

AN ABSTRACT OF THE THESIS OF

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Between Private and Public College Students

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The purpose of this study was to examine the personality characteristics of students attending four-year private institutions, four-year public institutions and two-year community colleges to see if differences exist between the three different institutions. Four hundred twenty-six students (179 men, 247 women) ranging in age from 17 to 44 participated in the study. Demographic information was obtained for each participant including gender, classification, age, major, parent income, religious affiliation, and type of high school attended.

In order to assure anonymity, each student received and completed the consent form prior to receiving a questionnaire booklet that could be completed within 20 minutes. At the completion of administering the questionnaire, which consisted of five inventories including the Purpose in Life Test, Learning Orientation Scale, Social Responsibility Scale, Faith Development Scale and A Test of Value Activities, the scores for each scale were calculated, and analyzed by a two-way analysis of variance. Significant differences were found between the students attending each type of institution as well as between men and women.

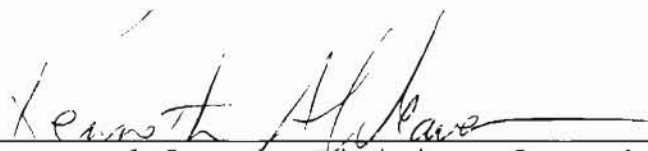
SIMILARITIES AND DIFFERENCES
IN PERSONALITY TRAITS BETWEEN
PRIVATE AND PUBLIC COLLEGE STUDENTS

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CHAPTER 1

INTRODUCTION

American colleges and universities range from the elite larger universities, such as Harvard, Yale, Columbia, Princeton, Stanford, and Johns Hopkins to small and highly prestigious liberal arts colleges like Swarthmore, Amherst, and Oberlin (Trachtenberg, 1984). Existing in between is a vast array of private and public colleges and universities with student populations ranging from fewer than 100 to those of more than 40,000. As more schools call themselves colleges or universities, diversity that has characterized such institutions since the early 19th century continues (Horowitz, 1987).

America has a much larger number of colleges and universities per capita basis than do countries in Europe and Asia. In the United States more than 2,000 colleges and universities serve the needs of students and the economy. This emphasis has not always been present; it is the result of gradual growth. For example, in 1939 only 6% of the American population actually attended college for any length of time (Trachtenberg, 1984).

In the early 20th century students began attending college in greater numbers and for every three students in a public institution there were two in a private institution. However, the situation was changing. By 1965 almost two students were in every public college for each student in

every private college. The development of two-year community colleges during this period made higher education accessible to new segments of the population (Horowitz, 1987). Today, more parents are sending their children to college; a college degree has become the indispensable initial qualification leading to the choicest occupations and professions (Moffatt, 1991).

According to Wenzlau (1983), one of the major strengths of American higher education is the diversity among its colleges and universities. Although public and private schools agree that their missions are not the same, the two sectors see themselves increasingly in competition for limited tax dollars, limited contracts and research grants, and a limited supply of students coming from a slowly shrinking pool of high school graduates. These two types of institutions grow more divided; yet, there are some similarities. For instance, they both strive for academic excellence, and they attempt to appeal to the same group of potential students. Moreover, both types of institutions seek financial aid and support from external sources (Wharton, 1982).

Higher education, however, is starting to face a major decline in the number of traditional age students attending colleges; every college and university is striving to find ways to offset the potential negative effects of this decline in overall student enrollment (Wenzlau, 1983). As

the similarities between public and private institutions increase, the potential for more competition than cooperation over students and dollars increases (Wharton, 1982). As of 1984, the nation's institutions of higher education observed a growing competitiveness in which each school was striving to tear students and money away from its neighbors (Trachtenberg, 1984). The 1990s will be remembered as one of the most difficult epochs in the history of the liberal arts college, and depending on the characteristics of the college, the impact on each individual college will vary from minimal to severe (Wenzlau, 1983). Against this general backdrop, the specific characteristics of private liberal arts and public institutions will be presented in the subsequent sections.

Characteristics of Private Liberal Arts Institutions

Even though small independent liberal arts colleges are numerically dominant among four-year institutions, they serve a much smaller portion of the student population due to their small size. Nevertheless, many of the nation's most prestigious and influential colleges are freestanding liberal arts institutions. They are historically prominent, add distinctive dimensions to education, and provide an important leadership role (Wenzlau, 1983).

Despite the harsh climate that currently affects higher education, smaller liberal arts institutions are thriving. According to Blake (1993), private liberal arts institutions

have certain characteristics in common that affect their ability to anticipate and respond to the decline in the number of traditional age students. Most of these institutions are located in either rural or small-city environments and depend heavily on tuition for operating revenues. These colleges are able to survive because they offer a different value system than that prevailing in public colleges and universities. Such liberal arts college values include an emphasis on the individual student, undergraduate education, liberal arts, and socioeconomic accessibility. Also, instead of solely allowing students' demands to drive the curriculum, these colleges design a curriculum that teaches students to think for themselves. Therefore, rather than attempting to sell a currently popular educational package, small liberal arts colleges strive to match students with a suitable program of academic and social development (Blake, 1993).

In order to recruit students, private colleges are refurbishing and expanding their admissions programs to impress both prospective students and their parents (Wenzlau, 1983). New sales techniques have been developed and consultants have been sought out to advise on new marketing and public relations strategies. Publications describing the institutions have become slick and sophisticated and recruitment of foreign students is increasing. Even though enthusiasm and resourcefulness are

being poured into these efforts, increased recruiting is not a promising solution to the enrollment decline that many private institutions face (Wenzlau, 1983). According to Carroll and Furlong (1991), as competition escalates for traditional college students, more colleges will do better if they develop relationships with elementary and secondary school systems and begin the recruiting process even earlier for the pool of traditional-age students.

Turning to the missions of private and public institutions, each has its own emphasis. Private institutions are allowed to select their own missions; they may be as selective in their purpose and academic programs as they wish (Wharton, 1982). Most private institutions focus on educating the whole person. Hence, the curriculum at private institutions includes traditional academics, values education, and education of the social being. Such "universities and colleges seek to educate an individual for life and not just for a particular profession" (Carroll & Furlong, 1991, p. 42). Consequently, private institutions have a long-lasting tradition of recognizing and treating each student as a unique person, preparing each student for a career, and outfitting each student with the tools to become "fully human." The liberal arts education prepares the student to earn a living, but it also equips the individual for life and develops and molds the "whole" person. Private schools encourage students to not only

explore a particular field in depth but help the individual to put their field of study in perspective (Carroll & Furlong, 1991).

These colleges focus on a single objective: undergraduate education with a liberal arts emphasis. Human resources play a major role in the school's environment (Wenzlau, 1983). In the context of smaller classes and low student faculty ratios, private liberal arts faculty usually place a major emphasis on the college's role on furthering students' emotional as well as moral development (Wenzlau, 1983). Often the nurturing of the whole person takes higher precedence over job training (Breneman & Finn, 1978). A liberal arts education emphasizes the use of reason to solve problems and the notion that learning how to learn is the best career preparation in a dynamic world. These schools also focus on teaching values that prepare citizens to function meaningfully in a world where every decision has ethical ramifications (Wenzlau, 1983).

According to Kerr (1984), liberal learning can provide a more rounded educational experience. Hence, many liberal arts colleges contend that much of a student's education takes place outside the classroom in the context of close and continuing contact with faculty, peers, library, laboratories and other facilities (Wenzlau, 1983).

Are the educational programs of the liberal arts college translated into an advantage for the graduate of

such institutions? Studies have shown that due to their academic excellence and specific goal orientation, liberal arts students have an edge in the workplace and are successfully able to obtain jobs. Grandillo and Cripps (1988) examined the characteristics that comprise liberal arts students and their ability to succeed in the job market. They identified the following five qualities of the liberal arts student: communication skills, both oral and written; analytical skills including conceptual problem solving; inquiry which included initiative, commercial knowledge, and research skills; flexibility/adaptability; and interpersonal skills. The skills of the non-liberal arts students included technical knowledge, knowledge of the particular firm, basic economics, computer literacy, and prior work experience. Over time, liberal arts students are more likely to be promoted to managerial positions than their public institution counterparts (Grandillo & Cripps, 1988). Therefore, the liberal arts degree presents no handicap when it comes to preparation for future employment.

Clearly, the occupational advantages offered to the liberal arts student are attributable at least in part to the dedication of the faculty and staff. Hence, Wenzlau (1983) argues that the basic strength of the liberal arts college lies in this area. However, some church-related liberal arts colleges rely heavily on the denomination of the school to recruit students. With current societal values

becoming increasingly conservative, some liberal arts colleges are espousing a conservative religious mission and thus increasing enrollments (Wenzlau, 1983).

In addition to religious affiliation, academic satisfaction has been associated with geographical diversity of the student body, its selectivity, and the proportion of students residing on campus (Knox, Lindsay, & Kolb, 1992). Even though the size of four-year colleges adversely affects students academic satisfaction, the proportion of students living on campus and the wide variety of available recreational facilities have a strong positive relationship on students' social satisfaction. However, according to Knox et al. (1992), a religiously affiliated college has a weaker relationship to social satisfaction. Therefore, the larger size colleges offer diversity in extracurricular activities with lower levels of academic satisfaction.

Just as private institutions have certain characteristics that make them unique and different, public institutions also have special characteristics that set them apart. Both the similarities and differences of these institutions with their private counterparts are presented in the following section.

Characteristics of Public Institutions

Over the past 100 years, public institutions have focused on advancing and refining all aspects of one's life through education. Public schools have worked toward

integrating students and society to elevate the quality of life (Sammartino & Rudy, 1966). Public institutions are likely to emphasize teacher training as well as offer a wider variety of courses at a lower tuition rate than private institutions (Astin, 1965). These institutions are dependent upon government support and therefore have less freedom in the choices of areas of interest and particular resources made available to students. The public institution ministers to the needs assigned to it by society itself and is established by the public will (Sammartino & Rudy, 1966). Hence, public schools are closely accountable to the public that is responsible for maintaining and enhancing fiscal support (Wharton, 1982). Such accountability has resulted in stressing the marketability of graduates. Thus, public colleges focus on academic programs that teach basic skills and hone students to fit into a particular application or job mold (Woodyard, 1994).

According to Zuker (1988), attending a public university moves students along to a job or career but for the most part, does not liberate their souls and only works toward helping in preparing students to meet the practical demands of a complex society. Therefore, college is a training ground for students' adult lives, and this training is usually capped with a bachelor's degree or higher degree (Zuker, 1988). Through narrowly focused professional programs that provide the students with a critical

understanding of the forces that shape their lives, public universities strive toward providing students with a broad educational experience. These universities also maintain a role as advocates for the intellectual and social welfare of today's society (Murphy, 1983).

According to Woodyard (1994), upon receiving their degree, students are then often sought after by well known companies and corporations who often recruit over large regions of the nation and from a variety of public institutions. The public institution, therefore, has a significant influence on the type of career each student pursues (Woodyard, 1994). Career education is a top priority of these schools. Public universities guide individuals into jobs with different levels of earning and productivity and prepare students for life in the so-called workplace where work is highly stratified to illustrate the reward systems of today's society (Murphy, 1983). Even though many public institutions emphasize professional education in the developing profession, they profess to provide programs that result in a much broader education (Harclerod & Ostar, 1987).

Public institutions receive support through a variety of sources which include endowment funds, large annual gift funds, the operation of major auxiliaries such as hospitals, dormitories and food service, and research and sponsored activities (Weathersby, 1983). Large public universities are

then able to provide students with a wide range of recreational facilities and students often report satisfaction with their social lives at such universities; however, academic satisfaction varies across universities and may even adversely affect the student (Knox et al., 1992).

Why Students Attend College

In selecting either a public or private institution, a variety of issues including aspirations, plans, and academic track placement of students determine college enrollment (Falsey & Heyns, 1984). Generally speaking, overall reputation of the school, superior program in one's major, quality of student body, and success of graduates in jobs or further education are factors that influence students to attend a particular college. Recommendations of friends, teachers and counselors, closeness to home, friends attending the college, and religious considerations are less important factors in selecting an institution. However, according to Keller and McKeown (1984), when one compares public versus private institutions, several of these less important factors take on new importance. For example, those students selecting a public institution considered lower tuition, closeness to home, greater knowledge about the institution, and friends attending the college to be more important in their choices. Factors deemed less important in the choice of a public institution include quality of

student body, good student/faculty ratio, not too large a student body, special programs for the academically talented, and a good graduate program in their intended major (Keller & McKeown, 1984).

Similarly, Davila (1985) conducted a study in which 3,784 surveys were sent to students who comprised a 5% sample of the 1982 fall undergraduate enrollment at 10 urban institutions. Results show that students decided to go to college primarily for career entry. Colleges were selected based upon availability of specific courses of study, academic reputation, and cost. Two-thirds of the sample indicated that the final decision to attend college was in no way significantly influenced by high school counselors, employers, family or friends. The study also showed that even though the majority of students were satisfied with admissions procedures, the overall quality of instruction, and the location of the institution, many were unhappy with how the institution communicated information about programs and services (Davila, 1985). A comparison of the reasons given for attending a public institution suggests that the students at these two types of institutions may differ significantly.

In comparing smaller institutions to larger ones, a variety of negative effects and patterns of satisfaction are based upon the size of the institution. For instance at smaller schools, students are satisfied more with relations

with faculty and classroom instruction; whereas at the larger schools, students are more satisfied with the social life, the school's academic reputation, and curricular variety (Knox et al., 1992).

In a study of senior high students, Falsey and Heyns (1984) found that predictors of enrolling in college included aspirations, plans, and academic-track placement. Academic-track public high school students were less likely to attend a college or to enroll in a four-year college than were private school students, whether the latter attended Catholic school or not (Falsey & Heyns, 1984).

According to Moffatt (1991), college life is one of the main reasons students attend college and provides the fondest memories. Professors and educators, however, see the purpose of a college education as being that which goes on in the classroom. According to Moffatt (1991), the important ingredients are learning, critical thinking, ability to read text, developing mathematical and scientific skills, expert appreciation and technique in the arts, and so on. However, some professors even go so far as to propose even broader and more humanistic goals for college. Liberal arts' attributes that emphasize more competent, concerned and complete human beings give the students the hope of a higher quality of life (Moffatt, 1991).

Reports across the country indicate two kinds of students: one playful, the other serious. Students think

about college as the institution providing them with late adolescent pleasures and development as well as an education, both inside and outside the classroom (Horowitz, 1987). Therefore, students do not attend college just for the intellectual life of the school nor do they go to school just to learn. They go to "make the grade" both socially and intellectually (Zuker, 1988).

According to Moffatt (1991), students rate learning inside the classroom and college life outside the classroom, equally important but are somewhat more positive toward the informal learning that occurs in the college setting. The same holds true in rating academics versus college life. Students find both important but are more positive toward college life (Moffatt, 1991).

The literature indicates differences between public and private institutions. Another question is whether there is a difference between the men and women attending these schools. Information pertaining to such differences is limited. Men are usually described as macho with characteristics which include harshness, competitiveness and a limited capacity for intimacy and the expressing of feelings. Women are described as sensitive, gentle, and able to express themselves freely and openly (Gilbert, 1992). Even though the material pertaining to men and women is limited, the scores of men and women will be compared.

Rationale for the Present Study

As indicated, there are obvious differences between public and private institutions, and students attend these different types of schools for particular reasons. Therefore, there may be differences between those students who attend a private institution versus those who attend a public institution. More specifically, students who attend private versus public institutions may differ based upon the dimensions that seem in keeping with the philosophy of a liberal arts education (i.e., values, attitudes toward education, or social responsibility). If differences do exist, they may be attributable to the type of student attracted to a certain school or because the educational goals of the institution influence students over the course of their studies. Furthermore, if differences exist between those students who attend a private institution versus a public institution, those students may be entering a particular school because it fits best with their own goals and views of education. The present study was designed to evaluate these predictions and also test whether significant personality differences will be found between the students who attend four-year public institutions, four-year private institutions, and two-year community colleges, as well as between the men and the women who attend these schools.

CHAPTER 2

METHOD

Participants

A total of 426 students (179 men, 247 women) participated in the study. The participants ranged in age from 17 to 44 ($M = 20.22$; $SD = 3.34$). Students were either from four-year public institutions ($n = 145$, two universities were sampled), two-year public community colleges ($n = 94$, three two-year colleges were sampled), or four-year private institutions ($n = 187$, two private institutions were sampled). A contact person at each participating institution agreed to solicit volunteers as well as distribute and return the questionnaires.

Instruments

Purpose in Life Test. The Purpose in Life Test (PIL; Crumbaugh, 1968) measures the degree to which persons experience meaning and purpose in their lives. The PIL consists of 20 items that are rated from 1 (low purpose) to 7 (high purpose). Thus, total scores range from 20 to 140. The PIL has been found to be reliable in predicting and measuring the meaning and purpose in one's life ($r = .92$); its construct validity is reasonably well supported (Crumbaugh, 1968).

Learning Orientation Scale. The Learning Orientation Scale (LOGO II; Eison, 1981) was used to measure whether or not a student is oriented toward the attainment of knowledge

(learning orientation, LO) or the attainment of grades (grade orientation, GO). LOGO II consists of 32 items which are responded to on a 5-point Likert scale. The two main components of the scale, LO and GO, can be divided into scores assessing (a) learning-oriented attitudes (LOA), (b) learning-oriented behaviors (LOB), (c) grade-oriented attitudes (GOA), and (d) grade-oriented behaviors (GOB). The Learning Orientation Scale's reliability was assessed both by test-retest ($r = .71$) and internal consistency ($r = .48$). In determining validity, three analyses evaluating consensual, predictive, and experimental validity were conducted (Eison, 1982).

Social Responsibility Scale. The Social Responsibility Scale (SRS; Gough, McClosky, & Meehl, 1952) focuses on a person's traditional social responsibility or orientation toward helping others even when there is nothing to be gained. The SRS is made up of eight items scored on a five-point Likert-type scale ranging from strongly agree (1) to strongly disagree (5). Total scores range from 8 to 40. Reliability found from an uncorrected split-half test ($r = .73$) indicates that the scale is sufficiently reliable for group use and interpretation. When considered as a group screening device, the SRS demonstrates adequate validity (Gough et al., 1952).

Faith Development Scale. The Faith Development Scale (FDS; Leak & Randall, 1995) consists of eight items and

measures one's relatively mature faith development. Each item consists of two statements; respondents select the statement that they most agree with. Scores range from 0 to 8. Content validity was established based upon the agreement between two well-known authors in the psychology of religion and two theologians. The test-retest procedure was used to establish reliability ($r = .96$). Validity also was reported to be good for the FDS (Leak & Randall, 1995).

A Test of Value Activities. A Test of Value Activities (Shorr, 1953) measures the manner in which an individual holds four kinds of values: theoretical, social, aesthetic, and economic-political. A Test of Value Activities is made up of 80 questions answered in a yes-no format. Split-half reliability was computed for each scale ($r = .84$, theoretical; $r = .82$, aesthetic; $r = .78$, economic-political; and $r = .72$, social). No measures of validity were reported (Shorr, 1953).

Procedure

The 5 scales were combined to form a self-administered questionnaire booklet which could be completed within 20 minutes. The booklets were distributed to the students during a regularly scheduled introductory psychology class session. Anonymity was insured by completing informed consent forms and returning them prior to distribution of the questionnaire booklet.

CHAPTER 3

RESULTS

A separate two-way analysis of variance incorporating sex (men or women) and type of institution (four-year public, four-year private, or two-year public) as factors was completed for each scale. The results of each analysis will be reported independently. An alpha level of .05 was used for all statistical decisions.

Purpose in Life Test (PIL)

Results of the analysis of the PIL scores indicate students at four-year public institutions scored comparably to students at both four-year private and two-year community colleges, $F(2, 425) = .65$, $p > .20$. However, women ($M = 106.31$; $SD = 14.93$) had significantly higher PIL scores than men ($M = 101.99$; $SD = 14.78$), $F(1, 425) = 8.10$, $p < .01$, indicating women have a higher sense of purpose and meaning in their lives.

Social Responsibility Scale

Analysis of the SRS scores also failed to yield a significant effect of institution, $F(2, 425) = 2.65$, $p > .10$. However, the SRS scores of women ($M = 32.60$; $SD = 3.38$) were significantly, $F(1, 425) = 27.41$, $p < .001$, higher than those of the men ($M = 30.69$; $SD = 3.95$) indicating women are more likely to help others even when nothing is to be gained.

Faith Development Scale

Analysis of the FDS scores yielded a significant difference between the three different types of schools, $F(2, 425) = 7.54, p < .001$. Subsequent Newman-Keuls tests indicated students attending four-year private institutions ($M = 5.12$; $SD = 2.15$) scored significantly higher than students attending two-year community ($M = 3.98$; $SD = 2.10$) and four-year public ($M = 4.28$; $SD = 2.07$) institutions, which did not differ reliably from each other. These results indicate students at four-year private institutions have higher faith development than students at either four-year public or community colleges. The FDS scores of the men ($M = 4.54$, $SD = 2.19$) and women ($M = 4.61$; $SD = 2.14$) did not differ significantly, $F(1, 425) = .00, p > .20$.

LOGO II

Learning-oriented attitudes. Analysis of the LOA scores indicated students at the three different types of institutions did not differ significantly, $F(2, 425) = 1.74, p > .10$, from one another. However, women ($M = 27.98$; $SD = 4.00$) had significantly, $F(1, 425) = 6.36, p < .05$, higher learning attitude scores than did men ($M = 26.96$; $SD = 3.93$).

Learning-oriented behaviors. Analysis of the LOB scores indicated a significant difference between schools, $F(2, 425) = 4.96, p < .025$. Subsequent Newman-Keuls tests determined four-year private institutions ($M = 20.36$;

SD = 4.60) scored significantly higher than two-year community (M = 19.18; SD = 5.21) and four-year public (M = 18.70; SD = 4.74) institutions, which did not differ reliably. A significant difference, $F(1, 425) = 11.31$, $p < .001$, was also found between women (M = 20.21; SD = 4.62) and men (M = 18.60; SD = 4.98). These results indicate men and women at four-year private institutions and women in general are more learning oriented in their behaviors.

Grade-oriented attitudes. The results of the analysis of the GOA scores yielded significance for the schools effect, $F(2, 425) = 7.85$, $p < .001$, but not for the sex factor, $F(1, 425) = .14$, $p > .20$. The results of subsequent Newman-Keuls tests indicated students at four-year private institutions (M = 26.77; SD = 4.41) scored significantly higher than students at both four-year public (M = 25.68; SD = 4.59) and two-year community (M = 24.49; SD = 4.68) colleges, which did not differ reliably. Thus, students at four-year private institutions are more grade-oriented in their attitudes than students at the other two types of institutions.

Grade-oriented behaviors. The GOB scores did not differ among the schools, $F(2, 425) = .57$, $p > .20$. Results, however, indicated a significant difference, $F(1, 425) = 16.04$, $p < .001$, between men (M = 20.45; SD = 5.67) and women (M = 18.37; SD = 4.80); the higher scores indicate

that the men endorse grade-oriented behaviors more than the women.

Test of Value Activities

Theoretical scale. A significant difference was not found for the different types of schools, $F(2, 425) = .94$, $p > .20$, on the Theoretical scale of the Test of Value Activities. A significant difference was found between men ($M = 45.28$; $SD = 29.45$) and women ($M = 38.39$; $SD = 24.14$), $F(1, 425) = 7.14$, $p < .01$, suggesting that men value activities which involve research and investigation.

Social scale. Analysis of the Social scale scores yielded a significant institution effect, $F(2, 425) = 24.56$, $p < .001$. Subsequent Newman-Keuls tests indicated two-year community colleges ($M = 71.06$; $SD = 23.69$) scored significantly higher than both public ($M = 44.61$; $SD = 28.60$) and private colleges ($M = 52.17$; $SD = 31.90$), and, in turn, four-year private institutions scored significantly higher than four-year public institutions indicating students at two-year community colleges value social interaction more than students at four-year private or public institutions. However, students at four-year private institutions value social interaction more than students at four-year public institutions. No significant difference was found between men and women, $F(1, 425) = .66$, $p > .20$.

Aesthetic scale. Analysis of the Aesthetic scale

yielded significance for the institution, $F(2, 425) = 6.77$, $p < .005$, and sex, $F(1, 425) = 46.44$, $p < .001$, factors. Newman-Keuls tests indicated four-year private school students ($M = 56.60$; $SD = 28.09$) scored significantly higher than students at both four-year public ($M = 47.34$; $SD = 26.13$) and two-year community ($M = 45.39$; $SD = 24.79$) colleges, which did not differ. Men ($M = 40.80$; $SD = 26.41$) scored lower than women ($M = 59.36$; $SD = 25.23$). These results indicate men and women at four-year private institutions and women in the sample value activities that involve art, music, dance, and literature.

Economic-political scale. The analysis of the Economic-political scale scores yielded significance for the institution, $F(1, 425) = 36.76$, $p < .001$, and sex, $F(2, 425) = 10.797$, $p < .005$, factors. Newman-Keuls tests indicated students attending four-year public institutions ($M = 72.59$; $SD = 25.82$) scored significantly higher than those attending either four-year private ($M = 67.23$; $SD = 25.95$) or two-year community colleges ($M = 43.93$; $SD = 26.25$), and students at four-year private institutions scored significantly higher than students at two-year community colleges. Moreover, the women ($M = 68.08$; $SD = 28.11$) scored significantly higher than did the men ($M = 58.16$; $SD = 27.17$) indicating men and women at four-year public and private institutions and women in the sample value activities that involve the gaining of executive power and money.

CHAPTER 4

DISCUSSION

Universities and colleges thrive on recruiting students, and even though each is unique and different in its own way, the competition between schools is fierce. Because each institution has its own unique mission and seems to attract certain students, it is likely that the students attending one type of school would differ in terms of selected personality characteristics from students at other institutions. The present study sought to evaluate this prediction.

Evaluation of Differences Among Institutions

Students at two-year community colleges, four-year public institutions and four-year private institutions differed significantly on the faith development, learning versus grade-orientation, and value activities dimensions. Given the religious affiliation of most private schools, the finding that students attending four-year private institutions scored higher on faith development than students at both four-year public and two-year community colleges was no surprise. Because many private institutions are often religiously affiliated, students attending these institutions have critically evaluated and developed their own religious beliefs more fully. Therefore, because of their religious orientation, students demonstrating higher religious maturity may be drawn to private institutions.

The LOGO II results demonstrate that students at the three different types of institutions do not differ in learning-oriented attitudes and grade-oriented behaviors. Differences, however, emerge when one considers learning-oriented behaviors and grade-oriented attitudes. Students at four-year private institutions reported higher learning-oriented behaviors and higher grade-oriented attitudes than did students at the four-year public and two-year community colleges. These results suggest that students at private institutions are more focused on their overall education and the gaining of knowledge and are also more concerned with earning a degree and preparing for the job market.

The three types of institutions differed on all subscales of the Test of Value Activities except the Theoretical scale. Scores on the Social scale indicate students at two-year community colleges prefer those activities that involve service and help to other people as well as demonstrate a definite desire to be with people socially more than students at the public and private colleges. However, students at four-year private institutions value social interaction more than students who attend four-year public institutions. Similarly, students attending four-year public and four-year private institutions value activities involving the accumulation of money and securing of executive power more than students attending two-year community colleges. The data, however,

demonstrate students attending four-year private institutions prefer activities that involve art, music, dance, and literature more than students at either public four-year institutions or two-year community colleges. This result is in keeping with a liberal arts education which includes these elements in the curriculum.

These differences among schools notwithstanding, the present data reveal commonalities; reliable differences were not obtained in scores on the Purpose in Life test and Social Responsibility Scale. Thus, regardless of the type of institution attended, the students are at a similar stage of life and have comparably delineated their goals and the steps needed to obtain these goals.

Several intriguing sex differences were imbedded within the comparisons among the three types of institutions. These differences are discussed in the following section.

Evaluation of Sex Differences

The general pattern of the obtained sex difference was for the women to score higher than the men. Only in the case of the FDS, the GOA subscale of LOGO II, and the Social subscale of the Test of Values Activities did the scores of the women and men not differ reliably. The men scored significantly higher than the women only on the GOB subscale of LOGO II and the Theoretical subscale of the Test of Value Activities.

These results prompt the following conclusions. Women

appear to experience more meaning and purpose in their lives and are more likely to value helping others than the men. Such an orientation would seem to facilitate the women's focus on their general educational pursuits and place value on learning for the sake of learning. Conversely, the high GOB scores of the men indicate that they are focused more on grades and gaining the skills necessary to compete in the workplace than on their overall education and the attainment of knowledge.

The pattern of interests shown by the LOGO II results is mirrored in the sex difference revealed by the results on the Test of Value Activities. Men were found to favor those activities which involve problem solving attitudes and are related to investigation, research, and scientific curiosity; whereas women had higher aesthetic and economic-political values which focus more on the arts and the accumulation of money and the securing of one's power.

Sex-role stereotyping may have played a large role in determining these results. Gilbert (1992) finds that the traditional male has a sense of vitality and masculine sexuality but is often harsh, competitive and limited in his capacity for intimacy. On the other hand, the traditional female is able to express compassion, vulnerability, and closeness and has an overall sense of sensitivity. In accord with Gilbert's (1992) conditions, the present data show that men focus more on the present and the gaining of the

necessary skills to succeed in the work force; whereas women focus on the meaning and purpose in their lives and the helping of others even when there is nothing to be gained.

Limitations of the Present Study.

The significant differences found between the students attending the three types of institutions should be examined in even greater detail. This study did not investigate causality. Therefore, subsequent studies looking at the difference between the scores of freshman and seniors would be beneficial to see if attending a particular institution over a period of time influences one's personality or if those personalities found in the students were already exhibited before attending a particular institution. Looking at the high schools that the students attended to see if those students who attended private high schools go on to attend private institutions would also be beneficial. If so, might their personality characteristics already be influenced by attending a private high school? Also, demographic issues such as race, religious background, parents' income, and political affiliation can be figured into the whole analysis to see if they influence students' selection of schools. Clearly, further investigations into this area of study are warranted and would be beneficial.

Schools are unique in their missions and in the students they recruit. As the results demonstrate, differences do exist between students who attend one type of

institution over another, as well as between men and women. Therefore, in recruiting and educating students, schools should keep these differences in mind so as to provide the students with the most appropriate education available. Students should also keep these known characteristics in mind and when selecting a school, they should take into consideration the school of "best fit" for themselves.

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APPENDICES

APPENDIX A
Participation Consent Form

Informed Consent Document

Read this consent form. If you have any questions ask the experimenter and he will answer the question

The Department of Psychology supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

In order to help determine the relationship between numerous personality characteristics you are being asked to complete several questionnaires. These questionnaires will be completed anonymously.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Subject and/or authorized representative

Date

APPENDIX B
PRIVATE V. PUBLIC INSTRUCTIONS

Private v. Public Instructions

Handout questionnaire packets face down along with informed consent form to each subject and mention that they should not be turned over until after you have read the instructions.

Read to subjects:

The questionnaires you have in front of you ask for information about certain personality characteristics among college students. You will be asked to fill out both a demographic sheet, which asks questions such as your age and gender, and also the separate questionnaires. Please read the instructions carefully. Mark all of your answers right on the demographic sheet and the questionnaire themselves. Please answer each as truthfully and honestly as possible. The results will be completely confidential. Therefore do not write your name on the questionnaire packet. Now take a look at the informed consent form (**hold it up**).

Read the informed consent form aloud to subjects (starting with "The Department of Psychology/Special Education . . .) After you read the informed consent form continue reading the instructions.

If you understand the consent form and agree to participate please sign and date it. It is January _____, 1994. If you have signed the consent form please pass it up (**collect consent forms and continue with instructions**).

After you have completed the questionnaire please bring it up and you are free to leave (**depends on needs of instructor**). Again, please answer the questions as truthfully as possible and **thank you** for your cooperation. If you have passed up your consent form you are free to turn the packet over and begin.

D

39

please circle

when

APPENDIX C
DEMOGRAPHIC SHEET

Demographic Sheet

- 1.) Gender (please circle one): Male Female
- 2.) Classification: Fr. So. Jr. Sr. Grad.
- 3.) Age: _____
- 4.) Major: _____
- 5.) Do you work while you are attending school? (please circle one)
- Yes No

If yes, how many hours a weeks do you work on average? (please circle one)

0-5 5-15 15-30 30-40 above 40

- 6.) What is the combined income of your parents? (please circle one)
- 0-\$15,000 \$15,000-\$25,000 \$25,000-\$50,000
- \$50,000-\$100,000 above \$100,000

- 7.) What is the highest degree you wish to obtain? (please circle one)
- Bachelor's Master's Doctorate

- 8.) What is your religious affiliation? _____

- 9.) Have you ever attended another university or college? Yes No

If yes, was it a private or public institution? _____

- 10.) Was the high school you attended public or private? _____

APPENDIX D
QUESTIONNAIRE BOOKLET

The Purpose-In-Life Test

For each of the following statements, circle the number that would be most nearly true of you. Note the numbers always extend from one extreme feeling to its opposite kind of feeling. "Neutral" implies no judgment either way. Try to use this rating as little as possible.

1. I am usually:

1	2	3	4	5	6	7
completely			(neutral)			exuberant,
bored						enthusiastic

2. Life to me seems:

7	6	5	4	3	2	1
always			(neutral)			completely
exciting						routine

3. In life I have:

1	2	3	4	5	6	7
no goals or aims at all			(neutral)		very clear goals and aims	

4. My personal existence is:

1	2	3	4	5	6	7
utterly meaningless,			(neutral)		very purposeful and	
without purpose					meaningful	

5. Every day is:

7	6	5	4	3	2	1
constantly new and different			(neutral)		exactly the same	

6. If I could chose, I would:

1	2	3	4	5	6	7
prefer never to have been born			(neutral)		like nine more lives	
					just like this one	

7. After retiring, I would:

7	6	5	4	3	2	1
do some of the exciting			(neutral)		loaf completely the rest	
things I have always wanted to					of my life	

8. In achieving life goals I have:

1	2	3	4	5	6	7
made no progress whatsoever			(neutral)		progressed to complete fulfillment	

9. My life is:

1	2	3	4	5	6	7
empty, filled only with despair			(neutral)		running over with exciting good things	

10. If I could die today, I would feel that my life has been:

7	6	5	4	3	2	1
very worthwhile			(neutral)		completely worthless	

11. In thinking of my life, I:

1	2	3	4	5	6	7
often wonder why I exist			(neutral)		always see a reason for my being here	

12. As I view the world in relation to my life, the world:

1	2	3	4	5	6	7
completely confuses me			(neutral)		fits meaningfully with my life	

13. I am a:

1	2	3	4	5	6	7
very irresponsible person			(neutral)		very responsible person	

14. Concerning man's freedom to make his own choices, I believe man is:

7	6	5	4	3	2	1
absolutely free to make all			(neutral)		completely bound by limitations of heredity and environment	

15. With regard to death, I am:

7	6	5	4	3	2	1
prepared and unafraid			(neutral)		unprepared and unfrightened	

16. With regard to suicide, I have:

1	2	3	4	5	6	7
thought of it seriously as a way out			(neutral)		never given it a second thought	

17. I regard my ability to find meaning, purpose, or mission in life as:

7	6	5	4	3	2	1
very great			(neutral)			practically none

18. My life is:

7	6	5	4	3	2	1
in my hands and I am			(neutral)			out of my hands and controlled
in control of it						by external factors

19. Facing my daily tasks are:

7	6	5	4	3	2	1
a source of pleasure and			(neutral)			a painful and boring experience
satisfaction						

20. I have discovered:

1	2	3	4	5	6	7
no mission or purpose in life			(neutral)			clear-cut goals and a
						satisfying life purpose

Social Responsibility Scale (SRS)

1. It is no use worrying about current events or public affairs: I can't do anything about them anyway.

Strongly agree Agree Undecided Disagree Strongly disagree

2. Every person should give some of his/her time for the good of his/her town or country.

Strongly agree Agree Undecided Disagree Strongly disagree

3. Our country would be a lot better off if we didn't have so many elections and people didn't have to vote so often.

Strongly agree Agree Undecided Disagree Strongly disagree

4. Letting your friends down is not so bad because you can't do good all the time for everybody.

Strongly agree Agree Undecided Disagree Strongly disagree

5. It is the duty of each person to do his/her job the very best he/she can.

Strongly agree Agree Undecided Disagree Strongly disagree

6. People would be a lot better off if they could live far away from other people and never have to do anything for them.

Strongly agree Agree Undecided Disagree Strongly disagree

7. At school I usually volunteered for special projects.

Strongly agree Agree Undecided Disagree Strongly disagree

8. I feel very bad when I have failed to finish a job I promised I would do.

Strongly agree Agree Undecided Disagree Strongly disagree

LOGO II

Part I

Directions: Below is a series of statements taken from interviews with a large number of college students concerning their reactions to various courses, instructors, and classroom policies. Please read each statement carefully, and indicate how strongly you agree or disagree with each item using the following scale:

- (1) strongly disagree
- (2) disagree
- (3) neither disagree nor agree
- (4) agree
- (5) agree strongly

- _____ 1. I enjoy classes in which the instructor attempts to relate material to concerns beyond the classroom.
- _____ 2. I think it is unfair to test students on material not covered in class lectures and discussions, even if it is in reading assignments.
- _____ 3. I dislike courses which require ungraded out-of-class activities.
- _____ 4. I prefer to write a term paper on interesting material than to take a test on the same general topic.
- _____ 5. I get annoyed when lectures or class presentations are only rehashes of easy reading assignments.
- _____ 6. Written assignments (i.e., homework, projects, etc.) that are not graded are wastes of a student's time.
- _____ 7. I appreciate the instructor who provides honest and detailed evaluation of my work though such evaluation is sometimes unpleasant.
- _____ 8. I think that without regularly scheduled exams I would not learn and remember very much.
- _____ 9. Instructors expect too much out-of-class reading and study by students.
- _____ 10. I find the process of learning new material fun.
- _____ 11. I dislike the course in which a lot of material is presented in class, or in readings, that does not appear on exams.

- (1) strongly disagree
- (2) disagree
- (3) neither disagree nor agree
- (4) agree
- (5) agree strongly

- ____ 12. Easy classes that are not pertinent to my educational goals generally bore me.
- ____ 13. A teacher's comments on an essay test mean more to me than my actual test score.
- ____ 14. I do not find studying at home to be interesting or pleasant.
- ____ 15. I am more concerned about seeing which questions I missed than I am with finding out my test grade.
- ____ 16. I think grades provide me a good goal to work toward.

Part II

Directions: Please read each of the following statements. Indicate how frequently your behavior coincides with the action described using the following rating scale:

- (1) never
- (2) seldom
- (3) sometimes
- (4) often
- (5) always

- ____ 17. I do optional reading that my instructors suggest even though I know it won't affect my grades.
- ____ 18. I try to make time for outside reading despite the demands of my coursework.
- ____ 19. I try to get old tests when I think the instructor will use the same questions again.
- ____ 20. I will withdraw from an interesting class rather than risk getting a poor grade.
- ____ 21. I get irritated by students who ask questions that go beyond what we need to know for exams.

- (1) never
- (2) seldom
- (3) sometimes
- (4) often
- (5) always

- ____ 22. I stay after interesting classes to discuss material with the instructors.
- ____ 23. I discuss interesting material that I've learned in class with my friends or family.
- ____ 24. When looking at a syllabus on the first day of class, I turn to the section on the tests and grades first.
- ____ 25. I participate in out-of-class activities even when extra-credit is not given.
- ____ 26. I buy books for courses other than those I am actually taking.
- ____ 27. I borrow old term papers or speeches from my friends to meet class requirements.
- ____ 28. I cut classes when confident that lecture material will not be on exams.
- ____ 29. I try to keep all my old textbooks because I like going back through them after the class is over.
- ____ 30. I try to find out how easy or hard an instructor grades before signing up for a course.
- ____ 31. I'm tempted to cheat on exams when I'm confident I won't get caught.
- ____ 32. I browse in the library even when not working on a specific assignment

Faith Development Scale

This survey asks you to choose between two ways of looking at religious attitudes and beliefs. For any one item or question, both of the choices may seem valid to you, or both may seem inadequate; however, it is important that you select one of the options that comes closest to reflecting how you feel about the religious issue involved. If you think option "A" is best, circle that letter; if "B" is best, circle B for that particular item.

1. A. I believe totally (or almost totally) the teachings of my church.
B. I find myself disagreeing with my church over numerous aspects of faith.
2. A. I believe that my church offers a full insight into what God wants us to and how we should worship Him.
B. I believe that my church has much to offer, but that other religions can also provide many religious insights.
3. A. It is very important for me to critically examine my religious beliefs and values.
B. It is very important for me to accept the religious beliefs and values of my church.
4. A. My religious orientation comes primarily from my own efforts to analyze and understand God.
B. My religious orientation comes primarily from the teachings of family and church.
5. A. It does not bother me to become exposed to other religious traditions and belief systems; there may be elements in them that I could benefit from.
B. I don't find value in becoming exposed to other religious traditions and belief systems; I doubt that there will be elements in them that I could benefit from.
6. A. My personal religious growth has occasionally required me to come into conflict with my family or friends.
B. My personal religious growth has not required me to come into conflict with my family or friends.
7. A. It is very important that my faith is highly compatible with or similar to the faith of my family
B. It isn't essential that my faith be highly compatible with the faith of my family
8. A. The religious traditions and beliefs I grew up with are very important to me and do not need changing.
B. The religious traditions and beliefs I grew up with have become less and less relevant to my current religious orientation.

A Test of Value Activities

Directions: Read each statement then circle either yes or no indicating your feeling of like or dislike for the activity described. Be sure to answer each question.

1. Meet new people and get acquainted with them.	Yes	No
2. Take a car load of children for an outing.	Yes	No
3. Serve as a companion to an elderly person.	Yes	No
4. Like to be with people despite their physical deformities.	Yes	No
5. Work with a group to help the unemployed.		
6. Work with labor and management to help solve their difficulties.	Yes	No
7. Go with friends to a movie.	Yes	No
8. Help distribute food at a picnic.	Yes	No
9. Play checkers with members of your family.	Yes	No
10. Make a phone call for movie reservations.	Yes	No
11. Collect specimens of small animals for a zoo or museum.	Yes	No
12. Do algebra problems.	Yes	No
13. Develop an international language.	Yes	No
14. Do an experiment with the muscle and nerve of a frog.	Yes	No
15. Study the various methods used in scientific investigations.	Yes	No
16. Do research on the relation of brain waves to thinking.	Yes	No
17. Visit a research laboratory in which small animals are being tested in a maze.	Yes	No
18. Plan the defense and offense you are to use before a tennis game.	Yes	No
19. Read the biography of Louis Pasteur.	Yes	No
20. See moving pictures in which scientists are heroes.	Yes	No
21. Judge entries in a photo contest.	Yes	No
22. Sketch action scenes on a drawing pad.	Yes	No
23. Participate in a summer theater group.	Yes	No
24. Compare the treatment of a classical work as given by two fine musicians.	Yes	No
25. Mold a statue in clay.	Yes	No
26. Be a ballet dancer.	Yes	No
27. Be a sign painter.	Yes	No
28. Plant flowers and shrubbery around the home.	Yes	No
29. Listen to jazz records.	Yes	No
30. Play the juke box.	Yes	No
31. Lead a round table discussion.	Yes	No
32. Be a chairman of an organizing committee.	Yes	No
33. Buy a run-down business and make it grow.	Yes	No
34. Borrow money in order to "put over" a business deal.	Yes	No
35. Run for political office.	Yes	No
36. Own and operate a bank.	Yes	No

37. Be a bank teller.	Yes	No
38. Take a course in Business English.	Yes	No
39. Major in commercial subjects in school.	Yes	No
40. Collect luncheon money at the end of a school cafeteria line.	Yes	No
41. Send a letter of condolence to a neighbor.	Yes	No
42. Help people to be comfortable when traveling.	Yes	No
43. Belong to several social agencies.	Yes	No
44. Treat wounds to help people get well.	Yes	No
45. Help an agency locate living places for evicted families.	Yes	No
46. Be a medical missionary to a foreign country.	Yes	No
47. Attend a dance.	Yes	No
48. Dine with classmates in the school cafeteria.	Yes	No
49. Play checkers.	Yes	No
50. Ride in a bus to San Francisco or a neighboring city.	Yes	No
51. Be a laboratory technician.	Yes	No
52. Be a scientific farmer.	Yes	No
53. Develop new kinds of flowers in a small greenhouse.	Yes	No
54. Solve knotty legal problems.	Yes	No
55. Develop improved procedures in a scientific experiment.	Yes	No
56. Develop new mathematical formulas for research.	Yes	No
57. Look at the displays on astronomy in an observatory exhibit.	Yes	No
58. Visit the fossil display at a museum.	Yes	No
59. Keep a chemical storeroom or physical laboratory.	Yes	No
60. Sell scientific books.	Yes	No
61. Judge window displays in a contest.	Yes	No
62. Collect rare and old recordings.	Yes	No
63. Be an interior decorator.	Yes	No
64. Make a comparative study of architecture.	Yes	No
65. Write a new arrangement for a musical theme.	Yes	No
66. Paint a mural.	Yes	No
67. Visit a flower show.	Yes	No
68. Make and trim household accessories like lamp shades, etc.	Yes	No
69. Dance to a fast number.	Yes	No
70. Paint the kitchen with colors of your choices.	Yes	No
71. Install improved office procedures in a big business.	Yes	No
72. Plan business and commercial investments.	Yes	No
73. Be an active member of a political group.	Yes	No
74. Address a political convention.	Yes	No
75. Operate a race track.	Yes	No
76. Become a U.S. Senator.	Yes	No
77. Purchase supplies for a picnic.	Yes	No
78. Live in a large city rather than a small town.	Yes	No
79. Work at an information desk.	Yes	No
80. Be a private secretary.	Yes	No

I, Gwynne Marie Schaefer La Brie, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Gwynne Marie Schaefer La Brie
Signature of the Author

December 1, 1995
Date

Similarities and Differences in Personality
Traits Between Private and Public College
Students
Title of Thesis

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Signature of Graduate Office Staff Member

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