July 9, 1959

To the Graduate Council:

I am submitting herewith a thesis written by Louis Leroy Rogers entitled "Problem Analysis Study of Selected Freshmen Students at Appalachian State Teachers College." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

Dean of the Graduate School

PROBLEM ANALYSIS STUDY OF SELECTED FRESHMEN STUDENTS AT APPALACHIAN STATE TEACHERS COLLEGE

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Doctor of Education

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by

Louis Leroy Rogers

August 1959

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CHAPTER I

INTRODUCTION

College dropouts represent an alarming waste of competent manpower. Personal problems of students may be a factor in the dropout situation, and may merit the attention of college staffs. College administrators are realizing that the American student is not the same as a college student of a century ago. The present day college student is an entirely different type, living in a changing and different world. The former concept of the purpose of higher education is not suitable. It emphasized the training of the mental faculties. The newer concept of education is concerned with the whole individual.[1]

There were 1885 institutions of higher learning in the United States in 1954. A total of 1327 or 71.5 per cent of these were four-year colleges or universities, granting the bachelor or higher degree.

In the fall of 1956 there were 2,947,000 students enrolled in institutions of higher education. If the enrollment continues at the present percentage of increase, there

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[1]Dugold S. Arbuckle, Student Personnel Services in Higher Education (New York: McGraw-Hill Book Company, Inc. 1953), p. 24.

will be four million students attending institutions of higher education by 1970.[2]

Iffert,[3] in his study of retention and withdrawal of college students, listed twenty-five reasons for going to college. The reasons were classified for purposes of analysis into five general categories, namely: (1) academic; (2) occupational; (3) personal-self; (4) social service; and (5) traditional.

College and university officials today are attempting to meet the students' needs by aiding them to select a suitable and effective academic program of studies and to guide them into extra-class activities suited to their personal interests and needs.[4] The college administrator is not only concerned with the total growth and development of the student but he also recognizes that students differ in abilities, interests, and socio-economic backgrounds. Iffert,[5] found that college students expressed a very low opinion of the

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[2]Harold C. Hunt and Paul R. Pierce, The Practice of School Administration (Boston: Houghton Mifflin Company, 1958), pp. 437-39.

[3]Robert E. Iffert, "Retention and Withdrawal of College Students," United States Office of Education Bulletin 1958, No. 1 (Washington: U. S. Government Printing Office, 1958), p. 101.

[4]Arbuckle, op. cit., p. 47.

[5]Iffert, op. cit., p. 103.

performances of the counseling, guidance, and orientation functions in higher education. The college should be able to individualize the educative information concerning the student as to academic experiences, purposes, interest, extra-curricular experiences, personal, social, and emotional characteristics as well as home background.

The majority of college students are adolescents and almost all of them at one time or another will be in need of assistance. The college environment for many students is strange and confusing. Today only one-half of the students who entered college as freshmen will graduate. Studies further show that from one-third to one-half of the freshmen drop out in their first year.[6]

Withdrawals from college cannot be completely eliminated; however, considerable numbers of school administrators contend that this enormous number of dropouts can be drastically reduced. If these dropouts can be reduced, the result will be a larger professional work force and a higher cultural and intellectual level of citizens contributing to the advancement of society.[7]

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[6]Arbuckle, op. cit., p. 2.

[7]Iffert, op. cit., p. 99.

The Problem

The purpose of this investigation was: (1) to determine or to identify personal problems encountered by selected freshmen students at Appalachian State Teachers College, and (2) to derive conclusions which would serve as a basis for improvement of guidance and instructional services in teacher education with special reference to Appalachian State Teachers College, Boone, North Carolina.

Sub-Problems

1. What are the personal problems encountered by the selected freshmen students?

2. What are the nature and frequency of these problems?

3. How do the problems shift in nature, and frequency of occurence at different intervals during the freshman year?

4. Which of these problems were found to be persistent?

5. To what extent do freshmen students judge the counseling given them by their counselors or freshmen instructors to be of value in overcoming or solving their problems?

6. What suggestions leading to the improvement of programs in counseling and instruction at the freshmen level

can be derived from these data?

7. What implications do these data have for screening those admitted to college?

8. What are the implications of these data for instructional improvement?

Assumptions

1. Freshmen students will be able to recognize many of their problems and it is assumed that judgments concerning the nature of these problems are reasonably valid. This assumption would appear to be justifiable in light of: (1) the students have completed a high school education and have been judged capable of beginning a college career, (2) the students have received assistance from the counseling department and from personal conferences held with their freshman instructors, and (3) it seems that any individual who has obstacles placed in his path may be the one best able to recognize them.

2. The interview technique is the most appropriate method for identifying the personal problems of students. This assumption seems justified by research which shows that objective information may be secured through direct contact with the individual.

3. The personal problems identified through the random sample will be representative of the personal problems of

all freshmen students at Appalachian State Teachers College and will be similar to problems of freshman students in other colleges having similar organization and purposes.

Purpose and Value of Study

A definite challenge existed for colleges to improve their programs of student personnel services and for administrators to improve their programs of instruction on the freshmen level. One basis for the improvement of these programs was the knowledge of personal problems experienced by freshmen students. Insofar as educators were able to analyze and anticipate the personal problems of students, the educators might assist in effecting more rapid and adequate adjustment on the part of freshmen students.

Appalachian State Teachers College was one of the six state supported teacher colleges of North Carolina. The growth of the college had been very rapid and prior to 1958 few attempts had been made to improve the programs of student personnel services and instruction at the freshman level. The administration had shown interest in the development of a study that would give greater emphasis to student personnel services and improved instructional program for students at the freshman level. It had also assisted in developing and initiating procedures for collection of data

pertinent to such a study. Thus, it seems reasonable to assume that a study of the personal problems encountered by the freshmen students would serve as one basis for making recommendations for improvement of the program. See Appendix A for a copy of the current orientation program schedule. In addition to being of specific value to Appalachian State Teachers College, the findings of this study might prove to be of value to other colleges engaged in teacher education. The study had the following probable values: (1) to furnish data that would help freshmen students avoid as many personal problems as possible and overcome those personal problems that could not be avoided; (2) to furnish information which would be of value to the Director of Student Personnel Services at Appalachian State Teachers College; (3) to provide data for the improvement of the instructional program at the freshman level; and (4) to acquaint the administrator with personal and adjustment problems of students, thus facilitating a better learning situation for the freshman student.

Organization of Study

This study consisted of seven chapters and was organized as follows:

Chapter I contained an introduction, the statement of the problem, the sub-problem, assumptions, purpose of study and its value, and the organization of the study.

Chapter II presented a review of pertinent related literature.

Chapter III presented the procedures used in the study, steps in solving the problem, selection of the sample, characteristics of students in the sample, the interview, processing of data, limitation of study, and definition of terms necessary in the study.

Chapter IV presented the personal problems as reported by the selected freshmen.

Chapter V was devoted to the changes in the personal problems of the selected students.

Chapter VI was a detailed account of those personal problems which have been persistent throughout the study.

Chapter VII identified the findings, conclusions, and recommendations of the study.

CHAPTER II

SURVEY OF RELATED LITERATURE

Introduction

Numerous studies have been conducted which identified various elements related to characteristics of students. McNeely's study[1] had national implications, while the others were local or regional in scope. These studies have identified the standing of students in high school, their scores on placement tests, a listing of reasons for entering college, their financial abilities, their subject interests, their home location in relation to college, and their extra-curricular activities.[2]

Numerous studies have been conducted on student drop-outs following withdrawal from college. Studies directly related to the personal problems of students in school attendance, if such studies have been made, were not available.

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[1]John H. McNeely, "College Student Mortality," United States Office of Education Bulletin 1937, No. 11 (Washington: U. S. Government Printing Office, 1938), pp. 1-112.

[2]Robert E. Iffert, "Retention and Withdrawal of College Students," United States Office of Education Bulletin 1958, No. 1 (Washington: U. S. Government Printing Office, 1957), pp. 1-177.

Since this condition is true, the writer contends that need for his study was of great importance. In light of what has not been covered by previous studies, this study of personal problems should generate a greater interest in determining problems experienced by college freshmen.

The personal and social adjustment of college students has been of great concern to many college and university officials. There is no unity of agreement concerning the ways in which a program for promoting the adjustment of college students can be achieved. For the past two decades many colleges and university administrators have attempted to gear their orientation courses toward the academic, social, and personal needs of freshmen students. However, due to certain limitations of the individual counseling programs, many institutions are attempting to meet the personal and social adjustment needs of freshmen students through offering special courses with such titles as personal adjustment, psychology of adjustment, and occupational psychology. These courses reinforce, rather than replace, the program of individual counseling.

According to Hardee,[3] Leonard reported the following

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[3]Melvene D. Hardee, "General Education: In Personal and Social Adjustment What Types of Programs Are Proving Most Effective?" Current Issues in Higher Education (Washington, D. C.: National Education Association, 1954), pp. 199-202.

information which he obtained from eighty colleges and universities: twenty-five institutions had either a personal-social adjustment course or an integrated type program; eighteen institutions had no course of this type offered. These institutions reported that they met the student needs in other ways. Fourteen institutions offered a course or program which was not a part of general education and was not integrated within the institution. Twenty-three institutions reported that there was no course or program in personal-social adjustment offered in their institution.

Of the institutions which offered a course or program in personal-social adjustment, some twenty-five different departments contributed to the planning and implementation of the program. The departments mentioned most often were psychology, student personnel offices, education, philosophy, sociology, religion, social studies, physical education, home economics, anthropology, and the medical department.

Data contained in Chapter II relate to four specific areas with reference to educational experience of freshmen college students: reasons for going to college, major causes for student withdrawal, factors involved in student mortality, and suggestions for reduced mortality rates as revealed through research studies.

Reasons for Going to College

The principal reasons for going to college were treated in Iffert's[4] study conducted in 1950 on a nation-wide level and sponsored by the United States Office of Education. His findings were classified in categories of reasons for college attendance as follows: academic, occupational, personal-self, social service, and traditional. Types of institutions included in the study were: universities, technological institutions, liberal arts colleges, teachers colleges and junior colleges. The institutions were selected on the basis of geographical location, type and size.

Academic Reasons

In an analysis of the reasons for attending college, responses from women gave a higher rating to academic reasons than did men. Men rated academic reasons second in importance. However, students attending teachers colleges gave a higher rating to academic reasons than did the students attending the other four types of institutions.

Occupational Reasons

Responses from men gave the highest rating of importance to occupational reasons, while women rated occupational reasons second in importance. Students attending

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[4]Iffert, op. cit., p. 22.

universities placed preparation for a better job in first place.

Personal-self Reasons

Responses from men on personal-self reasons were given fifth place of importance at first but after attending college, they rated personal-self in fourth place. Men enrolled in publicly controlled institutions rated personal-self reasons higher than men who were enrolled in privately controlled institutions.

Responses from women placed personal-self reasons in third place but later changed the rating from third to fourth place. Women enrolled in publicly controlled and privately controlled institutions gave no differences in their rating for any of the personal-self reasons.

Social Service Reasons

Responses from both men and women who were enrolled in church-related institutions gave a higher rating to social service reasons than those enrolled in either public institutions or privately controlled institutions independent of church.

Traditional Reasons

From the responses by men, traditional reasons rated third in importance, while women gave traditional reasons

fourth place in importance. The overall ratings of traditional reasons generally ranked below the mean ratings for the other four types of reasons. Those students who were enrolled in privately controlled institutions, independent of church, rated traditional reasons higher than students enrolled in church-related and publicly controlled institutions. Traditional reasons were rated lower after attendance, regardless of the type of institutional control. Men tended to lower their ratings of traditional reasons after attendance more than did the women.

Hanks[5] reported the following reasons for going to college. To increase earning power was given by eighty-six dropout freshmen students, or 44.8 per cent, and by 159, or 51.1 per cent, non-dropout freshmen. Because parents wanted them to go was a reason given by thirty-four, or 17.7 per cent, of those who dropped out and forty-four, or 14.1 per cent, of those who remained in college. For knowledge or professional education was a reason given by thirty or 15.6 per cent of the dropouts and fifty-nine or 19.0 per cent of the non-dropouts. Social prestige was reported as a reason by twenty, or 10.4 per cent, of the dropouts and twenty-two

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[5]Charles J. Hanks, "A Comparative Study of Factors Related to Retention and Withdrawal of Freshmen Students at the University of Arkansas" (Unpublished Ed. D. thesis, University of Arkansas, 1954), p. 124.

or 7.1 per cent of the non-dropouts. Because friends were going was reported by seventeen, or 18.9 per cent, of those who dropped out and seventeen, or 5.5 per cent, of those who remained in college. Miscellaneous reasons were given by five, or 2.6 per cent, of the dropouts and ten, or 3.2 per cent of the non-dropouts. The reason stated most frequently by the two groups was to increase their earning power. The non-dropouts indicated increasing their knowledge or obtaining professional training as second reasons for attending college. Second in frequency for the dropouts was because parents wanted them to go.

Major Causes for Student Withdrawals

McNeely[7] made a comprehensive study based on the students entering as freshmen at twenty-five colleges and universities located throughout the United States. There were 15,535 students represented in the study. Of the total group, more than twice as many were men as women students. Of the 15,535 students who enrolled, 9,305 withdrew. A total of 5,872 withdrew from publicly controlled universities and 3,433 from the privately controlled institutions. The principal cause for the students withdrawing was dismissal for failure in their work. One university reported that 46.9

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[7]McNeely, op. cit., pp. 1-112.

per cent were dismissed for failure in work. Eight of the universities reported that 20 to 29 per cent left for this reason. In nine of the universities, this cause ranged from 10 to 19 per cent. Five universities reported less than 10 per cent and one reported there were no dismissals for failure in work. There was a higher percentage of men than women students dismissed for failure in work. A total of 22.2 per cent of men left publicly controlled institutions, while only 10.4 per cent of women students left for failure in work. For privately controlled institutions, 19.2 per cent men and 13.3 per cent women left because of failure.

The problem of financial difficulties was another cause for student withdrawal. In ten universities a larger percentage of the students left due to lack of money to continue in school than for any other reason. One of the universities reported 40 per cent of their students left for this reason, another reported 35 per cent, and five others reported from 26 to 31 per cent. Publicly controlled universities had about 11 per cent and privately controlled universities about 15 per cent leaving for financial difficulties. Some of these students who left because of financial difficulties later returned. One university reported 31.2 per cent of the students left because of financial difficulties but that later 17.8 per cent of this group returned to continue their work. Another reported 28.8 per

cent left for this cause but that at a later date 19.3 per cent of this group returned to continue their work. Several other causes for leaving college were brought out in this study: death and sickness, 4.0 per cent; needed at home and lack of interest, 6.9 per cent; disciplinary dismissal, 1.1 per cent; miscellaneous, 12.2 per cent; and unknown, 45.0 per cent.

Stalnaker[8] made a study of withdrawals of entering freshmen at the West Virginia University to see if there was any relationship between intelligence and academic achievement. This study was conducted to see if the low score on the psychological examination was the main cause for withdrawing.

At the close of the freshman year, approximately one-third, or 29 per cent, of the class withdrew, but two-thirds of the group were from the five lower deciles. At the end of the second year, the percentage had increased to 41 per cent; third year to 48 per cent, and at the end of the fourth year to 49.2 per cent. There were students from all deciles who graduated. Only 11.2 per cent graduated from the lower half of the class, while 20.6 per cent graduated from the upper half. From this study, it was concluded that probably a low score was a factor in withdrawals.

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[8]Elizabeth M. Stalnaker, "A Four Year Study of Freshmen Class of 1935 at West Virginia University," The Journal of Educational Research, 39:81-101, October 1945.

Mitchell's[9] study, which included 1,389 freshmen at the Michigan State College for a three-year period, 1937-40, found that reasons for which freshmen leave college may be grouped into twelve major categories. The data were collected in personal conference or by correspondence. All students who withdrew during the term were required to clear through the office of the Dean of Men. The students who failed to register for a new term were mailed letters asking them to state their reasons for not returning to college.

In the 1937-38 school year, 23 per cent withdrew for lack of money to continue their education. During the sessions of 1938-39 and 1939-40, there were 20 per cent who withdrew each year for lack of money. Of those students who withdrew due to financial difficulties, 47 per cent, 33 per cent, and 39 per cent, for the three respective years, were above average on the psychological examination for the three-year period 1937-40. Twenty-one per cent of the group who withdrew of their own accord or at the request of academic dean, did so because of low average ability, while 16 per cent withdrew for low marks. Other reasons brought out in the study were: not interested in college; discouraged; inadequate preparation; too long to work for a degree; admitted

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[9]Fred T. Mitchell, "Why Freshmen Leave College," Journal of Higher Education, 13:95-100, February 1942.

"on trial"--dropped because of failure to make "C" average; illness or injury; needed at home (other than financial); transferred to another college or school; and left college without giving reason. In 1937-38, 63 per cent left by the end of the second term. For 1938-39 and 1939-40, the per cent of withdrawals by the end of the second term were 55 and 41, respectively. The largest per cent of withdrawals was from liberal arts, with applied science second.

The percentage leaving college during freshman year was: 38.0 per cent, 1937-38; 38.2 per cent, 1938-39; and 31.5 per cent during the session of 1939-40.

Weintraub and Salley[10] made a study of the 1064 freshmen who entered Hunter College on February 6, 1940. These freshmen were from forty of the public high schools in New York City, sixty-seven public schools outside of the city, and a variety of private schools. Most of these freshmen students presented a weighted regent average of 79 per cent or better in five selected subjects. Students from the Campus High School were permitted to enter with regents averages down to 75 per cent, and eight students were admitted by special action of the Executive Committee on admissions without regents examination.

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[10]Ruth G. Weintraub and Ruth E. Salley, "Graduation Prospects of an Entering Freshman," Journal of Educational Research, 39:116-126, October 1945.

Of the group who entered in February 1940, 458 withdrew for reasons of poor scholarship, financial need, transfer to other schools, personal illness, employment, marriage, illness at home, enlistment in armed forces, miscellaneous reasons and reasons for leaving not stated. A high percentage of the students were discharged for poor scholarship. A total of 154, or 14.6 per cent, of the total membership of the class was dropped for failure in work by the end of their first year. During the sophomore year or later, fifty-two more withdrew for poor scholarship, making the total dropped for poor scholarship 207, or 45.2 per cent. Financial need accounted for fifty-five, or 12.0 per cent. Ten per cent transferred to other schools and 8.5 per cent withdrew on account of personal illness.

Wooster and Stover[11] made a study of the freshmen students who entered the College of Education, Ohio State University, in the fall of 1952. Those students were followed through each successive quarter until the summer quarter of 1956. By the use of the University Registrar's office records, the writers were able to identify the students who either transferred to other colleges within the university or to other institutions, those who were dismissed, and

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[11]George F. Wooster and W. Wallace Stover, "Lost Students," Educational Research Bulletin, No. 4, 37:85-90, April 1959.

those who voluntarily withdrew from the university. Students who failed to register for the following quarter were placed in one of three categories: transfer, dismissal, or not-in-school. The students who transferred or who were dismissed were not checked on, but when a student failed to re-enroll for a quarter, and his reason was not known, he was placed in the category not-in-school. When a student had been in this category for two quarters, he was then classified as a dropout, and then a follow-up check was made.

Students classified as dropouts were sent letters asking them to give their reasons for withdrawal. Replies were received from 55 per cent of those who had withdrawn.

There were 472 freshmen who enrolled in the College of Education in the fall of 1952. Three hundred fifty-nine, or 76 per cent, were women and 113, or 24 per cent, were men. These students ranked as follows in their high school classes: 54 per cent in the upper third, 33 per cent in the middle third, and 13 per cent in the lower third.

One-half of the group came from large urban centers of one hundred thousand or more, and 30 per cent from smaller urban centers with populations ranging from one thousand to twenty-five thousand. There was no particular pattern for the remaining 20 per cent. Data were gathered as to size of family and parent occupations. Twenty-five per cent of the fathers qualified for the classification of

managers, officials and proprietors; 75 per cent fell mainly into two classes: craftsmen, foremen and professional, technical and kindred workers. These factors seemed to have little specific relationship to stated reasons for dropping out of school.

At the end of the summer quarter, August 1956, twenty-nine students, or 6 per cent, were still enrolled and had not been graduated. Thirty-four per cent had been granted a degree by Ohio State University. At the normal time, June 1956, 120 students were graduated. In August, 1956, fourteen more received their degrees. By attending summer school and taking a heavier load, twenty-six students had completed the degree requirements at an earlier date.

During the session 1952-53, a total of 102 students dropped out. Forty-four dropped out during the sophomore year; twenty-four during the junior year and eleven during the senior year. One hundred eight students, or 39 per cent, of the total class simply disappeared.

The major reasons for dropping out of school were: marriage, transfer to another university, dissatisfaction with academic progress, classes, instructors, course content, personal reasons, military service, and financial reasons.

Factors Involved in Student Mortality

There are several factors involved in student mortality. These factors may be psychological or sociological and they frequently exercise either a direct or indirect influence in causing a student to drop out or remain in college.

In a study conducted by McNeely[12] the following factors were selected which related to certain phases of collegiate environment: (1) the age at entrance of student, (2) location of home of student, (3) place of lodging of student, (4) participation of student in extra-curricular activities, and (5) engagement by student in part-time work. Each of these factors will be dealt with separately.

Age at Entrance of Student

The age of the student at this time of entrance did have a bearing on student mortality. The student who entered at the age of seventeen years or less had a tendency to remain in school more so than those entering at age twenty or above. In this age group, 47 per cent of them left the universities, while among students entering at the age of twenty years or over, 72 per cent left.

Location of Home

The distance which the student lives from the

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[12]McNeely, op. cit., pp. 61-76.

institution appeared to be related to mortality. Students who attended universities in another state had higher percentages leaving the institution than students whose homes were within the state. Privately controlled universities had a higher percentage of students with homes in another state leaving than did publicly controlled institutions. The percentage for publicly controlled institutions was 1.1 per cent, while it was 2.6 per cent for privately controlled institutions.

Place of Lodging

The place of lodging seemed to have some influence on mortality. There was a higher mortality where students lived in rooming houses or college dormitories than where the students lived at home with parents or at a fraternity or sorority house. Of those who attended privately controlled institutions and lived at home with parents, 61.6 per cent left. Of students that were living in rooming houses 66.2 per cent left publicly controlled institutions and 64.8 per cent left privately controlled institutions. A larger percentage of men students than women students, who were living at home with parents, withdrew. However, the percentage of women students living in rooming houses who left the institutions was higher than that of men students. Men students left fraternity houses and college dormitories in greater

percentages than women students left sorority houses and college dormitories.

Participation of Student Activities

Larger percentages of students left the universities who did not take part in extra-curricular activities than did those who participated in such activities.

Part-Time Work of Students

A larger percentage of the students who did not engage in part-time work left the universities than did those who engaged in part-time work.

Suggestions for Reduced Mortality Rates Revealed Through Research Studies

Hunter College reports that changes in procedure are showing results in terms of a reduction in the percentage of discharges for failure in work. A better organized guidance program, the development of a reading clinic, conferences with the parents of the student and a case conference of guidance officers before the student is asked to withdraw for poor scholarship are used. During the conference, record and test results are available for the student in question. Finally, the student is given an opportunity to speak on her own behalf before a decision is made. After this program had been in operation for two years a gain in retention of 4.11 per

cent was noted. In 1940, 14.6 per cent of the class was dropped for failure in work. The class that entered in 1944 had only 10.5 per cent failure in work.[13]

Depauw University follows a carefully planned procedure for the withdrawal of every student. Before a student withdraws, there is an exit interview. The student must initiate the withdrawal by reporting to the office of the dean of students. At this interview, the student is subjected to an interview to determine why he is withdrawing and in some cases to dissuade him from carrying out his plan to withdraw. The latter is seldom accomplished but the real reason for wishing to withdraw is discovered in almost every case.

Upon completion of the interview in the dean of students' office, the student receives a slip which must be signed by the following administrative officers: the dean of the university, the university physician, the students' advisor, the registrar, and the comptroller. In most cases, the administrative officers only sign the slip, but there have been times when additional information was obtained from the student concerning his withdrawal.

The university officials were not certain about the effect of this procedure on lowering student mortality, but

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[13]Weintraub and Salley, op. cit., p. 121.

the feeling was that mortality was kept at a minimum. Regardless of the reasons, student mortality at DePauw was much lower than the national average. The total enrollment for the second semester of 1947-48 was 2,109 students. Eighty-two freshmen, or about 3.9 per cent of the total enrollment, withdrew.[14]

Chapter Summary

This chapter has presented the findings of a number of studies conducted on student dropouts, reasons for going to college, major causes for student withdrawals, some factors involved in student mortality, and suggestions for reduced mortality rates as revealed through research studies.

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[14]Edgar C. Cumings, "Causes of Student Withdrawals at DePauw University," School and Society, 70:152-153, September 1949.

CHAPTER III

PROCEDURES AND DEVELOPMENT OF THE STUDY

Steps in Solving the Problem

The study was an analysis of problems of freshman students. The administrative officials of Appalachian State Teachers College cooperated to make the study possible at that institution during the school year 1958-59.

The method chosen for obtaining pertinent data was to secure the student's perception of his problems by means of an individual interview technique. An interview guide was developed for securing information in relation to the following major elements: family background, social interests, previous educational experiences, vocational interest, financial ability, and present educational experiences. Appendix B is a copy of the interview guide.

Data were recorded immediately following the interviews of selected individuals. Upon the completion of the interviews the accumulated data were analyzed for kinds and frequencies of problems.

A description of the separate steps in solving the problem of the study follow.

Selection of the Sample

In the survey of freshmen student problems a sample of one hundred students from the 642 freshmen enrolled at Appalachian State Teachers College was selected. The students involved were selected by the random sampling technique. Since approximately one-sixth of the students were to be used, numbered slips from one through six were prepared. One slip was drawn from a hat. Number six was drawn; thus, every sixth student was chosen from the alphabetized list until one hundred had been selected.

A letter was written requesting each of the one hundred selected students to participate in the study and notifying him of the period of time selected for his interview. A copy of the letter is included as Appendix "C".

A second letter was prepared and used to advise the selected freshmen students of the place and time for their second and for their third interviews. A copy of this letter is included as Appendix "D".

All of the students who left school and had failed to leave statements in the Dean's office as to their reasons for dropping out of school were written a letter in which they were asked why they withdrew. A copy of this letter is included in Appendix "E".

Interviews

The first interview was held with ninety-seven students; three students had found it necessary to withdraw from school before scheduled interviews could be arranged.

The discussions during the first student interview referred to the following major elements: family background, social interests, previous educational experiences, vocational interests, financial ability, and present educational experiences.

The time was spent in the second and third interviews finding out if the student had been able to solve problems which they reported at the time of the first interview, and what, if any, new problems they had encountered since the previous interview.

The writer established rapport with the student by stressing the contribution the student could make to the success of future freshmen students attending Appalachian State Teachers College. The student was assured that the administrative staff and the faculty were willing to help him should he have any kind of problem; any such assistance would be given in a confidential manner. The student was asked to describe any personal problems he had encountered in college up to this time. He was asked to discuss any steps taken to solve the problems and from whom he had requested help.

Characteristics of Students in the Sample

Family Background

The age range of the selected freshmen students was from seventeen to twenty-four years. The mean age for both male and female was eighteen years. There were forty-one male students and fifty-six female students or 42.3 per cent male and 57.7 per cent female. It was found that 44.3 per cent of these students were from urban centers while 55.7 per cent were from rural communities. Of the participating students, 84.5 per cent lived in the college dormitories and 15.5 per cent were day students.

The occupations of the parents of the students may be categorized as follows: professional and managerial, 26.09 per cent; clerical and sales, 13.04 per cent; service occupation, 5.43 per cent; agricultural and kindred, 23.91 per cent, skilled occupation, 11.96 per cent; and semi-skilled, 19.57 per cent.[1]

The educational level of the parents of the selected freshmen had a very wide range. Only twelve of the fathers and six of the mothers did not complete the elementary school grade level. There were approximately nineteen fathers and

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[1]The classification of occupations are similar to that of the Dictionary of Occupational Titles, Volume 1 (2nd ed.; Washington: Government Printing Office, 1949).

twelve mothers whose education ended with the completion of the eighth grade. It was found that thirty-six of the fifty-one fathers attending high school graduated, while forty-five of the sixty-one mothers who attended high school completed their secondary education. Only four fathers completed four years of college, however, six others had some college training. Of the twenty mothers who attended college, there were seven who graduated, one of whom received a graduate degree. Eighteen of the female and twenty of the male students had either brothers or sisters who had attended college.

Social Interests

A very small number of the selected freshmen stated that they did not have a hobby. The hobbies mentioned most often by the students who had a hobby were: fishing, collecting stamps, hunting, collecting rocks, sewing, reading, and attending sports events.

The types of entertainment enjoyed most by the students were: movies, dancing, music programs, and attending athletic contests.

The students spent their leisure time reading, watching television, listening to musical recordings, attending the movies, and socializing at the college book store, which also serves as the student center for the college. A few of the students went home every weekend, others visited their

homes quite infrequently, but most of them visited home an average of once per month.

Previous Educational Experiences

The high schools which these students had attended varied greatly in enrollment. The smallest school had an enrollment of approximately one hundred pupils, while the largest school had an enrollment of almost eighteen hundred. The majority of students attended schools with an enrollment of approximately four hundred and fifty students.

Of the students interviewed, 55.7 per cent ranked in the upper third of their high school graduating class, 40.2 per cent in the middle third, and 4.1 per cent in the lower third.

Approximately 60 per cent of the selected students stated that there was no guidance program in the school which they attended. Most of the students worked out their own course of study, however, a few stated that their homeroom teacher gave some help.

A very large per cent of the students were active in athletics and other extra-curricular activities while attending high school. Only a few of them planned to further these interests while attending college. In addition to athletics some of the activities in which these students had participated were: National Honor Society, Beta Club, Monogram Club, Band, Future Teachers of America, Future Farmers

of America, and Future Homemakers of America.

Vocational Interests

About 75 per cent of the students stated that they had taken some type of test to determine their interests and aptitude but very few had the test results explained to them.

One-half of the selected students had not made a definite choice as to a vocation. These students stated that they were in college because their parents wanted them to attend. Other reasons for attending were: influence of high school teachers, preparation for a vocation or because they "had always wanted to go to college." The following reasons were given for attending Appalachian State Teachers College: financial, near home, influence of high school teachers who had attended, some of their relatives had attended and the reputation of the college.

Financial Ability

A large percentage of the students stated that they had part-time work while attending high school. There were more male students who had part-time work than there were female students. Only a small number of the students were working for part of their college expenses.

Approximately 12 per cent of the students had obtained some type of scholarship. Most of those who received a scholarship received the Prospective Teachers Scholarship Loan

Fund, which was set up by the General Assembly of the State of North Carolina in 1957. Approximately 66 per cent stated that they were financially able to attend college for four years. There were about 24.7 per cent who were not able, financially, to attend for four years. The others were not sure but thought they would be able to complete their college work.

Present Educational Experiences

All students interviewed were enrolled in standard freshmen courses. The average academic load carried by the students was seventeen and one-third quarter hours. The range of the load varied from fifteen and one-third to nineteen and one-third quarter hours. Elective subjects constituted about one-third of their course of study. At the time of the first interview, most of the students stated that they were enjoying their college work. About 50 per cent of the students felt that the method of instructions practiced by their college professors differed from those practiced by their high school teachers, while the other 50 per cent observed little or no difference. However, the students were almost unanimous in their opinion that college examinations were quite different from those in high school. This difference consisted of methods employed, length, and degree of difficulty. Not all students interviewed were finding themselves able to keep up with studies and prepare their work

on time, but the majority stated they were applying themselves. Very few of the students had periodic conferences with their faculty advisor. Some of the reasons given for this failure were: lack of convenience, difficulty in making contact, and desire to use their time for study or other things considered more important.

Treatment of Data

The data were organized by a method similar to that used by Wey.[1] Each problem was written on a four by six file card. Code numbers and letters were placed on the card to identify their sources. Each problem was placed in the center of a separate file card. Related information concerning each problem encountered was recorded on the file card through the use of a code.

In recording data received from the selected freshmen students, the writer indicated the number of the interview in the upper left hand corner of the file card. The sex and place of abode of the student was indicated through the use of capital letters and abbreviations in the upper right hand corner of the file card. By the use of capital letters,

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[1]Herbert W. Wey, "A Study of the Difficulties of Student Teachers and Beginning Teachers in the Secondary Schools As a Basis for Improvement of Teacher Education with Particular Reference to Appalachian State Teachers College" (Unpublished Ed. D. thesis, University of Indiana, 1950), pp. 74-82.

information on whether the problem had been solved was indicated in the lower left hand corner of the file card. The registration number of the student was placed in the lower right hand corner of the file card. An example of the method used to summarize the data on the file card is shown in Figure 1, page 38. This example shows the problem encountered by the student and a summary of related information concerning the problem. The data shown on this example are identified as follows: The figure one in the upper left hand corner indicates that this was the first interview. From the code in the upper right hand corner, the problem was encountered by a female student living in the college dormitory (F/CD). The code in the lower left hand corner of the file card indicates that the problem had not been solved (N). The code in the lower right hand corner of the file card indicates the registration number of the student (18).

Specific criteria were set up for classifying the problems and arranging them in categories. To serve the purpose of this study, the criteria used by Wey was employed. These criteria were:

1. Differentiation sufficient to produce an adequate separation of the problems.

2. Scope adequate to prevent undue forcing of the data to fit the scheme of classification.

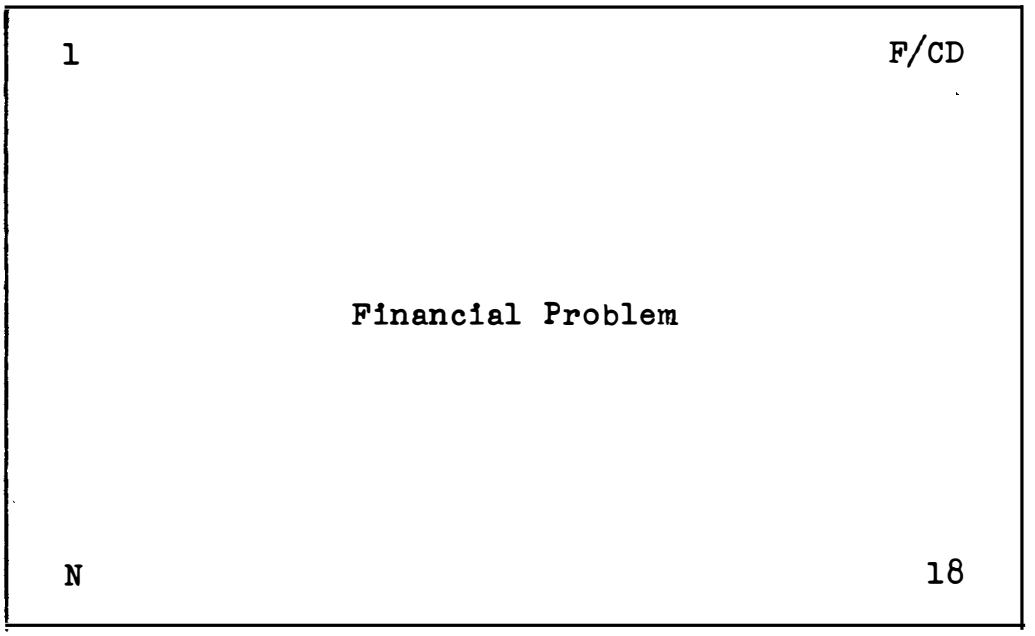

Figure 1

Example of File Card with
Data Recorded for An
Individual Student

3. Compactness of such a degree in each item as to prevent unwieldiness in employing the scheme.[2]

After the writer had placed the problems encountered by the selected freshmen students on file cards, the problems were reviewed and placed into groups of a similar nature.

The data were organized and presented in the form of tables and charts, making known to the reader the findings revealed in the study. Conclusions were derived from the data and recommendations for the improvement of the Student Personnel Services and the instructional program at the freshman level, with special reference to Appalachian State Teachers College, were made.

Limitations of Study

The study was limited to: (1) one hundred freshmen students entering Appalachian State Teachers College in the fall quarter of 1958; (2) three personal interviews conducted with each of the selected freshmen students, that is, one interview in each school quarter (fall, winter, and spring), and (3) the identification of personal problems relative to adjustment in college life of the one hundred selected freshmen students.

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[2] Ibid., p. 83.

Definition of Terms

Problem. Any condition or situation that the student feels is keeping him from achieving the full benefit of a college education.

Freshman student. A student of the first year level at a college or university.

Random sampling. That term used to indicate reliance upon a certain method of selection (called "random") to provide an unbiased cross-section of the large group or population. Selection is made in terms of some mechanical process and is not subject to the whims or biases (if any) of the experimenter.

Student mortality. The rate or percentage of student withdrawal from the institution.

Dropout. A student who leaves an institution before the completion of the year's work or before graduation.

Transfer. The act of a student in withdrawing from one college for the purpose of entering another.

Student retention. The rate or percentage of holding power of the institution.

Dismissal. The act of dropping a student's name from the roll either at the request of the administrative authorities or as the result of the student's voluntary withdrawal.

Chapter Summary

This chapter presented information concerning the procedure, steps in solving the problem, selection of the sample, characteristics of the students in the sample, the student interview, treatment of data, limitations of study, and definition of terms.

Following a discussion of instrument description and method of collecting data, the processes of coding and recording the data for study have been spelled out. In the problems approach, it was shown that all problems and problem descriptions were classified into categories and subcategories. Statements and descriptions are discussed under designated headings in Chapters IV, V, and VI.

CHAPTER IV

PERSONAL PROBLEMS AS REPORTED BY THE SELECTED FRESHMEN STUDENTS

As previously stated, one hundred freshmen students were selected by use of a random sampling. However, only ninety-seven students participated in the study as three of the students found it necessary to withdraw before the first scheduled interview.

Table I, page 43, shows that of the ninety-seven students interviewed the first quarter, eight did not report for the second interview. One reported no problems at the first interview; she did not report for either the second or third interview. Seven dropped from school at the end of the first quarter for the following reasons: one was requested not to return; one had financial problems; one left because of a death in the family; and four were dissatisfied.

Eighty-nine students reported for the second interview during the second quarter. Four of these dropped out of school at the end of the second quarter for the following reasons: one married, the mother of one died; one had low marks; and one became dissatisfied.

Of the eighty-six students still in school during the third quarter, eighty were interviewed and six did not report for the third interview.

TABLE I

DISTRIBUTION OF STUDENTS SELECTED AND NUMBER OF INTERVIEWS AND WITHDRAWALS

	Male	Female
First Quarter		
Number of students selected	43	57
Number who withdrew prior to their first interview	2	1
Number of students interviewed	41	56
Number who withdrew at the end of the first quarter and reasons:		
Requested		1
Death in family		1
Financial	1	
Dissatisfied	3	1
Had no problems, did not report again		1
Second Quarter		
Number of students interviewed	37	52
Number who withdrew at the end of the second quarter and reasons:		
Marriage		1
Death of mother		1
Low marks	1	
Dissatisfied	1	
Third Quarter		
Number of students interviewed	32	48
Number of students who failed to report for their third interview	3	2
Total number of interviews	120	156
Total number of withdrawals	8	6
Total number of students who did not report for all three interviews but who were still in school	3	3

Of the one hundred students selected for the study, eighty were interviewed three times, eighty-nine were interviewed twice and ninety-seven were interviewed once. Of the total group of one hundred, eighty-six of the students completed the first year and fourteen withdrew from school.

In all, 760 problems were reported by the ninety-seven freshmen who participated in the study. Four hundred and ninety-three problems were reported by female students and 257 by the male students. There were 306 problems reported at the time of the first interview, 281 at the second and 173 at the third and final interview.

The problems seemed to divide naturally into six categories:

1. Problems in studying
2. Problems in relations to teachers
3. Problems affecting administration
4. Problems with finances
5. Emotional factors
6. Distracting influences

The different problems found under each of the six categories listed above were stated below as expressed by students.

Problems in Studying

Gets nervous and confused when called upon to recite in class.

Gets nervous and confused when taking tests and examinations.

Does not know how to study.

Poor background because of failure to study in high school.

Failed one or more courses last quarter.

Disturbed over studies, low grades, and quality point rating.

Does not know how to budget time.

Not able to concentrate.

Personal illness and got behind with work.

Out of school and had to learn to study again.

Cannot seem to settle down to study.

Attends movies too often.

Watches television at home too much.

Cannot retain what is read as well as would like to.

College is harder than expected.

Work is harder than before the last interview.

Problems in Relation to Teachers

Teachers come to class without having made preparation, ramble, "shoot the bull" about previous position for entire period, and give terrific examinations.

Some teachers do a poor job of explaining the work.

Some teachers are too old and are not alert, talk in monotone, hold hand over mouth, are uninteresting, and really do not know what is going on in the world. Time to retire.

Some teachers are not qualified to teach in college.

Some teachers are too distant.

Some teachers show favoritism in their grading.

Some teachers' methods of instruction are not clear.

Teacher talks too fast and will not repeat. Only says, "Pay attention and get what you want."

Some teachers do not stimulate thinking. One only gives back what the teachers have read to the students.

Teacher waited until the end of the quarter and then piled on the work.

Assignments are too long.

Teacher has no set procedure for teaching.

Graduate assistants as teachers pose a big problem. They lack experience.

One teacher gives a pop test every day but never goes over the test or explains the work.

Teachers do not seem to understand that students differ in ability.

Teachers seem to have lost interest in the students as the year comes to a close.

Professors should be more considerate of the problems of freshmen.

Teachers treat students as a group rather than as individuals.

Teachers are resentful of all absences, even excused ones.

Some of the teachers are not understanding.

Teachers treat students like little children.

Teacher gives tricky tests.

Not satisfied with some instructors.

Problems Affecting Administration

Rules are too strict in girls dormitories.

Girls fail to respect the rules and regulations.

Dormitories should be kept cleaner.

Living quarters could be better furnished.

Insufficient light in dormitory.

Temperature of living quarters could be better regulated.

Junior counselors and governing body show favoritism among the students.

Vice-president of the girls' dormitory makes her uncomfortable.

Living quarters not suitable (day student).

Had to live in town at first as there was no room in the dormitory.

Had to live in college gym at first.

Transportation difficulties during winter month.

Subjects are too difficult.

Too much confusion in registering.

Classes are too large.

Gets bored with freshmen assembly.

Had a poor schedule, too many classes on one day and none on some other days.

Was having trouble with a subject, dropped it.

Not enough planned cultural activities.

Lack variety of recreational activities.

Is bothered by observed cheating.

Tired of food in cafeteria.

Lost class ring.

Undecided on major or vocation.

Dissatisfied and wants to transfer to another institution.

Only interested in physical education classes.

Do not want to be a teacher.

Problems with Finances

Lack of money.

Working, do not have time to study.

Emotional Factors

Getting adjusted to college life.

Home sickness.

Having girl or boy friend trouble.

Personal clashes with roommates.

Illness at home.

Roommate got sick and had to drop out of school.

Pondering whether to come back to Appalachian State Teachers College next year or to get married.

Having trouble with eyes, had to get glasses.

Death in family.

Girls snub her because she dates several boys instead of going steady.

Upper classmen won't speak to freshmen students.

Problems of others disturb her at times.

Decision of selecting roommate for next year.

Boredom due to background of some students in class.

Worries over things in general.

Grades are dropping too low because of worrying over treatment since making the Dean's list.

Some students have been making catty remarks when the Dean's list is made.

Desire for more dates.

Fears having to attend summer school to make up work failed.

More problems appear as other problems are solved.

Not too interested in school work.

Just cannot get interested in school.

Trouble talking to girls.

Gets very lonely at times.

Worrying about having to go into military service.

Distracting Influences

Too much noise in dormitory for study or rest.

Study rules should be enforced.

Too many girls in her room; too many jam sessions in room.

Radio, recording machines playing all night.

Cannot get to bed early enough to get proper rest.

Study hour too late and not long enough.

It will be noted in the preceding listings that descriptive statements taken from the original data were used to describe the nature of each type of problem. These statements were used in order to provide a basis for interpreting findings growing out of a quantitative analysis of the data. In all, ninety-eight specific problems were defined and classified under six general categories. Of these ninety-eight specific problems, sixteen were identified as being related to problems in studying. Twenty-three specific

problems were problems in relation to teachers. Twenty-seven problems were problems affecting administration. There were two problems related to finances. Twenty-three problems were related to emotional factors. Seven specific problems were related to distracting factors.

The preceding outline revealed a wide range of major types and specific problems encountered by the selected freshmen students. These data were more revealing, however, in the extent to which major categories and specific problems were encountered by the selected freshmen students.

Table II, page 52, shows the extent to which the general categories of problems were encountered by the selected freshmen students. In this table emphasis was placed on presenting an over-all picture of the problems which were encountered by the selected freshmen students. The findings were based, therefore, on the combined frequency of all problems reported by the students.

The six general categories of problems encountered by the selected freshmen students were: (a) problems related to studying (2.16 average per student); (b) problems in relation to teachers (1.16 average per student); (c) problems affecting administration (0.71 average per student); (d) problems with finance (0.35 average per student); (e) problems related to emotional factors (1.16 average per student); (f) problems with distracting influences (0.76 average per student); (g) student

TABLE II

DISTRIBUTIONS OF PROBLEMS BY GENERAL CATEGORIES AND BY SEX

Problem	Male	Female	Total	Average Number of Problems Per Student
Problems in studying	97	112	209	2.16
Problems in relation to teachers	29	83	112	1.16
Problems affecting administration	23	46	69	0.71
Problems with finances	12	22	34	0.35
Emotional factors	25	88	113	1.16
Distracting influences	17	57	74	0.76
No problems	7	10	17	0.17

statements of no problems (0.17 average per student).

Problems Related to Studying

By breaking down the first general category, problems in studying, into specific problems, it is possible to show by sex the number and per cent of students who reported encountering each of the sixteen specific problems. Table III, page 54, was prepared for this purpose. It shows the distribution of student encounters with each specific problem and may be read as follows:

1. The first two specific problems point up a lack of confidence on the part of the selected freshmen students.

2. The third and fourth specific problems indicate a recognition, by some of the selected freshmen students, of the need for the practice of good methods of study.

3. The fifth problem, failure in one or more subjects resulted from the first four problems and caused the sixth problem, worry over marks and point averages.

4. The remaining ten problems are a variety of expressions which have one general implication: the students had not learned to budget their time or to concentrate their attention upon studying during the budgeted study time.

Problems in Relation to Teachers

The second general category, problems in relation to teachers, may be broken down into the twenty-three specific

TABLE III

FREQUENCY OF PROBLEMS IN STUDYING BY NUMBER AND PERCENTAGES OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
1. Gets nervous and confused when called upon to recite in class.	14	34	18	32
2. Gets nervous and confused when taking tests and examinations.	12	29	18	32
3. Does not know how to study.	8	20	19	34
4. Poor background because of failure to study in high school.	9	22	6	11
5. Failed one or more courses last quarter.	23	56	13	23
6. Disturbed over studies, low grades, and quality point rating.	13	32	23	41
7. Does not know how to budget time.	6	15	10	18
8. Not able to concentrate.	3	7	0	0
9. Personal illness and got behind with work.	2	5	2	4
10. Out of school and had to learn to study again.	2	5	0	0
11. Cannot seem to settle down to study.	2	5	0	0
12. Attends movies too often.	2	5	0	0
13. Watches television at home too much.	1	2	0	0
14. Cannot retain what is read as well as would like to.	0	0	1	2
15. College is harder than expected.	0	0	1	2
16. Work is harder than before the last interview.	0	0	1	2

problems encountered by the selected freshmen students. This is done in Table IV, pages 56-57. This table shows by sex the number and percentage of students who encountered each of the fifteen specific problems included in this general category. Some interesting items contained were:

1. The first four problems specify that poor teaching is being done, either because of laziness, ineffectiveness, senility, or other lack of qualifications. The large percentage of students reporting on these four problems stresses their importance.

2. The fifth problem dealing with teacher's rapid lecture technique is reported so frequently that it deserves attention.

3. The next eight problems, dealing with teacher attitudes and methods, occur frequently enough to warrant some attention.

4. The next nine problems dealing with teacher attitudes and methods differ from the eight above only in that they are encountered less frequently. However, they, too, are noteworthy.

5. The last problem in the list is an over-all statement made by four students "dissatisfaction with some teachers." This statement is so broad that the other one hundred and nine problems contained in this general category could have been covered by it.

TABLE IV

FREQUENCY OF PROBLEMS IN RELATION TO TEACHERS BY NUMBER AND PERCENTAGE OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
1. Teachers come to class without having made preparation, ramble, shoot the bull about previous position for entire period, and give terrific examinations.	7	17	12	21
2. Some teachers do a poor job of explaining the work.	6	15	10	18
3. Some teachers are too old and are not alert, talk in monotone, hold hand over mouth, are uninteresting, and really do not know what is going on in the world. Time to retire.	0	0	8	14
4. Some teachers are not qualified to teach in college.	0	0	7	13
5. Teacher talks too fast and will not repeat. Only says pay attention and get what you want.	9	22	6	11
6. Some teachers are too distant.	0	0	6	11
7. Some teachers show favoritism in their grading.	0	0	4	7
8. Some teachers' methods of instructions are not clear.	0	0	4	7
9. Some teachers do not stimulate your thinking. You only give back what they have read to you.	0	0	4	7
10. Teacher waited until the end of the quarter and then piled on the work.	0	0	3	5

TABLE IV (continued)

FREQUENCY OF PROBLEMS IN RELATION TO TEACHERS BY NUMBER AND PERCENTAGE OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
11. Assignments are too long.	1	2	3	5
12. Teacher has no set procedure for teaching.	1	2	3	5
13. Graduate assistants as teachers pose a big problem. They lack experience.	0	0	2	4
14. One teacher gives a pop test every day but never goes over the test or explains the work.	1	2	1	2
15. Teachers do not seem to understand that students differ in ability.	0	0	1	2
16. Teachers seem to have lost interest in the students as the year comes to a close.	0	0	1	2
17. Professors should be more considerate of the problems of freshmen.	0	0	1	2
18. Teachers treat students as a group instead of individuals.	0	0	1	2
19. Teachers are resentful of all absences even excused ones.	1	2	1	2
20. Some of the teachers are not understanding.	0	0	1	2
21. Teachers treat students like little children.	0	0	1	2
22. Teacher gives tricky tests.	1	2	1	2
23. Not satisfied with some of instructors.	2	5	2	4

Problems Affecting Administration

When the third general category, problems affecting administration, was broken down into the twenty-seven specific problems included in this category, it was possible to show by sex the number and per cent of selected freshmen students who reported encountering each of the twenty-seven problems. Table V, pages 59-60, shows this distribution. Some items of interest in the order shown in the table are:

1. The first two problems dealing with rules and regulations for dormitory girls suggested a need for a review.

2. The next four problems, dealing with conditions in living quarters, invite the attention of maintenance.

3. The next two problems refer to the need for constant appraisal of student government.

4. The next four problems relate to a shortage of housing.

5. The next eleven problems, dealing with a miscellany of administrative areas, while reported infrequently, are worthy of administrative consideration.

6. The last five problems point up the need for preregistration, counseling, and guidance.

Problems Related to Finance

The fourth general category, problems related to finances, contained only two specific problems. Table VI, page 61, shows the distribution by sex of the number and per

TABLE V

FREQUENCY OF PROBLEMS AFFECTING ADMINISTRATION BY NUMBER AND PERCENTAGES OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
1. Rules are too strict in girls dormitories.	0	0	9	16
2. Students fail to respect the rules and regulations.	0	0	4	7
3. Dormitories should be kept cleaner.	0	0	5	9
4. Living quarters could be better furnished.	0	0	1	2
5. Insufficient light in dormitory.	1	2	0	0
6. Temperature of living quarters could be better regulated.	0	0	1	2
7. Junior counselors and governing body show favoritism among the students.	0	0	1	2
8. Vice president of the dormitory makes student uncomfortable.	0	0	1	2
9. Living quarters not suitable. (day student)	3	7	0	0
10. Had to live in town at first as there was no room in the dormitory.	0	0	1	2
11. Had to live in college gym at first.	1	2	0	0
12. Transportation difficulty during winter months. (day student)	1	2	0	0
13. Subjects are too difficult.	0	0	7	13

TABLE V (continued)

FREQUENCY OF PROBLEMS AFFECTING ADMINISTRATION BY NUMBER AND PERCENTAGES OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
14. Too much confusion in registering.	2	5	0	0
15. Classes are too large.	0	0	1	2
16. Gets bored with freshmen assembly.	0	0	3	5
17. Had a poor schedule, too many classes on one day and none on some other days.	1	2	1	2
18. Was having trouble with a subject, dropped it.	0	0	1	2
19. Not enough planned cultural activities.	1	2	2	4
20. Lack variety of recreational activities.	1	2	2	4
21. Is bothered by observed cheating.	0	0	1	2
22. Tired of food in cafeteria.	1	2	1	2
23. Lost class ring.	0	0	1	2
24. Undecided on major or vocation.	5	12	2	4
25. Dissatisfied and wants to transfer to another institution.	2	5	1	2
26. Only interested in physical education classes.	1	2	0	0
27. Do not want to be a teacher.	3	7	0	0
28. Not interested in school work.	2	5	2	4

TABLE VI

FREQUENCY OF PROBLEMS IN RELATION TO PERSONAL FINANCE BY NUMBER AND PERCENTAGES OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
1. Lack of money	11	27	22	39
2. Working, do not have time to study.	1	2	0	0

cent of students who encountered these problems. It shows that:

1. A total of thirty-four selected freshmen students of the ninety-seven interviewed, indicated the existence of definite financial problems. This was slightly more than one-third of the sample, or 29 per cent of the males and 39 per cent of the females.

Emotional Factors

The fifth general category, problems dealing with emotional factors, contains twenty-three specific problems encountered by the selected freshmen students. Table VII, pages 63-64, shows a distribution by sex of the number and per cent of the students who encountered each of these twenty-three specific problems. Some interesting details were:

1. The first five problems, dealing with the adjustment to college life, homesickness, boy-girl friend trouble, and illness at home, were reported with such high frequency that they merit special mention. Perhaps homesickness could have been included or combined with adjustment to college life, however, the students listed them as separate problems.

2. The remaining eighteen problems were infrequently reported. Nonetheless, they are important as examples of the wide variety of emotional problems which may affect the scholastic effectiveness of the student.

TABLE VII

FREQUENCY OF PROBLEMS INVOLVING EMOTIONAL FACTORS BY NUMBER AND PERCENTAGES OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
1. Getting adjusted to college life.	9	22	17	30
2. Homesickness.	1	2	17	30
3. Having girl or boy friend trouble.	7	17	13	23
4. Personal clashes with roommates.	3	7	10	18
5. Illness at home.	1	2	10	18
6. Roommate got sick and had to go home the first week.	0	0	1	2
7. Pondering whether to come back to Appalachian State Teachers College next year or to get married.	0	0	2	4
8. Having trouble with eyes, had to get glasses.	0	0	3	5
9. Death in family.	0	0	1	2
10. Is snubbed because of dating several persons instead of going steady.	0	0	1	2
11. Upper classmen will not speak to freshmen students.	0	0	1	2
12. Problems of others disturb her at times.	0	0	1	2
13. Decision of selecting roommate for next year.	0	0	1	2

TABLE VII (continued)

FREQUENCY OF PROBLEMS INVOLVING EMOTIONAL FACTORS BY NUMBER AND PERCENTAGES OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
14. Boredom due to background of some students in class.	0	0	1	2
15. Worries over things in general.	0	0	1	2
16. Grades are dropping too low because of worry over treatment since making the Dean's list.	0	0	1	2
17. Some students have been making catty remarks when the Dean's list is made.	0	0	1	2
18. Desire for more dates.	0	0	1	2
19. Fears having to attend summer school to make up work failed.	0	0	1	2
20. More problems appear as other problems are solved.	0	0	1	2
21. Trouble talking to members of other sex.	1	2	0	0
22. Gets very lonely at times.	0	0	1	2
23. Worrying about having to go into military service.	1	2	0	0

Distracting Influences

A breakdown of the sixth general category, problems with distracting influences, revealed that it contains seven specific problems which were encountered by the selected freshmen students. Table VIII, page 66, shows the distribution by sex of the number and per cent of the students who reported encountering each of these specific problems. Some items of interest are:

1. Under the first problem, seventeen male students, or 41 per cent of the male sample, and thirty-five female students or 64 per cent of the female sample, reported too much noise in the dormitories for either study or rest.

2. The remaining six problems in this general category simply point out specific problems contributing to the first problem, that of too much noise in the dormitories.

No formal classification was made for the report of no problems. One female reported that she had no problems at her first interview and did not report for her second or third interview. A total of sixteen students, seven male and nine female, at one of their three interviews reported no new problems.

Summary

In all, 760 specific problems reported by the selected freshmen students were classified into six general categories.

TABLE VIII

FREQUENCY OF PROBLEMS OF DISTRACTING INFLUENCES BY NUMBER AND PERCENTAGES OF STUDENTS AND BY SEX

Problem	Male		Female	
	Number	Per Cent	Number	Per Cent
1. Too much noise in the dormitory for study or rest.	17	41	35	64
2. Study rules should be enforced.	0	0	8	14
3. Too many students in room.	0	0	5	9
4. Radio, recording machines playing all night.	0	0	4	7
5. Cannot get to bed early enough to get proper rest.	0	0	2	4
6. Too many jam sessions in room.	0	0	1	2
7. Study hour too late and not long enough.	0	0	2	4

These six general categories contained a number of specific problems, varying in number from two to twenty-six specific problems each. An analysis was then made to show the extent to which the general categories, as well as the specific problems, were encountered by the selected freshmen students. Differences were pointed out in the frequency of occurrence between the different specific problems and between the frequency of individual specific problems by sex.

CHAPTER V

A COMPARISON BY SEX OF THE NATURE AND FREQUENCY OF PROBLEMS ENCOUNTERED BY SELECTED FRESHMEN STUDENTS

One of the major purposes of this study was to identify and compare the nature and frequency of problems encountered by the selected freshmen students. This will be done by comparing the nature and frequency of the specific problems reported by the selected freshmen students at each of their three successive interviews. This will be accomplished by listing each of the six general categories of problems and showing the frequency of occurrence of each specific problem within each general category and showing a comparison of frequencies of problems between the sexes.

As reported earlier in this study, the 760 problems encountered by the selected freshmen students were divided into six general categories, each of which contained a varying number of specific problems ranging in number from two to twenty-six. Since there was a difference in the number and type of specific problems encountered at various times by the males and females within the group of selected freshmen students the frequency is being shown for both groups. Since there was a different number of males and females taking part in the study, the comparisons of problems reported by both groups will be made on a percentage basis.

Problems Related to Studying

Table IX, pages 70-71, shows the differences in the nature and frequency of specific problems related to studying encountered by the selected freshmen students as reported by these students at their three successive interviews. Details observed from the table are:

1. A comparison of the percentage of males and females encountering problems one and two in this category, nervousness in reciting in class and nervousness in examinations, was approximately equal, 34 to 32 and 29 to 30 per cent, respectively, in their first interview. While approximately one-third of both males and females reported these problems in their first interview, no males and 2 per cent of the females reported both these problems in the second interview; and neither males nor females reported either problem at their third interview.

2. The percentage of females (29 per cent) reporting not knowing how to study was nearly twice as large as the percentage reported by males (15 per cent). However, equal per cents of each sex (5 per cent) reported this problem in the second interview. At the third interview no males reported this problem while 4 per cent of the females did report it.

3. Failure to study in high school caused a problem for 20 per cent of the males and 9 per cent of the females

TABLE IX

FREQUENCY OF PROBLEMS IN STUDYING SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
1. Gets nervous and confused when called upon to recite in class.	34	0	0	32	2	0
2. Gets nervous and confused when taking tests and examinations.	29	0	0	30	2	0
3. Does not know how to study.	15	5	0	29	5	4
4. Poor background because of failure to study in high school.	20	7	0	9	0	2
5. Failed one or more courses last quarter.	0	51	37	0	20	13
6. Disturbed over studies, low grades, and quality point rating.	2	20	24	16	16	5
7. Does not know how to budget time.	5	10	5	14	4	0
8. Not able to concentrate.	2	5	0	0	0	0
9. Personal illness and got behind with work.	0	2	2	0	2	2
10. Out of school and had to learn to study again.	5	0	0	0	0	0
11. Cannot seem to settle down to study.	0	2	2	14	4	0
12. Attends movies too often.	5	0	0	0	0	0

TABLE IX (continued)

FREQUENCY OF PROBLEMS IN STUDYING SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
13. Watches television at home too much.	0	2	0	0	0	0
14. Cannot retain what is read as well as would like to.	0	0	0	0	2	0
15. College is harder than expected.	0	0	0	0	0	2
16. Work is harder than before the last interview.	0	0	0	0	2	0

at the time of the first interview. At the second interview 7 per cent of the males and none of the females reported this problem. None of the males and 2 per cent of the females reported this problem at the third interview.

4. The frequency of the problem in the third finding above was reflected in the frequency of the next problem, failed one or more courses last quarter. At their second interview, 51 per cent of the males and 20 per cent of the females reported having failed one or more courses in the first quarter. At the third interview, 37 per cent of the males and 13 per cent of the females reported having this problem.

5. Disturbed over low scholastic accomplishment was reported by 2 per cent of the males and 16 per cent of the females at the first interview. At the time of the second interview, 20 per cent of the males and 16 per cent of the females reported this problem. At their third interview, this problem was reported by 24 per cent of the males and 5 per cent of the females.

6. The problem of budgeting time was reported by 5 per cent of the males and 14 per cent of the females at their first interview. Ten per cent of the males and 4 per cent of the females had this problem at the time of the second interview. When the third interview was held, 5 per cent of the males and none of the females reported this problem.

7. The last nine problems in this general category are various expressions of one general problem, failure to concentrate. Because of the similarity they are being combined for purposes of comparison. From the combined totals, it is found that 12 per cent of the males and 14 per cent of the females reported these problems at their first interview. Eleven per cent of the males and 10 per cent of the females reported these problems at the second interview. At the time of the third interview, 4 per cent each of the males and females reported having these problems.

Problems Related to Teachers

The second general category, problems in relation to teachers, will be compared by sex as to frequency and time of occurrence of each specific problem. Since the number of males is different from the number of females included in the group of selected freshmen students, the frequencies will be reported in terms of percentages. These comparisons are shown in Table X, pages 74-75. Items of interest shown on this table are:

1. The first problem of the teacher who wasted the instructional time of the quarter and gave "terrific" examinations was reported on the first interview by 5 per cent of the males and 4 per cent of the females. At the time of the second interview, the problem had increased in frequency as 10 per cent of the males and 21 per cent of the females

TABLE X

FREQUENCY OF PROBLEMS IN RELATION TO TEACHERS SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
1. Teachers come to class without having made preparation, ramble, "shoot the bull" about previous position for entire period, and give "terrific" examinations.	5	10	7	4	21	0
2. Some teachers do a poor job of explaining the work.	2	0	12	9	7	4
3. Some teachers are too old and are not alert, talk in monotone, hold hand over mouth, are uninteresting, and really do not know what is going on in the world. Time to retire.	0	0	7	2	21	4
4. Some teachers are not qualified to teach in college.	0	0	0	4	4	5
5. Teacher talks too fast and will not repeat. Only says, "Pay attention and get what you want."	2	10	10	2	4	5
6. Some teachers are too distant.	0	0	0	2	11	0
7. Some teachers show favoritism in their grading.	0	0	0	2	5	0
8. Some teachers' methods of instruction are not clear.	0	0	0	4	2	2
9. Some teachers do not stimulate your thinking.	0	0	0	0	4	4
10. Teacher waited until the end of the quarter and then piled on the work.	0	0	0	0	2	4
11. Assignments are too long.	0	2	0	0	2	4

TABLE X (continued)

FREQUENCY OF PROBLEMS IN RELATION TO TEACHERS SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
12. Teacher has no set procedure for teaching.	0	2	0	0	5	0
13. Graduate assistants as teachers pose a big problem. They lack experience.	0	0	0	0	2	0
14. One teacher gives a pop test every day but never goes over the test or explains the work.	0	2	0	2	0	0
15. Teachers do not seem to understand that students differ in ability.	0	0	0	0	2	0
16. Teachers seem to have lost interest in the students as the year comes to a close.	0	0	0	0	0	2
17. Professors should be more considerate of the problems of freshmen.	0	0	0	0	0	2
18. Teachers treat students as a group instead of individuals.	0	0	0	0	0	2
19. Teachers are resentful of all absences, even excused ones.	0	0	2	0	0	2
20. Some of the teachers are not understanding.	0	0	0	2	0	0
21. Teachers treat students like little children.	0	0	0	0	2	0
22. Teacher gives tricky tests.	0	0	0	0	2	0
23. Not satisfied with some instructors.	2	2	0	0	0	2

reported it. At the third interview 7 per cent of the males and none of the females reported this problem.

2. Two per cent of the males and 9 per cent of the females reported teachers who did a poor job of explaining work. At the second interview no males and 7 per cent of the females reported this problem. The problem was reported at the third interview by 12 per cent of the males and 4 per cent of the females.

3. Problem three, dealing with aged teachers, was not reported by the males on the first nor the second interview. However, of the females, 2 per cent reported this problem on the first interview and 21 per cent reported it on the second interview. At the time of the third interview 7 per cent of the males and 4 per cent of the females reported having encountered this problem.

4. The fourth problem was not encountered by the males at either of the interviews. However, 4 per cent and 5 per cent of the females, respectively, reported that some teachers are not qualified to teach in college, at the first, second, and third interviews.

5. The problem of the teacher who talks too fast and will not repeat was reported by 2 per cent each of the males and the females at the first interview. At the second interview 10 per cent of the males and 4 per cent of the females reported this problem. Ten per cent of the males and 5 per

cent of the females reported it at the third interview.

6. The too distant teacher was not reported by the males at either of the three interviews. Two per cent of the females reported this problem on the first interview, 11 per cent of the females reported it on the second interview and none reported it on the third interview.

7. The next seventeen problems constitute a group of problems infrequently reported and reported largely by the females, which are combined with the last problem, not satisfied with some instructors. The following is a summation of the last eighteen problems of the category: two per cent of the males and 10 per cent of the females reported these problems at the first interview. At the second interview, 8 per cent of the males and 28 per cent of the females reported these problems; and at the third interview they were reported by 2 per cent of the males and 24 per cent of the females.

Problems Affecting Administration

The third general category, problems affecting administration, will be compared by sex as to frequency and the times of occurrence of each specific problem. Since the number of males and females is different in the group of selected freshmen students, the frequencies will be reported in terms of percentages. These comparisons are shown in

Table XI, pages 79-80, which reveal the following:

1. Problems one and two in this category, rules too strict and failure to respect rules and regulations, was not reported by the males at either of their three interviews. However, they were reported by 13 per cent of the females at their first interview, 8 per cent at the second interview, and 4 per cent at the time of their third and final interview.

2. Problem three, dormitories should be kept cleaner, was not reported by the male students at either of their three interviews. However, this problem was reported by nine of the females at the first interview. Whereas, it was reported by 2 per cent of the females at the time of the second interview, it had increased to 7 per cent by the time of the third interview.

3. The next three problems, furnishing of living quarters, insufficient light, and temperature of the dormitories, will be combined. None of these problems were reported by either sex at their first interview. At the second interview 2 per cent of the males and 2 per cent of the female students reported having encountered this as a problem. At the time of the third interview none of the males and only 2 per cent of the females reported this as a problem.

4. The problem, junior counselors and governing body show favoritism among the students, was not reported by the

TABLE XI

FREQUENCY OF PROBLEMS AFFECTING ADMINISTRATION SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
1. Rules are too strict in girls' dormitories.	0	0	0	9	4	2
2. Students fail to respect the rules and regulations.	0	0	0	4	4	2
3. Dormitories should be kept cleaner.	0	0	0	0	2	7
4. Living quarters could be better furnished.	0	0	0	0	0	2
5. Insufficient light in dormitory.	0	2	0	0	0	0
6. Temperature of living quarters could be better regulated.	0	0	0	0	2	0
7. Junior counselors and governing body show favoritism among the students.	0	0	0	0	2	0
8. Vice president of the dormitory makes student uncomfortable.	0	0	0	0	2	0
9. Living quarters not suitable (day student).	2	5	0	0	0	0
10. Had to live in town at first as there was no room in dormitory.	0	0	0	2	0	0
11. Had to live in college gym at first.	2	0	0	0	0	0
12. Transportation difficulty during winter months (day student).	0	2	0	0	0	0

TABLE XI (continued)

FREQUENCY OF PROBLEMS AFFECTING ADMINISTRATION SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
13. Subjects are too difficult.	5	5	7	5	4	4
14. Too much confusion in registering.	5	0	0	0	0	0
15. Classes are too large.	0	0	0	0	2	0
16. Gets bored with freshmen assembly.	0	0	0	0	2	4
17. Had a poor schedule, too many classes on one day and none on some other days.	0	2	0	2	0	0
18. Was having trouble with a subject, dropped it.	0	0	0	0	0	2
19. Not enough planned cultural activities.	2	0	0	0	0	4
20. Lack variety of recreational activities.	2	2	0	0	2	2
21. Is bothered by observed cheating.	0	0	0	0	0	2
22. Tired of food in cafeteria.	2	0	0	0	2	0
23. Lost class ring.	0	0	0	2	0	0
24. Undecided on major or vocation.	7	5	2	2	2	0
25. Dissatisfied and wants to transfer to another institution.	0	5	0	0	0	2
26. Only interested in physical education classes.	2	0	0	0	0	0
27. Do not want to be a teacher.	0	7	0	0	0	0
28. Not interested in school work.	2	2	0	0	2	2

males at either of their three interviews. None of the females reported this problem at their first or third interview; however, 2 per cent did report it at the time of the second interview.

5. The eighth problem, vice-president of the girls' dormitory makes student uncomfortable, was reported by 2 per cent of the females at the time of the second interview only.

6. Living quarters not suitable was reported by 2 per cent of the males (day students) at the first interview, 5 per cent at the second interview, and was not reported at the time of the third interview. Females did not report encountering this problem.

7. Problems ten and eleven, had to live in town at first, and had to live in the college gymnasium at first, was reported by 2 per cent of the females and 2 per cent of the males, respectively, at their first interview. The problem was not reported again.

8. Transportation difficulty during winter months was reported by 2 per cent of the males (day students) at the time of the second interview.

9. Problem thirteen, subjects are too difficult, was reported by 5 per cent each of the males and females at their first interview. At the second interview 5 per cent of the males and 4 per cent of the females reported this as a problem.

At the third interview 7 per cent of the males and 4 per cent of the females reported it.

10. Too much confusion in registering was reported by 5 per cent of the males at their first interview. However, none of the females reported this at either of their three interviews.

11. Classes are too large was only reported by 2 per cent of the females at the time of their second interview.

12. The problem, had a poor schedule, too many classes in one day and none on some other days, was not reported by any of the males at their first interview. Two per cent of the males reported this at their second interview and none of the males reported this as a problem at the time of their third interview. Two per cent of the females reported this as a problem only at their first interview.

13. The problem, was having trouble with a subject, dropped it, was only reported by 2 per cent of the females at the time of the third interview.

14. The next two problems, not enough planned cultural activities and lack of variety of recreational activities, was reported by 4 per cent of the males and none of the females at their first interview. At the time of the second interview 2 per cent each of the males and females reported this as one of their problems. On their third interview, none of the males and 6 per cent of the females

reported this as a problem.

15. The problem, is bothered by observed cheating, was reported by 2 per cent of the females at the third interview.

16. Tired of food in cafeteria was reported by 2 per cent of the males at the first interview and by 2 per cent of the females at the time of the second interview.

17. Lost class ring was reported by 2 per cent of the females at the time of the first interview.

18. The problem, undecided on major or vocation, was reported by 7 per cent of the males and 2 per cent of the females at the first interview. At the second interview 5 per cent of the males and 2 per cent of the females reported it. When the third interview was held, 2 per cent of the males and none of the females reported this as a problem.

19. Dissatisfied and wants to transfer to another institution was not reported by either males or females at the first interview, but 5 per cent of the males and none of the females reported it at the time of the second interview. At the third interview none of the males and 2 per cent of the females reported this as one of their problems.

20. Only 2 per cent of the males reported at the first interview only interested in physical education classes. This problem was not reported by either males or females at any of the other interviews.

21. Do not want to be a teacher was not reported by

any of the females at either of the three interviews, but was reported by 7 per cent of the males at the second interview.

22. The problem, not interested in school work, was reported by 2 per cent of the males and none of the females at the first interview. Two per cent each of the males and females reported it at the second interview. None of the males and 2 per cent of the females reported this at the time of the third interview.

Problems of Finance

The fourth general category, problems with finances, will be compared by sex as to frequency and times of occurrence of each specific problem. Since the number of students in the selected group differs in number as to sex, the frequencies will be reported in terms of percentages. Comparisons shown in Table XII, page 85, reveal that:

1. The problem, lack of money, was reported by 10 per cent of the males and 21 per cent of the females at the first interview. At the second interview 22 per cent of the males and 20 per cent of the females reported having this as a problem. At the time of the third and final interview, 10 per cent of the males and 13 per cent of the females reported it as a problem.

2. Working, do not have time to study, was not reported by either males or females at the first interview;

TABLE XII

FREQUENCY OF PROBLEMS WITH FINANCES SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
1. Lack of money.	10	22	10	21	20	13
2. Working, do not have time to study.	0	2	0	0	0	2

however, 2 per cent of the males and none of the females reported it at the time of the second interview. At the third interview none of the males and 2 per cent of the females reported it as a problem.

Emotional Factors

The fifth general category, emotional factors, will be compared by sex as to frequency and times of occurrence of each specific problem. Since the number of males is different from the number of females included in the group of selected freshmen students, the frequencies will be reported in terms of percentages. These comparisons are shown in Table XIII, pages 87-88. These comparisons show that:

1. The first specific problem, getting adjusted to college life, in this category, was reported by 20 per cent of the males and 27 per cent of the females at their first interview. At the second interview, 2 per cent of the males and 4 per cent of the females reported it, and neither males nor females reported it at the time of the third interview.

2. The specific problem, homesickness, was reported by 2 per cent of the males at the first interview. None of the males reported it at either of the second or third interviews. Twenty-nine per cent of the females reported being homesick at their first interview and 9 per cent at the second interview; however, none of the females reported this

TABLE XIII

FREQUENCY OF EMOTIONAL FACTORS SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
1. Getting adjusted to college life.	20	2	0	27	4	0
2. Homesickness.	2	0	0	29	9	0
3. Having girl or boy friend trouble.	10	2	5	14	9	7
4. Personal clashes with roommates.	5	0	2	5	7	9
5. Illness at home.	0	0	2	7	11	4
6. Roommate got sick and had to go home the first week.	0	0	0	2	0	4
7. Pondering whether to come back to Appalachian State Teachers College next year or to get married.	0	0	0	0	4	0
8. Having trouble with eyes, had to get glasses.	0	0	0	4	2	0
9. Death in family.	0	0	0	2	2	0
10. Is snubbed because of dating several persons instead of going steady.	0	0	0	0	2	0
11. Upper classmen will not speak to freshmen students.	0	0	0	2	0	0
12. Problems of others disturb student at times.	0	0	0	0	0	2
13. Decision of selecting roommate for next year.	0	0	0	0	0	2

TABLE XIII (continued)

FREQUENCY OF EMOTIONAL FACTORS SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
14. Boredom due to background of some students in class.	0	0	0	2	0	0
15. Worries over things in general.	0	0	0	2	0	0
16. Grades are dropping too low because of worry over treatment since making the Dean's list.	0	0	0	0	2	0
17. Some students have been making catty remarks when the Dean's list is made.	0	0	0	0	2	0
18. Desire for more dates.	0	0	0	2	0	0
19. Fears having to attend summer school to make up work failed.	0	0	0	0	0	2
20. More problems appear as other problems are solved.	0	0	0	0	0	2
21. Trouble talking to girls.	2	0	0	0	0	0
22. Gets very lonely at times.	0	0	0	0	2	0
23. Worrying about having to go into military service.	0	2	0	0	0	0

as a problem at the time of the third interview.

3. Problem number three, having girl or boy friend trouble, was reported by 10 per cent of the males and 14 per cent of the females at the first interview. At the second interview 2 per cent of the males and 9 per cent of the females reported it. The third interview, 5 per cent of the males and 7 per cent of the females reported this as a problem.

4. The specific problem, personal clashes with roommates, was reported at the first interview by 5 per cent of each sex. None of the males reported it at the second interview but 7 per cent of the females reported it. At the time of the third interview, 2 per cent of the males and 9 per cent of the females reported it.

5. Illness at home was reported by 2 per cent of the males at the time of the third interview. However, 7 per cent of the females reported it at the first interview. At the second interview 11 per cent of the females reported it and 4 per cent reported this problem at their third interview.

6. Problem number six, roommate got sick and had to go home first week, was not reported by the males at either of their three interviews. However, 2 per cent of the females reported it at the time of their first interview. None of the females reported this as a problem at the second

interview, but 4 per cent of them did report this problem at the third interview.

7. The specific problem, pondering whether to come back to school next year or get married, was only reported by 4 per cent of the females at the time of the second interview.

8. Problem number eight, having trouble with eyes, had to get glasses, was not reported by the males. It was reported by 4 per cent of the females at the time of the first interview, and 2 per cent at the second interview. However, none of the females reported this as a problem at the third interview.

9. None of the males reported death in the family as a problem; however, 2 per cent of the females reported it as a problem at the times of the first and second interviews. None of the females reported it at the third interview.

10. The next two problems, snubbed because of dating several people instead of going steady, and upper classmen will not speak to freshmen students, was not reported by the male students. Two per cent of the females reported this at the first and second interviews, respectively. None of the females reported it at the third interview.

11. Worries of others, a disturbing problem at times, was reported by 2 per cent of the females at the third interview only.

12. The specific problem, boredom due to background of

some students in class, was reported by 2 per cent of the females at the time of the first interview only and by none of the males at either interview.

13. Worries over things in general was not reported by the males and by 2 per cent of the females at the time of the first interview only.

14. At the time of the second interview, 2 per cent of the females reported the problem, grades are dropping too low because of worry over treatment since making the Dean's list. This problem was not reported again by the females and was not reported by the males.

15. Problem number seventeen, some students have been making catty remarks when the Dean's list is made, was reported by 2 per cent of the females at the time of the second interview only. No males reported it.

16. At the time of the first interview only 2 per cent of the females reported a desire for more dates. No males reported this problem.

17. The problem, fears having to attend summer school to make up work failed, was reported by 2 per cent of the females at the time of the third interview only. No males reported this problem.

18. More problems appear as other problems are solved was not reported by any of the males and 2 per cent of the females at the third interview only.

19. Only at the time of the first interview 2 per cent of the males reported trouble talking to girls.

20. The specific problem, gets very lonely at times, was reported by 2 per cent of the females at the time of the second interview only. None of the males reported this problem at any of the three interviews.

21. Problem number twenty-three, worrying about having to go into military service, was reported by 2 per cent of the males at the time of the second interview only.

Distracting Influences

The sixth general category, distracting influences, will be compared by sex as to their frequency and times of occurrence of each specific problem. Since the number of males is different from the number of females included in the group of selected freshmen students, the frequencies will be reported in terms of percentages. These comparisons are shown in Table XIV, page 93. These comparisons point out that:

1. Problem number one, too much noise in the dormitory for study or rest, was reported by 20 per cent of the males and 46 per cent of the females at the first interview. At the time of the second interview 32 per cent of the males and 43 per cent of the females reported it as a problem. When the third interview was held 10 per cent of the males and 14 per cent of the females reported it as one of their problems.

TABLE XIV

FREQUENCY OF DISTRACTING INFLUENCES SHOWN IN THREE SUCCESSIVE INTERVIEWS BY SEX

Problem	Male			Female		
	1	2	3	1	2	3
1. Too much noise in the dormitory for study or rest.	20	32	10	46	43	14
2. Study rules should be enforced.	0	0	0	5	2	7
3. Too many students in room.	0	0	0	5	2	2
4. Radio, recording machines playing all night.	0	0	0	4	4	0
5. Cannot get to bed early enough to get proper rest.	0	0	0	2	2	0
6. Too many jam sessions in room.	0	0	0	0	2	0
7. Study hour too late and not long enough.	0	0	0	2	0	2

2. The problem, study rules should be enforced, was not reported by the males at any of the three interviews. At the first interview 5 per cent of the females did report it. Only 2 per cent of the females reported it at the second interview and 7 per cent of them reported it at the time of the third interview.

3. Problem number three, too many students in one room, was not reported by any of the males at their three interviews; however, 5 per cent of the females reported this at their first interview. At the second and third interviews 2 per cent of the females reported it, respectively.

4. Radio, recording machines playing all night, was not reported by any of the males at either of the three interviews. At the first interview 4 per cent of the females reported this, as well as 4 per cent at the time of the second interview. However, none of the females reported it as a problem at the time of their third interview.

5. Problem number five, cannot get to bed early enough to get proper rest, was not reported by any of the males and was reported by 2 per cent of the females at each of the first and second interviews. None of the females reported it at the time of the third interview.

6. Too many jam sessions in the room was reported by 2 per cent of the females at the time of the second interview only. None of the males reported this problem.

7. The last specific problem in this general category, study hour too late and not long enough, was not reported by the males at either of the three interviews. At the first interview 2 per cent of the females reported it. None of the females reported it at the second interview; and 2 per cent of the females reported it as a problem at their third interview.

Summary

In this chapter each general category of problems was broken down into the specific problems reported by the selected freshmen students. Each specific problem was studied by sex as to frequency of occurrence at each of the three interviews. The frequency was converted into percentages and a comparison of the frequency of occurrence was made.

CHAPTER VI

DETAILS OF THE PERSISTENCY OF PROBLEMS AS REPORTED BY SELECTED FRESHMEN STUDENTS

This chapter deals with a study of the persistency of the specific problems encountered by the selected freshmen students as reported by them at their three consecutive individual interviews. One individual interview was held with each of the selected freshmen students during each of the three quarters of the regular academic year 1958-59.

Each of the six general categories of problems was broken down into the specific problems contained in each category. For each specific problem the frequency of occurrence as reported in the following tables was determined by counting the number of students who reported having encountered the problem one or more times.

The persistency, as shown in the tables below, was arrived at by a count of the students who reported encountering the same problem at two or three of the three interviews.

Problems in Studying

The results of the study of the first general category, problems in studying, are shown in Table XV, pages 97-98. Some interesting items contained were:

TABLE XV

FREQUENCY AND PERSISTENCY OF PROBLEMS IN STUDYING AS REPORTED BY SELECTED FRESHMEN STUDENTS

	Problem	Frequency	Persistency
1.	Gets nervous and confused when called upon to recite in class.	32	1
2.	Gets nervous and confused when taking tests and examinations.	30	0
3.	Does not know how to study.	27	2
4.	Poor background because of failure to study in high school.	15	2
5.	Failed one or more courses last quarter.	36	18
6.	Disturbed over studies, low grades, and quality point rating.	37	8
7.	Does not know how to budget time.	16	5
8.	Not able to concentrate.	3	0
9.	Personal illness and got behind with work.	4	0
10.	Out of school and had to learn to study again.	2	0
11.	Cannot seem to settle down to study.	2	0
12.	Attends movies too often.	2	0
13.	Watches television at home too much.	1	0

TABLE XV (continued)

FREQUENCY AND PERSISTENCY OF PROBLEMS IN STUDYING AS REPORTED BY SELECTED FRESHMEN STUDENTS

Problem	Frequency	Persistency
14. Cannot retain what is read as well as would like to.	1	0
15. College is harder than expected.	1	0
16. Work is harder than before the last interview.	1	0

1. Of the sixteen specific problems in the first general category, only six showed any degree of persistency. These six problems will be discussed first.

2. The problem of getting nervous and confused when called upon to recite in class, was reported by thirty-two individuals. However, only one of this thirty-two reported the existence of this problem at the times of two or more interviews.

3. The problem of getting nervous and confused when taking tests and examinations was reported once by each of thirty of the selected freshmen students.

4. The problem of not knowing how to study was reported by twenty-seven students, but only two of these students reported it at two or more interviews.

5. While fifteen students recognized the problem of a poor background because of failure to study in high school, only two of them reported it at two or more interviews.

6. Thirty-six freshmen students reported the problem of having failed one or more courses the previous quarter. One-half of them, or eighteen individuals, reported this problem at each of two interviews.

7. Thirty-seven of the selected freshmen students reported being disturbed over studies, low grades, and low quality point ratings. Eight of these students reported this problem at two or more interviews.

8. Of the selected freshmen students, sixteen recognized and reported the problem of not knowing how to budget time. Five of these students reported this problem twice.

9. Of the other ten problems in this general category, none were reported twice by the same individual.

10. Four of the selected freshmen students reported once each that because of personal illness they had gotten behind with their work.

11. On the remaining non-recurring eight specific problems the frequency was low: three could not concentrate; two could not seem to settle down to study; one could not retain what was read; two, having been out of school, had to learn to study again; two attended movies too often; one watched television at home too much; one found college harder than expected, and one found the work was becoming more difficult.

Problems in Relation to Teachers

In the second general category a study of the specific problems revealed that there was persistency in only four of the twenty-three specific problems as reported by the selected freshmen students. The breakdown of this general category into specific problems is contained in Table XVI, pages 101-102, which shows the frequency and persistency of the specific problems in this general category of problems, as follows:

TABLE XVI

FREQUENCY AND PERSISTENCY OF PROBLEMS IN RELATION TO TEACHERS AS REPORTED BY SELECTED FRESHMEN STUDENTS

	Problem	Frequency	Persistency
1.	Teachers come to class without having made preparation, ramble, "shoot the bull" about previous position for entire period, and give "terrific" examinations.	19	4
2.	Some teachers do a poor job of explaining the work.	16	1
3.	Some teachers are too old and are not alert, talk in monotone, hold hand over mouth, are uninteresting, and really do not know what is going on in the world. Time to retire.	11	1
4.	Some teachers are not qualified to teach in college.	7	0
5.	Teacher talks too fast and will not repeat. Only says, "Pay attention and get what you want."	15	0
6.	Some teachers are too distant.	6	1
7.	Some teachers show favoritism in their grading.	4	0
8.	Some teachers' methods of instruction are not clear.		
9.	Some teachers do not stimulate your thinking.	4	0
10.	Teacher waited until the end of the quarter and then piled on the work.	3	0
11.	Assignments are too long.	4	0

TABLE XVI (continued)

FREQUENCY AND PERSISTENCY OF PROBLEMS IN RELATION TO TEACHERS AS REPORTED BY SELECTED FRESHMEN STUDENTS

Problem	Frequency	Persistency
12. Teacher has no set procedure for teaching.	3	0
13. Graduate assistants as teachers pose a big problem. They lack experience.	2	0
14. One teacher gives a pop test every day but never goes over the test or explains the work.	2	0
15. Teachers do not seem to understand that students differ in ability.	1	0
16. Teachers seem to have lost interest in the students as the year comes to a close.	1	0
17. Professors should be more considerate of the problems of freshmen.	1	0
18. Teachers treat students as a group instead of as individuals.	1	0
19. Teachers are resentful of all absences, even excused ones.	2	0
20. Some of the teachers are not understanding.	1	0
21. Teachers treat students like little children.	1	0
22. Teacher gives tricky tests.	2	0
23. Not satisfied with some instructors	4	0

1. The first specific problem in this general category of problems in relation to teachers deals with teachers who waste the instructional time but give "terrific" examinations. Nineteen separate individual selected freshmen students reported this problem. Four of these students reported this problem at two or more interviews.

2. Sixteen of the selected freshmen students reported that some teachers do a poor job of explaining the work. One student reported this problem at two separate interviews.

3. The problem of ineffective teachers who, because of age and the resultant lack of alertness, talking in monotone, holding hand over mouth, or by other mannerisms, proved to be uninteresting was reported by eleven of the selected freshmen students. One of these students reported this problem at two different interviews.

4. Six of the selected freshmen students reported that some teachers are too distant. One student repeated this report.

5. No individual reported the persistency of any of the remaining nineteen specific problems in this general category.

6. While these nineteen remaining specific problems were not reported as having any persistency, their frequency justifies some serious consideration. The nineteen problems were reported a total of sixty-two times by individuals. The

frequency of the report of these individual specific problems varied from one to fifteen, with an average frequency of 3.3 per problem.

Problems Affecting Administration

The breakdown of the general category of problems affecting administration revealed twenty-eight specific problems, of which only three were reported as having any persistency. The breakdown showing the frequency and persistency of the problems in this general category is contained in Table XVII, pages 105-106. Some items of interest are:

1. Of the first twelve specific problems, all of which dealt with living conditions, only two were persistent. Four of the selected freshmen students reported that girls failed to respect dormitory rules and regulations, and one female reported this problem at more than one interview. Two of the selected freshmen students reported that their off-campus living quarters were not suitable. One of these two students repeated the report.

2. None of the next eleven specific problems was reported twice by any student. This group of problems are a miscellaneous collection of typical problems which students have in the various administrative areas.

3. The last five problems in this general category are problems dealing with the need for guidance and motivation toward school work. Of the five only one of the

TABLE XVII

FREQUENCY AND PERSISTENCY OF PROBLEMS AFFECTING ADMINISTRATION AS REPORTED BY SELECTED FRESHMEN STUDENTS

	Problem	Frequency	Persistency
1.	Rules are too strict in girls dormitories.	9	0
2.	Students fail to respect the rules and regulations.	4	1
3.	Dormitories should be kept cleaner.	5	0
4.	Living quarters could be better furnished.	1	0
5.	Insufficient light in dormitory.	1	0
6.	Temperature of living quarters could be better regulated.	1	0
7.	Junior counselors and governing body show favoritism among the students.	1	0
8.	Vice president of the dormitory makes student uncomfortable.	1	0
9.	Living quarters not suitable (day student).	2	1
10.	Had to live in town at first as there was no room in the dormitory.	1	0
11.	Had to live in college gym at first.	1	0
12.	Transportation difficulty during winter months (day student).	1	0
13.	Subjects are too difficult.	14	0
14.	Too much confusion in registering.	2	0
15.	Classes are too large.	1	0

TABLE XVII (continued)

FREQUENCY AND PERSISTENCY OF PROBLEMS AFFECTING ADMINISTRATION AS REPORTED BY SELECTED FRESHMEN STUDENTS

Problem	Frequency	Persistency
16. Gets bored with freshmen assembly.	3	0
17. Had a poor schedule, too many classes on one day and none on some other days.	2	0
18. Was having trouble with a subject, dropped it.	1	0
19. Not enough planned cultural activities.	3	0
20. Lack variety of recreational activities.	4	0
21. Is bothered by observed cheating	1	0
22. Tired of food in cafeteria.	2	0
23. Lost class ring.	1	0
24. Undecided on major or vocation.	7	1
25. Dissatisfied and wants to transfer to another institution.	2	0
26. Only interested in physical education classes.	1	0
27. Do not want to be a teacher.	3	0
28. Not interested in school work.	2	0

problems was reported twice. This problem of being undecided on major area or on vocation was reported by seven different individual selected freshmen students.

Problems with Finance

In the general category of problems with finances there were only two specific problems. The breakdown as to frequency and persistency is shown in Table XVIII, page 108, and reveals that:

1. The first specific problem of this category, the lack of money, was reported by thirty-three of the selected freshmen students, and thirteen of these students reported this problem at two or more of their three interviews.

2. The second and last specific problem, of working and not having time to study, was reported by two students and was not persistent with either of them.

Emotional Factors

The fifth general category of problems of emotional factors contained twenty-three specific problems. The breakdown of these specific problems as to frequency and persistency is shown in Table XIX, pages 109-110. It shows that:

1. Of the twenty-three specific problems in this general category of problems of emotional factors, only five specific problems were reported at two or more separate interviews by the same individual selected freshmen students.

TABLE XVIII

FREQUENCY AND PERSISTENCY OF PROBLEMS WITH FINANCES AS REPORTED BY SELECTED FRESHMEN STUDENTS

Problem	Frequency	Persistency
1. Lack of money	33	13
2. Working, do not have time to study.	2	0

TABLE XIX

FREQUENCY AND PERSISTENCY OF PROBLEMS OF EMOTIONAL FACTORS AS REPORTED BY SELECTED FRESHMEN STUDENTS

Problem	Frequency	Persistency
1. Getting adjusted to college life.	26	1
2. Homesickness.	18	4
3. Having girl or boy friend trouble.	20	4
4. Personal clashes with roommates.	13	2
5. Illness at home.	11	2
6. Roommate got sick and had to go home the first week.	3	0
7. Pondering whether to come back to Appalachian State Teachers College next year or to get married.	2	0
8. Having trouble with eyes, had to get glasses.	3	0
9. Death in the family.	2	0
10. Is snubbed because of dating several persons instead of going steady.	1	0
11. Upper classmen will not speak to freshmen students.	1	0
12. Problems of others disturb at times.	1	0
13. Decision of selecting roommate for next year.	1	0
14. Boredom due to background of some students in class.	1	0
15. Worries over things in general.	1	0

TABLE XIX (continued)

FREQUENCY AND PERSISTENCY OF PROBLEMS OF EMOTIONAL FACTORS AS REPORTED BY SELECTED FRESHMEN STUDENTS

Problem	Frequency	Persistency
16. Grades are dropping too low because of worry over treatment since making the Dean's list.	1	0
17. Some students have been making catty remarks when the Dean's list is made.	1	0
18. Desire for more dates.	1	0
19. Fears having to attend summer school to make up work failed.	1	0
20. More problems appear as other problems are solved.	1	0
21. Gets very lonely at times.	1	0
22. Trouble talking to members of other sex.	1	0
23. Worrying about having to go into military service.	1	0

2. The problem of getting adjusted to college life was reported by twenty-six of the selected freshmen students, and one of these students reported it at the time of two of his interviews.

3. Homesickness was reported as a problem for eighteen of the selected freshmen students. Four of these students reported that this problem still existed at their second or third interviews.

4. Twenty of the selected freshmen students were having boy friend or girl friend problems; for four of these selected freshmen students this problem was reported two or three times.

5. The problem of personal clashes with roommates was reported by thirteen of the selected freshmen students. For two of these students this problem persisted.

6. Illness at home presented an emotional problem for eleven of the selected freshmen students. Two of these students continued to report the existence of this problem at each of their three interviews.

7. The remaining eighteen specific problems of emotional factors did not show persistency. The frequency of these eighteen problems of emotional factors was very low, ranging from one to three occurrences per problem. These eighteen specific problems are typical of the wide range of emotional factors which may affect any freshman college student.

Distracting Influences

The sixth general category of problems concerned with distracting influences is broken down into seven specific problems. This breakdown into specific problems, showing the frequency and persistency as reported by the selected freshmen students, is shown in Table XX, page 113. Some interesting details were:

1. Three of the seven specific problems in this general category of problems show some degree of persistency.

2. The first specific problem, too much noise in the dormitory for study or rest, was reported by fifty-five of the selected freshmen students. Thirty-one of these fifty-five students repeated their report of this problem during the last two of the three interviews. This means that more than half of the selected freshmen students reported this problem, and that nearly one-third of the selected freshmen students reported the persistency of this problem.

3. Four of the selected freshmen students reported that there were too many girls in her room. One of these four reported this problem for each of the three interviews.

4. One selected freshman student reported at each interview that she could not get to bed early enough to get proper rest.

5. The other four specific problems in the general category were not reported more than one time by the same

TABLE XX

FREQUENCY AND PERSISTENCY OF PROBLEMS OF DISTRACTING INFLUENCES AS REPORTED BY SELECTED FRESHMEN STUDENTS

Problem	Frequency	Persistency
1. Too much noise in the dormitory for study or rest.	55	31
2. Study rules should be enforced.	8	0
3. Too many students in room.	4	1
4. Radio, recording machines playing all night.	4	0
5. Cannot get to bed early enough to get proper rest.	1	1
6. Too many jam sessions in room.	1	0
7. Study hour too late and not long enough.	2	0

student. However, eight students reported that study rules should be enforced; four students reported that radio and recording machines ran all night; one student reported too many jam sessions in her room; and two students reported that the study hour was too late and was not long enough.

Summary

Of the ninety-eight specific problems contained in the sixth general category of problems, twenty-four specific problems were reported with persistency. In other words, approximately one-fourth of the specific problems by the selected freshmen students were persistent problems for some of the students.

CHAPTER VII

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapters IV, V, and VI have reported the results of the study which dealt with personal problems of freshmen students. An analysis of the problems was presented in terms of frequency of occurrence of each problem on a total group basis, frequency of each problem as reported by males and females in three interviews per student, and the persistency of each problem as indicated by its being mentioned in more than one interview. The administrative staff and students at Appalachian State Teachers College cooperated to provide data for this study.

Findings and Conclusions

A Summary of Problems Identified, and Related Conclusions

1. Every phase of the total college structure appeared to be involved or at least implicated by one or more of the specific problems encountered by the selected freshmen students.

2. The frequency of the specific problems under the first general category indicated that the freshman college student tends to lack confidence, recognizes poor study habits, and lacks ability to budget his time or to concentrate while studying. These problems led to a high percentage

of failure in one or more subject matter areas. This failure in turn led to anxiety which complicated the existing problems and tended to induce more failure.

3. The specific problems in the second general category as reported by the selected freshmen students appeared to indicate that while they were willing to admit and to face up to many of their own shortcomings, they were not willing to accept all the blame for their poor academic progress. They placed part of the responsibility upon the methods, manners, ability, and attitudes of various members of the faculty.

4. From the number of problems and the frequency of occurrence of these problems as reported by the selected freshmen students, one draws the conclusion that a detailed scrutiny of the criteria for the selection of individual faculty members is in order.

5. A look at the specific problems in the third general category, of problems affecting administration, suggests the need for a review of the rules and regulations for female students, and with special attention to the enforcement of quiet for study hours.

6. There is an indication that the administration needs to give consideration to a shortage of adequate housing.

7. The types of problems encountered by the selected freshmen students indicate that all areas of administration

might be reviewed in relation to student needs.

8. Many of the specific problems point to the need for a guidance and counseling service such as that which might be provided by an office of Dean of Students.

9. The frequency of occurrence of the problems of the fourth general category, finance, would indicate the need for an office such as Dean of Students. Such a person would assist students who have financial problems by helping them find private employment, institutional employment, institutional scholarships, or stipends.

10. The specific problems in the fifth general category, emotional factors, again point up the need for additional services from such an office as the Dean of Students.

11. The specific problems contained in the sixth general category of problems dealing with distracting influences could have been placed in either the first category, problems of studying, or in the third category of problems affecting administration; however, they were set up as a separate general category in order to stress the enormous importance of this group of problems. It would appear impossible for students to maintain either physical or mental health as long as such conditions prevail. The academic success of the selected freshmen students, in all probability, was seriously

damaged by the practices reported in the problems of this general category.

12. A comparison shows that the percentage of males and females encountering the problems of nervousness in reciting in class and nervousness in examinations was approximately equal. These ratios of percentages were 34 to 32 and 29 to 30, respectively, for males to females.

13. The percentage of females (29 per cent) recognizing and reporting the problem of not knowing how to study was nearly twice as large as the percentage reported by males (15 per cent) on the first interview. This leads one to the conclusion that females are either more sensitive to difficulties than are the males, or that the females are more willing than are males to admit a personal weakness.

14. The admission on their first interview by 20 per cent of the males and only 9 per cent of the females that they had failed to study in high school is significant. The significance is enhanced by the fact that at the second interview the percentage ratio of males to females was seven to zero, and at the third interview this percentage ratio of males to females was zero to two. If the sample was truly representative, males as a group do not study as much in high school as do females.

15. At the second interview 51 per cent of the males and 20 per cent of the females reported the problem of failing

one or more courses the previous quarter. At the third interview the ratio on this problem was 37 per cent of the males to 13 per cent of the females. Perhaps the pattern of studying established in high school continues in college.

16. The findings concerning the problems of being disturbed over low scholastic accomplishments and the problem of budgeting time indicate that the male freshmen students were less aware than were the female students during their first quarter in college. However, the receipt of grades at the end of the first quarter, showing that failures had occurred, made the males more aware of these two problems during their second quarter. At the time of their third interviews the males were still very much aware of these two problems while these problems had almost vanished for the females.

17. One general conclusion concerning the percentage frequency of the occurrence of problems in relation to teachers is that the females were much more critical of the shortcomings of their teachers than were the males.

18. It was natural that females protested dormitory rules and regulations being too strict concerning social activities, since they are restricted, while, in general, male students have more individual freedom.

19. Since they are restricted more closely to their dormitories than are the males, it was normal that females had more problems concerning living quarters than did the males.

20. The problems concerning planned cultural activities and lack of recreational activities were first protested by the males only. However, at the end of the year only females reported this problem.

21. It appears that the problem of deciding on a major or a vocation concerned a much larger per cent of males than of females. One might conclude that more of the females had definitely decided on a teaching vocation, while more of the males were undecided as to what they desired to do.

22. The females were more aware of the problem of lack of money than were the males. Perhaps the demands of social equality in terms of money to spend were greater upon the females than upon the males.

23. The problem of getting adjusted to college life was recognized and admitted more readily by females than by males.

24. Females far exceeded the males in the number reporting homesickness.

25. In the problem of boy friend or girl friend trouble the females encountered the problem almost twice as many times percentage wise as did males.

26. Females had more personal clashes with roommates than did the males.

27. The emotional problem resulting from illness at home affected the females three times as much percentage

wise as it did the males.

28. The problem of roommates getting sick and withdrawing from school affected only the females.

29. The females were either much more aware of emotional problems or much more willing to report them than were the males.

30. The problem of too much noise in the dormitories during study and sleeping hours was reported frequently by both males and females. However, approximately twice as many females as males recognized and reported this problem. It might be concluded that the females were more gregarious, louder in the privacy of their dormitories, and less willing to respect the desires of others for quiet.

A Summary of Problems in Relation to Persistency and Frequency

1. Of the sixteen specific problems in the first general category, problems in relation to study, only six showed any degree of persistency. Of the six problems showing some persistency, the ratios below illustrate the degree of persistency: (a) The problem of getting nervous and confused when called upon to recite in class had a persistency-frequency ratio of one to thirty-two. (b) The problem of not knowing how to study had a persistency-frequency ratio of two to twenty-seven. (c) The problem of a poor background because of failure to study in high school had a persistency-frequency ratio of two to fifteen. (d) The problem of having failed

one or more courses the previous quarter had a persistency-frequency ratio of eighteen to thirty-six. (e) The problem of being disturbed over studies, low grades, and low quality point rating had a persistency-frequency ratio of eight to thirty-seven. (f) The problem of not knowing how to budget time had a persistency-frequency ratio of five to sixteen. The persistency-frequency ratio in problems "a," "b," and "c" above appear to be insignificant. The persistency-frequency ratio in problems "d," "e," and "f" above appear to be significant in that a large fraction of the students who first encountered these problems reported their continued presence at a later date.

2. Of the twenty-three specific problems in the second general category of problems, relating to teachers, only four specific problems had any degree of persistency: (a) In the problem of teachers who wasted instructional time but gave hard examinations, nineteen of the selected freshmen students reported the problems and four reported its persistency. (b) Sixteen students said that teachers did a poor job of explaining the work, and one of these students reported that this problem was persistent. (c) While eleven of the selected freshmen students reported the problem of aged teachers who were ineffective, only one of these students reported this to be a persistent problem. (d) The problem of teachers who are too distant was reported by six of the selected

freshmen students; however, only one student found it to be a persistent problem. Only problem "a" above appears to have a significant degree of persistency.

3. The third general category of problems, affecting administration, contained twenty-seven specific problems, of which three showed some degree of persistency: (a) The problem of girls failing to respect dormitory rules and regulations had a persistency-frequency ratio of one to four. (b) The problem of unsuitable living quarters for day students had a persistency ratio of one to two. (c) The problem of being undecided as to major area or vocation had a persistency-frequency ratio of one to seven.

4. One of the two specific problems making up the fourth general category of problems of finances was decidedly persistent. The problem, lack of funds, had a persistency-frequency ratio of thirteen to thirty-three.

5. Of the twenty-three specific problems in the fifth general category of problems of emotional factors as reported by the selected freshmen students, five specific problems showed some persistency: (a) Getting adjusted to college life had a persistency-frequency ratio of one to twenty-six. (b) The problem of homesickness was reported with a persistency-frequency ratio of four to eighteen. (c) The problem of boy or girl friend trouble had a persistency-frequency ratio of four to twenty. (d) The problem of

personal clashes with roommates was reported to have a persistency-frequency ratio of two to thirteen. (e) The problem of illness at home occurred with a persistency-frequency ratio of two to eleven. The persistency-frequency ratio in problems "b," "c," "d," and "e" above appear to have some significance.

6. The seven specific problems of the sixth general category of problems of distracting influences as reported by the selected freshmen students contained three specific problems with some persistency: (a) Of the fifty-five selected freshmen students who reported the problem of too much noise in the dormitory for study or rest, thirty-one students reported it to be a persistent problem. (b) Four selected freshmen students reported too many students in their room, and one said it was a persistent problem. (c) The only student who reported the problem of not being able to get to bed early enough to get proper rest said that it was a persistent problem. Only in problem "a" above could the persistency be considered significant. In this problem the persistency-frequency ratio was thirty-one to fifty-five. Such conditions would not be conducive to satisfactory academic progress or to physical well-being.

Recommendations

The careful study of the findings and conclusions above leads to the making of some specific recommendations. Some of the recommendations deal with administrative reorganization which should produce an environment more conducive to scholastic success for college freshmen. These recommendations are as follows:

1. A position should be established, which would probably be named the Dean of Students, to administer student affairs. The office responsibilities should be completely divorced from all classroom instructional responsibilities and be made a major position in the administrative staff. The responsibilities of this office should include:

(a) The development of a testing and placement service for incoming students. This should include the assignment of students to sections of classes.

(b) The strengthening of the present faculty advisor system.

(c) Closer supervision of the junior counseling staff.

(d) The initiation of an orientation course during the first quarter of the freshman year.

(e) The restriction of freshmen, males and females, to the campus during the first quarter, so that they may

become better acquainted with and better adjusted to the college program.

(f) The initiation and enforcement of rules and regulations that would insure that the private living quarters of freshmen dormitories were quiet enough at an appropriate hour for either study or rest.

(g) The assignment of students to housing.

(h) The supervision of the equipping, maintenance, and operation of housing to insure that sanitary, comfortable quarters are available at all times to all students.

(i) The handling of student applications for financial assistance; and the bringing together of worthy students and assistance, such as locating available private employment, institution loans, and institutional workships and scholarships.

(j) The procurement and retention of a competent office staff. This office, properly operated, would require the services of a responsible, full-time secretary and such other clerical help as operational experience would prove to be needed.

(k) The handling and disposition of all problems dealing with class attendance, absences, cuts, and readmission to class.

(l) The first handling and investigation of all disciplinary problems. There should be (and probably are)

administrative regulations as to the final handling of major disciplinary problems.

(m) The appropriate involvement of students through such means as a student council to improve student morale and attitudes.

2. The variety and frequency of occurrence of the specific problems listed in the third general category of problems appear to justify the recommendation for the administration to review carefully, in detail, existing practices as to the adequacy of equipment in living quarters, maintenance procedures intended to produce more attractive and more sanitary living quarters, and current operational or housekeeping procedures. This review should be made for the purpose of revising the above mentioned practices, by eliminating or correcting undesirable practices and adding any further needed practices suggested as being necessary in order that living quarters for students be made attractive, comfortable, healthful, and conducive to high scholastic endeavor and desirable citizenship. This review may indicate the need to replace some equipment with more adequate equipment, the addition of living quarters, and the replacement of some personnel with more effective personnel.

3. Since the purpose of an educational institution is to assist the students in individual growth and improvement of his maximum potential, rather than to provide

employment for personnel, the findings of this study lead the writer to make the following recommendation: The administration is urged to review very carefully the individual members of the faculty as to the following characteristics: (a) age in respect to mental and physical alertness; (b) preparation in respect to proper training and previous experience; and (c) efficiency in respect to holding the attention of students, motivating the students to maximum effort, and developing the respect of the students for himself and for the institution.

It is further recommended that those teachers who do not score very high on each of the three above mentioned items be replaced unless they can and do demonstrate their capacity and/or willingness for improvement.

It is further recommended that graduate assistants not be used as instructors unless they can score high on the above mentioned items. They might be more profitably employed as laboratory assistants, freshmen counseling assistants to the Dean of Men, dormitory monitors or counselors, library assistants, or tutors for special study help sessions.

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APPENDIXES

APPENDIX A

Freshman Orientation

Fall--1958

10:00 a.m. Assembly, Auditorium, Administration

Presiding - Walter Broyhill, President of Student Body

Dr. J. D. Rankin, President Emeritus

Dr. W. H. Plemmons, President

Mr. Barnard Dougherty, Vice President

Mr. H. R. Eggers, Registrar

Mrs. Maxie Edmisten, Dean of Women

Song -

Mr. Bill Noblitt, Editor - The Appalachian

Mr. Pat Harrison, Editor - The Rhododendron

Mr. Bob Edwards, President - Chi Lambda Chi

Mr. Walter Broyhill, President - Student Council

Song -

Mr. Ronnie Brooks, Recreational Director

Mr. Calvin Burleson, Co-captain - Football

Mr. Jack White, Co-captain - Football

Mr. Jerry Hutchins, Chief Cheerleader

1:00 p.m. English Test, Library, Group 1 - Students seated in the center section of the main

floor and balcony of the auditorium will be designated as Group 1.

2:10 p.m. English Test, Library, Group 2 - Students seated in the two side sections of the main floor and balcony will be designated as Group 2.

3:45 p.m. Assembly - Religious Council, Arnold Ashley, presiding, Auditorium, Administration Building.

7:00 - 9:00 p.m. Recreation - Women's and Men's Old Gymnasiums
Directed by Mr. Ronnie Brooks
Sponsored by Varsouvianna

Saturday, September 6, 1958

8:00 a.m. Academic Ability Test, Library, Group 1

9:30 a.m. Academic Ability Test, Library, Group 2

11:00 a.m. Assembly, Registrar
Auditorium, Administration Building

2:00 p.m. Black-Gold Football Game (Intra-squad)

7:00 p.m. Faculty Reception for Freshmen, Student Lounge, Cafeteria - Sponsored by Future Teachers of America.

Monday, September 8, 1958

Registration

Assignment of advisors in major area, if possible.

APPENDIX B

Interview Guide

STATISTICAL INFORMATION

NAME_____ AGE_____ SEX_____

HOME ADDRESS _____

LOCAL ADDRESS_____

MARITAL STATUS _____

FAMILY BACKGROUND

1. What is your position in the family?
2. Do you live in a rural or urban community?
3. Are both of your parents living?
4. Do you live at home with your parents?
5. Have mother and father shown particular interest in your school work by attending school functions?
6. Are both Father and Mother employed outside the home?
7. What kind of work does your father engage in?
8. How much education did your father have?
9. How much education did your mother have?
10. Have any of your brothers or sisters attended college?

SOCIAL INTEREST

1. What hobby or hobbies do you have?
2. What type of entertainment do you enjoy most?

3. How do you spend your leisure time?
4. Are you now taking part in any of these activities?
5. Did you have a steady boy or girl friend in High School?
6. Is this friend attending Appalachian?
7. How often did you date while in High School?
8. How often do you date now?
9. How often do you go home?

PREVIOUS EDUCATIONAL EXPERIENCES

1. What sports or other extra-curricular activities did you take part in while attending high school?
2. Do you plan to further that interest while attending college?
3. What was the approximate enrollment of the high school you attended?
4. How many were there in your graduating class?
5. Did you rank in the upper, middle, or the lower third of the class?
6. What subjects did you like best in high school?
7. What subjects gave you the most trouble?
8. What office, if any, did you hold while attending high school?
9. In your progress through school, did you skip or repeat any grades?
10. In High School did you follow a daily study schedule?
11. Was there a guidance program in your high school?

12. Who helped you decide on your high school course of study?

VOCATIONAL INTEREST

1. Have you taken any of the tests to determine your interests and aptitudes?
2. Did the Counselor explain these test results to you in light of your vocational goals?
3. Have you made a definite choice as to a vocation?
4. Why did you choose that vocation?
5. What stimulated your desire to attend college?
6. Why did you choose Appalachian State Teachers College?

FINANCIAL ABILITY

1. Did you have a part time job while in high school?
2. Do you have a part time job now?
3. How are your expenses being paid?
4. Are you supporting yourself?
5. Are you wholly or partly supported by scholastic scholarship?
6. Do you have other support?
7. Are you able financially to see your way through four years of college?
8. Do you plan to work during the summer months?
9. Do you own a car, if so, do you have it on the campus?

PRESENT EDUCATIONAL EXPERIENCES

1. Are you enjoying your work?
2. How many hours are you taking?
3. What subject are you enjoying most?
4. What subject is giving you the most trouble?
5. Do you have time to study like you should?
6. Are your living quarters conducive to study?
7. How many are there in your room?
8. How are they classified?
9. When assignments are made, is your work ready on time?
10. After reading an assignment, do you summarize it with ease?
11. When called upon to recite, do you get confused?
12. Do you usually get confused or distracted during examinations?
13. Do your college examinations differ from those in high school?
14. Do you have periodic conferences with your faculty advisor?
15. Are methods of instructions practiced differently by college professors than those practiced by high school teachers?
16. Have you been confronted with any problems - what are those?

17. Have you been able to solve any of these problems?
18. Have you requested any help or assistance from anyone with these problems?
19. Has this assistance been of any value to you?
20. If the opportunity were offered, would you like to talk over these problems with someone on the college staff?

APPENDIX C

425 Howard Street
Boone, North Carolina

Dear _____

This letter is to solicit your assistance and to acquaint you with "A Problem Analysis Study of Selected First Year Students at Appalachian State Teachers College." The study is conducted with the cooperation and approval of both the Administration and Student Personnel Services of Appalachian State Teachers College.

The purpose of this study is to determine and identify as many as possible of the problems encountered by freshmen students. From an examination of these problems, I hope to derive certain conclusions which will help reduce, eliminate, or assist the student to adjust to these problems, thus facilitating a better learning situation for the freshman student.

The students selected to assist in this study were chosen by a random process to assure a cross section sampling of the freshman class.

This study will require very little of your time. It will involve three interviews, one during each quarter of the 1958-59 session. These interviews will be kept in strictest confidence.

Having carefully checked your schedule, I am requesting an interview with you at the Personnel Office located over the College Book Store. I will expect you at _____ on _____.

Your cooperation will be greatly appreciated.

Sincerely yours,

Leroy Rogers

APPENDIX D

425 Howard Street
Boone, North Carolina

Dear

As you recall from our first interview, there were to be three interviews held with each freshman student selected to participate in the "Problem Analysis Study" at Appalachian State Teachers College.

The time has arrived for our interview and I am once again requesting your assistance. Having carefully checked your schedule, I am requesting an interview with you at . I will expect you at on . Should there be any conflict, would you please contact me during the day at Appalachian High School, telephone AM 4-3686, or during the evening at 425 Howard Street, telephone AM 4-3093.

I would like to thank you for your time and patience during our first interview, and also express my appreciation for your cooperation in this study.

Sincerely yours,

Leroy Rogers

APPENDIX E

P. O. Box 3
Boone, North Carolina

Dear

I am contacting you concerning "The Problem Analysis Study" which you so generously assisted me with last fall.

I am sorry to learn that you have withdrawn from Appalachian, and I'm certain your decision was not made without very good reasons. As you probably recall from our interviews, the completion of my study requires that I learn the reasons for these dropouts. I have enclosed an envelope and paper for your convenience. If you will please send me this information, I assure you it will be handled with strictest confidence.

Your assistance in this matter will be greatly appreciated and will help me immeasurably in the completion of my dissertation.

My best regards for your prosperity and happiness.

Sincerely yours,

Leroy Rogers