AN ANALYSIS OF CERTAIN FACTORS THAT WILL INFLUENCE STUDENTS TO ENROLL AT KANSAS STATE TEACHERS COLLEGE

515

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CHAPTER I

INTRODUCTION

Choosing a college is a major decision in every potential college student's life. It is a major decision for over a million young people every year. For most, it is the first major decision. So much of a student's success and happiness depends on the wisdom of this decision, it is hard to exaggerate its importance.

The experience that makes the deepest difference in any young man or woman is the experience of going to college. It is there that the man, the woman, is created; for it is there that thinking begins, and in our society there is no more noticeable difference than the difference between the thoughtful and unthoughtful person. The difference has been called magic. There is no exaggeration in the term; it refers to the change from child to human being, the change that all of us desire in so far as we comprehend that the specific, the distinguishing quality of any person is the quality of his mind. I

Because of the importance of a college education, more and more students are confronted with the decision of where to go to school. This decision is what the researcher is interested in, only in a limited area. This decision of where to go to school is a selection process which in this study concerns Kansas State Teachers College of Emporia.

¹Mark Van Doren, "On Attending College," American Textbook Publishers Institute, New York, 1964, p. 1.

A. THE PROBLEM

Although it is assumed that students of Kansas State Teachers College differ greatly in many ways, very little information is actually available concerning why they selected the Teachers College for their higher education.

Statement of the problem. The purpose of this study is to determine the factors which affect the student's selection process, in relation to why they chose Kansas State Teachers College of Emporia as their institution from which to obtain a higher education; therefore, answering the general question, "Why do students come to Kansas State Teachers College?" Specifically, the study is designed to obtain answers to the following questions:

- Which factors apply the most influence, or are most important in bringing the students to Kansas State Teachers College?
- 2. Which factors apply the least influence, or are least important in bringing students to Kansas State Teachers College?
- 3. Which factors do not apply to a student's selection of Kansas State Teachers College as their institution of higher education?

Statement of the need. Kansas State Teachers College has many goals. One of the more paramount ones is to serve more students and still continue to give a quality education. In order for the Teachers College to reach its objective of serving more students, the investigator

feels that it is very important that the factors which influence student attendance at Kansas State Teachers College are discovered. Once these factors are evaluated, the researcher can use this data to assess the present recruitment program at the Teachers College. Also with these factors and data one can make an assumption of what a student is looking for when inquiring about Kansas State Teachers College before the selection process starts, therefore being able to give the prospective student a better image of the institution. This question of the institution's image is of vital concern to the college administration, and information derived from this study could be used for further research in this and other related fields.

This investigator was not able to find a large quantity of information pertaining to the factors which may govern the selection of an institution of higher education. This lack of information is especially characteristic of the factors which are present in the selection process related to the decision of a student who decides on Kansas State Teachers College. The William Allen White Library and the Division of Field Services have very limited information on this subject area. To the researcher's knowledge, a study involving the factors which affect the student's selection process, in relation to why they chose Kansas State Teachers College of Emporia as their institution from which to obtain a higher education, has not been conducted.

B. ASSUMPTIONS

It will be assumed that the time gap between the moment of decision and the moment the instrumentation was given will not change the relative importance of the factors in the minds of the students.

The researcher will also assume that the sample will provide a valid representation of the new students at Kansas State Teachers College of Emporia.

It will be assumed that the respondents will make honest responses to the items on the opinionnaire.

It will be assumed that the factors of health, attitudes and personalities of the students will not affect the data's validity.

It will be assumed that the sample used will be representative of the population.

It'will be assumed that the linear weighting system is valid.

It will be assumed that prospective students interested in Kansas State Teachers College will be representatives to population of this study.

C. LIMITATIONS

This study is limited to those new students at Kansas State

Teachers College who were enrolled in Introduction to Books and

Library class during the fall of 1966 and spring of 1967. Out

of the 1,868 new students that were enrolled in semesters 665 and 671,

1,363 completed the opinionnaire. Also, the study is limited to those

students who attended class on the day the instrument was administered.

Eighteen students were enrolled in the class and involved in the attendance limitation.

D. DEFINITION OF TERMS

- 1. Factors are stimuli which bring about some result.
- 2. The <u>decision process</u> is that process of deciding or making up one's mind.
- 3. The <u>selection process</u> is that process of choosing a thing or idea in preference to other things or ideas.
- 4. The <u>Teachers College</u> is a reference name for Kansas State Teachers College of Emporia.
 - 5. Semester 665 is a code name for the fall semester of 1966.
 - 6. Semester 671 is a code name for the spring semester of 1967.
 - 7. Total Importance is the ranked result of the weighting system.

E. PROCEDURES

- a) The opinionnaire and data processing answer cards were given out to all the students in the Introduction to Books and Library classes. This was done in the first 15 minutes of the class.
- b) The researcher went over the instructions (see Appendixes A and B) with the classes and stressed the importance of their answers and the opinionnaire. The researcher also asked that only new students complete an opinionnaire.

- c) The opinionnaire was collected and the IBM answer cards
 were taken to the data processing headquarters.
- d) In the data processing headquarters, the IBM answer cards were tabulated as explained in the Analysis of the data.

F. ANALYSIS OF THE DATA

The data processing answer cards were computed and six figures were received for each of the twenty factors.

- Figure 1. Total number of students that selected the factor "most important."
- Figure 2. Total number of students that selected the factor "of some importance."
- Figure 3. Total number of students that selected the factor "of no importance."
- Figure 4. Total number of students that selected the factor "does not apply."
- Figure 5. Total number of students that listed more than one selection for the factor, or the card was rejected by the computer.
 - Figure 6. Total number of cards for the factor.

After getting the above six figures, the researcher checked to see that the total of figures 1 to 5 equal figure 6.

To weigh the factors the researcher took each of them through the following procedure:

- Example Factor Q -

Factor Q - Total No. 1 (most important) times 3 = X

Factor Q - Total No. 2 (some importance) times 1 = Y

Factor Q - Total No. 3 (of no importance) times -1 = Z

Factor Q - Total No. 4 (does not apply) times 0 = 0

Add X + Y + Z + O =Weighted score for the Factor Q.

The factors were weighted in the above manner and the result was 20 factors with weighted scores. Then the factors were ranked according to their weighted scores. This ranking told the researcher which factors have the most influence, and the least influence in bringing students to Kansas State Teachers College.

By checking the total No. 4 and weighted them separately for each factor the researcher found those factors which do not apply any influence in bringing students to Kansas State Teachers College.

The weighting system was designed in the above manner because the researcher believed that the linear distribution best represented the characteristics being applied to the factors. The researcher made certain that the numerical difference between X and Y weights equals the numerical difference between Y and Z weights.

G. ORGANIZATION OF THE REMAINDER

OF THE STUDY

The material in this chapter has described the problem of determining the factors which affect the student's selection process

in relation to why they chose Kansas State Teachers College as their institution from which to obtain a higher education. The assumptions and limitations have been analyzed and the procedure was reviewed.

The remainder of the study has the following pattern of organization. Chapter II provides a review of related research and authoritative comments in books and periodicals pertaining to this study.

Chapter III presents the sources of data, a description of the opinion-naire from which the data was taken, and a statistical report of the data obtained. Also in Chapter III will be the interpretation of the findings. Chapter IV includes the conclusions and recommendations for action and further research relating to or growing out of the findings of this study. Following the last chapter is a selected bibliography.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this section is to present a brief summary of the literature concerned with the selection process of young men and women dealing with why they want to attend Kansas State Teachers College of Emporia. Previous research leading up to the present study has been quite limited. Very few empirical studies have been reported in support of opinions concerning which factors help motivate students to enroll in specific colleges and universities. Theorizing in the field has been limited in scope. However, it is hoped that the published research reported here will offer some background for a better understanding of the present study.

One of the approaches concerning the selection process dealt with the productivity of higher educational institutions. In a study for the National Merit Scholarship Corporation, Astin dealt with the productivity of the colleges and universities in terms of the size of their graduating classes. Astin also gave some reasons why there is so much difference in productivity. Two of these reasons are related to the factors which affect the general selection process of a high school senior. These two factors are cost and the effect that

alumni have on a potential college student. But in Astin's study there is no attempt to discover the relative importance of the factors.²

In a later study dealing with productivity, Astin found a third factor in the selection process. This third factor is parental pressure on the potential college student. But like Astin's early study, there is no attempt to discover the relative importance of the factors.³

A second approach to the study area was discovered in three
other articles by Astin. This approach was based on what Astin called
Institutional Characteristics. These characteristics are as follows:

- a) Selectivity Which was found by dividing the total number of high ability students who went to enroll at a college by the number of freshmen admitted.
- b) Size Which is the total number of full time students.
- c) Realistic Orientation Which reflects the proportion of baccalaureate degrees awarded by the institution in such fields as agriculture, engineering, physical education and industrial arts.
- d) Scientitic Orientation Which is based on the proportion of degrees awarded by the institution in various fields of natural science.

²Alexander W. Astin, "A Study of Institutional Characteristics Related to College Production," National Merit Scholarship Corporation, 1952.

³Alexander W. Astin, "Productivity of Undergraduate Institutions," <u>Science</u> (April 13, 1962), pp. 129-135.

- e) Social Orientation Which is based on the proportion of degrees awarded by the institution in such fields as education, nursing, social work and social science.
- f) Conventional Orientation Which is based on the proportion of degrees awarded by the institution in such fields as accounting, business, economics, and library science.
- portion of degrees awarded by the institution in such fields as advertising, business administration, history and political science, journalism, international relations, and foreign service.
- h) Artistic Orientation Which is based on the proportion of degrees awarded by the institution in such fields as fine arts, writing, foreign languages, music, art, and speech.

One year later Astin used the motivational effects of his characteristics on talented students and their Ph.D. opportunity.⁴

In late 1960, Astin collaborated with Holland and discovered the college environment for each of the characteristics.⁵ The following is a

⁴Alexander W. Astin, "Differential College Effects on the Motivation of Talented Students to Obtain the Ph.D.," <u>Journal of Educational Psychology</u> (February, 1963), pp. 63-71.

⁵Alexander W. Astin and J. L. Holland, "The Environmental Assessment Technique: A Way to Measure College Environments," <u>Journal of Educational Psychology</u>, (December, 1961), pp. 308-316.

list of the characteristics and environments:

- a) Selectivity The environment of a relatively selective college is likely to encourage academic competitiveness, individualism, and scholarship.
- b) Size The large institution tends to be characterized by an impersonal atmosphere, with personal contacts between faculty and students at a minimum.
- c) Realistic Orientation The environment of a college with high Realistic Orientation is characterized by a preference for the practical, the concrete rather than the abstract, and an aversion to intensive emotional experience.
- d) Scientific Orientation The environments of colleges which score high in this area tend to de-emphasize interpersonal relationships and social activities.
- e) Social Orientation The environment of the institution with high Social Orientation is likely to emphasize social interaction and service to others.
- f) Conventional Orientation The environment of the institution which scores high in this area is characterized by a relatively high degree of conformity among students and a relatively authoritarian attitude on the part of the faculty and administration.

- g) Enterprising Orientation The environment of an institution which scores high in this area tends to encourage the development of verbal and persuasive skills and to foster an interest in power and status.
- h) Artistic Orientation The college environment of a school which scores high in this area is likely to emphasize esthetic and humanistic pursuits and to de-emphasize sports and similar activities that require use of gross physical skills.

Even though Astin and Holland did apply the characteristics and environments to a group of talented students a year later, the important point to note is that at no time did they evaluate the characteristics as to their relative importance in the selection process of a potential college student.

He confirmed the general hypothesis that various types of higher educational institutions appeal to and attract different kinds of students according to the degree of academic ability, vocational goals, educational values, personalities and family background. His findings were based on a 92 per cent questionnaire return from National Merit Scholars including one or both parents, and 61 per cent return from a one-sixth random sample of the total group of Certificate of Merit Winners and one or both of their parents.

Alexander W. Astin, "The Effects of Different College Environments in the Career Choices of Talented Students," <u>Journal of</u> Counseling Psychology (1964), pp. 42-51.

Holland concluded that the selection of an undergraduate college or university was probably the result of a complex set of forces at work which include students goals, abilities, personality, education, socio-economic status, and parental images of the best and so-called ideal college.⁷

In a book of 1965, Dr. Astin does apply the characteristics to Kansas State Teachers College of Emporia. Listing in Table 1, page 15, are the scores Astin has given each of the characteristics for the seven state schools in Kansas.

A third approach to the study area was expressed by Edward Hodnett who was the former Vice President of the University of Massachusetts and now President of Dow Corning Corporation. 8 He discovered eight factors which are important in the selection process. These factors are as follows:

- a) Visits with the school counselors
- b) College publications
- c) Talks with college alumni
- d) Talks with college students
- e) Visits with college admission counselors
- f) Entrance standards
- g) Accreditation
- h) Cost

John L. Holland, "Determinants of College Choice," College and University, Fall, 1959, No. 1.

Edward Hodnett, Which College For You (New York: Harper Brothers, 1960).

TABLE I

ASTIN'S CHARACTERISTIC SCORES FOR
THE SEVEN STATE SCHOOLS IN KANSAS

	Selectivity	Size	Realistic Orientation	Scientific Orientation	Social Orientation	Conventional Orientation	Enterprising Orientation	Artistic Orientation
SCHOOL								
Fort Hays State College	37	57	54	49	52	54	50	47
Kansas State College of Pittsburg	45	58	53	47	57	53	43	50
Kansas State Teachers College	45	60	52	44	55	55	46	53
Kansas State University	55	64	66	53	45	55	45	37
University of Kansas	61	6 8	61	54	44	53	52	47
Wichita State University	54	58	61	61	45	57	50	49
							-	

The scores will range from 1-100. The higher the score, the stronger the school is in that characteristic. (Example) The University of Kansas is the most selective state school in Kansas.

However, Hodnett's study did not attempt to find out which of the factors were of an important nature to the students. He did suggest that cost would most likely be the paramount factor.

The ability to pay the cost is definitely the most important factor affecting the decision of some high school graduates concerning college attendance.9

Craig, in a study for his book <u>How to Finance A College Education</u>, documented that the cost factor was the number one factor in the minds of students who are in the process of making a selection of which college they should attend. This fact is reaffirmed by a research study done by Townsend for the Educational Records Bureau.

The data on students not continuing their formal education beyond high school because of insufficient funds reveal that this is the main reason for capable high school students not going on to gain a higher education.

A fourth approach to the study area was researched by Trent and Medsker. 12 Besides reviewing the factors which were included in Hodnett's and Astin's conclusions, Trent and Medsker found some new factors which they felt were very important in the selection process.

^{9&}lt;sub>Ibid</sub>.

¹⁰W. B. Craig, <u>How to Finance a College Education</u> (New York: Holt Publishing Company, 1964), p. 208.

¹¹ Agatha Townsend and Educational Records Bureau, College Freshmen Speak Out (New York: Harper Brothers, 1962).

¹² James W. Trent and Leland L. Medsker, "The Influence of Different Types of Public Higher Instructions on College Attendance From Varying Socio-economic and Ability Levels," Center for Research and Development in Higher Education, Berkeley, California, 1965.

One of these factors is parental pressure or the ability of a mother and father to lead their offspring to pursue a particular selection. Medsker stated that "the students' perception of their parents' attitudes toward college choice had a definite and positive relationship to what paths the young people took." 13

The other factor which Medsker and Trent listed very often was the student's socio-economic level. The gentlemen stated that this was the most important factor which developed from their study of 10,000 high school graduates. The Medsker-Trent data forces the researcher to ponder the question of how much "choice" there is in the selection process. But in his article one year later, Trent explained that the socio-economic level was more a factor of to go to college or not to go to college, than a factor of selection between colleges. Trent did go on to state that cost would be a definite problem and a big factor for lower socio-economic students. 14

In a study by Napp, 15 which attempts to isolate and analyze a number of variables which East Carolina College students recognize

^{13&}lt;sub>Ibid.</sub>, p. 12

¹⁴ James W. Trent and Janet Ruyle, "Variation, Flow and Patterns of College Attendance," College and University, Volume XLI, No. 1 (Fall, 1965), pp. 61-76.

¹⁵Ralph R. Napp, "Isolation and Analysis of Certain Factors Which May Influence Students to Enroll at East Carolina College," The Journal of Educational Researcher, Volume LX, No. 1 (September, 1966), p. 41.

as having influenced their decision to enroll at East Carolina College, the researcher found the following information:

FACTORS RATED BY STUDENTS AS MOST INFLUENTIAL

- a) Parents who did not attend East Carolina College
- b) High school adminstrators
- c) Former students
- d) Friends who attended East Carolina College
- e) A student at East Carolina College
- f) A planned visit to East Carolina College
- g) A casual visit to East Carolina College
- h) The East Carolina College catalogue
- i) General College programs
- j) The low cost of tuition
- k) The low cost of living
- 1) Pride in an East Carolina degree
- m) Specializee courses of study
- n) A wide variety of academic courses
- o) East Carolina College's accent on teacher training
- p) Financial aid
- q) Senior college status
- r) East Carolina College as a co-educational institution
- s) Size of student body
- t) Dormitory facilities

- u) Accredited scholastic programs of East Carolina College
- v) Quarter system
- w) Geographical location of East Carolina College
- x) Distance from home
- y) Opportunity to commute and thus save money
- z) Friendly atmosphere at East Carolina College
- aa) East Carolina is a state institution

FACTORS RATED BY STUDENTS AS LEAST INFLUENTIAL

- a) Parents who attended East Carolina College
- b) Other relatives who never attended East Carolina College
- c) Elementary teachers
- d) Junior college teachers
- e) Senior college teachers not at East Carolina College
- f) Faculty at East Carolina College
- g) Friends who did not attend East Carolina College
- h) A high school talk by an East Carolina College student representative
- i) A letter from an East Carolina College administrator
- j) A conference with an East Carolina College representative
- k) Home newspaper
- 1) Radio
- m) Television
- n) Other mass media

- o) East Carolina College alumni news
- p) East Carolina College Newspaper
- q) East Carolina College yearbook
- r) East Carolina College movie
- s) East Carolina College picture bulletin
- t) East Carolina College's placement service
- u) Personal relationship with faculty members and administrative officers
- v) Guidance at East Carolina College
- w) Size of classes
- x) Social and recreational building facilities
- y) Climate at Greenville, North Carolina
- z) Availability of public transportation to and from East Carolina College

FACTORS RATED BY STUDENTS

AS HAVING INTERMEDIATE INFLUENCE

- a) Other relatives who attended East Carolina College
- b) Secondary teachers other than those working at East Carolina College
- c) A talk at high school by an East Carolina College faculty representative
- d) A specialized, or the variety of East Carolina College's athletic program

- e) Social and recreational programs offered by East Carolina College
- f) Specialized or variety of religious activities offered by East Carolina College
- g) Size of faculty
- h) Classroom facilities

Beezer and Hjelm, 16 in their cooperative research project for the United States Department of Health, Education, and Welfare, listed some factors which directly relate to the tendency for students to enroll in college.

The factors expected to be highly related to plans to enter college were school size, peer influence, teacher influence, guidance programs, and curriculum. No information was found in the study to suggest that peers, teachers, and guidance programs markedly influence students to enroll or not enroll in college.

Results of a questionnaire that has been given to new students at the Teachers College from 1954 to 1964 supplied the researcher with the following factors which affect the decision process of some of the institution's new students. 17

- a) A particular kind of course of study such as elementary teaching, secretarial training, art, etc.
- b) A visit to our campus for Band Day, Senior Night, Musical Festivals, Youth Symphony, etc.

Robert H. Beezer and Howard F. Hjelm, <u>Factors Related to College Attendance</u>, United States Department of Health, Education, and Welfare (Washington: Government Printing Office, 1961), p. 21.

¹⁷Unpublished study by Division of Field Services, Kansas State Teachers College of Emporia, 1954-1964.

- c) A National Defense Education Act Loan
- d) Attractive appearance of the campus

Franks reported in 1955 on the major factors which influenced students to enroll at Stephen F. Austin State College in Texas. An interview guide sheet was developed from information collected by means of a questionnaire. The questionnaire was presented to 247 freshman students in the fall of 1953. The data for the study were obtained through personal interviews with all freshman, sophomore, and junior students enrolled at the college. The degrees of influence were graded as follows: "Wholly," "to a large extent," "to some extent," and "none."

Twelve factors were identified by the study as having had the "greatest" influence on enrollment at this college. They were in order of importance:

- a) Location of college near the home of the student
- b) Training offered by the various departments of the college
- c) Friendly attitude of college faculty and students
- d) Moderate cost of tuition
- e) Former students of the college
- f) The physical plant of the college
- g) Size of the college in terms of enrollment
- h) Parents as guardians
- i) Students enrolled at the college
- j) Relatives, other than parents or guardians

- k) The scholastic standing of the college
- 1) Secondary teachers 18

¹⁸ Lawrence T. Franks, "A Study to Determine the Major Factors Which Influence Students to Enroll at Stephen F. Austin University," 1955.

CHAPTER III

PROCEDURES AND RESULTS

A. INTRODUCTION

This study was undertaken with the hope of obtaining some valid statistical information concerning the factors which affect the student's selection process, in relation to why they chose Kansas State Teachers College of Emporia as their institution from which to obtain a higher education.

The general method of the study consisted of an opinionnaire which was given to all the students in the Introduction to Books and Library classes. This opinionnaire was used to find the data that will tell which of twenty factors are the most important in influencing students to attend the Teachers College. Also from the data the opinionnaire provided, the researcher found the answers to two other important questions: which factors are least important, and which factors do not apply much influence on the student's selection process.

B. SUBJECTS

The study population includes all new students at Kansas

State Teachers College during semester 665 and 671. The sample was

comprised of all those students in the Introduction to Books and

Library classes. (All students in Introduction to Books and Library

are new students.)

The researcher used the Introduction to Books and Library classes because by this means he could reach 1,363 students of the 1,868 in the total population. This sample also gave the researcher a way to receive one hundred per cent return on his opinionnaire.

C. INSTRUMENTATION

The opinionnaire, consisting of twenty factors which could affect the student's selection process, was given on October 15 and 16, 1966, and on February 2, 1967. The factors were chosen from two sources:

- a) A questionnaire that was given to new students at Kansas State Teachers College from 1954 to 1964 to try to determine the factors that caused the students to attend the Teachers College.
- b) The literature that the researcher reviewed.

 The following are the twenty factors which form the opinionnaire; (See Appendix A):
 - 1. Newspaper publicity concerning the Teachers College.
 - A college publication, such as the yearbook, catalogue,
 viewbook or pamphlet.
 - A particular kind of course such as elementary teaching, secretarial training, art, etc.
 - A particular extracurricular program such as athletics, music, debate, or dramatics.

- 5. Correspondence from the college.
- 6. A visit to your high school from a college representative.
- 7. The College Day Program at your high school.
- A visit which you made to the campus for Band Day, Senior
 Night, Music Festival, Youth Symphony, etc.
- 9. The opportunity for part-time employment.
- 10. A scholarship.
- 11. A National Defense Act Loan.
- 12. Nearness of the Teachers College to your home.
- 13. Cost of tuition and fees.
- 14. Low cost of room and board.
- 15. Advice from your parents.
- 16. Advice from friends who are attending the Teachers College.
- 17. Advice from graduates or former students of the Teachers College.
- 18. Advice from high school teacher, principal, or coach.
- 19. Opportunity to join a fraternity or sorority.
- 20. Attractive appearance of the campus.

The new students were asked to rank each of the twenty factors as "very important," or "some importance," or "no importance," or "the item does not apply," in influencing them to attend Kansas State Teachers College.

A data processing answer card was designed for the opinionnaire so that the data could be calculated very easily (see Appendix B).

D. PROCEDURE

The opinionnaire and the data processing answer cards were distributed in the Introduction to Books and Library classes on October 15 and 16, 1966 and on February 2, 1967. The processing of the opinionnaire in class took about fifteen minutes. The researcher carfully went over the instructions with the classes and stressed the importance of their answers. The same verbal instructions were used in each class.

Once the data processing answer cards were completed, they were computed and six figures were received.

- Figure 1) Total number of students that selected the factor "most important."
- Figure 2) Total number of students that selected the factor "of some importance."
- Figure 3) Total number of students that selected the factor "of no importance."
- Figure 4) Total number of students that selected the factor "does not apply."
- Figure 5) Total number of students that listed more than one selection for the factor, or the card was rejected by the computer.
- Figure 6) Total number of cards for the factor.

After getting the above six figures, the researcher checked to see that the total of figures 1 to 5 equal figure 6.

To weight the factors the researcher took each of them through the following procedure:

- Example Factor Q -

Factor Q - Total Figure No. 1 (most important) time 3 = X

Factor Q - Total Figure No. 2 (some importance) times 1 = Y

Factor Q - Total Figure No. 3 (of no importance) times -1 = Z

Factor Q - Total Figure No. 4 (does not apply) times 0 = 0

Add X + Y + Z + O = Weighted score for the factor Q.

Each of the factors were weighted in the above manner and the researcher had 20 factors with weighted scores. Then the researcher ranked the factors according to their weighted scores. This ranking then told the researcher which factors have the most influence, and the least influence in bringing students to Kansas State Teachers College.

By checking the total Figure No. 4 and weighting them separately for each factor, the researcher found those factors which do not apply much influence in bringing students to Kansas State Teachers College.

TABLE II

FINDINGS OF FIGURE 1

TOTAL NUMBER OF STUDENTS THAT SELECTED THE FACTOR "MOST IMPORTANT"

	tors are listed according to the ber of times they were selected	Number of student selections
-		DCICCEION
1.	A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama.	665
2.	Low cost of tuition and fees.	655
3.	Low cost of room and board.	463
4.	Nearness of the Teachers College to your home.	395
5.	Advice from friends who are attending the Teachers College.	369
6.	Advice from graduates or former students of the Teachers College.	353
7.	Advice from high school teacher, principal, or coach.	320
8.	Attractive appearance of the campus.	294
9.	Correspondence from the Teachers College.	269
10.	A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.	264
11.	Advice from parents.	262
12.	A National Defense Education Act loan.	242
13.	A visit to your high school from a college representative.	231
14.	A scholarship.	210
15.	A college publication, such as the yearbook, catalog, or pamphlet.	203
16.	A particular extra-curricular program such as athletics, music, debate, or dramatics.	160
17.	The College Day Program at your high school.	145
18.	The opportunity for part-time employment.	124
19.	The opportunity to join a fraternity or sorority.	76
2 0.	Newspaper publicity concerning the Teachers College Total	38 5,738

TABLE III

FINDINGS OF FIGURE 2

TOTAL NUMBER OF STUDENTS THAT SELECTED THE FACTOR "OF SOME IMPORTANCE"

Attractive appearance of the campus. A college publication, such as the yearbook, catalog, or pamphlet. Correspondence from the Teachers College. Advice from friends who are attending the Teachers College. Advice from parents. Low cost of room and board Low cost of tuition and fees. Advice from graduates or former students of the Teachers College. Advice from high school teacher, principal, or coach. A visit to your high school from a college representative. A visit to your high school from a college representative. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. The opportunity for part-time employment. A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship.			
A college publication, such as the yearbook, catalog, or pamphlet. Correspondence from the Teachers College. Advice from friends who are attending the Teachers College. Advice from parents. Low cost of room and board Low cost of tuition and fees. Advice from graduates or former students of the Teachers College. Advice from high school teacher, principal, or coach. Nearness of the Teachers College to your home. A visit to your high school from a college representative. Newspaper publicity concerning the Teachers College. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. The opportunity for part-time employment. A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A Scholarship. A National Defense Education Act loan. 88		•	Number of student selections
or pamphlet. 644 Correspondence from the Teachers College. 585 Advice from friends who are attending the Teachers College. 563 Advice from parents. 514 Low cost of room and board 507 Low cost of tuition and fees. 504 Advice from graduates or former students of the Teachers College. 485 Advice from high school teacher, principal, or coach. 468 Nearness of the Teachers College to your home. 414 A visit to your high school from a college representative. 393 Newspaper publicity concerning the Teachers College. 322 A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. 318 A particular kind of academic course, ie., secondary teaching, elementary teaching, ert, drama. 315 The College Day Program at your high school. 275 A particular extra-curricular program such as athletics, music, debate, or dramatics. 215 The opportunity to join a fraternity or sorority. 195 A Scholarship. 90 A National Defense Education Act loan. 88	l.	Attractive appearance of the campus.	686
Advice from friends who are attending the Teachers College. Advice from parents. Low cost of room and board Low cost of tuition and fees. Advice from graduates or former students of the Teachers College. Advice from high school teacher, principal, or coach. Nearness of the Teachers College to your home. A visit to your high school from a college representative. Newspaper publicity concerning the Teachers College. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. The opportunity for part-time employment. A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A Scholarship. A National Defense Education Act loan.			644
Advice from parents. Low cost of room and board Low cost of tuition and fees. Advice from graduates or former students of the Teachers College. Advice from high school teacher, principal, or coach. Nearness of the Teachers College to your home. A visit to your high school from a college representative. Newspaper publicity concerning the Teachers College. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. The opportunity for part-time employment. A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. A National Defense Education Act loan.	3.	Correspondence from the Teachers College.	585
Low cost of room and board 507 Low cost of tuition and fees. 504 Advice from graduates or former students of the Teachers College. 485 Advice from high school teacher, principal, or coach. 468 Nearness of the Teachers College to your home. 414 A visit to your high school from a college representative. 393 Newspaper publicity concerning the Teachers College. 322 A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. 318 A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. 315 The College Day Program at your high school. 275 A particular extra-curricular program such as athletics, music, debate, or dramatics. 215 The opportunity to join a fraternity or sorority. 195 A scholarship. 90 A National Defense Education Act loan. 88	4.	Advice from friends who are attending the Teachers College.	563
Low cost of tuition and fees. Advice from graduates or former students of the Teachers College. Advice from high school teacher, principal, or coach. 468 Nearness of the Teachers College to your home. 414 A visit to your high school from a college representative. 393 Newspaper publicity concerning the Teachers College. 322 A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. 318 A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. 315 The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. 215 The opportunity to join a fraternity or sorority. 90 A National Defense Education Act loan. 88	5.	Advice from parents.	514
Advice from graduates or former students of the Teachers College. 485 Advice from high school teacher, principal, or coach. 468 Nearness of the Teachers College to your home. 414 A visit to your high school from a college representative. 393 Newspaper publicity concerning the Teachers College. 322 A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. 318 A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. 315 The College Day Program at your high school. 275 A particular extra-curricular program such as athletics, music, debate, or dramatics. 215 The opportunity to join a fraternity or sorority. 195 A scholarship. 90 A National Defense Education Act loan. 88	6.	Low cost of room and board	507
Advice from high school teacher, principal, or coach. Advice from high school teacher, principal, or coach. Nearness of the Teachers College to your home. A visit to your high school from a college representative. Newspaper publicity concerning the Teachers College. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. A National Defense Education Act loan. 88	7.	Low cost of tuition and fees.	504
Nearness of the Teachers College to your home. 414 A visit to your high school from a college representative. 393 Newspaper publicity concerning the Teachers College. 422 A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. 318 A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. 315 The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. 90 A National Defense Education Act loan.	8.	Advice from graduates or former students of the Teachers Colleg	e. 485
A visit to your high school from a college representative. Newspaper publicity concerning the Teachers College. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. A National Defense Education Act loan. 88	9.	Advice from high school teacher, principal, or coach.	468
Newspaper publicity concerning the Teachers College. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. 315 The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. 215 The opportunity to join a fraternity or sorority. A scholarship. 90 A National Defense Education Act loan.	0.	Nearness of the Teachers College to your home.	414
A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc. 320 The opportunity for part-time employment. 318 A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. 315 The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. 90 A National Defense Education Act loan. 88	1.	A visit to your high school from a college representative.	393
Night, Music Festival, Youth Symphony, etc. The opportunity for part-time employment. A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. A National Defense Education Act loan. 88	2.	Newspaper publicity concerning the Teachers College.	322
A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. A National Defense Education Act loan. 88	3.		320
teaching, elementary teaching, art, drama. The College Day Program at your high school. A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. A National Defense Education Act loan. 88	4.	The opportunity for part-time employment.	318
 A particular extra-curricular program such as athletics, music, debate, or dramatics. The opportunity to join a fraternity or sorority. A scholarship. A National Defense Education Act loan. 	5.		315
music, debate, or dramatics. 215 The opportunity to join a fraternity or sorority. 195 A scholarship. 90 A National Defense Education Act loan. 88	6.	The College Day Program at your high school.	275
A scholarship. A National Defense Education Act loan. 88	7.	· · · · · · · · · · · · · · · · · · ·	215
• A National Defense Education Act loan. 88	8.	The opportunity to join a fraternity or sorority.	195
	9.	A scholarship.	90
	0 .		

TABLE IV

FINDINGS OF FIGURE 3

TOTAL NUMBER OF STUDENTS THAT SELECTED THE FACTOR "OF NO IMPORTANCE"

Fac	tors are listed according to the ber of times they were selected	Number of student selections
1.	Newspaper publicity concerning the Teachers College.	741
2.	The opportunity to join a fraternity or sorority.	642
3.	A particular extra-curricular program such as athletics, music, debate, or dramatics.	614
4.	The opportunity for part-time employment.	462
5.	The College Day Program at your high school.	384
6.	A college publication, such as the yearbook, catalog, or pamphlet.	373
7.	Advice from parents.	3 65
8.	Advice from high school teacher, principal, or coach.	33 6
9.	A visit to your high school from a college representative.	319
10.	Correspondence from the Teachers College.	314
11.	Nearness of the Teachers College to your home.	311
12.	Advice from graduates or former students of the Teachers Col	lege. 281
13.	A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.	277
14.	Attractive appearance of the campus.	27 6
15.	Advice from friends who are attending the Teachers College.	239
16.	A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama.	2 37
17.	A National Defense Education Act loan.	211
18.	A scholarship.	206
19.	Low cost of room and board.	184
20.	Low cost of tuition and fees. Total	103 6,875

TABLE V

FINDINGS OF FIGURE 4

TOTAL NUMBER OF STUDENTS THAT SELECTED THE FACTOR "DOES NOT APPLY"

	tors are listed according to the ber of times they were selected	Number of student selections
1.	A scholarship.	799
2.	A National Defense Education Act loan.	747
3.	The College Day Program at your high school.	491
4.	A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.	447
5.	The opportunity for part-time employment.	403
6.	The opportunity to join a fraternity or sorority.	392
7.	A visit to your high school from a college representative.	363
8.	A particular extra-curricular program such as athletics, music, debate, or dramatics.	321
9.	Newspaper publicity concerning the Teachers College.	220
lO•	Nearness of the Teachers College to your home.	187
11.	Advice from graduates or former students of the Teachers Co	llege. 179
12.	Advice from high school teacher, principal, or coach.	169
13.	Advice from parents.	155
14.	Low cost of room and board.	150
15.	Correspondence from the Teachers College.	137
16.	Advice from friends who are attending the Teachers College.	131
17.	A college publication, such as the yearbook, catalog, or pamphlet.	101
18.	A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama.	93
19.	Attractive appearance of the campus.	58
20.	Low cost of tuition and fees. Total	5, <u>47</u>

TABLE VI

FINDINGS OF FIGRUE 5

TOTAL NUMBER OF STUDENTS THAT LISTED MORE THAN ONE SELECTION FOR THE FACTOR, OR THE CARD WAS REJECTED BY THE COMPUTER

	ors are listed according to the er of times they were selected	Number of student selections
	A National Defense Education Act loan	75
2.	Advice from high school teacher, principal, or coach.	70
3.	The College Day Program at your high school.	68
4.	Advice from parents.	67
5.	Advice from graduates or former students of the Teachers Col	lege. 65
6.	Advice from friends who are attending the Teachers College.	61
7.	Low cost of room and board.	59
9⁄.	Correspondence from the Teachers College.	58
9.	The opportunity to join a fraternity or sorority.	58
9.	A scholarship.	58
11.	A visit to your high school from a college representative.	57
12.5	The opportunity for part-time employment.	56
12.5	Nearness of the Teachers College to your home.	56
14.	A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.	55
15.	Low cost of tuition and fees.	54 .
16.5	A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama.	53
16.5	A particular extra-curricular program such as athletics, music, debate, or dramatics.	53
18.	Attractive appearance of the campus.	49
19.5	Newspaper publicity concerning the Teachers College.	42
19.5	A college publication, such as the yearbook, catalog, or pamphlet. Total	42 1,156

TABLE VII

FINDINGS OF FIGURE 6

TOTAL NUMBER OF CARDS FOR THE FACTOR

	tors are listed according to the ber of times they were selected	Number of student selections
1.	Low cost of tuition and fees.	1,363
2.	A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama.	1,363
3.	Low cost of room and board.	1,363
4.	Advice from friends who are attending the Teachers College	. 1,363
5.	Attractive appearance of the campus.	1,363
6.	Advice from graduates or former students of the Teachers College.	1,363
7.	Nearness of the Teachers College to your home.	1,363
8.	Correspondence from the Teachers College.	1,363
9.	Advice from high school teacher, principal, or coach.	1,363
10.	A college publication, such as the yearbook, catalog, or pamphlet.	1,363
11.	Advice from parents.	1,363
12.	A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.	1,363
13.	A visit to your high school from a college representative.	1,363
14.	A National Defense Education Act loan.	1,363
15.	A scholarship.	1,363
16.	The College Day Program at your high school.	1,363
17.	The opportunity for part-time employment.	1,363
18.	A particular extra-curricular program such as athletics, music, debate, or dramatics.	1,363
19.	The opportunity to join a fraternity or sorority.	1,363
20.	Newspaper publicity concerning the Teachers College. Total	1,363 27,260

E. FINDINGS

Question 1. Which factors apply the most influence, or are most important in bringing students to Kansas State

Teachers College?

The factors which apply the most influence, or are most important in bringing students to Kansas State Teachers College are listed below in order of highest ranking.

	RANKING	FACTOR
/	1	-A particular kind of academic course, ie., secondary teaching, elementary teaching, art, drama.
	2	-Low cost of tuition and fees.
	3	-Low cost of room and board.
	4	-Nearness of the Teachers College to your home.
	5	-Advice from friends who are attending the Teachers College.
	6	-Advice from graduates or former students of the Teachers College.
	7	-Advice from high school teacher, principal, or coach.
	8	-Attractive appearance of the campus.
	9	-Correspondence from the Teachers College.
	10	-A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.

Question 2. Which factors apply the least influence, or are least important in bringing students to Kansas State

Teachers College?

The factors which apply the least influence, or are least important in bringing students to Kansas State Teachers College are listed below in the order of least importance.

KANKING	FACTOR
1	Newspaper publicity concerning the Teachers College
2	Opportunity to join a fraternity or sorority.
3	A particular extra-curricular program such as athletics, music, debate, or dramatics.
4	The opportunity for part-time employment.
5	The College Day Program at your high school.
6	A scholarship.
7	A National Defense Education Act loan.
8	A visit to your high school from a college representative.
9	A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.
10	Advice from parents.

Question 3. Which factors do not apply to a student's selection of Kansas State Teachers College as their institution of higher education.

The factors which do not apply to a student's selection of Kansas State Teachers College are listed below in a ranked order.

RANKING FACTOR
1A scholarship.
2/A National Defense Education Act loan.
3The College Day Program of your high school.
4A visit which you made to the campus for a Band Day, Senior Night, Music Festival, Youth Symphony, etc.
5The opportunity for part-time employment.
6The opportunity to join a fraternity or sorority.
7A visit to your high school from a college representative.
8A particular extra-curricular program such as athletics, music, debate, or dramatics.
9 Newspaper publicity concerning the Teachers College.
10Nearness of the Teachers College to your home.

F. INDIVIDUAL FINDINGS

The individual findings for each of the twenty factors will be found on the next twenty pages. (See Tables 8 through 27.) The total findings can be found on Table 28.

TABLE VIII

INDIVIDUAL FINDINGS FOR FACTOR 1

NEWSPAPER PUBLICITY CONCERNING THE TEACHERS COLLEGE

		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	38	.114
Figure 2.	Total number of students that selected the factor "of some importance."	322	322
Figure 3.	Total number of students that selected the factor "of no importance."	741	741
Figure 4.	Total number of students that selected the factor "does not apply."	220	o
Total weig	hted score		-305
Importance	Rank		20

TABLE IX

INDIVIDUAL FINDINGS FOR FACTOR 2

A COLLEGE PUBLICATION SUCH AS THE YEARBOOK, CATALOG, OR PAMPHLET

		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor		
	"most important."	203	609
Figure 2.	Total number of students		
	that selected the factor		
	"of some importance."	644	644
Figure 3.	Total number of students		
_	that selected the factor		
	"of no importance."	373	-373
Figure 4.	Total number of students		
	that selected the factor		
	"does not apply."	101	0
Cotal weig	hted score		880
mportance			10

TABLE X
INDIVIDUAL FINDINGS FOR FACTOR 3

A PARTICULAR KIND OF COURSE SUCH AS ELEMENTARY TEACHING, SECRETARIAL TRAINING, ART, ETC.

		Student Selections	Weighted Score
Figure 1.	Total number of students		
	that selected the factor		
	"most important."	665	1,995
Figure 2.	Total number of students		
	that selected the factor		
	"of some importance."	315	315
Figure 3.	Total number of students		
	that selected the factor		
	"of no importance."	237	- 237
Figure 4.	Total number of students		
	that selected the factor		
	"does not apply."	93	0
otal weig	hted score		2,073
Importance	Rank		2

TABLE XI
INDIVIDUAL FINDINGS FOR FACTOR 4 _____

A PARTICULAR EXTRA-CURRICULAR PROGRAM SUCH AS ATHLETICS, MUSIC, DEBATE OR DRAMATICS

160 215	480 215
215	215
215	215
215	215
614	- 614
321	0
	81 18
	321

TABLE XII

INDIVIDUAL FINDINGS FOR FACTOR 5

CORRESPONDENCE FROM THE COLLEGE

		Student Selections	Weighted Score
Figure 1.	Total number of students		
	that selected the factor		
	"most important."	269	807
Figure 2.	Total number of students		
	that selected the factor		
	"of some importance."	585	5 85
Figure 3.	Total number of students		
	that selected the factor		
	"of no importance."	314	-314
ligure 4.	Total number of students		•
<u> </u>	that selected the factor		
	"does not apply."	137	0
	Land areas		1 079
cotal weig	hted score		1,078
mportance	Rank		8

TABLE XIII

INDIVIDUAL FINDINGS FOR FACTOR 6

A VISIT TO YOUR HIGH SCHOOL FROM A COLLEGE REPRESENTATIVE

		Student Selections	Weighted Score
Figure 1.	Total number of students		
	that selected the factor		
	"most important."	231	693
Figure 2.	Total number of students		
	that selected the factor		
	"of some importance."	393	393
Figure 3.	Total number of students		
	that selected the factor		
	"of no importance."	319	-31 9
igure 4.	Total number of students		
_	that selected the factor		
	"does not apply."	363	0
Total weig	hted score		767
Importance			13

TABLE XIV

INDIVIDUAL FINDINGS FOR FACTOR 7

THE COLLEGE DAY PROGRAM AT YOUR HIGH SCHOOL

···		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	145	435
Figure 2.	Total number of students that selected the factor "of some importance."	275	275
Figure 3.	Total number of students that selected the factor "of no importance."	384	-384
Figure 4.	Total number of students that selected the factor "does not apply."	491	0
Total weig	hted score		326 16

TABLE XV

INDIVIDUAL FINDINGS FOR FACTOR 8

A VISIT WHICH YOU MADE TO THE CAMPUS FOR BAND DAY, SENIOR NIGHT, MUSIC FESTIVAL, YOUTH SYMPHONY, ETC.

		Student Selections	Weighted Score
Figure 1.			
	that selected the factor "most important."	264	792
	most importants	20.	,,_
Figure 2.	Total number of students		
	that selected the factor		
	"of some importance."	320	320
Figure 3.	Total number of students		
_	that selected the factor		
	"of no importance."	277	- 277
Figure 4.	Total number of students		
	that selected the factor		
	"does not apply."	447	0
Total weig	hted score		845
Importance			12

TABLE XVI

INDIVIDUAL FINDINGS FOR FACTOR 9

THE OPPORTUNITY FOR PART-TIME EMPLOYMENT

		Student Selections	Weighted Score
Figure 1.	Total number of students		
	that selected the factor "most important."	124	372
Figure 2.	Total number of students		
	that selected the factor "of some importance."	318	318
Figure 3.	Total number of students		
	that selected the factor "of no importance."	462	- 462
Figure 4.	Total number of students		
	that selected the factor "does not apply."	403	0
Total wole	htad same		238
Importance	hted score Rank		238 17

TABLE XVII

INDIVIDUAL FINDINGS FOR FACTOR 10

A SCHOLARSHIP

		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	210	630
Figure 2.	Total number of students that selected the factor "of some importance."	90	90
Figure 3.	Total number of students that selected the factor "of no importance."	206	-206
Figure 4.	Total number of students that selected the factor "does not apply."	799	0
Total weig Score	thted score		514 15

TABLE XVIII
A NATIONAL DEFENSE EDUCATION ACT LOAN

		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	242	726
	most important.	242	720
Figure 2.	Total number of students		
	that selected the factor		
	"of some importance."	88	88
Figure 3.	Total number of students		
•	that selected the factor		
	"of no importance."	211	-211
igure 4.	Total number of students		
5	that selected the factor		•
	"does not apply."	7 47	0
Cotal weig	hted score		603
Importance Rank			14

TABLE XIX

INDIVIDUAL FINDINGS FOR FACTOR 12

NEARNESS OF THE TEACHERS COLLEGE TO YOUR HOME

		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	395	1,185
Figure 2.	Total number of students that selected the factor "of some importance."	414	414
Figure 3.	Total number of students that selected the factor "of no importance."	311	-311
Figure 4.	Total number of students that selected the factor "does not apply."	187	0
Total weig	hted score Rank		1,288 7

TABLE XX
INDIVIDUAL FINDINGS FOR FACTOR 13

LOW COST OF TUITION AND FEES

		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	655	1,965
igure 2.	Total number of students that selected the factor "of some importance."	504	504
Figure 3.	Total number of students that selected the factor "of no importance."	103	÷103
Figure 4.	Total number of students that selected the factor "does not apply."	47	0
Total weig			2,366

TABLE XXI
INDIVIDUAL FINDINGS FOR FACTOR 14

LOW COST OF ROOM AND BOARD

Student Weighted Selections Score Figure 1. Total number of students that selected the factor "most important." 463 1,395 Figure 2. Total number of students that selected the factor 507 507 "Of some importance." Figure 3. Total number of students that selected the factor "of no importance." 184 -184 Figure 4. Total number of students that selected the factor "does not apply." 150 0 1,718 Total weighted score 3 Importance Rank

TABLE XXII

INDIVIDUAL FINDINGS FOR FACTOR 15

ADVICE FROM YOUR PARENTS

		Student Selections	Weighted Score
Figure 1.			
	that selected the factor "most important."	262	986
Figure 2.	Total number of students		
	that selected the factor "of some importance."	514	514
Figure 3.	Total number of students		
	that selected the factor "of no importance."	365	- 365
igure 4.	Total number of students		
J	that selected the factor "does not apply."	155	0
Total weig	hted score		1,135
[mportance	Rank		11

TABLE XXIII

INDIVIDUAL FINDINGS FOR FACTOR 16

ADVICE FROM FRIENDS WHO ARE ATTENDING THE TEACHERS COLLEGE

		Student Selections	Weighted Score
Figure 1.	Total number of students		
	that selected the factor "most important."	369	1,107
Figure 2.	Total number of students that selected the factor "of some importance."	563	563
Figure 3.	Total number of students that selected the factor "of no importance."	239	-2 39
Figure 4.	Total number of students that selected the factor "does not apply."	131	0
Total weig	chted score		1,431 4

TABLE XXIV

INDIVIDUAL FINDINGS FOR FACTOR 17

ADVICE FROM GRADUATES OR FORMER STUDENTS OF THE TEACHERS COLLEGE

		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	353	1,165
Figure 2.	Total number of students that selected the factor "of some importance."	485	485
Figure 3.	Total number of students that selected the factor "of no importance."	281	- 281
Figure 4.	Total number of students that selected the factor "does not apply."	179	. 0
Total weig	hted score		1,369

TABLE XXV

INDIVIDUAL FINDINGS FOR FACTOR 18

ADVICE FROM HIGH SCHOOL TEACHER, PRINCIPAL OR COACH

	•	Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	320	960
Figure 2.	Total number of students that selected the factor "of some importance."	468	468
Figure 3.	Total number of students that selected the factor "of no importance."	336	-336
Figure 4.	Total number of students that selected the factor "does not apply."	169	0
Total weig	hted score		1,092

TABLE XXVI

INDIVIDUAL FINDINGS FOR FACTOR 19

OPPORTUNITY TO JOIN A FRATERNITY OR SORORITY

		Student Selections	Weighted Score
Figure 1.	Total number of students		
0	that selected the factor	76	76
Figure 2.	Total number of students that selected the factor	195	195
	"of some importance."	193	193
Figure 3.	Total number of students that selected the factor "of no importance."	642	- 642
Figure 4.	Total number of students that selected the factor	302	0
Total veio	"does not apply."	392	-371
Importance			19

TABLE XXVIX

INDIVIDUAL FINDINGS FOR FACTOR 20

ATTRACTIVE APPEARANCE OF THE CAMPUS

		Student Selections	Weighted Score
Figure 1.	Total number of students that selected the factor "most important."	294	882
Figure 2.	-		
	"of some importance."	686	686
Figure 3.	Total number of students		
	that selected the factor		
	"of no importance."	276	- 276
Figure 4.	Total number of students		
	that selected the factor		
	"does not apply."	58 .	0
Total weighted score			1,292
Importance Rank			5

TABLE XXVIII

TOTAL FINDINGS OF OPINIONNAIRE

	0 - Item does not apply to student	I - Item was very important in bringing the student to the Teachers College	2 - Item was of some importance in bringing the student to the Teachers College	3 - Item was of no importance in bringing the student to the Teachers College	Rejects	Total
Newspaper publicity concerning the						
Teachers College. A college publication, such as the	220	38	322	741	42	1,363
yearbook, datalog, viewbook or pamphlet.	101	203	644	373	42	1,363
A particular kind of course such as elementary teaching, secretarial		}				,
training, art, etc.	93	665	315	237	53	1,363
A particular extra-curricular program	1				33	1,505
such as athletics, music, debate, or dramatics.	321	160	215	(1)		
Correspondence from the college.	137	2 69	215 585	614 314	53 58.	1,363
A visit to your high school from a				714	١٠٥٠	1,363
college representative.	363	231	393	319	57	1,363
The College Day Program at your high school.	491	145	275	201		
A visit which you made to the campus	491	143	275	3 84	68	1,363
for Band Day, Senior Night, Music	1		ļ			
Festival, Youth Symphony, etc.	447	264	320	277	55	1,363
The opportunity for part-time employment.	, 02	101			ĺ	-
A scholarship.	403 799	124 210	318	462	56	1,363
A National Defense Act loan.	747	242	90 88	206	5 8	1,363
Nearness of the Teachers College to	'"'	242	00	211	75	1,363
Your home.	187	395	414	311	56	1,363
Low cost of tuition and fees.	47	655	504	103	54	1,363
Low cost of room and board.	150	463	507	184	59	1,363
Advice from your parents.	155	262	514	365	67	1,363
Advice from friends who are		}	Į į			_,
attending the Teachers College.	131	369	563	239	61	1,363
Advice from graduates or former students of the Teachers College.						-
Advice from high school teacher,	179	353	485	2 8 1	65	1,363
principal, or coach.	160	220	1,00	20.6		
Opportunity to join a fraternity	169	320	468	336	7,0	1,363
or sorority	392	76	195	61.0		
Attractive appearance of the campus	58	294	686	642 2 76	58 49	1,363
		<u> L.</u>			++ 7	1,363

CHAPTER IV

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

A. SUMMARY

The primary purpose of the study is to determine the factors which affect the student's selection process, in relation to why they chose Kansas State Teachers College of Emporia. More specifically it is to answer the general question, "why do students come to Kansas State Teachers College?"

The following are the conclusions of the analysis of the data for each of the twenty factors in the study.

Factor 1. Newspaper publicity concerning the Teachers College.

According to the data presented in Table VIII in Chapter III, this factor was the least important of the twenty factors analyzed.

Factor 2. A college publication such as the yearbook, catalog, viewbook, or pamphlet.

According to the data presented in Table IX in Chapter III, this factor ranked tenth out of the twenty factors in total importance. This factor was also listed "as of some importance" 644 times, which was second in that area.

Factor 3. A particular kind of course such as elementary teaching, secretarial training, art, etc.

According to the data presented in Table X in Chapter III, this factor ranked second in total importance. This factor was also

selected as "most important" more than any of the other nineteen factors.

Factor 4. A particular extracurricular program such as athletics,

music, debate or dramatics.

According to the data presented in Table XI in Chapter III, this factor ranked eighteenth out of the twenty factors in total importance. This factor also ranked third as being least important.

Factor 5. Correspondence from the college.

According to the data presented in Table XII in Chapter III, this factor ranked eighth in total importance. This factor was also third in the area of "some importance."

Factor 6. A visit to your high school from a college representative.

According to the data presented in Table XIII in Chapter III, this factor ranked thirteenth in total importance.

Factor 7. The College Day program at your high school.

According to the data presented in Table XIV in Chapter III, this factor was sixteenth in total importance. This factor was ranked third in the area of "not applying" to the students' selection of a college.

Factor 8. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.

According to the data presented in Table XV in Chapter III, this factor was twelfth in total importance. This factor was ranked fourth in the area of "not applying" to the students' selection of a college.

Factor 9. The opportunity for part-time employment.

According to the data presented in Table XVI in Chapter III, this factor was ranked seventeenth in total importance. This factor was also ranked fourth in the area of "no importance."

Factor 10. A scholarship.

According to the data presented in Table XVII in Chapter III, this factor ranked fifteenth in total importance. This factor also ranked first in the area of "not applying" to the students' selection of a college.

Factor 11. A National Defense Education Act loan.

According to the data presented in Table XVIII in Chapter III, this factor ranked fourteenth in total importance. This factor also ranked second in the area of "not applying" to the students' selection of a college.

Factor 12. Nearness of the Teachers College to your home.

According to the data presented in Table XIX in Chapter III, this factor ranked seventh in total importance. This factor also ranked fourth in the area of "most important."

Factor 13. Low cost of tuition and fees.

According to the data presented in Table XX in Chapter III, this factor ranked first in total importance, and likewise ranked last in the area of "no importance."

Factor 14. Low cost of room and board.

According to the data presented in Table XXI in Chapter III, this factor ranked third in total importance. This factor also ranked third in the area of "most importance."

Factor 15. Advice from your parents.

According to the data presented in Table XXII in Chapter III, this factor ranked eleventh in total importance.

Factor 16. Advice from friends who are attending the Teachers College.

According to the data presented in Table XXIII in Chapter III, this factor ranked fourth in total importance. This factor also ranked fifth in the area of "most important."

Factor 17. Advice from graduates or former students of the Teachers
College.

According to the data presented in Table XXIV in Chapter III, this factor ranked sixth in total importance.

Factor 18. Advice from high school teachers, principal or coach.

According to the data presented in Table XXV in Chapter III, this factor ranked ninth in total importance.

Factor 19. Opportunity to join a fraternity or sorority.

According to the data presented in Table XXVI in Chapter III, this factor ranked nineteenth in total importance. This factor also ranked second in the area of "no importance."

Factor 20. Attractive appearance of the campus.

According to the data presented in Table XXVII in Chapter III, this factor ranked fifth in total importance. This factor also ranked first in the area of "some importance."

IMPLICATIONS

Results of the analysis of the present study revealed some very interesting implications.

Negative Implications.

- a) It was revealed that newspaper publicity and the other college publications, such as the yearbook, catalog and viewbook, had very little influence on the student's selection process. The researcher believes that this apparent weakness greatly affects the image of the Teachers College.
- b) It was revealed that the opportunity to join a fraternity or sorority had very little influence on students who considered the Teachers College. The researcher believes that on the whole, the average student who is interested in Kansas State Teachers College is not interested in Greek life. The researcher believes that this implication is supported by the small percentage of Kansas State Teachers College students who are members of Greek organizations.
- c) It was also revealed that extra-curricular programs such as athletics, music, and debate or dramatics had very little influence on the student's selection process.

 The researcher believes that the reason for this implication results from the fact that only a small percentage

of Kansas State Teachers College students are involved in these programs. The researcher also believes that some parts of the athletic program play an important role in building a school's image, but because some of the athletic program has not been competitive, the image of the Teachers College has been harmed in this area.

- d) It was revealed that the opportunity for part-time employment, a scholarship, and a National Defense Education Act loan did not apply influence to the student's selection process. The researcher believes that this implication was caused by the fact that only a small percentage of the Teacher's College freshmen are interested in or have the opportunity to obtain these aids.
- e) It was revealed that College Day Programs or a visit from a college representative played a very small part in the student's selection process. The researcher believes that this implication was caused by the information given to students at these times and the way the information was given. The researcher also believes that emphasis placed on College Day Programs could be used more advantageously in a different area.

Positive Implications.

- a) It was revealed that the low cost of tuition, fees, room, and board played the most important part in influencing student's selection process. The researcher believes that this is the most important factor in bringing students to Kansas State Teachers College.
- program, such as elementary and secondary education,
 was an important influence in the student's selection
 process. This researcher believes that this implication is amplified by the name of the college, Kansas
 State Teachers College.
- the Teachers College, graduates of the Teachers

 College, parents and teachers influenced the student's selection process. The researcher believes that this advice accounts for a great percentage of the student body of Kansas State Teachers College.
- d) It was revealed that the attractive appearance of the campus area was one of the major factors which influence the student's selection process. The researcher believes that the appearance of the campus plays an important role in the first impression of a student and the first impression is an important factor in a selection process.

college to the homes of the students influenced their selection process. The researcher believes that this implication is supported by the fact that most of the Kansas State Teachers College students come from Kansas and a majority come within 150 miles of Emporia.

C. RECOMMENDATIONS

The following recommendations are for further and more advanced research concerning studies of factors which influences students to enroll at Kansas State Teachers College.

- a) To conduct an investigation of the factors which caused students not to attend Kansas State Teachers College.
- b) To study the influence that the weak publicity department has on the image of Kansas State Teachers College.
- c) To investigate other factors which might influence students to enroll at Kansas State Teachers College.

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APPENDIX

KANSAS STATE TEACHERS COLLEGE OF EMPORIA

The purpose of this questionnaire is to determine the relative importance of various factors in bringing new students to Kansas State Teachers College. Your cooperation in completing it will help the college in formulating future policies regarding student contacts.

Please do not mark on this page. Answer all the questions on the answer card.

- 1. Newspaper publicity concerning the Teachers College.
- 2. A college publication, such as the yearbook, catalog, viewbook or pamphlet.
- 3. A particular kind of course such as elementary teaching, secretarial training, art, etc.
- 4. A particular extracurricular program such as athletics, music, debate, or dramatics.
- 5. Correspondence from the college.
- 6. A visit to your high school from a college representative.
- 7. The College Day Program at your high school.
- 8. A visit which you made to the campus for Band Day, Senior Night, Music Festival, Youth Symphony, etc.
- 9. The opportunity for part-time employment.
- 10. A scholarship.
- 11. A National Defense Act loan.
- 12. Nearness of the Teachers College to your home.
- 13. Low cost of tuition and fees.
- 14. Low cost of room and board.
- 15. Advice from your parents.
- 16. Advice from friends who are attending the Teachers College.
- 17. Advice from graduates or former students of the Teachers College.
- 18. Advice from high school teacher, principal, or coach.
- 19. Opportunity to join a fraternity or sorority.
- 20. Attractive appearance of the campus.

HOME TOWN_____

FIELD SERVICES 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Please mark all of the items in the above answer area. Make a mark through no. 1 if the item was very important in interesting you in the college and bringing youhere; no. 2 if it was some importance; no. 3 if it was of no importance; and no. 4 if the item does not opply to you.

- 1) Marks should be made by a single strong stroke
- 2) Marks should fill, but not extend beyond, the marking position.
- 3) Marks can be erased carefully.
- 4) No writing should be done in the answering area.

1 2 3 4 5 6 7 6 6 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80