^bN=118

Sixteen students, 13.55 per cent, held one office. Nine students, 7.62 per cent, held two such offices, and fourteen students, 11.86 per cent, held three or more important offices in student government.

Students were asked to identify the extent to which they participated in certain secondary school organized extracurricular activities. The majority of students did not participate in any extracurricular activities except one--school spirit activities, and in this activity, forty students participated, but not very actively (Table 14).

Students estimated the amount of time spent in various activities in their senior year in high school. Over one-half of the students watched television one hour a day or less. Over one-fourth of the students dated more than twice a week (Table 15).

In high school, forty-three students, 36.42 per cent, had one steady boy friend. Twenty-two students, 18.63 per cent, had a series of steady boy friends; twenty students, 16.94 per cent, dated a fairly small number of boys, but none steadily; and twelve students, 10.16 per cent, said they "played the field." Twenty-one students, 17.79 per cent, seldom or never dated.

One hundred and thirteen students, 95.71 per cent, entered the University of North Carolina at Greensboro directly from high school. Three students, 2.54 per cent, worked for a year or more between leaving high school and entering this University. Two students, 1.69 per cent, marked "other," but did not specify further information.

TABLE 14

DEGREE OF STUDENT PARTICIPATION IN CERTAIN
EXTRACURRICULAR ACTIVITIES
(N=117)

Activity	1 ^a	Percent	2 ^b	Percent	3 ^c	Percent
Science activities	87	74.39	27	23.09	3	2.57
Journalism	76	64.98	16	13.68	25	21.38
Literary, debate, dramatic groups	77	65.84	23	19.67	17	14.54
Hobby groups	108	92.32	3	2.57	6	5.13
Music activities	64	54.72	9	7.70	44	37.62
School spirit activities	27	23.09	40	34.30	49	41.90
Public affairs groups	72	61.56	25	21.38	20	17.10

^aDid not participate, or activities not available

^bParticipated, but not very actively

^cParticipated very actively

TABLE 15
TIME SPENT IN VARIOUS ACTIVITIES DURING THE
SENIOR YEAR IN HIGH SCHOOL
(N=118)

Activity	Number	Percentage
<u>Hours per day watching TV</u>		
None	26	22.02
One-half hour a day	15	12.71
One hour a day	27	22.87
Two hours a day	30	25.41
Three hours a day	13	11.01
Four or more hours a day	7	5.93
<u>Hours per day listening to music</u>		
None	9	7.62
One-half hour a day	28	23.72
One hour a day	37	31.34
Two hours a day	17	14.34
Three hours a day	17	14.34
Four or more hours a day	10	8.47
<u>Frequency of attending movies</u>		
Never	17	14.34
Once a month or less	49	41.50
Once every two or three weeks	37	31.34
Once a week	15	12.71
<u>Dates with the opposite sex</u>		
Not at all	11	9.32
Less than once a month	16	13.55
About once a month	8	6.78
Twice a month	16	13.55
Once a week	9	7.62
Twice a week	25	21.18
More than twice a week	33	27.95

TABLE 15--Continued

Activity	Number	Percentage
<u>Hours in part-time or full-time work</u>		
None	58	49.13
Less than 6	5	4.24
6-10	7	5.93
11-15	16	13.55
16-20	11	9.32
21-25	9	7.62
26-30	9	7.62
More than 30	3	2.54

Family Background¹

The majority of the freshman home economics students were born in North Carolina and their present home was located in North Carolina. Only one student's present home was outside the United States (Table 16).

Students' home town communities were varied in size. Of 114 responding, thirty students, 26.31 per cent, lived in a city or town of 10,000-50,000 in population. Twenty students, 17.54 per cent, lived in a city of 50,000-500,000. Twenty-one students, 18.42 per cent, stated their home town population was less than 10,000. Fifteen students, 13.16 per cent, lived on a farm, ranch, or other open country. Six students, 5.26 per cent,

¹Unless otherwise indicated, the analysis of data for this section is based on 118 student responses.

TABLE 16

BIRTHPLACE AND PRESENT HOME OF STUDENTS
(N=118)

Location	Birthplace	Percent	Present Home	Percent
North Carolina	82	69.45	99	88.25
New Jersey	5	4.24	5	4.24
Virginia	4	3.39	3	2.54
Georgia	3	2.54	0	0
Pennsylvania	3	2.54	2	1.69
California	3	2.54	0	0
South Carolina	3	2.54	1	.85
New York	2	1.69	3	2.54
Maryland	1	.85	2	1.69
Massachusetts	1	.85	1	.85
Florida	1	.85	1	.85
Hong Kong, China	1	.85	1	.85
Kentucky	1	.85	0	0
Kansas	1	.85	0	0
Alabama	1	.85	0	0
Washington D.C.	1	.85	0	0
Illinois	1	.85	0	0
North Dakota	1	.85	0	0
Indiana	1	.85	0	0
Utah	1	.85	0	0
Morocco, Africa	1	.85	0	0

lived in a city of more than 500,000; eleven students, 9.65 per cent, lived in the suburb of a metropolitan area of 100,000 to 500,000 in population; five students, 4.39 per cent, lived in the suburb of a metropolitan area of 500,000 to 2,000,000; and six students, 5.26 per cent, lived in the suburb of a metropolitan area of more than 2,000,000 in population.

In most cases, students' parents were living together. One hundred and three students, 87.24 per cent, indicated that their parents were living together. Eleven students, 9.32 per cent, indicated their parents were divorced and/or separated; three students, 2.54 per cent, said their father was deceased; and one student, .85 per cent, said his mother was deceased. Three students were less than five years old when their parents were separated by death or divorce; three students were from five to nine years of age; three students were from ten to fourteen years of age; and six students were at least fifteen years of age when their parents were separated by death or divorce.

Over one-half of the students had one or two brothers or sisters. Six students, 5.08 per cent, were an only child. Forty-three students, 36.42 per cent, were the oldest child in their family. Twenty-nine students, 24.56 per cent, were the youngest child in their family, while forty students, 33.88 per cent, were an in-between child. Thirty-four students, 28.80 per cent, had one sibling. Thirty-six students, 30.49 per cent, had two siblings; twenty-seven students, 22.87 per cent, had three siblings; ten students, 8.47 per cent, had four siblings; four students, 3.39 per cent, had five siblings; and one student, .85 per cent, had six siblings.

Students were asked to identify their fathers' occupation. Five fathers, 4.24 per cent, were unskilled workers, laborers, or farm workers. Sixteen fathers, 13.55 per cent, were semi-skilled workers. Six fathers, 5.08 per cent, were service workers. Twelve fathers, 10.16 per cent, were skilled workers or craftsmen. Seventeen fathers, 14.40 per cent, were salesmen or office workers; twenty-two fathers, 18.63 per cent, were owners or managers of small businesses or lower level government workers; twenty-three fathers, 19.48 per cent, were professionals requiring a bachelor's degree; and twelve fathers, 10.16 per cent, were owners or managers of larger businesses or high level government workers. Five fathers, 4.24 per cent, were professionals requiring an advanced degree. Eighty-five fathers, 72.00 per cent, worked for someone else; thirty-one fathers, 26.26 per cent, were self-employed; and two fathers, 1.69 per cent, did not work for someone else nor were they self-employed. One hundred and one fathers, 85.55 per cent, did not belong to a trade union, while seventeen fathers, 14.40 per cent, did belong to a trade union.

Ninety-three students, 78.77 per cent, stated that their mother had worked for a salary at some time, and twenty-five students, 21.18 per cent, stated their mother had never worked for a salary.

Students were asked to identify the extent of their parents' formal education. If their parents had attended college, students indicated the highest degree held by each parent. Over one-fourth of the fathers had finished college. Most of the mothers had at least a high school education (Table 17).

Students estimated their parental family gross annual income. Nearly one-third of the students indicated the family income range as being between \$10,000 and \$13,999 (Table 18).

Students compared their parental family's economic position now to what it was ten years ago. Of 107 responding, forty-two students, 39.27 per cent, believed their parental family income was considerably higher. Forty students, 37.40 per cent, thought it was somewhat higher. Nineteen students, 17.77 per cent, stated it was about the same; three students, 2.81 per cent, stated their family's economic position was somewhat lower; and three students, 2.81 per cent, believed it was considerably lower.

From 116 student responses concerning race, 110 students, 94.82 per cent, were Caucasian. Five students, 4.13 per cent, were Negro. One student, .86 per cent, was Oriental.

TABLE 17
LEVEL OF EDUCATIONAL ATTAINMENT OF STUDENTS' PARENTS

Variable	Father		Mother	
	Number	Percent	Number	Percent
<u>Highest Level Attained^a</u>				
Some grade school	0	0	1	.85
Finished grade school	6	5.08	0	0
Some high school	11	9.32	10	8.47
Finished high school	25	21.18	32	27.10
Trade school	12	10.16	28	23.72
Some college	18	15.25	14	11.86
Finished college	34	28.80	24	20.33
Some graduate school	3	2.54	3	2.54
Finished graduate school	9	7.62	6	5.08
<u>Highest Degree Attained^b</u>				
No college degree	71	60.71	75	64.13
Associate of Arts	2	1.71	3	2.57
BA or BS	32	27.36	24	20.52
MA or MS	4	3.42	6	5.13
PhD or EdD	2	1.71	0	0
Law	1	.86	0	0
Medical	1	.86	0	0
Other	4	3.42	9	7.70

^aN=118

^bN=117

When asked to identify their parents' nationality or ethnic background, it was found that more parents were of British descent than any other nationality (Table 19).

TABLE 18

RANGE OF PARENTAL FAMILY INCOME
(N=101)

Gross Annual Income	Number	Percentage
Under \$4,000	3	2.97
\$4,000-5,999	7	6.93
\$6,000-7,999	9	8.91
\$8,000-9,999	12	11.88
\$10,000-13,999	33	32.67
\$14,000-19,999	11	10.89
\$20,000-25,999	15	14.85
\$26,000-31,999	11	10.89

TABLE 19

ETHNIC BACKGROUND OF PARENTS

Nationality	Father ^a		Mother ^b	
	Number	Percent	Number	Percent
Native African	4	3.57	4	3.67
Native Indian	3	2.68	2	1.83
Asian	1	.89	1	.92
Eastern European	1	.89	1	.92
Southern European	4	3.57	2	1.83
French or Belgian	1	.89	1	.92
Central European	25	22.33	33	30.26
Scandinavian	3	2.68	3	2.75
British Isles	70	65.51	62	56.85

^aN=112

^bN=109

Students were asked to identify their parents' religious preference. The majority of students, almost 95 per cent, indicated Protestant. Baptist and Methodist were stated most often as parents' denominational affiliation. Students were asked to identify their own religious preference and denominational affiliation. Student responses were similar to their parents (Table 20).

TABLE 20

RELIGIOUS PREFERENCES OF PARENTS AND STUDENTS

Variable	Parents ^a		Students ^b	
	Number	Percent	Number	Percent
<u>Religious Preference</u>				
Protestant	110	94.05	108	91.48
Catholic	4	3.42	4	3.39
Other	2	1.71	3	2.54
No formal religion	1	.86	3	2.54
<u>Protestant Affiliation</u>				
Baptist	34	29.07	34	30.09
Christian	4	3.42	4	3.54
Episcopal	9	7.70	8	7.08
Lutheran	4	3.42	3	2.66
Methodist	40	34.20	40	35.40
Presbyterian	11	9.41	13	11.51
Unitarian	1	.86	0	0
United Church	4	3.42	3	2.66
Other	10	8.55	8	7.08

^aN=117^bN=118 for Religious Preference; N=113 for Protestant Affiliation

Students estimated the importance their parents placed on good grades in high school and college attendance. The majority of students believed it was quite important or extremely important to their parents that they receive good grades in high school and attend college. It generally was not very important to parents that students enrolled in this particular college (Table 21).

TABLE 21
PARENTAL IMPORTANCE PLACED ON GRADES AND
COLLEGE ATTENDANCE

Variable	Number	Percentage
<u>Receive Good Grades in High School^a</u>		
Not very important	1	.86
Fairly important	26	22.23
Quite important	53	45.32
Extremely important	37	31.64
<u>Attend College^b</u>		
Not very important	3	2.59
Fairly important	25	21.55
Quite important	40	34.48
Extremely Important	48	41.38
<u>Attend this Particular College^a</u>		
Not very important	49	41.90
Fairly important	35	29.93
Quite important	29	24.80
Extremely important	4	3.42

^aN=117

^bN=116

Of 117 responding, sixty-eight students, 58.14 per cent, believed their parents were quite concerned about the type of people they would associate with at college this year. Thirty-five students, 29.93 per cent, said their parents were somewhat concerned; and fourteen students, 11.97 per cent, believed their parents were not concerned about their associates in college.

Students indicated which of three purposefully extreme statements came closest to describing their parents' policy regarding their upbringing. Of 115 responding, eighty-three students, 72.21 per cent, indicated the following:

Parents suggest without coercing; parents hope that children will understand reasons for regulations; parents ready and willing to explain and interpret.

Twenty-eight students, 24.36 per cent, were raised according to the following statement:

All policy in the hands of parents; parents only source of control; parents domineering and authoritarian.

Four students were raised in the following way:

Great permissiveness; few controls on behavior; complete freedom for children.

Over one-half of the students indicated their father was usually dominant in making decisions and regulations concerning the children. Twelve students, 10.16 per cent, said matters of this nature were almost entirely up to the father, while fifty-nine students, 50.00 per cent, said it

was usually up to the father. Thirty-one students, 26.26 per cent, reported that it was usually up to the mother, and sixteen students, 13.55 per cent, reported that decisions concerning the children were almost entirely up to the mother.

In politics, of 110 responding, forty-seven students, 42.72 per cent, said their parents were conservative Republicans, and thirteen students, 11.82 per cent, indicated that their parents were liberal Republicans. Thirty-five students, 31.82 per cent, thought their parents were conservative Democrats, and fifteen students, 13.64 per cent, said their parents were liberal Democrats.

Students estimated how many of the following eight kinds of events their father had attended in the past year: a play acted by professionals, an art exhibit, a museum exhibit, an opera, a lecture, an instrumental music concert, a ballet, and a poetry reading. Of 116 responding, forty students, 34.48 per cent, believed their father had attended none of these events. Forty-six students, 39.65 per cent, indicated their father had attended one or two of these events. Twenty-two students, 18.96 per cent, stated their father attended three or four events. Seven students, 6.03 per cent, believed their father attended five or six events, while only one student, .86 per cent, stated his father attended seven or

eight of these events. Students also estimated how many of these events their mother had attended during the past year. Twenty-three students, 19.48 per cent, believed their mother had attended none of these events; forty-two students, 35.57 per cent, thought their mother attended one or two events; thirty-two students, 27.10 per cent, said their mother attended three or four events; and seventeen students, 14.40 per cent, stated their mother had attended five or six events. Four students, 3.39 per cent, believed their mother had attended seven or eight events.

Students estimated how many books their parents owned and how many magazine subscriptions their parents had. The majority of students indicated their parents owned over 200 books and had from three to six magazine subscriptions (Table 22).

Student Attitudes¹

Almost one-half, 48.28 per cent, of 118 students attended religious services about once a week. Twenty students, 16.94 per cent, attended religious services more than once a week. Thirteen students, 11.01 per cent, attended about twice a month; twelve students, 10.16 per cent, attended religious services only on important

¹Unless otherwise indicated, the analysis of data for this section is based on 117 student responses.

TABLE 22

BOOKS AND MAGAZINES IN PARENTS' HOME
(N=118)

Variable	Number	Percentage
<u>Books in Parents' Home</u>		
Under 25	1	.85
25-49	10	8.47
50-74	9	7.62
75-99	16	13.55
100-199	22	18.63
200-299	19	16.09
300-499	13	11.01
500-999	16	13.55
Over 1000	12	10.16
<u>Parents' Magazine Subscriptions</u>		
None	2	1.69
One or two	21	17.79
Three or four	41	34.73
Five or six	25	21.18
Seven or eight	20	16.94
More than eight	9	7.62

holidays; and seven students, 5.93 per cent, did not attend religious services. Ninety-seven students, 82.16 per cent, believed they had an adequate religious faith or personal philosophy which served as a guide for their personal conduct. Seven students, 5.93 per cent, did not have a religious faith or personal philosophy to guide their conduct, and fourteen students, 11.86 per cent, were undecided.

Students were asked their probable reaction to a student they discovered cheating. From 118 responses, six students, 5.08 per cent, indicated they would not be disturbed and would do nothing. Forty students, 33.88 per cent, would be disturbed but would do nothing, and twenty-three students, 19.48 per cent, would be disturbed, but any action taken would depend on who the student was. Thirty-five students, 29.65 per cent, would express their concern only to the student who cheated; eleven students, 9.32 per cent, would speak to the appropriate teacher or other authority without naming names; and three students, 2.54 per cent, would report the student to the appropriate teacher or authority.

Students selected one of two statements that came closest to their views about college. Fifty students, 42.75 per cent, believed there are bodies of knowledge to be learned, and college faculty are more competent than the student to direct the student's course of study through required courses, pre-requisites, etc. Sixty-seven students, 57.29 per cent, believed college students should be given great freedom in choosing their subjects of study and in choosing their own areas of interest within their subject.

Students indicated their preferences concerning certain factors involved in classroom administration. The

majority of students preferred objective examinations and class discussion rather than lecture (Table 23).

TABLE 23

RESPONSES TO VARIABLES CONCERNING PREFERENCES
IN CLASSROOM ADMINISTRATION

Variable	Number	Percentage
<u>Preferred Type of Class Structure^a</u>		
Classwork, assignments, and exams regularly	80	68.40
Independent reading, writing, research	37	31.64
<u>Preferred Type of Exam^a</u>		
Objective	93	79.52
Essay	24	20.52
<u>Preferred Type of Instruction^a</u>		
Lecture	36	30.78
Discussion	81	69.26
<u>Attitude Toward Original Research Assignments^b</u>		
Dislike	77	66.37
Like	39	33.62

^aN=117

^bN=116

When asked about attitudes concerning competition, thirty-six students, 30.78 per cent, enjoyed competition, while forty-two students, 35.91 per cent, felt neutral about competition. Thirty-nine students, 33.35 per cent, disliked competitive situations.

Students stated their opinion regarding the role of the adult woman in American society. Five students, 4.28 per cent, believed her activities should be generally confined to the home and family. Eighteen students, 15.39 per cent, believed she should divide her responsibilities between home and outside work, given the opportunity, and providing she has no children. Fifty-seven students, 48.74 per cent, thought she should divide her responsibilities between home and outside work only after her children are of school age. Thirty-seven students, 31.64 per cent, believed women should be allowed to choose to be entirely free of domestic responsibilities in order to work on an equal footing with men at all occupational levels.

Over one-half of the students, 57.29 per cent, expressed a desire to eventually have two children. Twenty-seven students, 23.09 per cent, would eventually like to have three children. Eleven students, 9.41 per cent, wanted four children; four students, 3.42 per cent, wanted five or more children; and two students, 1.71 per cent, wanted one child. Six students, 5.13 per cent, preferred to have no children.

Students were asked whether they planned to join the Peace Corps or VISTA in the future. Of 115 responses, only three students, 2.61 per cent, thought they would definitely join the Peace Corps or VISTA in the future.

Seventeen students, 14.79 per cent, indicated they probably would join the Peace Corps or VISTA; seventy students, 60.90 per cent, would probably not join one of these organizations; and twenty-five students, 21.75 per cent, would definitely not join the Peace Corps or VISTA in the future.

Students answered various questions concerning their relationships with their parents. Over one-half of the students planned to visit their parents on holidays and occasional weekends. The majority of students considered their family very closely united. It was very important to most students that they satisfy their parents' wishes (Table 24).

Students answered various questions concerning their relationships with friends and acquaintances. It was found that, generally, students highly regarded the opinions of friends and usually consulted with friends before making important decisions (Table 25).

Students responded to questions concerning political interests and attitudes. The majority of students considered their political viewpoint to be more conservative than liberal. Almost one-half of the students were not very well informed in political affairs (Table 26).

TABLE 24

RESPONSES TO QUESTIONS CONCERNING RELATIONSHIPS
BETWEEN STUDENTS AND PARENTS

Question	Number	Percentage
<u>During the coming school year, how often do you plan to see your parents?^a</u>		
Almost every day	6	5.13
About once a week	38	32.49
Holidays and some weekends	72	61.56
Summer vacation or not at all	1	.86
<u>Could you be so absorbed in an activity that you would lose interest in your family?^a</u>		
Impossible	72	61.56
Extremely unlikely	35	29.93
Some probability	8	6.84
Quite or very possible	2	1.71
<u>Should a person consider the needs of his parents more important than his own needs?^a</u>		
Strongly agree	20	17.10
Agree, but not strongly	56	47.88
Disagree, but not strongly	37	31.64
Strongly disagree	4	3.42
<u>Should family members hold fairly similar religious beliefs?^a</u>		
Strongly agree	39	33.35
Agree, but not strongly	48	41.04
Disagree, but not strongly	24	20.52
Strongly disagree	6	5.13

TABLE 24--Continued

Question	Number	Percentage
<u>How would you describe your family?</u> ^b		
Very closely united	60	51.72
Fairly closely united	44	37.93
Not particularly united	9	7.76
Very disunited	3	2.59
<u>How important is it to you that you satisfy your parents' wishes?</u> ^a		
Very important	64	54.72
Fairly important	41	35.06
Moderately important	9	7.70
Not very important	3	2.57
<u>During the last year have you grown closer to your family?</u> ^a		
Much closer	55	47.03
Slightly closer	43	36.77
Much further away	19	16.25
<u>Do you consult with your parents when faced with important personal decisions?</u> ^a		
Almost always	32	27.36
Usually	46	39.33
Occasionally	22	18.81
Rarely	17	14.54
<u>Do you feel that you should consult with your parents on important personal matters?</u> ^a		
Definitely	31	26.51
Probably	55	47.03
Don't know	19	16.25
No	12	10.26

TABLE 24--Continued

Question	Number	Percentage
<u>How dependent on or independent of your parents do you consider yourself to be now?^b</u>		
Quite dependent	12	10.34
Somewhat dependent	54	46.55
Fairly independent	39	33.62
Very independent	11	9.48

^aN=117^bN=116

TABLE 25

RESPONSES TO QUESTIONS CONCERNING RELATIONSHIPS
WITH FRIENDS

Question	Number	Percentage
<u>How much time per week do you spend talking with friends?^a</u>		
16 or more hours	41	35.06
11 to 15 hours	38	32.49
6 to 10 hours	29	24.80
1 to 5 hours	9	7.70
<u>Do you spend leisure time with a group, by yourself, or with one friend?^a</u>		
Almost always with a group	14	11.97
Usually with a group	50	42.75
Usually alone or with one friend	45	38.48
Mostly alone or with one friend	8	6.84

TABLE 25--Continued

Question	Number	Percentage
<u>Are most of your friends' tastes in the arts similar to your own?^b</u>		
Yes, very similar	22	18.96
Yes, fairly similar	74	63.79
Different in some ways	16	13.79
No, quite different	4	3.45
<u>How accurate is the statement, "I am one in a group of close friends, and we do most things together"?^a</u>		
Very accurate	8	6.84
Fairly accurate	31	26.51
Not particularly accurate	58	49.59
Definitely inaccurate	20	17.10
<u>How often do you maintain a point of view despite others losing patience with you?^a</u>		
Rarely	11	9.41
Occasionally	59	50.45
Quite often	37	31.64
Very often	10	8.55
<u>Do you ignore the opinions of others when trying to do something that is important to you?^a</u>		
Never	11	9.41
Rarely	54	46.17
Occasionally	43	36.77
Quite frequently	9	7.70
<u>Do you like to do things in your own way without regard to what others around you think?^a</u>		
Definitely not	10	8.55
No, not usually	65	55.58
Yes, most of the time	35	29.93
Definitely yes	7	5.99

TABLE 25--Continued

Question	Number	Percentage
<u>Do you consult with friends when making a fairly important decision?^a</u>		
Almost always	33	28.52
Usually	57	48.74
Seldom	24	20.52
Almost never	3	2.57
<u>Could you become so absorbed in an activity that you would lose interest in what your friends were doing?^a</u>		
Impossible	37	31.64
Extremely unlikely	54	46.17
Some probability	22	18.81
Quite or very possible	4	3.42
<u>Before you do something, do you try to consider how your friends will react to it?^a</u>		
Always	10	8.55
Usually	55	47.03
Sometimes	43	36.77
Never	9	7.70

^aN=117^bN=116

Students read statements concerning existing situations in the United States, and expressed their attitudes and opinions about these statements. Some of the situations to which students responded included the juvenile crime rate, economic poverty, capital punishment, the care of the elderly, medical care, labor unions, the military, and the welfare state (Table 27).

TABLE 26

RESPONSES TO QUESTIONS CONCERNING
POLITICAL ATTITUDES
(N=117)

Question	Number	Percentage
<u>How well informed are you in political affairs?</u>		
Wholly uninformed	5	4.28
Not very well informed	58	49.59
Fairly well informed	53	45.32
Very well informed	1	.86
<u>Are you interested in politics?</u>		
No interest	9	7.70
Occasional interest	49	41.90
Quite interested	52	44.46
Very interested	7	5.99
<u>What is your political viewpoint?</u>		
Quite conservative	10	8.55
Fairly conservative	66	56.43
Fairly liberal	38	32.49
Very liberal	3	2.57

TABLE 27

STUDENT ATTITUDES AND OPINIONS CONCERNING CERTAIN
SITUATIONS IN TODAY'S SOCIETY

Question	Number	Percentage
<u>Do you become indignant when you read that a high government official has been bribed?^a</u>		
No	4	3.42
Cannot say	36	30.78
Mildly indignant	35	29.93
Very indignant	42	35.91

TABLE 27--Continued

Question	Number	Percentage
<u>Should the government have the right to prohibit persons who disagree with our form of government from holding peaceable public meetings?^a</u>		
Strongly agree	11	9.41
Agree, but not strongly	25	21.38
Disagree, but not strongly	48	41.04
Strongly disagree	33	28.22
<u>How strongly do you feel that something must be done about the rising juvenile crime rate in this country?^a</u>		
The problem is not that serious	9	7.70
Haven't thought about it	36	30.78
Fairly strongly	27	23.09
Very strongly	45	38.48
<u>Are you concerned about the extent to which poverty still exists in this country?^a</u>		
Not concerned	1	.86
Haven't thought about it	30	25.65
Mildly concerned	36	30.78
Highly concerned	50	42.75
<u>Do you agree that police are unduly hampered in apprehending criminals when they need a warrant to search a house?^b</u>		
Strongly agree	21	18.10
Agree, but not strongly	51	43.96
Disagree, but not strongly	27	23.27
Strongly disagree	17	14.65

TABLE 27--Continued

Question	Number	Percentage
<u>Are you concerned that persons who are not white-Anglo-Saxon-Protestant seem to have somewhat less opportunity in America?^b</u>		
Not concerned	19	16.38
Haven't thought about it	21	18.10
Mildly concerned	47	40.51
Highly concerned	29	25.00
<u>Are you disturbed about what appears to be a growing preoccupation with money and material possessions throughout this country and a declining concern for national aims, spiritual values, and other moral considerations?^b</u>		
No, this assumption is mistaken	7	6.03
Cannot say	22	18.96
Mildly disturbed	44	37.93
Very much disturbed	43	37.07
<u>Should capital punishment be abolished?^c</u>		
Strongly disagree	28	24.36
Disagree, but not strongly	28	24.36
Agree, but not strongly	34	29.58
Strongly agree	25	21.75
<u>Are you concerned about the poor elderly people in this country who must live on insufficient welfare?^b</u>		
Not a matter for concern	1	.86
Haven't thought about it	20	17.24
Mildly concerned	44	37.93
Highly concerned	51	43.96

TABLE 27--Continued

Question	Number	Percentage
<u>Should the government do more than it is presently doing to see that everyone gets adequate medical care?^b</u>		
Strongly disagree	2	1.72
Disagree, but not strongly	11	9.48
Agree, but not strongly	59	50.86
Strongly agree	44	37.93
<u>Do you think that legislative committees should not investigate political beliefs of college or university faculty?^c</u>		
Strongly disagree	9	7.83
Disagree, but not strongly	43	37.41
Agree, but not strongly	45	39.15
Strongly agree	18	15.66
<u>Would you be upset at the sight of children looking at obscene printed material?^d</u>		
No	7	6.03
Cannot say	13	11.21
Mildly upset	43	37.07
Very much upset	53	45.69
<u>Do you think today's labor unions are doing the country more harm than good?^d</u>		
Strongly agree	10	8.93
Agree, but not strongly	55	49.12
Disagree, but not strongly	43	38.40
Strongly disagree	4	3.57

TABLE 27--Continued

Question	Number	Percentage
<u>Do you agree that the decision to drop the atomic bomb on Hiroshima was correct?^c</u>		
Strongly agree	11	9.57
Agree, but not strongly	57	49.59
Disagree, but not strongly	34	29.58
Strongly disagree	13	11.30
<u>Are you disturbed when you hear of extensive rigging of bids and prices in some essential United States industry?^c</u>		
Don't understand what is involved	52	45.24
Mildly disturbed	34	29.58
Greatly disturbed	29	25.53
<u>Should conscientious objectors be excused from the military in wartime?^a</u>		
Strongly disagree	21	17.96
Disagree, but not strongly	24	20.52
Agree, but not strongly	44	37.62
Strongly agree	28	23.94
<u>How would you react when first hearing of a lynching in the United States?^e</u>		
Indifferent	5	4.43
Not certain	26	23.01
Mildly shocked	37	32.75
Highly outraged	45	39.83
<u>Does the welfare state tend to destroy individual initiative?^f</u>		
Strongly agree	46	40.34
Agree, but not strongly	51	44.73
Disagree, but not strongly	12	10.52
Strongly disagree	5	4.39

TABLE 27--Continued

Question	Number	Percentage
<u>Do you think that individual liberties and justice under law are not possible in socialist countries?^d</u>		
Strongly agree	27	24.11
Agree, but not strongly	48	42.86
Disagree, but not strongly	26	23.22
Strongly disagree	11	9.82

aN=117

bN=116

cN=115

dN=112

eN=113

fN=114

Students answered various questions concerning their interest and participation in various cultural activities. The majority of students would probably or definitely not be interested in a discussion of philosophies of history. Most students were not interested or only slightly interested in modern art. About one-half of the students enjoyed classical music. About three-fourths of the students knew almost nothing or only a small amount about the history of painting (Table 28).

The summary and implications based on the analysis of data are presented in the following chapter.

TABLE 28

RESPONSES TO QUESTIONS CONCERNING INTEREST AND
PARTICIPATION IN VARIOUS CULTURAL
ACTIVITIES

Question	Number	Percentage
<u>Would you participate in or listen to a discussion of philosophies of history?^a</u>		
Definitely not	29	25.00
Probably not	40	34.48
Probably yes	38	32.76
Definitely yes	9	7.76
<u>How frequently do you discuss foreign films with your friends?^a</u>		
Never	55	47.41
Rarely	45	38.49
Occasionally	12	10.34
Quite frequently	4	3.45
<u>Are you interested in modern art?^a</u>		
No interest at all	15	12.93
Slightly interested	62	53.44
Quite interested	29	25.00
Very interested	10	8.62
<u>How many of the following have you read: James Joyce, Leo Tolstoy, Thomas Mann?^a</u>		
None	43	37.07
One	45	38.79
Two	25	21.55
Three	3	2.59
<u>Do you enjoy reading poetry?^b</u>		
No, I dislike poetry	6	5.13
Not very much	25	21.38
Yes, to some extent	57	48.74
Yes, very much	29	24.80

TABLE 28--Continued

Question	Number	Percentage
<u>Do you experience pleasure from listening to classical music?^b</u>		
None or very little	18	15.39
A moderate amount	35	29.93
Quite a bit	36	30.78
A great deal	28	23.94
<u>How much do you know about the history of painting?^b</u>		
Almost nothing	41	35.06
A small amount	50	42.75
A moderate amount	21	17.96
A good deal	5	4.28
<u>How often during the past year have you attended a lecture on your own initiative?^b</u>		
Not at all	72	61.56
Once or twice	33	28.22
Three or four times	10	8.55
Five or more times	2	1.71
<u>How many books do you own?^b</u>		
Less than ten	27	23.09
Ten to thirty	46	39.33
Thirty-one to seventy-five	33	28.22
More than seventy-five	11	9.41
<u>In the past year have you reacted to some work of art with deep and intense personal feeling?^b</u>		
No	9	7.70
I don't think so	33	28.22
Yes, several times	47	40.19
Yes, quite a number of times	28	23.94

^aN=116^bN=117

CHAPTER V

SUMMARY AND IMPLICATIONS

The nature of students who enter a specific college or university should be given consideration to assist faculty and staff in student guidance, curriculum development, and teaching programs. One of the first steps in planning effective programs for students is the identification of the specific characteristics of the students who enter the program of study.

The Problem

The primary purpose of this study was to gain insight into the nature of the freshman class enrolled in the School of Home Economics at the University of North Carolina at Greensboro, 1972-73. The study was designed to: (1) identify educational and vocational plans of freshman home economics students; (2) secure secondary school information about freshman home economics students; (3) identify family backgrounds of freshman home economics students; and (4) determine current attitudes of freshman home economics students. A descriptive analysis of the findings of this study could assist faculty members in planning and teaching for present and future needs of today's students.

Limitations

Since this study was limited to 148 freshman home economics students enrolled in Home Economics 105--Orientation at the University of North Carolina at Greensboro, the findings of this study apply only to this population.

Study Design

The College Student Questionnaire was selected as the instrument to collect data for this study. Items not appropriate for the student population at the University of North Carolina at Greensboro were deleted. On each of the 186 statements of the Questionnaire, students were asked to check the appropriate response.

The Questionnaire was administered to all students present in Home Economics 105--Orientation on September 18, 1972, a required course for all freshman home economics students. One hundred and eighteen, 79.7 per cent, of the Questionnaires were completed after several follow-up attempts were made to secure completed Questionnaires from all students.

Major Findings

Some major findings of this study concerning the nature of the freshman class enrolled in the School of Home Economics at the University of North Carolina at

Greensboro were:

1. The majority of students were female, eighteen years of age, Caucasian, native North Carolinians, and single and "unattached." Two students were male, two students were over twenty years of age, four students were Negro, and one student was Oriental.
2. The majority of students graduated from a co-educational public high school. Four students graduated from a private high school.
3. The majority of students were of British descent and were Protestant. One hundred and ten students were Protestant. Seventy students indicated British as their fathers' nationality. Sixty-two students indicated British as their mothers' nationality.
4. The majority of students planned to major in Clothing and Textiles or Housing, Management and Interior Design. Thirty-four students planned to major in Child Development and Family Relations or Home Economics Education. Six students planned to major in Foods and Nutrition.
5. The majority of students did not plan to work for a doctoral degree. Seven students planned to work for a doctoral degree.

6. The majority of students had already decided, at least tentatively, what occupation or vocation they would pursue after college. Over three-fourths of the students had an occupation selected.
7. In fifteen years, the majority of students planned to be a housewife with children or a married career woman with children. One student planned to be an unmarried career woman.
8. One-half of the students believed their freshman year at college would cost from \$1300-1900. Three students believed it would cost less than \$700. Twenty students believed their freshman year would cost over \$3000.
9. The majority of students did not plan to work in a part-time or full-time job this year in college. Thirty-four students planned to work from one to twenty hours per week. Four students planned to work over twenty hours per week.
10. Over three-fourths of the students decided to attend this college because of special strength in their intended major. Five students selected this University because it was close to home. Five students selected this University because it was inexpensive.
11. Over three-fourths of the students expected to

find competitiveness for grades among fellow classmates. Four students expected no competitiveness for grades.

12. One-half of the students expected their biggest problem this year would be handling course content. Eleven students did not expect any big problems this year. Four students expected their biggest problem to be meeting members of the opposite sex.
13. Almost one-half of the students expected their greatest satisfaction this year to come from self discovery, self insight, and discovery of new interests and talents. Two students expected greatest satisfaction from social life, dating, and parties.
14. The majority of students indicated their high school did a fairly good job in preparing them for college work. Twelve students said their high school did a poor job in preparing them for college work.
15. The majority of students had at least a B+ average in high school. Two students had a C average.
16. The majority of students placed quite a bit or a great deal of importance on getting good grades in high school. Three students placed no

- importance on getting good grades in high school.
17. About one-half of the students dated twice a week or more during their senior year in high school. Eleven students did not date at all.
 18. The majority of students spent two hours per day or more doing homework outside class in their senior year in high school. Five students spent no time outside class doing homework.
 19. Over one-half of the students experienced some difficulty in writing papers in high school. Thirteen students had little or no difficulty expressing themselves in writing.
 20. Almost all students' parents were living together. Eleven students' parents were divorced or separated. Three students indicated their father was deceased, and one student indicated his mother was deceased.
 21. Over 80 per cent of the students had one, two, or three siblings. Six students were an only child.
 22. The majority of students indicated a library of over 200 books in their parents' home. Twelve students' parents owned over 1000 books. One student's parents owned less than twenty-five books.
 23. The parental family income listed most often was \$10,000-13,999. Three students said parental family income was less than \$4,000. Eleven students said parental family income was over \$26,000.

24. Over three-fourths of the students believed it was very important to their parents that they attend college. Three students said it was not important to their parents that they attend college.
25. The majority of students believed they should be given great freedom in choosing their course of study and preferred their courses organized with a predominance of class discussions, assignments that did not require original research, and objective examinations. Fifty students thought college faculty should direct students' course of study. Thirty-seven students preferred independent reading and research, and twenty-four students preferred essay examinations.
26. Almost one-half of the students believed that a woman's role in today's society was to divide her responsibilities between home and outside work only after her children are of school age. Thirty-seven students believed today's woman should be allowed to choose to be entirely free of domestic responsibilities in order to work on an equal footing with men at all occupational levels. Five students believed today's woman should confine her activities to home and family.

27. Over one-half of the students described their family as very closely united. Three students indicated their family was very disunited.
28. The majority of students usually or always consulted with their parents when making important personal decisions, and it was very important to most students that they satisfy their parents' wishes. Three students did not strive to satisfy their parents' wishes.
29. The majority of students did not usually like to do things in their own way regardless of what others might think. Seven students definitely enjoyed doing things in their own way regardless of what others might think.
30. Almost one-half of the students were not very well informed in national and international politics. Five students were wholly uninformed, and one student was very well informed.
31. The majority of students were fairly conservative in their political viewpoint. Three students considered themselves very liberal.
32. The majority of students had not attended a non-required lecture in the past year. Two students attended five or more non-required lectures in the past year.

Implications

Implications resulting from this study may provide educators with a frame of reference for planning programs and teaching for today's student.

1. Since most students were still financially and generally dependent on their parents, teachers and advisers could especially strive to guide students in their academic goals. Students will not have reached complete independence of thought or goals during their freshman year.
2. Encourage high school students to visit the campus and become familiar with the School of Home Economics, meet other home economics majors, and possibly some faculty. Over one-half of the students did not know any faculty members at this University under whom they would like to study.
3. Encourage students to participate in extracurricular activities. Almost one-half of the students believed that college traditions and activities should not be overlooked.
4. Since the majority of students were white, Anglo-Saxon Protestant and native North Carolinians, teachers and advisers could encourage development of new interests and friendships toward greater diversity in their lives.

5. Since only about one-half of the students learned how to study in high school, detailed explanations of assignments and procedures may be needed to guide freshman students. This could be provided as part of the Home Economics 105--Orientation course.
6. Since students did not generally do things on their own nor did they make decisions without first consulting friends, faculty could be of help to students in stressing the decision making process.
7. Students may be misinformed when the majority believed that persons who are not white, Anglo-Saxon Protestant have less opportunity in America. There may be a need for faculty to help broaden students' outlook and conceptions of American life today.

Further Study

1. Further statistical analysis of the data collected for this study is recommended to determine whether significant relationships exist among certain questions answered by students.
2. In addition to analysis at the item level, certain questions could be scaled to determine motivation for grades, family social status, family and peer independence, liberalism, social

conscience, and cultural sophistication of the freshman class.

3. Comparison of student educational and vocational plans could be made in relation to parents' occupation and parents' educational attainment.
4. It is strongly recommended that the College Student Questionnaire, Part 2, be administered to this class of students near the end of their academic program at this University. A longitudinal study of this class of students would be valuable in determining changes in these students after four years of college work.

Identifying the nature of the entering freshman class in the School of Home Economics at the University of North Carolina at Greensboro is one way to judge whether or not existing programs of instruction will be effective in meeting the needs of today's students. Continuous evaluation of student interests, needs, and future plans, and corresponding adaptations in curriculum will insure a meaningful and educational university experience for students.

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