

THE UNIVERSITY OF MANITOBA
NON ACADEMIC CHARACTERISTICS OF
FIRST YEAR UNIVERSITY DROPOUTS

by

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TABLE OF CONTENTS

	<u>Page</u>
1. INTRODUCTION	1
1.1 Purpose	
1.2 Justification	
2. LITERATURE REVIEW	3
3. PROCEDURES	10
3.1 Subjects	
3.2 Instrument	
3.3 Method	
3.4 Hypotheses	
4. RESULTS AND DISCUSSION	15
4.1 Introduction	
4.2 Personal Characteristics	
4.3 Housing and Study Conditions	
4.4 Post High School Education Experience, Alternative and Plans	
4.5 Experience with Counselling Service and/or Alternatives	
4.6 Blishen Scale	
4.7 Profile Analysis	
5. RECOMMENDATIONS AND SUMMARY	55
5.1 Conclusion	
5.2 Recommendations	
5.3 Summary	
6. SELECTED BIBLIOGRAPHY	63
APPENDICES	
A. Questionnaire and Cover Letters	66
B. Specific Responses for Questions Where "Other" was Checked	73

TABLE OF CONTENTS (Cont.)

	<u>Page</u>
APPENDICES (Continued)	
C. Item Analyses and Table of Means and Variances	75
D. Coefficients of Correlation	79
E. Comments on Question #32	83

LIST OF TABLES

<u>Table</u>	<u>Page</u>
3.3.1 Total Percentage and Number of Questionnaires Sent Out and Received	13
4.1.2 Results of Multivariate Analysis of Variance for Differences Among the Three Groups (Failures, Voluntary Withdrawals, and Controls) for Selected Questions	17-18
4.1.3 Results of Discriminant Function Analyses of Predicting Questions for Comparing any Two Groups	20
4.2.4 Comparison of Four Main Faculties Represented in Percentage of Group	22
4.3.5 Percentage Distribution of Respondents by Distance from Parents (#19)	25
4.3.6 Percentage Distribution of Respondents by size of Community over the past five years (#21)	27
4.3.7 Comparison of Noise Level of Study Area: Actual (#10) and Optimal (#11) shown in percentages	29
4.3.8 Comparison of Study Conditions (Proximity of Others): Actual (#12) and Optimal (#13) shown in percentages	30
4.4.9 Current (#17) and Planned (#18) Academic and Alternate Activities for 1971-72 Term (in percentages)	35
4.5.10 Use of Counselling Service by the Three Groups (shown in percentages)	39
4.5.11 Comparison in Percentages by Group as to Persons Sought for Academic and Non academic Advice	41
4.6.12 Comparison of Group Means on the Blishen Scale Using a t Test	45

LIST OF TABLES (Cont.)

<u>Table</u>		<u>Page</u>
4.6.13	Comparison of Blishen Scale Rankings of General Working Population of Manitoba and the Three Groups	49
4.7.14	Predictive Profile for First Year Students	53

LIST OF ILLUSTRATIONS

<u>Figure</u>		<u>Page</u>
4.6.1	Blishen Scale Groupings in Percentage of Population for Three Groups and the Working Population of Manitoba	47
4.6.2	Bar Graph Representation of the Blishen Scale Rankings for Failure, Voluntary Withdrawal, and Control Groups and the General Working Population of Manitoba	48

1. INTRODUCTION

Every year students who qualify academically and meet other college and/or university entrance requirements commence their first year at these institutions. However, by the end of the year some of these students will have withdrawn and others will have failed. Over the past six years (from the 1966-67 term to the 1971-72 term) the overall drop-out rate from the University of Manitoba has increased from 3.6 percent to 3.7 percent. These two figures were the highest percentages cited in this period; the lowest drop-out rate occurred during the 1968-69 term when only 1.6 percent of the undergraduates withdrew. During the past two school terms (where figures were broken down by class) over half of the drop-outs were first-year (Freshmen) students. To lose so many students is obviously a waste both of the students' and the University's time, energy and resources.

1.1 Purpose

The purpose of this study is to ascertain whether there are specific non-academic characteristics which differentiate the first-year students who voluntarily withdraw or fail during their first year from those students in the population of Freshmen who remain at the University of Manitoba to continue with their second year of studies.

1.2 Justification

A multitude of studies have been conducted at colleges and universities in order to find data which would predict accurately the students' chances of attaining academic success in college (Fishman, 1962); yet even some of these academically qualified students drop out. No consistently reliable predictive non-academic criteria have appeared (Summer-skill, 1962; and Goetz and Leach, 1967) although trends have been noted. And furthermore, no previous studies have been conducted at this University which might aid the potential dropout and/or lower attrition rates.

2. LITERATURE REVIEW

A large number and variety of studies have been conducted on college dropouts (students who fail to persist to the bachelor's degree either through dismissal or voluntary withdrawal from college or university). Fishman (1962) reports on over 1,000 studies occurring over the past 25 years which relate to selection of students and the prediction of their academic success in college. Yet with all this research, few definitive answers to the problem of identifying non-academic or academic differences appear. Summerskill (1962), Goetz and Leach (1967), among others, point out that their findings are inconclusive as to actual causes for college withdrawal. However, Summerskill does conclude that a large percentage of dropouts leave for other than academic reasons.

Perhaps one of the difficulties in obtaining a clear predictive profile of students who will probably be dismissed and those who will probably withdraw is that quite often these two groups have been lumped together and analyzed as dropouts. Yet these two groups seem to be distinct by their very nature. "Flunk-outs" are dismissed by the college or university for academic reasons; whereas, withdrawals may leave of their own volition or on others' recommendations. Hackman and Dysinger (1970) give evidence of these differences; the academic dismissals had more academic and personal problems than did voluntary withdrawals. Vaughn (1968), too, finds differences (using a battery of cognitive and non-cognitive tests) in intellectual ability and personality characteristics. Dismissed stu-

dents tend to be unstable, overly active and restless, and score lower on cognitive measures; whereas, the withdrawal group tends to express these traits to a lesser extent and more closely approximate the scores of the control group. When these two groups are combined, the differences between the dismissed and the control are obscured.

Not only do there appear to be differences between the dropout groups, but within them as well. Eckland (1964) and Stordahl (1970) give evidence that the student who discontinues his matriculation for a time, only to return to university to graduate, differs from the student who becomes a permanent dropout. Hackman and Dysinger (1970) find other differences among withdrawals; they note that students who withdrew during the semester do so for very different reasons than did end-of-the-year withdrawals. Reasons for within semester withdrawal differed by sex. Females ($p = 0.01$) withdrew for actual (or concern over) illness or physical disability; whereas, males cited ($p = 0.01$) that they were lonely or had poor study habits. End of semester withdrawals rated academic items highly. This lead Hackman and Dysinger (1970) to conclude that these students withdrew to avoid academic penalties.

When studies are conducted to obtain data for predicting dropouts, some of the following criteria have been used. Reed (1968) studying Freshmen women, cites that women who were in Liberal Arts, and scored low on future goals, and low on warmth, had 55% chance of staying in school and 41% chance of voluntarily withdrawing. Cope (1968) finds sex differences in predicting dropouts using the OPI (Omnibus Personality Inventory) Scale.

Men who scored low on the scale of Religious Liberalism and women who scored low on the Estheticism and Theoretical Orientation scales had higher chances of dropping out. Other researchers (Keenes and Holmes, 1970) using multiple discriminate analysis found that 30 items of non-intellective data (e.g. Close to Home, Person Family, City Location, Faculty, and Commute to University) were better predictors than intellective data items alone; when the non-intellective and intellective items were combined, they proved to be only slightly better predictors than the non-intellective items alone.

Demos (1968) is interested in the actual reasons behind students' decisions to withdraw. After questioning students he felt they did not give the real reasons for their withdrawal decision. These students were referred to counselors who regarded the students' answers as safe, non-punitive justifications for withdrawing (such as financial difficulties); whereas, the counsellors felt the students' primary reasons were actually lack of motivation and poor academic performance.

Some studies suggest that the student's environment may lead to his dropping out of college. However, there is little agreement as to what factors in the environment predispose a student to withdraw. Hood (1967) in his studies on students from farm backgrounds, finds that these students achieved higher grades both in high school and in college than did other freshmen. This pattern was constant for the various colleges studied.

A recent Canadian study (Blackburn and Storey, 1972) suggests that rural youth may encounter many difficulties when migrating to urban centres.

These may arise from the following kinds of conditions: the youth may have received substandard education; they may have lower occupational aspirations due to their limited experience of urban occupations available; higher education may have less meaning to them as hard work rather than higher education may be seen as being linked with rural success. Yet Blackburn and Storey (1972) cite that rural youth "from higher income farm families have a much better record of achievement" in urban life suggesting that their home milieu more closely approximates that of their urban counterparts than do homes of lower income farm families.

Rossen and Burnett (1970) suggest that voluntary withdrawals left school (two year colleges) to get away from their home environment (urban settings and parents) and to find their own identities. Wright (1967) suggests that the stress due to change instead of the environment per se may be at fault; he also feels that freshmen attempting to cope with transitional stress of entering a residential university might fare better if subjected to an orientation program. He found that high stress areas were sex-linked. For males, maladjustment was linked with depending on others, transportation, eating, and appearance; whereas, females stress areas were worrying, sleeping, depending on others, and mother.

A high percentage of drop-outs do return to college to continue their education; Stordahl (1970) shows that as many as 60% return to the same or another institution. Hackman and Dysinger (1969) have found that students who withdraw and subsequently transfer to another institution are on a variety of biographical, ability, and attitude measures, more similar

to persisters than they are to other types of withdrawals. They assume (as noted by Hackman and Dysinger, 1970, above) that there are several types of withdrawals which may be better characterized by their differences than by their similarity as dropouts. Other criteria found useful in predicting the withdrawal student's chances of returning to college (Bossen and Burnett, 1970) are the student's academic motivation, parents having attended college, and the student's clear vocational goal. The withdrawals who did not return rated their counselling help as poor, feeling that they were misled and not helped by counsellors. Bossen and Burnett (1970) refer to this phenomenon of returning to university after a period of being away, as a "moratorium" which they feel may have helped the students to establish their own educational and vocational goals. In other words students need internal motivation and meaning to return to school.

Socioeconomic status continually appears as a criterion; however, studies seem to be inconclusive as to its effect. Astin (1964) and Caskey (1964) find that the majority of dropouts came from the lower end of the socioeconomic scale. Although low-income freshmen males studied by Bradfield (1967) show personal characteristics similar to those which appear in studies of college dropouts, they do as well or better than the control group after one semester of college. Schroeder and Sledge (1966) concur suggesting that personal or motivational factors may be more important determinants of college achievement than the socioeconomic level of the parents.

Blishen developed a socioeconomic Index for Occupations in Canada (The Blishen Scale). In 1953 he described a system whereby occupations listed in census publications could be ranked in terms of socioeconomic characteristics of incumbents of these occupations; these were obtained during the 1951 census. In 1961 the scale was revised. Pineo-Porter prestige scales scores were matched to census occupational titles, thus correlating prestige with income and education of male heads of households. The scale consists of 320 occupations ranging from Trappers and Hunters (25.36) to Chemical Engineers (76.69).

Because attitude and concreteness of goals seem to be involved in dropouts' decisions as well as academic achievement and suitability of courses, some studies have been conducted to ascertain how students would fare if more counselling were available. In a study by Rossman (1969) on freeing faculty members from teaching in order to have time for academic advising, he finds that students assigned to those advisers without teaching loads are more satisfied than their peers, although no differences appear in rate of retention, grade point average, level of aspiration, satisfaction with college, or perception of campus. In a similar study (Rossman, 1968), freshmen are more inclined to discuss course planning, career planning, and study problems with their advisers than are the control group. Again no significant differences are found in grade point averages, although women in the experimental group do show a slightly higher retention rate than in the control group.

A study on underachievers and the influence of counselling on dropout

rate was conducted by Goodstein (1967). After five years the counselled group had a higher percentage of students in attendance than the non-counselled control group; however, an interesting finding is that the contacted yet non-counselled control group had the highest percentage of subjects in overall attendance. They also had the highest percentage of graduates and the lowest percentage of dismissals of all the groups studied.

Williams (1967) suggests that middle class society views dropping out of college as something "bad". He recommends against sending all possible dropouts to see counsellors or therapists as he feels that these approaches have shown few demonstrable effects, and further that it is unrealistic in terms of the facilities and resources available. However, Williams does feel that the students themselves must find out how they are dealing with feelings which are interfering with achieving their goals. They must find out what experiences either in or out of college may help them in achieving these goals so that they will be able to make mature decisions about staying in or dropping out of college.

3. PROCEDURES

3.1 Subjects

Three groups of Freshmen (first year students) at the University of Manitoba in the 1970-71 term are compared in this study: Failures, Voluntary Withdrawals and Controls. Names and addresses were collected from the Registrar's Office of the University of Manitoba.

3.1.1 Failure Group: The Failure group consisted of the total failure population of 38 full-time first year students who had failed courses and were listed as having failed their first year. Questionnaire results, however, later showed that over half of these students were not first-time, first year students as they had attended some college or university prior to the 1970-71 term, and of them over 60% had previously attended the University of Manitoba.

3.1.2 Voluntary Withdrawal Group: The second group, voluntary withdrawals, were 72 full-time first year students who had left the University of Manitoba of their own volition, sometime during the 1970-71 term and who were not on record as having returned the following year to the same university. They were selected from 241 withdrawals on file as first year students. However, not all of these students were first-time, first-year students; some were first year graduate students; some had attended other colleges or universities or the University of Manitoba previously. Even after selection it was found that one third of the respondents had

had some previous college or university experience. Members of both of these dropout groups (Failure and Voluntary Withdrawal) could return to the University of Manitoba the following Fall and be readmitted again as first-year students if they had taken and passed two courses during the 1971 summer school session.

3.1.3 Control Group: The control group consisted of 200 students selected at random from the full-time first year students (excluding those included in the two dropout groups).

3.2 Instrument

A questionnaire (Appendix A-i) of 32 questions was prepared in order to gather data in five areas from the students comprising the three groups listed above. These areas are I) Personal Characteristics (Questions 1-6); II) Housing and Study Conditions (Questions 7-13, 19-21); III) Post High School university or college experience and/or alternatives and plans (Questions 14-18); IV) Experience with the Counselling Service (at the University of Manitoba) and/or alternatives (Questions 23-31). Answers to each question were arranged on a gradient as much as questions permitted for ease of quantitative analysis.

The last area V) the Blishen Scale ranking was compiled from the student's father's occupation or when applicable (as in the case of older self-sufficient students) "own" occupation, which were then ranked in accordance with the occupational titles of this socioeconomic, prestige

Scale for Canada. Ambiguous occupations and occupations not listed were given rankings approximating the occupational titles.

Question 32 allowed for further comments by the respondents. Thus additional information which the students felt was applicable to the study could be included which were not to be quantified.

3.3 Method

Questionnaires (Appendix A-i) were sent out to each of the three groups during the winter following the first term (1970-71) with stamped, return-addressed envelopes included for dropouts and addressed campus mail envelopes included for the control group. A cover letter (Appendix A-ii) explaining the nature of the study was included in the first mailing sent out with the questionnaire on March 25, 1972. Responses from the control group were high (100) or 50% (See Table 3.3.1). However only a little over a third of the voluntary withdrawal group and failure group responded. Therefore a second mailing was sent out on April 5, 1972, to members of the two dropout groups who had not responded; a second cover letter with a hand-written reminder was enclosed (Appendix A-iii) with another copy of the questionnaire. Responses to the second mailing brought the total percentages received over total sent out up to the 50% level for both of the dropout groups. Since nine envelopes of the failure group and eleven of the withdrawal group were lost due to untraceable changes of address, the percentage of actual response to the questionnaires received is actually higher than appears in Table 3.3.1 for

TABLE 3.3.1

TOTAL PERCENTAGE AND NUMBER BY GROUP OF QUESTIONNAIRES SENT OUT AND RECEIVED

	Male		Female		Total	Percentage of Total	Change of Address	
	N	%	N	%			Male	Female
Failure	Sent	34	(89.5)	4	(10.5)	38		
	Received	16	(84.2)	3	(15.8)	19	(50)	9 0
Voluntary Withdrawal	Sent	49	(68.5)	23	(31.5)	72		
	Received	26	(65.0)	14	(35.0)	38	(52.8)	10 1
Control	Sent	110	(55.0)	90	(45.0)	200		
	Received	44	(44.0)	56	(56.0)	100	(50)	- -
Full-time Freshmen 1970-71		2435	(59.2)	1676	(40.8)	4111		
Full-time Undergraduate Population 1970-71 Term 8436		8436	(63.8)	5279	(39.95)	13215		

the dropout groups.

3.4 Hypotheses

In this study it has been attempted to ascertain whether or not there are any differences among the three groups; Failure (F), Voluntary Withdrawal (V.W.) and Control (C) of first year students at the University of Manitoba when compared on a basis of non-academic characteristics. The comparisons of the hypotheses will be made pairwise; that is F versus C, V.W. versus C. and F versus V.W.

The main hypotheses to be tested are as follows:

- Ho:1 There is no significant difference in personal characteristics.
- Ho:2 There is no significant difference in housing and study conditions.
- Ho:3 There is no significant difference in post high school university or college experience and/or alternatives and plans.
- Ho:4 There is no significant difference in experience with the Counseling Service and/or alternatives.
- Ho:5 There is no significant difference in means obtained using the Blishen Scale.

Testing of the foregoing hypotheses should lead to the development of a profile for each group (using only those questions in which differences appear) which would be representative of members of each of the three groups.

4. RESULTS AND DISCUSSION

4.1 Introduction

The hypothesis stated in the previous chapter to find where differences occurred among the groups for the five areas were tested. The results of these tests will be expressed and the findings discussed in view of the overall findings.

The answers to the 31 questions will be treated in five separate areas as indicated previously: I) Personal Characteristics; II) Housing and Study Conditions; III) Post High School university or college experience and/or alternatives and plans; IV) Experience with Counselling Service and/or alternatives; and V) the Blishen Scale. Question 32 allows for individual further comments; these are included in Appendix B (i-iii) for all three groups.

An Item Analysis of the data has been included for each of the three groups (See Appendix C (i-iii)). Tables reported in percentages are computed from the data included in Appendix C. Means and variances for each question were computed and can be found in Appendix C-iv. A matrix of correlation coefficients was prepared for each of the three groups (See Appendix D-i to D-iv). An examination of the responses shows that in some questions all respondents of a group had the same answer; hence, there is no variability in these questions and no discriminating ability. As a result these questions had to be eliminated from the analysis. Questions 5 and 6 were eliminated from all three groups and Questions

16 and 30 were also eliminated for the control group.

A multivariate analysis of variance (MANOVA) was run on questions in each of the five areas (See Table 4.1.2) in order to ascertain if there were significant differences occurring between the three groups. (Refer to Anderson, 1958; Cooley and Lohnes, 1971; Cooley and Lohnes, 1962; Morrison, 1967; and Rao, 1952, for a complete discussion of MANOVA.) It was also run to determine if significant differences between any two or more of the groups would result when related questions were grouped into areas. This was done in order to take into account the interdependencies of similar questions (e.g. within area II, Personal Characteristics, in most cases answers for all combinations of questions 7, 8, 19, 20, and 21 are positively correlated; See Appendix D-iv for significant coefficients of correlation). Again questions 5, 6, 16 and 30 were eliminated from the MANOVA analyses because of the zero variances. Question 20 was also eliminated since it correlated positively at the 1 percent level with questions 19 and 21. Question 22 (the Blishen Scale) was eliminated as different analyses were run on this question.

As a part of the MANOVA individual comparisons of each equation were made for the three groups. Questions which appeared to differ significantly ($p = 0.01$) were combined further for analysis. Only questions with quantitative predictive value were used. A discriminant function analysis was run to determine if there were significant differences among the failure, voluntary withdrawal, and control groups on predictive

TABLE 4.1.2

RESULTS OF MULTIVARIATE ANALYSIS OF VARIANCE FOR DIFFERENCES AMONG
THE THREE GROUPS (FAILURES, VOLUNTARY WITHDRAWALS, AND CONTROLS)
FOR SELECTED QUESTIONS

<u>I Personal Characteristics</u>			
Question	Among Group Mean sq.	Within Group Mean sq.	F Ratio
1	34.41	1.80	19.11**
2	2.46	0.49	5.01**
3	47.44	48.34	0.98
4	0.02	0.13	0.16

With n_1 d.f. = 2; n_2 d.f. = 157
F Ratio for overall discrimination = 5.79**
With n_1 d.f. = 8; n_2 d.f. = 308

<u>II Housing and Study Conditions</u>			
7	4.82	0.80	6.03**
8	90.40	6.72	13.45**
9	18.45	8.31	2.22
10	0.31	0.53	0.59
11	0.68	0.58	1.17
12	7.41	4.79	1.49
13	6.00	2.59	2.31
19	95.81	5.04	19.01**
21	69.38	3.83	18.12

(Same d.f. as above)

F Ratio for overall discrimination = 4.10**
(n_1 d.f. = 18; n_2 d.f. = 298)

Continued

TABLE 4.1.2 (Continued)

III Post High School Education, Plans, and Alternatives

Question	Among Group Mean sq.	Within Group Mean sq.	F Ratio
14	292.49	1.30	224.37**
15	54.11	7.27	7.44
17	174.74	2.42	72.25**
18	144.39	5.12	28.23**

With n_1 d.f. = 2; n_2 d.f. = 157

F Ratio for overall discrimination = 51.38**
(n_1 d.f. = 8; n_2 d.f. = 306)

IV Counselling Experiences

23	0.06	0.21	0.28
24	4.34	1.41	3.07*
25	6.03	2.77	2.17
26	12.13	17.90	0.68
27	38.30	18.44	2.08
28	1.32	0.23	5.83
29	3.59	0.20	18.40**
31	3.89	0.79	4.90**

(Same d.f. as above)

F Ratio for overall discrimination = 5.24**
(n_1 d.f. = 16; n_2 d.f. = 298)

V Blishen Scale

Analyzed Separately

* = Significant at .05 level.

** = Significant at .01 level.

non-academic criteria (Table 4.1.3). This analysis consists of three comparisons of F vs V.W., F vs C and V.W. vs C.

4.2 Personal Characteristics

Analyses on MANOVA of the questions included in the area of personal characteristics show an overall significant discrimination ($p = 0.01$) for questions one through four grouped together. This difference seems to be accounted for mainly in questions number 1 (age) and 2 (sex) both of which show significant differences between at least two of the three groups at the 1% level.

There appears to be an age difference (Question 1) between the failure group and the control. Most (77%) of the control students are 17 or 18 years old as would be expected of first-time, first-year students; whereas, only one failure student is under 18 (i.e. 16 years old), the others are older: 26.3% are 19, 26.3% are 20, and 36.8% are 21 to 25 years old. The withdrawal group more closely matches the control with 62.5% aged 17 or 18 and 20% 19 years old.

The failures are not only older than the students in the V.W. and C groups, a higher proportion are male (Question 2). More than four-fifths (84.2%) of the F group are male; whereas, just over three-fifths (65%) of the withdrawals are male. The percentage of males in the V.W. group closely matches the general undergraduate Male/Female ratio for the 1970-71 term where 59.2% are male (Table 3.3.1). The control group, which is predominately female (56%), appears to be different from the dropout groups.

TABLE 4.1.3

RESULTS OF DISCRIMINANT FUNCTION ANALYSES OF PREDICTIVE QUESTIONS
FOR COMPARING ANY TWO GROUPS

Comparison	Statistic	Degrees of Freedom	Test Statistic
Part A: Questions 1, 2, 7, 8, 15, 19, and 22			
	D^2	df_1/df_2	F ratio
Failure versus Voluntary Withdrawal	1.090	8/57	.54 n.s.
Failure versus Control	3.642	8/117	5.80 **
Voluntary Withdrawal versus Control	2.394	8/138	7.13 **
Part B: Question #2 (sex) Removed from Above Group			
	D^2	$df_1/df_2/df_3$	$X^2_{df}(W_{df}/1+W_{df})$
Failure versus Voluntary Withdrawal	1.090	.181	.170 n.s.
Failure versus Control	3.642	.384	.274 **
Voluntary Withdrawal versus Control	2.394	.145	.355 **

** Significant at the .01 level.

n.s. = Non significant.

However, this difference is due to questionnaire response rather than sampling error; 55% of the 200 students in the randomly selected control group were male. This percentage is a close match with the actual proportion of male to females in the undergraduate class.

In order to determine if most dropouts came from particular faculties, Question 3 was included. Since the response to this question cannot be quantified an alternative analysis was used for the four faculties which appeared to differ from one another among the three groups. A test for equality of proportions in each of these faculties (Arts, Commerce, Engineering and Science) was used. The test is based on a standard normal deviate (Steele and Torrie, 1960, p. 40); namely,

$$z = (p_1 - p_2) / \sqrt{\frac{p_1 (1 - p_1)}{n_1} + \frac{p_2 (1 - p_2)}{n_2}}$$

The results of these comparisons can be found in Table 4.2.4. Only students enrolled in the Engineering Faculty in the failure group were over represented. They differed significantly from the C group at the 1% level and from the V.W.s at the 5% level. The preponderance of failures in the Engineering faculty may be explained by the fact that Engineering students must pass first year courses which are prerequisites for the next year courses. Of the failure students 36.8% were in Engineering, and almost three-quarters of this group (26.3%) returned to college the following year (perhaps to repeat the same courses). The high number of Engineering students in the failure group might also explain the very

TABLE 4.2.4
 COMPARISON OF FOUR MAIN FACULTIES REPRESENTED,
 IN PERCENTAGE OF GROUP (QUESTION #3)

Faculty	Failure	Voluntary Withdrawal	Control	General Population of U of M 1970-71
Arts	26.30	35.00	47.00	30.24
Commerce	5.25	21.00	8.00	5.97
Engineering	36.30	7.50	5.00	7.39
Science	10.50	26.00	20.00	16.54

Differential Representation of Groups in the Engineering Faculty

	Failure	Voluntary Withdrawal
Failure		
Voluntary Withdrawal	*	
Control	**	n.s.

* Significant at the .05 level.

** Significant at the .01 level.

high percentage of males in that group.

Most students are single (Question 4), as are F. 89.5%, V.W. 90%, and C. 96%. These differences were not significant among these three groups. Not only are most of the students single, but no change in marital status (Question 5) occurred during the school term for the F and C groups. And only 7.5% of the withdrawal group changed their marital status. Since most students were single, and did not change their marital status, question 6 follows, that most students had no children, (i.e. 94.7%, and 90% of the failure and voluntary withdrawal groups respectively, and 100% of the control).

4.3 Housing and Study Conditions

The questions grouped together in the housing and study conditions area proved to be significantly different ($p = 0.01$) on overall discrimination among the three groups when tested on MANOVA. The actual differences among the groups occur in the questions on housing; no differences were shown to exist between any pairs of the groups on the questions concerning study conditions (i.e. facilities, noise level, and proximity of others). In this case, where and with whom one lives are relevant factors concerning attrition; whereas, study habits appear to be less influential.

Living in a house seems to be more conducive to staying in school (Question 7) than living anywhere else. Almost all (94%) of the control group live in a house (only 2% in an apartment). Many of the students in the failure group live in a house (78.9%), and only 5.3% live in apart-

ments. However, only 60% of the voluntary withdrawals live in a house and 30% (close to a third) live in an apartment.

It is not surprising to note that where one lives is positively correlated with the people with whom one lives (Question 8). Since most of the control group live in a house, it follows that most (92%) also live with their parents and/or siblings. Not all of the dropout students who live in a house live with their parents and/or siblings: only 68.4% of the failures and 47.5% of the withdrawals do so. As an alternative, 20% of the withdrawals live with one roommate.

Since students who live at home usually live with their parents, Question 19 shows similar results to that of Question 8. A very large percentage of the control (93%) live with their parents as compared with 68.4% of the failure group, and only 47.5% of the voluntary withdrawals. Approximately a third of the students in both dropout groups live over 100 miles from their parents (30% of the failures and 37% of withdrawals, Table 4.3.5). The differences in distance from parents between these two dropout groups and the control were significant on MANOVA at the 0.01 level,

Question 20 is closely related to the previous questions, as the frequency with which students see their parents during the school year is positively correlated with the distance they are from their parents. Failures (68.4%), voluntary withdrawals (50%), and controls (93%) all lived at home and saw their parents daily. Although there is some discrepancy between these figures and those given for other questions concerning

TABLE 4.3.5
 PERCENTAGE DISTRIBUTION OF RESPONDENTS BY DISTANCE FROM PARENTS (#19)

		Distance From Parents: 1970-71 School Year									
		Lived with Parents					Over 300 Miles				
		Elsewhere in same City	0-15 Miles Away	16-50 Miles Away	51-100 Miles Away	101-300 Miles Away	300 Miles Within Manitoba	Another Province	In the U.S.	Another Country	Other
Failure	68.4	0.0	0.0	0.0	0.0	10.5	0.0	10.5	0.0	5.3	5.3
Voluntary Withdrawal	47.5	10.0	0.0	2.5	2.5	15.0	5.0	10.0	2.5	5.0	0.0
Control	93.0	2.0	1.0	0.0	0.0	3.0	0.0	0.0	0.0	0.0	1.0

living at home, in each case it is only a matter of one respondent which may have been an oversight or misinterpretation on the part of the student. It is interesting to note that nearly half of the dropout students not living at home saw their parents five or fewer times during the 1970-71 term (i.e. 15% of the voluntary withdrawals, and over 20% of the failures versus only 3% of the controls).

The size of the community one lives in for the five years prior to attending university (Question 21) appears to be as important to attrition rate as where one lives while attending university. Differences between the three groups are significant ($p = 0.01$) on MANOVA. The control group (94%) are mainly from urban centres with populations of 100,000 or above. Whereas, 25% of the failures come from towns with populations of 10,000 to 100,000 and another 15% from rural settings populations under 10,000. The opposite is true for the withdrawal group where only 12.5% are from towns of 10,000 to 100,000 population and 32% come from rural settings (Table 4.3.6). Thus 40% or more of both dropout groups are not used to life in a large urban centre before they enter the University of Manitoba.

Facilities (Question 9) used for studying seem to have no bearing on attrition although there is a decreasing progression of use of desk and/or dining table from failure to withdrawal to control group (52.6% and (10.5%): (42.5% and 15%); and (34% and 8%) respectively. There is no significant difference between use of libraries (Dafoe and Faculty) with 36.8% of failures preferring libraries, 20% of withdrawals and 32% of the control group.

TABLE 4.3.6
 PERCENTAGE DISTRIBUTION OF RESPONDENTS BY SIZE OF COMMUNITY OVER THE PAST FIVE YEARS (#21)

		Size of Community							
		Under 500	500-1500	1500-10000	10,000-25,000	25,000-50,000	50,000-100,000	100,000-500,000	500,000 & above
Failure	5.3	0.0	5.3	5.3	10.5	5.3	10.5	0.0	57.9
Voluntary Withdrawal	5.0	5.0	10.0	12.5	7.5	2.5	2.5	2.5	52.5
Control	1.0	0.0	2.0	1.0	0.0	1.0	1.0	3.0	91.0

Noise level of study area (actual noise in question 10 and optimal noise in 11) does not seem to make a difference as long as the student is studying under the conditions approximating those he most prefers (Table 4.3.7). There is no significant difference between the three groups for actual and optimal noise, although the withdrawals' answers appear to be different from the other groups. Only the control group's answers to the two questions are positively correlated ($p = 0.01$) indicating that they study under noise level conditions which are optimal for them. In contrast analyzing actual answers per respondent for the dropouts, 26.3% of the withdrawals and 20% of failures would like quieter study conditions than they have at present. The voluntary withdrawals in particular (26.8%) would like very quiet study conditions, yet only 5.3% actually study under these circumstances presently. This difference is significant at the 1% level.

Similarly, both the failure and control group are actually studying under their optimal conditions of proximity to others; their choices for present and optimal conditions are positively correlated at the 1 percent level. Question 12 shows present conditions and Question 13 shows optimal conditions (Table 4.3.8). Although all three groups would like to be alone or sometimes alone more than they are presently, the failure and control groups are rather satisfied with their present conditions with only 10.6% and 16.0% respectively feeling that optimal conditions should be more solitary for studying. This is greatly contrasted with the voluntary withdrawals, 35 percent of whom would like to be more alone than they

TABLE 4.3.7

COMPARISON OF NOISE LEVEL OF STUDY AREA: ACTUAL (#10) AND OPTIMAL (#11) SHOWN IN PERCENTAGES

	a		b		c		d		e	
	Very Quiet	11	Some Noise	11	Moderate	11	Very Loud	11	Extremely Loud	11
	10		10		10		10		10	
Failure	20.0	25.0	47.5	47.5	30.0	22.5	0.0	0.0	2.5	5.0
Voluntary Withdrawal	5.3	26.3	73.7	63.2	15.8	10.5	5.3	0.0	0.0	0.0
Control	21.0	26.0	52.0	55.0	27.0	18.0	0.0	1.0	0.0	0.0

TABLE 4.3.8

COMPARISON OF STUDY CONDITIONS (PROXIMITY OF OTHERS): ACTUAL (#12) AND OPTIMAL (#13) SHOWN IN PERCENTAGES

	a		b		c		d		e		f		g		h											
	Alone	12	13	Sometimes Alone	12	13	With one Person	12	13	Within Hearing of Others	12	13	In a Group (Library)	12	13	In a Group (Lounge)	12	13	In a Group (Friends, Family)	12	13	Other	12	13		
Failure	42.1	31.6	26.3	47.4	5.3	5.3	5.3	10.5	10.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.8	5.3			
Voluntary Withdrawal	45.0	55.0	10.0	35.0	0.0	0.0	0.0	7.5	7.5	7.5	7.5	0.0	0.0	0.0	0.0	5.0	0.0	0.0	0.0	0.0	0.0	25.0	2.5			
Control	29.0	40.0	28.0	33.0	1.0	2.0	2.0	9.0	9.0	7.0	30.0	15.0	15.0	1.0	0.0	1.0	0.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0		

are presently. Although this difference between the voluntary withdrawals and the two other groups was not significant, it seems to agree with the pattern of the voluntary withdrawals who also live more in apartments than houses and live more with roommates rather than family than either of the two other groups, and may be disturbed by roommates and friends while they study.

4.4 Post High School Educational Experience, Alternatives and Plans

Significant differences among groups do occur on comparisons of answers to questions of educational experience; both dropout groups show more and diverse college and alternative experience than the control. Analyzing four of the five questions together (question 16 concerning the main reason for withdrawing was not included because it was not applicable for either the failure or control groups), MANOVA shows that there is a significant difference between at least two of the groups on these four questions ($p = 0.01$). The very large differences found among the three groups exemplifies the very nature of the selection of the two dropout groups. They should appear very different from the control group which remains at university throughout the 1970-71 and 1971-72 terms.

In response to (Question 14) how long students remained at the University of Manitoba after beginning in September 1970, results were as expected with 100% of the control group completing the year and returning either to the same or a different faculty the next year. Less than half (47.4%) of the failures completed the year and did not return, and

31.6% completed the year and returned to the same faculty the following year (presumably to repeat the year). The withdrawals presented a different picture leaving school from September until March; one even completed the year and then withdrew. Over half (52.5%) withdrew before January. However, 45% withdrew during January, February or March which could indicate that they knew they were failing and withdrew in order to avoid an academic failure on their record. This might indicate two different kinds of groupings within the voluntary withdrawals.

In order to assess the value of prior college or university experience in dropout or retention rate, students were asked to note any and all institutions previously attended (Question 15). The students in the control group were mostly (91%) college naive (had attended no other colleges or universities before entering the University of Manitoba). Almost one-third of the withdrawal group (30%) had attended some kind of institution (academic and non-academic post-secondary education), before attending the University of Manitoba. And almost half the failure group had attended a University (University of Manitoba 31.6%; and University of Winnipeg 15.8%); only 42.1% were college naive.

When students leave or withdraw from university, it can be for a wide variety of reasons or for basically one reason. Question 16 asks respondents for their main reason for leaving. This question, had very obvious built in differences as 100% of the control group had not left University, and so answered "not applicable". Since some 63.2% of the failures did not leave, but failed at the end of the year, their response

too, was "not applicable". Others who failed gave "failing in one or more courses" (10.5%), "course work irrelevant to career" (10.5%), and "other" (10.5%), as their main reasons. The voluntary withdrawal group (at whom this question was specifically directed) gave a wide range of reasons for leaving: 30% felt that University was "not relevant at this time", and 32.5% had "other" reasons (See Appendix B) for leaving. Financial difficulties ranked next with 12.5% while another 7.5% rated "illness" and "failing in course-work" as their main reason.

Of the three groups the withdrawals seem to have the most divergent answers from each other within the group giving some credence to Hackman and Dysinger's studies (1969, 1970) which hypothesized that there were basically two different types of withdrawals: within term and end-of-term, with the end-of-term withdrawals acting more like failures. Demos (1968) suggests lack of motivation as one of the prime reasons for student withdrawal which he found was cloaked under safe justifications. One third of the withdrawals in this study found "college not relevant at this time" which may be a safer thing to say to one's peers than that one is lazy, thus corroborating Demos' study. And almost another third (32.5%) of the withdrawals checked "other" reasons for withdrawing. These reasons sound very much like lack of motivation: "falling behind in work and getting discouraged"; "lost interest"; "left due to lack of interest and the need for a rest" (comments included in Appendix B, Question 16 "other" and Appendix E, Question 32 "Further Comments").

Once students have dropped out of university, what did they do (Question 17) in the 1971-72 term? As was expected most (93%) of the control group continued their studies at the University of Manitoba (Table 4.4.9). Almost half of the failure group returned to college or university the next year with 21.1% attending the University of Manitoba and 26.3% attending a Manitoba college. This correlated positively at the 5% level with their attendance prior to the 1970-71 term. There seems to be a certain group within the failures who keep trying in spite of academic failure. Most of the rest (42.1%) of the failures were working full-time. Similarly, 30% of the withdrawals went on to attend university or college in Manitoba the following year (1971-72) while another 12.5% were working and going to school part-time. Approximately a third (32.5%) were working full-time; others found a variety of things to do (other 12.5%).

Although plans (Question 18) for the year 1972-73 do change slightly from what students were doing in 1971-72, answers to these two questions, present college or alternatives, and plans for 1972-73 term are correlated for the control group ($p = 0.01$) and failure group ($p = 0.05$). The withdrawal group does not show this correlation; perhaps because the distribution of post-secondary institutions which they plan to attend in 1972-73 is much more diverse than the colleges and universities they presently attend. However, 27.5% of the withdrawals still plan to attend some college; as did 30% the preceding term.

Educational experiences as a predictor of future educational success

TABLE 4.4.9

CURRENT (#17) AND PLANNED (#18) ACADEMIC AND ALTERNATE ACTIVITIES FOR 1971-72 TERM (IN PERCENTAGES)

	a		b		c		d		e		f		g		h		i		
	University of Manitoba	17 18	University of Winnipeg	17 18	A Manitoba College	17 18	Full-time Job	17 18	Part-time Job	17 18	Work and School Part-time	17 18	Neither Work Nor School	17 18	Travel	17 18	Other	17 18	
Failure	21.1	31.6	0.0	0.0	26.3	21.1	42.1	15.8	5.3	5.3	5.3	15.8	0.0	0.0	0.0	10.5	0.0	0.0	0.0
Voluntary Withdrawal	5.0	12.5	5.0	0.0	20.0	15.0	32.5	37.5	2.5	2.5	12.5	2.5	10.0	7.5	0.0	5.0	12.5	17.5	17.5
Control	93.0	85.0	0.0	0.0	0.0	1.0	1.0	5.0	0.0	0.0	6.0	3.0	0.0	0.0	0.0	2.0	0.0	4.0	4.0

does not differentiate between the two dropout groups; even though close to twice as many failures (57.9%) as withdrawals (30%) had prior college or university experience versus only 9% of the control group. The controls are the most consistent, going straight from high school to University of Manitoba (1970-71), on to their second year in 1971-72 and, planning to continue on in 1972-73.

Most of the failures who return during the 1971-72 term (47.4% of the original group), also plan to go on to the 1972-73 term (positively correlated $p = 0.05$), and some who were away for one year plan to return, making a total of 68.5% returning the second year after withdrawal, which is even higher than Stordahl's reported return rate of 60%. Bossen and Burnett (1970) felt that dropouts would have a good chance of returning if their academic motivation were high and their parents had attended college. Perhaps we can assume that the academic motivation of the failure is high; however from the low Blishen scale mean, we cannot assume that a large proportion of their parents had attended college.

Although withdrawals had prior post secondary educational experience (30%) and after withdrawing again 30% continued their education at either college or university in Manitoba, they are not the same students (no correlation). Nor do the 30% who recently completed the 1971-72 term appear to be the same students as the 27.5% who plan to return in the 1972-73 term. Bossen and Burnett (1970) feel that it is beneficial for dropouts to leave school for a time giving them a chance to think about their goals. This seems useful for some of the failure group who returned

after a year's "moratorium"; it seems to work both ways for the voluntary withdrawals as different students return from the original group. Some return the year after they withdraw only to decide against college for the next term (1972-73); whereas, others do not return right away, but after a full year's moratorium.

4.5 Experience with Counselling Service and/or Alternatives

MANOVA analyses of the area of counselling experience (Questions 23-29, and 31) did show overall significant differences among the groups ($p = 0.01$). However no differences in awareness of the counselling centre, of the types of counselling sought, or from whom counselling was sought appear in this analysis.

Questions in this area were posed to determine the amount and kinds of counselling experiences the three groups have encountered either at the Counselling Service on campus or with other persons (in lieu of professional counsellors). All groups were first asked (Question 23) if they were even aware of the Counselling Service on campus; in this way it could be determined if awareness of these services would serve as a deterrent to dropping out of the University. However, all three groups were equally aware of the existence of the counselling facilities (Failures, 73.7%; voluntary withdrawals, 75%; and controls, 69%). In fact, more students in both dropout groups were aware of the Counselling Service than were students in the control group.

In order to assess the use and benefit received from the Counselling Service to students, they were asked to note the circumstances under which they visited the service during the 1970-71 term (Question 24), what services they have received (Question 25), and (Question 31) how strongly they would or would not recommend the Counselling Service to their friends (Table 4.5.10).

Although 36.8% of the failure group visited the Counselling Service, only 21% of them actually received any form of counselling (half individual and half individual plus study skills). Only 15% of the voluntary withdrawals visited the Counselling Service and all but one of these received individual counselling. Only 15% of the control group, reported visiting (perhaps seen as differing from using) the Counselling Service; however, 21% availed themselves of the facilities (7% having received individual counselling and 14% having taken the study skills course or used other facilities). There is very little difference in amount or kinds of services received among the groups.

Of the three groups, the failures seem to have received the most beneficial services as 31.6% strongly recommend and 21.4% would sometimes recommend the Counselling Service to friends (over 50% positive response); none of the failures was inclined not to recommend it. The withdrawal and control groups reacted less positively. Only 17% of each of these two groups would recommend the services at all; and 12.5% and 9% respectively were inclined toward recommendation only occasionally or not at all. Over two-thirds of these two groups were non-committal (70% with-

TABLE 4.5.10

USE OF COUNSELLING SERVICE BY THE THREE GROUPS IS SHOWN IN PERCENTAGES

Circumstances for Visiting Counselling Service (#24)							
	Never	Alone	On a Tour	With Friends	Referred	Other	
Failure	63.2	15.8	0.0	0.0	15.8	5.3	
Voluntary Withdrawal	85.0	5.0	0.0	2.5	0.0	7.5	
Control	85.0	9.0	0.0	2.0	3.0	1.0	
Services Received from Counselling Service (#25)							
	Individual None (a)	Individual Counselling (b)	Group Counselling (c)	Study Skills (d)	Individual Counselling and Study Skills (b+d)	Group and Study Skills (c+d)	Other
Failure	78.9	10.5	0.0	0.0	10.5	0.0	0.0
Voluntary Withdrawal	87.5	12.5	0.0	0.0	0.0	0.0	0.0
Control	79.0	7.0	0.0	9.0	0.0	3.0	2.0
Recommendation for Use of Counselling Service (#31)							
	Strongly Recommend		Do Not Know		Definitely Not		
Failure	31.6	21.4	47.4	0.0	0.0		
Voluntary Withdrawal	12.5	5.0	70.0	7.5	5.0		
Control	14.0	3.0	74.0	5.0	4.0		

drawals and 74% control responded "Do Not Know") whereas, only 47.4% of the failures felt they had insufficient information to recommend the services.

When students were asked from whom they most sought academic advice (Question 26), in general they chose people who were easily accessible and aware of university regulations (Dean or Assistant Dean, Student Adviser, Professor and Best Friends) (Table 4.5.11). Failures felt most confident seeing Professors (26.3%) and Student Advisers (21.1%). An equal number sought advice from the Dean and/or Assistant Dean and Best Friends: 15.8% went to each. One third (35%) of the students who withdrew sought no academic advice. And like the failures, an equal number went to the Dean or Assistant Dean and to their best friend (17.5%). Professors and relatives were sought out by some (7.5% each) for advice. About one quarter of the control group (23%), like the withdrawal group, sought no academic advice; however 20% went to their Professor, 17% to best friends and 14% to student advisers. The differences between the three groups as to whom they saw for academic advice were non-significant.

Students in all three groups tended to seek non-academic advice (Question 27) from their best friends or family rather than from outsiders. Almost half (47.4%) of the failure group preferred best friends (Table 4.5.11); whereas 21.1% preferred parents, and 26.3% saw no one for non-academic advice. The control group paralleled the failure group with 41% preferring their best friends, 21% talking to their parents, and 21% seeking advice from no one. The withdrawals were twice as independent as either the failures or controls, 45% of them preferred to seek no one's

TABLE 4.5.11

COMPARISON IN PERCENTAGES BY GROUPS AS TO PERSONS SOUGHT FOR ACADEMIC AND NON-ACADEMIC ADVICE

	Persons from Whom Advice and Counselling Sought																			
	No	Dean or Asst.	Dean of Fac.	Faculty	Adviser	Student	Adviser	Dormitory	Adviser	Professor	Parents	Relative	Spouse	Best Friend	Counselor at G.S.	Counselor at Psychological Service Centre	Medical Doctor	Private Psychologist	Private Psychiatrist	Other
	Advice Sought for Academic Matters (#26)																			
Failure	0.0	15.8	5.3	21.1	0.0	26.3	0.0	0.0	0.0	0.0	0.0	0.0	15.8	10.5	0.0	0.0	0.0	0.0	0.0	5.3
Voluntary Withdrawal	35.0	17.5	2.5	2.5	0.0	7.5	0.0	7.5	0.0	7.5	0.0	7.5	0.0	2.5	0.0	0.0	0.0	0.0	0.0	7.5
Control	23.0	5.0	2.0	14.0	1.0	20.0	7.0	3.0	0.0	17.0	2.0	0.0	1.0	0.0	0.0	0.0	0.0	1.0	0.0	5.0
	Advice Sought for Non-Academic Matters (#27)																			
Failure	26.3	0.0	0.0	0.0	0.0	0.0	21.1	0.0	0.0	47.4	0.0	0.0	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Voluntary Withdrawal	45.0	2.5	0.0	0.0	0.0	2.5	7.5	10.0	0.0	20.0	0.0	0.0	2.5	0.0	0.0	0.0	0.0	0.0	0.0	10.0
Control	21.0	0.0	0.0	0.0	2.0	0.0	21.0	7.0	3.0	41.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.0
	Person Most Influential in Withdrawal Decision (#30)																			
	N/A																			
Failure	73.7	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.3	5.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.5
Voluntary Withdrawal	2.5	7.5	0.0	0.0	0.0	2.5	5.0	2.5	2.5	2.5	2.5	0.0	0.0	2.5	0.0	0.0	0.0	0.0	0.0	20.0
Control	100.0																			45.0



advice for non-academic matters, and half as many as the two other groups went to their best friend (20%) for advice. However, these differences were not significant when analyzed by MANOVA, although again the voluntary withdrawals differed from the other two groups.

A comparison of whom the voluntary withdrawals sought for academic (Question 26) and non-academic (Question 27) advice and whose advice was most influential in their decision to withdraw from university (Question 30) was made (Table 4.5.11). The preference to consult no one for academic advice correlated positively ($p = .01$) with the fact that 45% of them made their own (Self) decision to withdraw (Appendix D-ii, Question 30). This question was 100% "not applicable" for the control group who did not withdraw and 73.7% "not applicable" to the failures since most failed at the end of the term.

Questions 28 (regarding fear of failure) and 29 (regarding the decision to withdraw) were included to find out how many of each group thought they might fail or had considered withdrawing from the university seriously enough to talk it over with someone. Almost three-quarters (73.7%) of those who failed realized that they were failing ahead of time and spoke to someone (counsellors and alternates mentioned in Questions 26 and 27) about their fears. Only 30% of the withdrawal group and 37% of the control were concerned enough about failing to consult someone about their fears. Most (72.5%) of the withdrawals planned to leave the university during the year and spoke to someone about leaving. And almost half (47.4%) of the failures thought of it as an alternative to failing; however, they

did not follow it through by withdrawing instead of failing. There is very little overlap between the 30% of the withdrawals who thought they were failing, and the 72.5% who spoke to someone about withdrawing. Thus almost every student who ultimately withdrew realized ahead of time that something was wrong and spoke to someone. They left without incurring a "Failure" on their record. In this way they seem to be exemplifying more maturity than the failure group who stayed in school even though many of them realized that they were not doing well. Thus there may be some overlap between the failure and withdrawal groups; that is there are students in both groups who are failing and consider withdrawing as an alternative. The decision whether or not to withdraw distinguishes between the students in these two groups.

Although 23% of the control group spoke to someone about withdrawing, they did not follow through. It is interesting to note that most of the same people in the failure and control groups who sought help in regard to failing, also sought advice about withdrawing (answers are positively correlated at the 1% level).

The failure group is the same group who did frequent the Counselling Service more than respondents of the other groups, and they tend to recommend it very strongly to their friends. It is curious that the control group who continued at University and the withdrawals who left of their own accord are non-committal about recommending the Counselling Service on the grounds that they "do not know" much about it; this seems to corroborate the fact that since the control group stay at school, they

feel they need little counselling and since the voluntary withdrawals mainly make their own decisions they do not seek advice as often as do the failures. However, failures who have a choice, of becoming a voluntary withdrawal or of staying and trying to better their failing marks, seem more satisfied with the fact that they were helped in making their decision. Since the failure group has more direct contact with the Counselling Service, their positive feelings emanate from actual experiences. This is in contrast to some of the negative feelings expressed by the two other groups which may be the result of hearsay or second hand experience.

4.6 Blishen Scale

The Blishen Scale was used to quantify results of Question 22 (father's occupation). Blishen scale rankings were assigned to the occupational titles occurring as responses to this question. Occupational titles which did not correspond to any particular titles given in the Blishen scale were assigned rankings approximating the title given. Using a t test (page 72, Steele and Torrie, 1960) where,

$$t = s_p (\bar{X}_1 - \bar{X}_2) / \sqrt{1/n_1 + 1/n_2} \text{ with } n_1 + n_2 - 2 \text{ d.f.}$$

$$\text{with } s_p = \sqrt{[(n_1-1)S_1^2 + (n_2-1)S_2^2] / (n_1+n_2 - 2)}$$

a significant difference ($p = 0.01$) was found between means of the voluntary withdrawal group $\bar{X}_1 = 43.51$ and the controls $\bar{X}_2 = 52.91$ (Table 4.6.12).

TABLE 4.6.12

COMPARISON OF GROUP MEANS ON THE BLISHEN SCALE USING A "t TEST"

	Failure	Voluntary Withdrawal	Control
Failure		0.5086 ^{n.s.}	1.3283 ^{n.s.}
Voluntary Withdrawal			3.0865 ^{**}

** = Significant at .01 level with 138 degrees of freedom.

n.s. = Non-significant.

The failure group with a mean of $\bar{X}_3 = 48.32$ falling between the means of the voluntary withdrawal and control groups differed from neither group significantly. A graph is presented (Figure 4.6.1) which shows a comparison of the distribution of socioeconomic status among the three groups in this study and that of the general working (male) population of Manitoba. The figures are presented in percentage and show clearly how the higher socioeconomic groups are over-represented at the University of Manitoba and lower socioeconomic groups are under-represented.

The Blishen scale rankings ranging from 25.36 for Trappers and Hunters to 76.69 for Chemical Engineers was divided into six groupings from lower- to higher socio-economic status: 30.00 and below; 30.00 - 39.99; 40.00 - 49.99; 50.00 - 59.99; 60.00 - 69.99; and 70.00 and above. Thus similarities and differences between the three groups and the Manitoba working population can be seen readily on bar graphs included for purposes of visual comparison (See Figure 4.6.2).

The general working population of Manitoba differs significantly ($p = 0.05$ and/or $p = 0.01$) from the control group in five out of six of the socioeconomic ranges (See Table 4.6.13). The voluntary withdrawal students differ from the students in the control group on three out of the six ranges showing significantly fewer students from the top two socioeconomic ranges (70.00 and above, $p = 0.05$; and 60.00 - 69.99, $p = 0.01$), and being over-represented in the second lowest socio-economic range (30.00 - 39.99, $p = 0.05$).

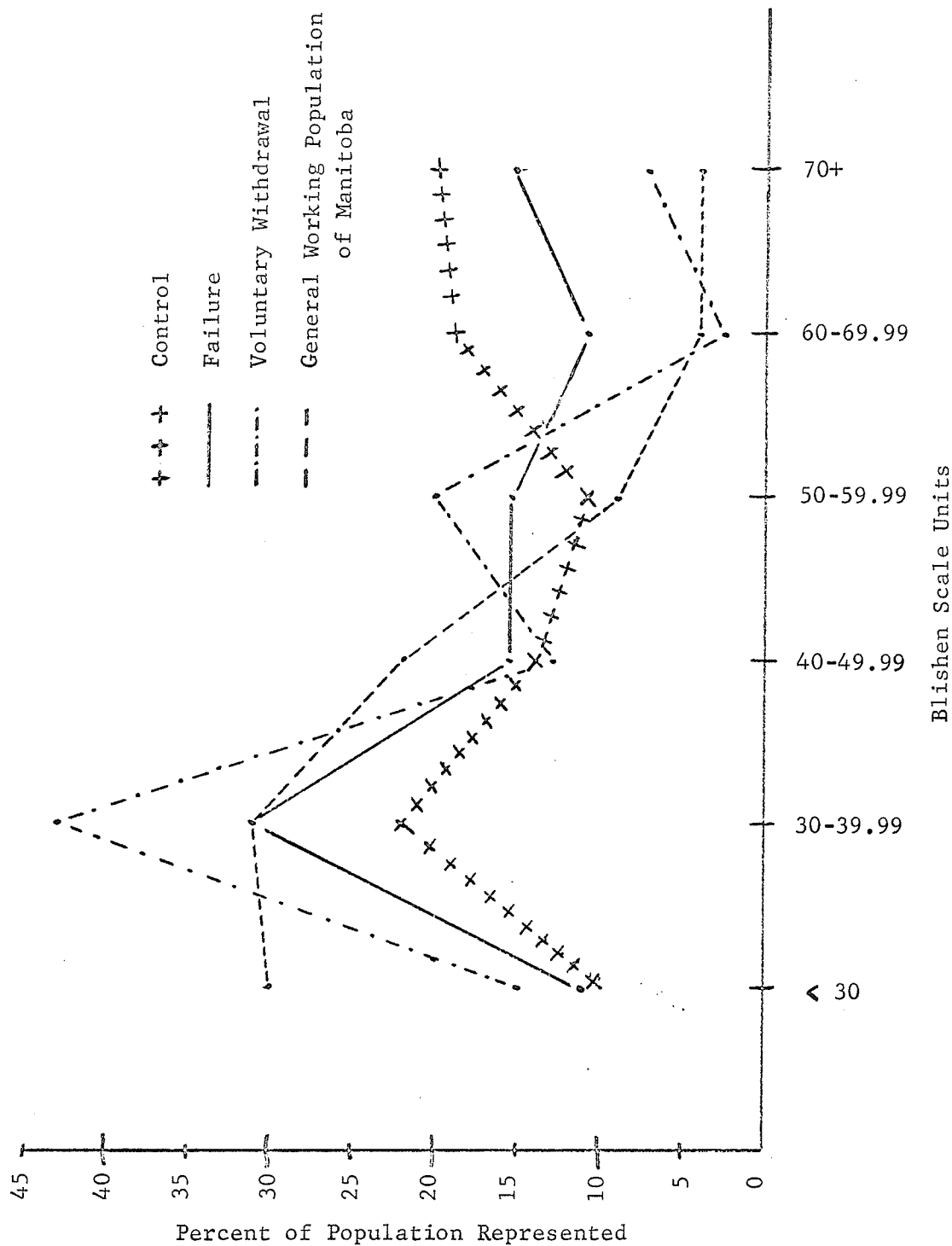


Fig. 4.6.1 Blishen Scale Groupings in Percentage of Population for Three Groups and the Working Population of Manitoba.

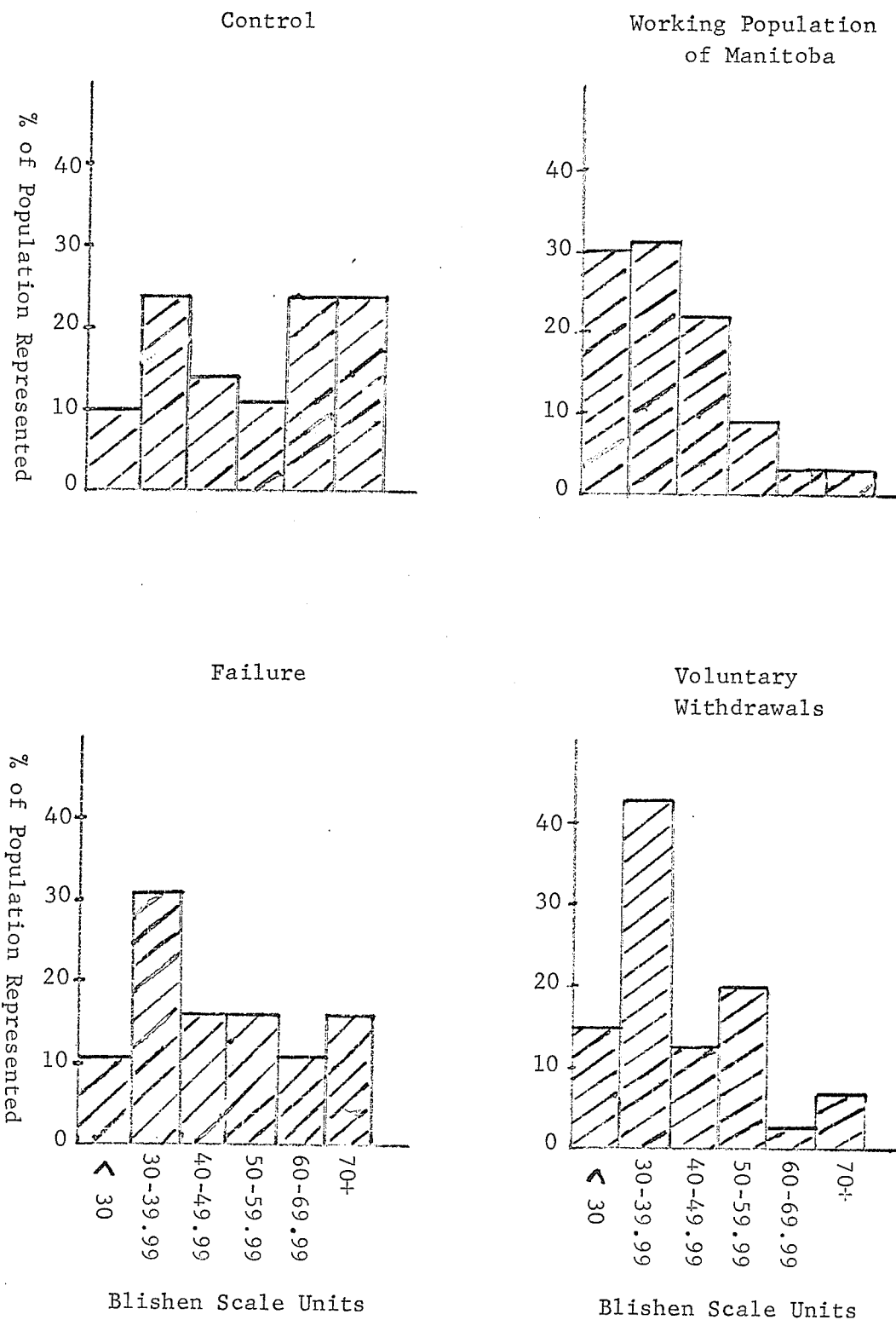


Fig. 4.6.2 Bar Graph Representation of the Blishen Scale Rankings for Failure, Voluntary Withdrawal, and Control Groups and the General Working Population of Manitoba.

TABLE 4.6.13

COMPARISON IN PERCENTAGES OF BLISHEN SCALE RANKINGS OF GENERAL WORKING
POPULATION OF MANITOBA AND THE THREE GROUPS

Blishen Scale Rankings in Percentage				
	Control n = 100	Manitoba n = 202,202	Voluntary Withdrawals n = 40	Failures n = 19
70+	22	4**	7.5*	15.8
60-69.99	21	4**	2.5**	10.6
50-59.99	11	9	20.0	15.8
40-49.99	14	22*	12.5	15.8
30-39.99	22	31*	42.5*	31.6
Below 30	10	30**	15.0	10.6

* Significantly different from Controls at 5% level.

** Significantly different from Controls at 1% level.

The failure group did not significantly differ from the control group and paralleled it in terms of distribution over the socio-economic ranges included on campus; it thus shows that socio-economic factors are not significant in determining failure as failures cut equally across all ranges represented at the University of Manitoba.

Tables showing the number of students per faculty in each socio-economic group were prepared; however, because of the small samples included in this study, the data was very scattered and proved inconclusive. For this reason, they have not been included.

As has been mentioned all three groups under-represent the 30.00 and below scale: with far fewer students from this range at University than in the general Manitoba working population, there are consequently fewer dropouts. All three groups over-represent the range 70.00 and above, and tend to over-represent the second highest range 60.00 - 69.99 as well. Although more students from the upper socio-economic strata are enrolled at the University, the means of the two dropout groups, show that more of the students from the lower socio-economic strata drop-out, thus making the means of these two groups lower than that of the control group.

4.7 Profile Analysis

As stated previously, answers to most of the questions on the questionnaire were compared on the MANOVA to ascertain which questions were answered significantly different by at least two of the three groups.

Eight questions were selected which showed such differences, were easily quantifiable, and were predictive in nature. They were compared by a discriminate function analysis (Table 4.1.3, Part A). This technique is discussed in detail by Rao (1952) and Anderson (1958). These tests are based on the statistic

$$U = \frac{(n_1) (n_2) (n_1+n_2-t-1)}{n_1+n_2 (n_1+n_2-2)t} D^2$$

with $1-U$ distributed as a F-ratio with t (total number of variables), and $n_1 + n_2 - 2$ degrees of freedom. Significant differences ($p = 0.01$) were found using the criteria from these eight questions between the failure and control groups and between the voluntary withdrawal and control groups. However, no differences were found between the two dropout groups (failures and voluntary withdrawals).

Because of the inverse proportion of males responding to the questionnaire over the percentage of males sent out questionnaires as represented in Question 2 on sex, these eight variables were analyzed by treating sex as an auxiliary variable (Table 4.1.3, Part B). Here a similar statistic is used; namely

$$W = \frac{n_1 n_2}{n_1 + n_2} (D_t^2 - D_{cov}^2) / (n_1 - n_2 - 2)$$

This can be tested by forming $X = W / (1 + W)$ and using the tables found in Subrahmaniam and Subrahmaniam (1971). Further illustrations of these

techniques can be found in Subrahmaniam (1969, 1971). However, the results remained constant, with significant differences occurring between each of the dropout groups versus the control group.

The questions used for the profile were questions (1) age, (2) sex, (7) type of housing, (8) with whom one lived during the 1970-71 term, (15) post high school educational experience, (19) distance from parents, (21) size of community lived in during past five years, and (22) the Blishen scale. The profile for each of the three groups is given in Table 4.7.14 in percentages; the mean is given for the Blishen scale.

When the three profiles of the groups are compared, it becomes apparent that the two dropout groups have undergone more change and thus more stress than the control group. The dropout groups are generally older than members of the control group; this may be accounted for by the fact that many of the dropouts have had previous college or university experience and so are not directly out of high school. Many students in the two dropout groups have moved away from their parental homes and are living less in houses and more in dormitories and apartments than are students in the control group. Over a quarter of both dropout groups are living on their own with a roommate or their spouse.

Further evidence of change brought about by attending university for the dropout groups is that over a quarter of both groups live over 100 miles from their parents. And over 40% of both groups have lived in rural communities or small towns over the past five years. Not only did many of these students have to leave their parents and the security of their

TABLE 4.7.14

PREDICTIVE PROFILE FOR FIRST YEAR STUDENTS

Question Number	Answers to Non-academic Questions	Failure %	Voluntary Withdrawal %	Control %
1 : Age:	16-18	5.3	47.5	81
	19	26.3	20.0	9
	20	26.3	10.0	4
	21-30	36.8	20.0	5
2 : Sex:	M	84.2	65	44
	F	15.8	35	56
7 : Housing:	House	78.9	60	94
	Apartment	5.3	30	2
	Dormitory	10.5	5	2
8 : Lived with:	Parents and/or Siblings	} 68.4	47.5	92
	Roommate(s)		25.0	3
	Spouse +		12.5	2
15 : Post High-School Education:	None	42.1	70.0	91
	University, College or Technical Institute	57.9	30	9
19 : Distance from Parents:	Home	68.4	47.5	93
	Same City	0.0	10.0	3
	101-300 Miles	10.5	15.0	3
	over 300 Miles	15.8	22.5	0.0
		5.3 (other)		
21 : Population of Town:	Over 100,000 (e.g. Wpg.)	57.9	55.0	94
	10,000-100,000	26.3	12.5	2
	Rural - Under 10,000	15.9	32.5	4
22 : Blis hen Scale Mean		48.32	43.51	52.91

familial ties, but also, they went from rural community life, to the large urban centre. All this adds up to change which could cause a great deal of stress for a first year student.

The eight questions used as predictors centre around concepts closely related to life style. It would be interesting to investigate other factors contributing to one's personal characteristics to see if they were important in determining a student's chance of success in college. McClure (1971) feels that the factors of sibling order and number may have a bearing on motivation which in turn would affect how a student viewed and reacted to college. Certainly the student's attitude and personal goals may also be important determiners of his future behaviour. However, what kinds of goals will encourage the student to continue in college? Williams (1967) suggests that "fewer (students) should feel compelled to enter or, once admitted, to leave college" if they could be taught to work toward their own goals. In order for students to attain this maturity and self-sufficiency and to be able to make their own decisions and abide by them, Williams feels they must learn to develop a questioning attitude. Perhaps this kind of attitude would help students over initial periods of stress, and with the aid of counsellors working with the students to define their goals, realistic limits could be set for and by the students, so that they could learn to actually cope with some of the change and stress which is bombarding them.

5. RECOMMENDATIONS AND SUMMARY

5.1 Conclusion

The profile analysis indicates that the following symptoms should be watched for. Where any one of these characteristics is present, the chances that the student will withdraw or fail, are higher than if the symptom does not appear, and the more numerous the symptoms, the more probable it is that the student will be a withdrawal or failure:

1. The student is 19 years of age or older.
2. The student is a male.
3. His accommodations are other than a house.
4. He does not live with his parents and siblings.
5. He lives over 100 miles from his parents.
6. He is not a first time freshman in a post high school learning situation.
7. In the five years prior to entering the University of Manitoba, the population of his home town was less than 10,000.
8. The lower the socioeconomic group from which he comes, the better are his chances of withdrawing; his chances of becoming a failure will be influenced by this factor to a lesser degree.

This cluster of characteristics for potential dropouts could be saying a variety of conflicting things about the students. The dropout may be making a very mature choice in the light of his career and future goals whether he withdraws or fails if he has decided that university is

not necessary for attaining his goals. Since he is older, has had more post high school educational experience, and has lived on his own away from home, he may have made the right choice for himself. He may not be choosing against university, but rather, he may be choosing for a particular life style.

Yet these same characteristics may represent a very immature individual's way of dealing with a situation. This student may be older than (the control group) students in his same class because he has failed or withdrawn previously either in grade school, high school, or college. He may have no definite future plans, but may be going to school to fill in time. Living away from home may not be a sign of independence, but rather a sign of immaturity. He wants to do what his friends are doing. This may help to disorient him further, especially if he is in a new city, in a very different milieu. He may find himself failing in courses because he cannot settle down to study; or he feels so lonely that he seeks out others and cannot concentrate on course work. Lack of purpose, nebulous motivation, and apathy may all contribute to the student failing or withdrawing during the year. In this kind of situation the student has not made a choice; he has allowed circumstances to run their course, and he may feel victimized by the whole university system.

A single characteristic which may have a variety of effects on a student is that of socioeconomic status. Since the average dropout is from a socioeconomic group lower than that of the average student from the control group, it may be that some of the dropout students were pushed

to go on to college by overambitious parents who saw university as the most direct route to wealth and success. Once the student is at University of Manitoba he may find that it is not at all as he was told; the courses are difficult, he may find them boring or time-consuming and he may feel that it does not lead to the kinds of things he wants from life. Thus he may withdraw or let his courses slip and in this way choose against university.

Of course the converse may be true as well. Students from lower socioeconomic groups may have felt that their friends whose parents were from higher socioeconomic groups had an easier life. This may have motivated them to go to university. However, once at university and beset with financial problems, difficult course work, and the differences of life in a large city; they may find it difficult to persist especially if their family feels threatened at the thought of having a university graduate in the family and belittles the student's efforts. The student may give up his goals because he feels he has no support from his family, and he may even question his own goals.

5.2 Recommendations

As has been shown there can be a multitude of interpretations for this cluster of characteristics of dropout students--probably as many as there are students who drop out of university or college. Since it has been shown that differences have been found which distinguish the dropouts from the control group, it would seem reasonable to assume that first

year University of Manitoba students with characteristics resembling those of the dropout groups' profile should be given the opportunity of meeting other students and counsellors to aid them in adapting to their new environment.

It is the recommendation of this author, that after students have been accepted at the University of Manitoba as first year students, that a questionnaire asking for information similar to that collected for the "profile variables" be sent out to them. Students could respond to the questionnaire on forms easily converted to computer cards so that the information could be easily and rapidly sorted and analyzed. Students whose profiles differ from the profiles of the students who have a high retention rate (the control) and proved to be more similar to those of the dropout groups, should be contacted and invited to the Counselling Service along with other new freshmen students. The students should be treated like any new students entering the Counselling Service and not acquainted with their similarity to dropouts as this might tend to work against them influencing their chances of dropping out to their detriment (the self-fulfilling prophesy).

It is further recommended that an orientation program for first year students be offered by the Counselling Service. The objectives of such a program would be to acquaint students with various facets of University of Manitoba life and to help them to become aware of and to acclimate to changes encountered in urban university life. The students should be

familiarized with the variety of services offered by the Counselling Service and how to acquire these services (individual counselling, group counselling, and study skills courses). This should be geared to helping the students to orient themselves to a different milieu, to acquaint them with ways of coping with specific difficulties, and of overcoming the stresses due to change.

Not only the actual services offered by the Counselling Service and the people involved, but also the very fact that the university is showing a personalized concern for the welfare of the student by offering such an orientation program may help some students to feel less alienated from the university. Perhaps this would help to alleviate one of the criteria mentioned for dropping out (i.e. loneliness).

In order to deal with loneliness, another function of the orientation program could be to provide a nucleus of second year fellow students or student advisers who would be assigned to the new students. They would need to be screened so that only those genuinely interested, sincere students well-acquainted with the University of Manitoba and the city of Winnipeg would be involved in this program. Their function would be to act as "buddies" to the new students helping them to get acquainted with their new surroundings and aiding them in becoming adjusted to the pace of university life.

Other criticisms cited in the general comments by the dropout students had to do with the counsellors themselves. Although many of these criticisms may have been brought about by fear of this institutionalized service,

certainly a negative feeling towards the counsellors and/or the bureaucracy of making an appointment are not desirable. An orientation program whereby students could meet with the counsellors in small groups as well as individually so that a warm personal relationship could be generated by the counsellors would ensure that each student could feel that his counsellor is someone who is concerned about him as an individual. This would be one of the first steps to be taken toward breaking down the wall which seems to surround the Counselling Service making it almost impenetrable in all but dire emergencies such as failing.

The above recommendations would serve a tri-fold purpose. Firstly, students who might otherwise feel isolated and lonely and negative about their new surroundings would be acquainted with students who are successful at university and counsellors to whom they could easily go for discussing a variety of concerns. Once the student feels more secure in his new environment, finds that he has friends and professional counsellors to whom he can turn for help, he may critically analyze his own goals and his methods of achieving them. Once he has determined his own goals, he may subsequently cope better with his courses as they may now correspond more logically with his long range plans. Of course this same process could lead some students to decide against attending university; the orientation program should help all students to look at their own goals in respect to attending university so that they could decide early in the school term whether they would stay or not. Thus they would not have to waste months coasting before they realized that university was not

what they wanted or needed.

Secondly, assuming that fewer students would leave, some of the paper work entailed in withdrawal procedures and failure notices would be eliminated. Also, the university as a whole would have the opportunity of serving and benefiting from a broader cross section of the socioeconomic groups, as both dropout groups (especially the voluntary withdrawals), tended to overrepresent the lower half of the socio-economic scale; this is generally underrepresented at most colleges and universities including the University of Manitoba.

Thirdly, other students would find out about the Counselling Service through the students participating in the orientation sessions. They would see how easily their friends used the Counselling Service to talk over all kinds of situations with the counsellors; in this way some of the fear or stigma attached to the fourth floor of the UMSU Building (Counselling Service) might be replaced with a more positive attitude from the beneficial and individualized services received by these students.

5.3 Summary

A study was conducted on three groups of first year students at the University of Manitoba, (Failures, Voluntary Withdrawals, and Controls). Thirteen of the non-academic variables used in the study were found to discriminate significantly ($p = 0.01$) on overall differences each of the two dropout groups from the control. Eight of these variables were predictive in nature, and a profile consisting of these variables resulted

which again differentiated the control group from each of the dropout groups. In neither case did the dropout groups differ significantly from one another. In four of the five remaining (after-the-fact) variables, both dropout groups differed significantly from the control. Dropouts tended to seek academic and non-academic advice more often than students in the control group, indicating an awareness of their situation. Failures received the most counselling and would recommend the Counselling Service to their friends twice as often as members of either of the other groups.

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A QUESTIONNAIRE FOR A FOLLOW-UP STUDY OF THE 1970-71 FRESHMAN CLASS

Please read each question before checking your answer. Give only one answer per question (except for question #25). This is essential! Do not skip any question. If your response is "OTHER" please be explicit and specify on the line provided. After filling in this questionnaire, please return it to me through the Dean of Students Office in the addressed, stamped envelope, enclosed for your convenience (blue envelopes require no postage if returned through Campus mail). PLEASE RETURN THE QUESTIONNAIRE AS SOON AS POSSIBLE.

1. Age at time of entering Freshman class--September 21, 1970:
 a.() 16; b.() 17; c.() 18; d.() 19; e.() 20;
 f.() 21-25; g.() 26-30; h.() 31-40; i.() 40 and over.

2. Sex:
 a.() Male; b.() Female.

3. Faculty of study during Freshman year:
 a.() Agriculture; b.() (pre Architecture) Environmental Studies;
 c.() Arts; d.() Commerce; e.() pre Dentistry; f.() Dental Hygiene;
 g.() Education; h.() Engineering; i.() Fine Arts;
 j.() Home Economics; k.() Interior Design; l.() pre Law;
 m.() pre Medicine; n.() Medical Rehabilitation; o.() Music;
 p.() Nursing; q.() pre Pharmacy; r.() Physical Education;
 s.() Science; t.() Social Work.

4. Marital status at time of entering Freshman class--September 21, 1970:
 a.() Single; b.() Married; c.() Separated; d.() Divorced;
 e.() Widowed; f.() Other _____

5. Change of marital status during Freshman year 1970-71:
 a.() No Change; b.() Married; c.() Separated; d.() Divorced;
 e.() Widowed; f.() Other _____

6. Number of children at time of entering Freshman class:
 a.() 0; b.() 1; c.() 2; d.() 3; e.() 4; f.() 5;
 g.() 6; h.() Other _____

7. Type of housing lived in during major portion of Freshman school year (September to April):
 a.() House; b.() Apartment; c.() Duplex; d.() Four-plex or quadplex;
 e.() Dormitory; f.() Other _____

8. Living quarters shared with whom during Freshman year:
 a.() Parents; b.() Parents and siblings; c.() Spouse;
 d.() Spouse and child(ren); e.() Spouse and parents;
 f.() Spouse and in-laws; g.() One roommate (same sex);
 h.() One roommate (coed.); i.() Two roommates (same sex); j.() Two roommate (opposite sex);
 k.() Other _____

(Continued on back of page...)

APPENDIX A-i (cont.)

9. Facilities most often used for studying:
 a. () Desk; b. () Dining Table; c. () Sofa or chair in living room or den; d. () Sofa or chair in bedroom; e. () Bed; f. () Faculty Library; g. () Dafoe Library; h. () Facilities at a friend's house; i. () Other _____
10. Noise level of study area:
 a. () Very quiet; b. () Some noise; c. () Moderate noise; d. () Very loud; e. () Extremely loud.
11. What is the optimal noise level for you when you study?
 a. () Very quiet; b. () Some noise; c. () Moderate noise; d. () Very loud; e. () Extremely loud.
12. What are your present study conditions?
 a. () Alone; b. () Sometimes alone; sometimes with others; c. () With one other person; d. () Within hearing of people, but unable to see them; e. () In a group - such as a library; f. () In a group - such as a lounge; g. () In a group - such as with friends or family; h. () Other _____
13. What do you feel are optimal study conditions for you?
 a. () Alone; b. () Sometimes alone; sometimes with others; c. () With one other person; d. () Within hearing of people, but unable to see them; e. () In a group - such as a library; f. () In a group - such as a lounge; g. () In a group - such as with friends or family; h. () Other _____
14. How long did you remain at the University of Manitoba after beginning in September 1970:
 a. () September only; b. () Until October 31; c. () Until November 30; d. () Until December 31; e. () Until January 31; f. () Until February 28; g. () Until March 31; h. () Completed the year but did not return in the Fall 1971 term; i. () Completed the year and returned in the Fall 1971 term to the same faculty; j. () Completed the year and returned in the Fall 1971 term to a different faculty; k. () Other _____
15. What institutions after High School education did you attend before attending the University of Manitoba in the 1970-71 term?
 a. () None; b. () University of Manitoba; c. () University of Winnipeg; d. () St. Boniface College; e. () Canadian Mennonite College; f. () Brandon University; g. () Another Canadian University; h. () Red River Community College; i. () Another Canadian technical-vocational College; j. () A U.S. University or College; k. () A University or College in another country; l. () More than one of the above; m. () Other _____

16. If you left the University of Manitoba during the 1970-71 term, please check the main reason for your decision to leave:
 a. () Not applicable - did not leave University; b. () failing in one or more courses; c. () friends withdrew; d. () marriage; e. () course work seen as irrelevant to career; f. () financial difficulties; g. () illness; h. () University not relevant at this time; i. () pregnancy; j. () Chance to travel; k. () Other _____
17. What are you currently doing this year?
 a. () Attending the University of Manitoba; b. () Attending the University of Winnipeg; c. () Attending any Manitoba College; d. () Working full-time; e. () Working part-time; f. () Working and going to school part-time; g. () Neither working nor going to school; h. () Travelling; i. () Other _____
18. What are your plans for next year?
 a. () Attending the University of Manitoba; b. () Attending the University of Winnipeg; c. () Attending a Manitoba College; d. () Working full-time; e. () Working part-time; f. () Working and going to school part-time; g. () Neither working nor going to school; h. () Travelling; i. () Other _____
19. During the 1970-71 school term how far away from your parents or legal guardians did you live?
 a. () Lived with them; b. () Lived elsewhere in same city; (e.g. greater Winnipeg) c. () 0-15 miles away; * f. () 101-300 miles away; g. () More than 300 miles away (within Manitoba); h. () In another Province; i. () In the U.S.; j. () In another country. *d. () 16-50 Miles away; e. () 51-100 miles away.
20. How often did you see your parents or legal guardians during the 1970-71 school term?
 a. () Never; b. () Once; c. () 2-5 times; d. () A few times a month; e. () More often than once a week; f. () Lived at home; f. () Other _____
21. In the five years previous to attending the University of Manitoba in the Fall of 1970, what was the size of the community in which you lived most of the time (approximate population)?
 a. () On a farm (not in a town); b. () Under 500; c. () 500-1500; d. () 1500-10,000; * e. () 100,000-500,000; i. () 500,000 and above (e.g. Winnipeg). * f. () 10,000-25,000; g. () 25,000-50,000; h. () 50,000-100,000.
22. If you were living at home before coming to University, what was your father's occupation; or if you were working yourself what was your occupation?
 FATHER: _____
 SELF: _____

(Continued on back of page...)

23. During your Freshman term at the University of Manitoba were you aware of the existence of the Counselling Service located in the UMSU building?
a. () Yes; b. () No.
24. If you every visited the Counselling Service in the UMSU building during the 1970-71 term, check the circumstances:
a. () Never visited the Counselling Service; b. () Visited alone;
c. () Visited on a tour of the UMSU building; d. () Visited with friend(s); e. () Was referred to the Counselling Service;
f. () Other _____
25. Check any services received from the Counselling Service during the 1970-71 term: (*Check ALL services received*).
a. () No services received; b. () Individual Counselling;
c. () Participated in the the Group Counselling Program; d. () Attended the Learning Skills Course; e. () Other _____
26. During the 1970-71 term from whom did you seek Academic advice, assistance or information most often: (Check the main one).
a. () No one; b. () Dean or Assistant Dean of Faculty; c. () Faculty Advisor; d. () Student Advisor; e. () Dormitory Advisor; f. () Professor; g. () Parents; h. () Relative; i. () Spouse; j. () Best friend; k. () Counsellor at Counselling Service; l. () Counsellor at Psychological Service Centre; m. () Medical doctor; n. () Private Psychologist; o. () Private Psychiatrist; p. () Other _____
27. During the 1970-71 term from whom did you seek Non Academic advice, assistance or information most often: (Check the main one).
a. () No one; b. () Dean or Assistant Dean of Faculty; c. () Faculty Advisor; d. () Student Advisor; e. () Dormitory Advisor; f. () Professor; g. () Parents; h. () Relative; i. () Spouse; j. () Best friend; k. () Counsellor at Counselling Service; l. () Counsellor at Psychological Service Centre; m. () Medical doctor; n. () Private Psychologist; o. () Private Psychiatrist; p. () Other _____
28. Did you ever speak to any of the people mentioned in question #26,27 regarding fear of failure from the University of Manitoba during the 1970-71 term?
a. () Yes; b. () No.
29. Did you ever speak to any of the people mentioned in question #26,27 regarding a decision to voluntarily withdraw from the University of Manitoba during the 1970-71 term?
a. () Yes; b. () No.

30. If you withdrew during the 1970-71 term, who influenced your decision most?
a. () Not applicable - did not withdraw; b. () Dean or Assistant Dean of Faculty; c. () Faculty Advisor; d. () Student Advisor; e. () Dormitory Advisor; f. () Professor; g. () Parents; h. () Relative; i. () Spouse; j. () Best friend; k. () Counsellor at Counselling Service; l. () Counsellor at Psychological Service Centre; m. () Medical doctor; n. () Private Psychologist; o. () Private Psychiatrist; p. () Other _____
31. Would you recommend the Counselling Service in UMSU to your friends for any of their services offered?
a. () Definitely yes; b. () Most of the time; c. () Do not know; d. () Some of the time; e. () Definitely not.
32. Please feel free to use the following space to include any comments you feel are relevant to this study but were not covered in this questionnaire:

PLEASE CHECK PAGES 1 THROUGH 5 TO MAKE SURE YOU ANSWERED ALL THE QUESTIONS. Thank you. *AM.*



The University of Manitoba

Dean of Students

503 University Centre
Winnipeg 19, Manitoba, Canada

Telephone 474-8279
Area Code 204

March 23, 1972

Dear _____:

You have been selected as part of a group study of the Freshman (first year) class of 1970-71. While this study is being conducted as part of my Masters Thesis in the Faculty of Education, the Dean of Students and the Director of the Counselling Service are also very interested in the results and have been instrumental in facilitating the development of this questionnaire.

We are interested in what you are presently engaged in, whether it be working, traveling, studying, etc.. We are also interested in the factors which have influenced you in planning for this year and in your plans for next year. In order to obtain a general picture of the current status of members of last year's Freshman class we are sending out copies of the enclosed questionnaire to a cross-section of the Freshman class. Your assistance in answering this questionnaire will be invaluable in this study.

The information asked for will be kept entirely confidential; your name is not asked for, nor will it be used in any way. However, we do need complete information in order to reach any valid conclusions. Therefore, please read the questionnaire carefully.

Please fill in the questionnaire now while you have the envelope open. It will only take you a few minutes. Without your response the reliability of this study will be decreased.

If you are interested in the results of this study I shall be happy to let you read the completed paper upon conclusion of this study.

Thank you for your assistance and your immediate response.

Yours sincerely,

BM:sr



The University of Manitoba

Dean of Students

503 University Centre
Winnipeg 19, Manitoba, Canada

Telephone 474-8279
Area Code 204

April 5, 1972

Dear _____:

~~March-23--1972~~

Since we have not yet received your completed questionnaire, I have enclosed a second copy. Please fill it in and return in the envelope provided. If you have any questions, feel free to phone me evenings at 269-7259. Thank you.

You have been selected as part of a group study of the Freshman (first year) class of 1970-71. While this study is being conducted as part of my Masters Thesis in the Faculty of Education, the Dean of Students and the Director of the Counselling Service are also very interested in the results and have been instrumental in facilitating the development of this questionnaire.

We are interested in what you are presently engaged in, whether it be working, traveling, studying, etc.. We are also interested in the factors which have influenced you in planning for this year and in your plans for next year. In order to obtain a general picture of the current status of members of last year's Freshman class we are sending out copies of the enclosed questionnaire to a cross-section of the Freshman class. Your assistance in answering this questionnaire will be invaluable in this study.

The information asked for will be kept entirely confidential; your name is not asked for, nor will it be used in any way. However, we do need complete information in order to reach any valid conclusions. Therefore, please read the questionnaire carefully.

Please fill in the questionnaire now while you have the envelope open. It will only take you a few minutes. Without your response the reliability of this study will be decreased.

If you are interested in the results of this study I shall be happy to let you read the completed paper upon conclusion of this study.

Thank you for your assistance and your immediate response.

Yours sincerely,

BM:sr

APPENDIX B

Specific responses for Questions where "Other" was checked

B-i Failure Group

- #24 "had occasion to use services previous year".
- #31 "cannot recommend something I never used" (re: Counselling Service).

B-ii Voluntary Withdrawal Group

- #13 "alone, but with music".
- #16 "falling behind in work and getting discouraged".
- #16 "lost interest".
- #16 Student checked two responses: b) "failing in one or more courses"; and j) "chance to travel".
- #16 "left due to lack of interest and the need for a rest".
- #16 "didn't like the system of instruction".
- #16 "I had no friends in Winnipeg and could not manage to work. I had no initiative".
- #17 "playing music and working part-time, travelling".
- #24 "visited alone to withdraw".
- #26 "High School teacher".
- #30 Eighteen of the 26 (i.e. 45% of the voluntary withdrawals) respondents who checked (p) "other" for question #30 responded that they were making their own decision to withdraw.

Continued

APPENDIX B (Cont.)

#30 (Continued)

Examples are as follow: "me"; "myself"; "self"; "own decision"; "not influenced by anyone"; and "no one really influenced me to withdraw. I more or less made my own decision". Other reasons were: "business reasons"; "personal reasons"; "due to move to Calgary"; "course itself" (Science); "the University itself".

B-iii Control Group

8 "nobody".

9 "Fletcher Argue Study Hall" (two respondents).

#18 "undecided".

#19 "not applicable".*

#23 "I had an appointment which they twice postponed so I didn't come back". (The same student responded also to question 31. See the following comment).

#31 "There is very poor service if you can get to see anyone."**

#25 "Faculty of Arts Counselling".

#27 "friends and parents".

* Since no allocation has been made for an "Other" in this question, this comment was given the letter "k" which in effect allows for an "Other" comment.

** This student answered question #31 "definitely not".

APPENDIX C-11
ITEM ANALYSIS OF VOLUNTARY WITHDRAWAL GROUP

Question Number	Question Answers by Letter																												
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t									
1	0	5	14	8	4	5	3	0	1																				
2	26	14																											
3	0	1	14	4	1	0	2	4	0	0	0	0	1	0	0	1	0	0	11	1									
4	36	4	0	0	0	0																							
5	37	2	0	0	1																								
6	36	0	2	1	0	0	0	1*																					
7	24	12	1	0	2	1																							
8	11	8	1	3	1	0	8	2	0	0	6																		
9	17	6	1	0	6	2	6	0	2																				
10	8	19	12	0	1																								
11	10	19	9	0	2																								
12	18	4	0	3	3	2	0	10																					
13	22	14	0	3	0	0	0	1																					
14	3	2	5	11	5	8	5	1	0	0	0																		
15	28	1	2	0	1	2	5	3	12	1	0	3																	
16	0	3	0	1	2	5	3	12	1	0	13																		
17	2	2	8	13	1	5	4	0	5																				
18	5	0	6	15	1	1	3	2	7																				
19	19	4	0	1	1	6	2	4	1	2	0																		
20	5	4	6	3	1	20	1																						
21	2	2	4	5	3	1	1	1	21																				
23	30	10																											
24	34	2	0	1	0	3																							
25	35	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
26	14	7	1	1	0	3	0	3	0	7	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
27	18	1	0	0	0	1	3	4	0	8	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
28	12	28																											
29	29	11																											
30	1	3	0	0	0	1	2	1	1	1	1	0	2	0	1	26													
31	5	2	28	3	2																								
32	25	15																											

*Respondent replied "not applicable" (i.e. had no children).

APPENDIX C-iv

TABLE OF MEANS AND STANDARD DEVIATIONS

Question Number	Failure		Voluntary Withdrawal		Control	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1	5.05	1.43	4.10	1.68	3.17	1.17
2	1.16	0.37	1.35	0.48	1.63	0.81
3	6.53	5.15	9.22	7.10	8.52	7.17
4	1.11	0.32	1.10	0.30	1.07	0.38
5	1.00	0.0	1.18	0.81	1.00	0.0
6	1.05	0.23	1.30	1.25	1.00	0.0
7	1.58	1.30	1.67	1.19	1.14	0.63
8	3.05	2.86	4.63	3.64	2.12	1.98
9	3.21	2.78	3.35	2.68	4.30	2.98
10	2.21	0.63	2.17	0.84	2.06	0.69
11	1.84	0.60	2.13	0.97	1.94	0.69
12	2.79	2.51	3.63	2.97	2.96	1.80
13	2.26	1.66	1.75	1.32	2.40	1.70
14	8.05	1.99	4.55	1.80	9.07	0.26
15	2.84	3.48	3.20	4.03	1.39	1.69
16	2.74	3.21	7.97	2.69	1.00	0.0
17	3.26	1.41	4.75	2.23	1.33	1.22
18	3.74	2.58	4.85	2.59	1.78	2.05
19	3.26	3.59	3.67	3.15	1.29	1.31
20	5.16	1.67	4.37	1.97	5.86	0.65
21	7.21	2.51	6.57	2.87	8.67	1.29
22	48.32	15.90	43.51	14.11	52.91	17.06
23	1.26	0.45	1.25	0.44	1.32	0.46
24	2.05	1.75	1.50	1.40	1.32	0.95
25	1.95	2.50	1.13	0.33	1.69	1.78
26	6.47	3.85	5.15	4.79	5.76	4.06
27	7.16	4.06	5.88	5.18	7.51	3.93
28	1.26	0.45	1.70	0.46	1.63	0.49
29	1.53	0.51	1.27	0.45	1.77	0.42
30	3.63	5.27	13.05	4.86	1.00	0.0
31	2.16	0.90	2.88	0.91	2.82	0.88

APPENDIX D-1
VALUES OF COEFFICIENTS OF CORRELATION FOR FAILURE GROUP

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32				
1	1.00																																			
2	0.10	1.00																																		
3	-0.41	-0.25	1.00																																	
4	0.48*	-0.15	-0.28	1.00																																
7	-0.52*	0.03	0.44	-0.02	1.00																															
8	-0.23	0.51*	0.10	.06	0.77**	1.00																														
9	0.39	0.34	-0.28	.10	-0.25	-0.11	1.00																													
10	-0.07	-0.15	-0.00	-0.12	-0.02	-0.04	-0.25	1.00																												
11	-0.18	0.12	-0.31	-0.20	-0.09	0.07	-0.28	0.39	1.00																											
12	0.30	-0.14	0.09	0.24	0.02	0.07	0.18	-0.01	-0.13	1.00																										
13	-0.22	-0.07	0.13	-0.16	0.13	0.17	0.10	0.05	0.15	0.68**	1.00																									
14	-0.06	0.31	-0.09	0.26	-0.10	-0.34	-0.03	-0.32	-0.36	-0.03	-0.00	1.00																								
15	0.14	-0.15	-0.19	0.42	-0.05	-0.03	-0.11	0.17	-0.09	-0.22	-1.00																									
16	-0.14	0.22	0.37	-0.19	0.22	0.37	-0.01	0.11	0.26	-0.07	-0.01	-0.83**	-0.15	1.00																						
17	-0.01	-0.50*	0.10	0.43	0.18	0.02	-0.30	0.18	0.03	0.35	0.32	0.13	0.44*	0.00	1.00																					
18	0.05	-0.30	0.01	-0.03	0.13	0.02	-0.60**	0.24	0.33	0.03	-0.05	-0.06	0.25	0.06	0.57*	1.00																				
19	0.18	0.30	-0.06	0.81**	0.51*	0.71**	0.13	-0.32	-0.37	0.14	-0.10	0.08	0.14	0.01	0.15	-0.10	1.00																			
20	0.23	-0.40	-0.00	-0.14	-0.45*	-0.87**	0.11	0.33	0.14	0.31	0.12	-0.17	-0.30	-0.04	-0.07	-0.08	-0.87	1.00																		
21	-0.05	0.08	0.16	0.11	-0.24	-0.11	-0.13	-0.10	0.21	0.20	0.24	-0.02	-0.31	0.13	-0.17	-0.25	-0.15	0.34	1.00																	
23	-0.02	0.26	-0.16	0.18	-0.18	-0.18	0.42	0.18	-0.04	0.30	0.35	0.17	-0.22	-0.33	-0.01	-0.44*	-0.03	0.38	0.34	1.00																
24	-0.02	-0.18	0.37	-0.21	-0.09	-0.32	-0.16	-0.21	-0.10	-0.23	-0.23	-0.23	-0.23	0.25	-0.03	-0.01	-0.29	0.21	0.05	-0.02	1.00															
25	0.05	0.31	-0.15	-0.13	-0.11	-0.24	0.07	-0.13	0.07	-0.26	-0.18	0.09	-0.13	-0.18	-0.31	-0.24	-0.22	0.16	0.24	0.16	0.43	1.00														
26	-0.11	0.02	0.16	-0.13	0.05	-0.12	-0.12	-0.34	0.11	0.23	0.11	0.05	-0.20	-0.02	-0.03	0.18	-0.23	0.10	0.30	-0.39	0.17	0.16	1.00													
27	-0.20	-0.02	0.35	-0.34	0.36	0.33	0.33	-0.34	-0.26	-0.24	-0.15	-0.19	-0.32	0.33	0.08	0.39	0.30	-0.52	-0.18	-0.57*	0.28	-0.23	0.23	1.00												
28	-0.11	0.07	0.13	-0.20	-0.08	0.18	-0.40	0.37*	0.36	-0.05	-0.10	-0.33	-0.13	0.24	-0.20	0.06	-0.22	0.16	0.14	0.19	-0.09	-0.18	-0.27	-0.21	1.00											
29	0.19	0.12	-0.38	-0.02	-0.15	-0.10	-0.16	0.15	-0.08	-0.23	-0.24	0.35	0.33	-0.45	-0.13	0.24	0.01	-0.23	-0.13	0.09	-0.22	0.28	-0.30	-0.04	0.09	-1.00										
30	-0.47*	0.03	0.36	-0.18	0.40	0.29	-0.12	-0.03	0.12	-0.11	-0.09	-0.53*	-0.13	0.68**	0.01	-0.06	0.02	-0.13	-0.65	-0.28	0.38	-0.09	0.25	0.35	0.14	-0.54*	1.00									
31	-0.14	-0.08	-0.07	0.33	-0.13	0.08	-0.01	0.04	0.15	-0.13	-0.07	-0.22	-0.04	0.28	-0.12	-0.44**	0.14	0.01	0.55**	0.44	-0.01	-0.07	-0.26	-0.10	0.17	-0.31	0.19	1.00								
22	-0.11	-0.18	0.14	-0.20	0.32	-0.30	0.07	-0.28	0.03	-0.22	-0.15	-0.03	-0.17	0.29	-0.20	-0.17	-0.29	0.13	0.11	0.04	0.26	-0.05	-0.23	-0.00	0.27	-0.18	0.23	0.25	1.00							

* = Significant to the .05 level

** = Significant to the .01 level

Where $r = .554$

Where $r = .5249$

APPENDIX D-11
VALUES OF COEFFICIENTS OF CORRELATION FOR VOLUNTARY WITNESSING GROUP

Question Number	1	2	3	4	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	23	24	25	26	27	28	29	30	31	22	
1	1.00																													
2	-0.39*	1.00																												
3	-0.29	-0.08	1.00																											
4	0.63**	-0.24	-0.25	1.00																										
7	-0.13	0.16	-0.04	-0.12	1.00																									
8	0.24	-0.04	-0.03	-0.81	0.49**	1.00																								
9	0.11	0.04	0.08	0.02	-0.22	-0.10	1.00																							
10	0.13	-0.09	0.04	0.33	-0.02	-0.11	-0.21	1.00																						
11	0.01	-0.15	0.13	-0.04	-0.30	0.07	-0.02	0.13	1.00																					
12	0.01	0.00	-0.30	0.13	-0.06	-0.10	0.00	-0.02	0.16	1.00																				
13	-0.15	-0.18	0.31*	-0.13	-0.17	-0.15	-0.11	0.13	0.31**	0.10	1.00																			
14	-0.11	0.07	0.01	0.08	-0.34	0.11	0.03	0.12	0.23	0.24	0.13	1.00																		
15	0.35**	0.03	-0.13	0.23	-0.01	0.51**	0.04	0.00	-0.03	-0.03	-0.08	-0.10	1.00																	
16	0.07	-0.19	0.13	0.07	-0.09	0.07	0.25	0.00	-0.35	-0.04	0.14	0.03	-0.03	1.00																
17	-0.09	0.23	0.17	-0.11	0.30	0.33*	0.02	-0.06	-0.10	0.10	0.12	0.12	0.22	0.05	1.00															
18	0.04	0.31	-0.32	-0.11	0.13	0.04	0.17	-0.13	-0.11	-0.13	-0.15	0.06	0.21	-0.20	0.09	1.00														
19	0.40*	-0.08	-0.08	0.28	0.40	0.73**	0.13	0.01	-0.03	0.03	-0.13	-0.02	0.40**	0.02	0.20	-0.08	1.00													
20	-0.32*	0.07	0.14	-0.15	-0.45**	0.78**	0.32*	0.04	-0.01	0.08	-0.03	-0.48**	0.10	-0.33*	-0.04	-0.74**	1.00													
21	0.06	-0.04	0.06	-0.10	-0.51**	0.48**	0.19	-0.03	0.01	-0.07	-0.07	-0.04	-0.06	0.07	-0.09	0.30	-0.36**	0.54**	1.00											
23	0.03	0.30	0.06	0.00	0.06	0.06	0.01	0.22	-0.32*	-0.34*	-0.11	-0.31	-0.20	-0.04	0.03	0.17	-0.20	-0.20	1.00											
24	0.03	0.04	-0.16	-0.06	0.05	0.26	0.03	-0.12	0.20	0.13	0.07	0.12	0.00	0.11	0.15	0.30	-0.04	-0.24	0.08	-0.21	1.00									
25	-0.07	0.04	0.01	0.13	0.04	0.06	0.04	-0.08	0.19	0.03	0.07	0.10	-0.21	0.08	0.08	0.03	0.09	-0.19	-0.10	-0.22	0.69**	1.00								
26	-0.17	0.23	-0.02	-0.27	0.29	0.31	0.05	-0.18	-0.01	0.19	0.28	0.17	0.20	-0.11	0.43**	0.16	0.07	-0.26	-0.41**	0.01	0.03	-0.14	1.00							
27	-0.14	0.33*	-0.48	-0.17	0.28	0.14	-0.25	0.01	-0.22	0.30	-0.11	0.07	-0.01	-0.04	0.20	0.23	0.01	-0.16	-0.02	0.13	0.16	-0.12	0.24	1.00						
28	0.10	0.14	-0.31	0.22	-0.32**	0.04	0.27	-0.26	0.09	0.05	-0.17	0.14	0.16	0.03	-0.02	0.28	0.00	-0.04	0.11	0.00	0.24	0.25	-0.04	0.07	1.00					
29	0.33	-0.22	0.12	0.17	-0.16	0.06	0.36*	0.01	0.04	-0.17	-0.18	-0.03	0.05	0.28	-0.18	0.01	0.14	0.03	-0.09	-0.16	-0.02	-0.06	-0.11	-0.39*	0.28	1.00				
30	0.26	0.01	-0.12	0.20	-0.16	0.07	0.09	-0.03	-0.07	0.11	-0.45**	-0.01	0.10	0.35*	0.03	-0.08	0.00	-0.06	0.09	-0.17	0.19	0.14	-0.10	-0.01	0.33*	0.38*	1.00			
31	0.26	-0.19	-0.17	0.14	0.06	0.01	0.10	-0.00	0.02	0.10	-0.28	0.03	0.04	0.10	0.11	0.33*	-0.18	-0.06	0.41**	-0.30	0.39*	0.14	-0.19	0.06	0.21	0.09	0.46**	1.00		
22	-0.01	0.11	-0.03	0.17	-0.23	-0.21	0.07	0.14	-0.12	-0.31	0.16	-0.02	0.01	0.43**	0.09	0.10	-0.24	0.23	0.22	0.13	-0.02	0.04	-0.16	0.15	0.17	-0.15	0.06	0.19	1.00	

* = Significant to the .05 level
Where r = .3116
** = Significant to the .01 level
Where r = .4026

APPENDIX D-111
VALUES OF COEFFICIENTS OF CORRELATION FOR CONTROL GROUP

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32					
1	1.00																																				
2	-0.14	1.00																																			
3	-0.04	-0.13	1.00																																		
4	0.32**	-0.08	-0.08	1.00																																	
7	0.26*	-0.06	-0.09	0.29**	1.00																																
8	0.22*	0.03	-0.16	0.27**	0.62**	1.00																															
9	0.15	-0.08	-0.03	0.06	0.02	-0.08	1.00																														
10	-0.05	0.06	0.03	0.10	-0.11	0.04	0.05	1.00																													
11	0.14	0.05	-0.01	0.09	-0.21*	-0.09	-0.01	0.34**	1.00																												
12	-0.13	0.21*	0.09	-0.16	-0.15	-0.11	0.32**	0.15	0.13	1.00																											
13	0.02	0.17	0.17	-0.14	-0.13	-0.19	0.32**	0.04	0.22*	0.57**	1.00																										
14	0.13	-0.02	0.06	0.05	-0.06	-0.04	0.06	-0.08	0.02	-0.08	0.07	1.00																									
15	0.38**	-0.08	-0.04	0.60**	0.10	0.04	0.02	0.10	0.12	-0.16	-0.15	0.12	1.00																								
17	0.42**	-0.16	-0.05	0.38**	0.14	0.29**	0.10	-0.05	0.08	-0.20*	0.04	0.09	0.13	1.00																							
18	0.17	-0.08	0.11	-0.01	-0.06	-0.01	-0.11	-0.09	-0.01	-0.30**	-0.02	-0.01	0.03	0.42**	1.00																						
19	0.46**	-0.08	0.01	0.24*	0.76**	0.55**	0.08	-0.10	-0.17	-0.15	-0.13	0.03	0.30**	0.16	-0.01	1.00																					
20	-0.33**	0.07	0.19	-0.45**	-0.66**	-0.76**	0.04	0.06	0.00	0.18	0.12	0.00	0.01	-0.45**	-0.02	-0.41**	1.00																				
21	-0.04	0.04	0.14	0.05	-0.10**	-0.24*	-0.13	-0.07	0.02	-0.09	-0.17	0.07	0.04	0.37	0.05	-0.24*	0.23*	1.00																			
23	0.21*	-0.14	-0.06	-0.01	-0.05	-0.03	0.04	-0.09	-0.14	0.02	-0.08	0.07	0.15	0.08	0.04	0.11	0.05	0.04	1.00																		
24	0.18	-0.06	0.05	0.16	-0.04	0.04	-0.01	0.09	0.01	-0.12	-0.01	0.28**	0.15	0.20	0.17	-0.03	-0.07	0.00	-0.07	1.00																	
25	0.00	0.03	0.14	-0.07	-0.06	0.02	-0.09	0.09	-0.08	-0.17	-0.12	-0.08	-0.09	-0.02	0.21*	-0.02	0.00	-0.18	0.33**	1.00																	
26	0.15	0.11	0.01	0.23*	0.11	0.16	0.07	0.13	0.09	-0.07	0.00	0.14	-0.04	0.01	-0.21*	0.04	-0.16	0.32**	0.14	1.00																	
27	-0.10	0.07	0.02	0.01	-0.02	-0.06	0.21*	0.21*	-0.07	0.18	0.02	0.05	0.19	-0.04	-0.12	-0.05	0.15	0.02	0.16	0.09	0.01	0.14	1.00														
28	-0.10	0.10	-0.10	-0.07	0.07	-0.17	0.05	-0.11	-0.04	-0.03	0.04	-0.11	-0.04	-0.10	-0.09	0.06	0.09	0.07	-0.22*	-0.26**	-0.09	-0.22*	-0.28**	1.00													
29	-0.08	0.06	-0.00	-0.08	0.01	-0.12	0.06	-0.02	-0.01	0.08	0.17	-0.03	0.07	-0.10	-0.13	0.02	0.13	-0.02	-0.17	-0.13	-0.09	-0.16	-0.14	0.62**	1.00												
31	0.03	-0.04	-0.03	-0.14	-0.15	-0.10	-0.04	-0.04	-0.06	-0.00	-0.16	-0.18	-0.12	0.03	0.07	0.23*	0.02	0.04	0.11	-0.26**	0.02	-0.08	-0.11	0.10	0.05	1.00											
22	0.01	0.09	-0.10	-0.11	0.14	0.07	-0.10	-0.12	0.04	-0.15	-0.10	-0.04	-0.08	-0.14	-0.02	0.10	-0.06	-0.11	0.00	-0.10	0.20*	0.06	-0.01	0.01	-0.02	0.04	1.00										

* = Significant to the .05 level
where F = .1924
** = Significant to the .01 level
where F = .2555

APPENDIX D-1v
SIGNIFICANT COEFFICIENTS OF CORRELATION FOR ALL THREE GROUPS

Question Number	1	2	3	4	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1																														
2	+																													
3																														
4	++ **																													
7	*			**																										
8	*			**	**																									
9																														
10																														
11					*			**																						
12		*				**																								
13			+			**		**	++	**																				
14																														
15	++ **			**		++																								
16				**		**							--																	
17	**					+							--																	
18					**	**	--			**						-														
19	++ **			**	++	**							++																	
20	++ **			**	**	**						--	++		+		++	++												
21				**	++	++											++	++												
22															++															
23	*								+	+																				
24											**																			
25																	*							++						
26			*												++			*	++				**							
27		+						**																						
28				++																						*	*			
29																						*	**		*	*				
30											++			++													**			
31												++					**		++				++							

Failure = --
 Voluntary Withdrawal = ++
 Control = **

+, +, * = Significantly correlated at .05 level.
 --, ++, ** = Significantly correlated at .01 level.

APPENDIX E-i

COMMENTS ON QUESTION #32 BY FAILURE GROUP

1. "I found U. to be more relevant as a background for social interaction and un-academic learning than for the purpose of formal education, due to the fact that the whole process is job and status inclined. It is as much part of the total learning experience as as having a paper route is earning a living" (Male, 19, 60.93).
2. "With the building of the new UMSU Building many services which were not readily accessible [sic] are not much more so" (Male, 19, 74.27).
3. "I was in Science in the 1969-70 academic year and transferred into Agriculture last academic year. However, I answered the question as to what I did last year (1970-71) and I hope it will help in your research. I am also planning to visit the Counselling office to find out what they are doing for students" (Female, 21-25, 70.15).
4. "Although I have never used the counselling service personally, I have a friend, . . . who knows of the service and has spoken highly of it" (Male, 21-25, 29.71).
5. "I went to the Counselling Service at UMSU but my first experience was bad (I was asked who I wanted to see then told to go somewhere else) I never went back. I think with a little more help (Faculty adviser) possibly I would still be there, I never met one and did not know they existed. The U was to [sic] big, impersonal, these services are greatly needed" (Male, 20, 74.27).
6. "I enjoyed the time spent at the University of Manitoba, perhaps too well.
My inability to do well on final examinations has been my problem for years. I have been repeatedly [sic] told that I would outgrow this condition, but still appear to have trouble in this regard. I am now taking Business Administration at Red River College. It is disappointing to have to get by without a University degree" (Male, 20, 53.80).

Note: Each respondent's sex, age, and Blishen Scale Ranking has been included in parentheses following his comment.

APPENDIX E-ii

COMMENTS ON QUESTION #32 BY VOLUNTARY WITHDRAWAL GROUP

1. "I left the U of M to take the one course I wanted--archeology" (Female, 17, 75.41).
2. "I withdrew from U. of Man, as I was generally bored. I feel it is too large and impersonal to make one wish to continue. I never liked being a number!" (Male, 21-25, 39.66).
3. "U of M is far too impersonal at least in Arts or Science" (Male, 18, 55.41).
4. "U of M academic freedom is almost non-existent and the professors are like high school teachers (i.e. inflexible and totalitarian)" (Male, 21-25, 52.07).
5. "I left the University because of illness. I was sick for five weeks, but I would say it was a good thing I was sick because I would have failed anyway" (Male, 18, 35.05).
6. "I've not regretted my decision to withdraw from the U of M. I have since decided to enter nursing and gain that valuable medical skill. The U--particularly arts did not offer me anything I considered both valuable and enjoyable" (Female, 17, 59.69).
7. "The counselling service, I found very hard to go to. At the beginning of the year, you have a very impersonal, very quick visit, at your counsellor's office. I found it hard to go there, and to go, you had to have an appointment which I thought was a lot of unnecessary red-tape. The study areas I found adequate" (Female, 19, 49.55).
8. "I wish that every person entering University from High School would take the opportunity to discuss their future plans with a qualified counsellor and not with a parent who figures University is "the greatest" because he/she did not get to go and not with a friend who knows just as little as you do.
 If I do return to University, the first thing I want to do to do is talk to a person who knows the campus academically and socially.
 I dropped out because I just wasn't able to cope with the change" (Female, 19, 29.76).
9. "When I began university, at the University of Manitoba, I felt very confident in myself. I was sure I knew what I was interested in and was sure I had my next few Academic years decided upon. I soon found

APPENDIX E-ii (Cont.)

9. Continued

out that I was wrong. As my academic year tumbled on, down, I became more confused and unsure. This continued until one day I had an opportunity to join a musical group in Calgary. Because of my position at the U of Man, and because of my intense interest in music, I withdrew from university and went to Calgary.

From that point on I feel as though I've learned some, about myself and other people in general. I now feel much more relaxed and I am sure I am more ready for university.

After experiencing what I have, that past two years, I feel that if anyone is not sure of his purpose at university, they should withdraw, which would enable he or she to see other walks of life which would in turn help them to decide whether then need university or not. I have found that I do" (Male, 19, 35.05).

10. "I did not ask for any services from the Counselling Service, but I feel I should have. I feel they must be well-informed and their services could be very valuable" (Male, 17, 54.54).
11. "From my own experience I would say that it's likely that people unfamiliar with Winnipeg and the U of M would be well advised not to live off campus in an apartment. The coldness of attitude that I felt from the general student body and the Professors was very distressing to me and contributed to my inability to work in the 70-71 term. I don't think freshmen understand that this is a possibility and should be made aware of the danger of loneliness. I also feel that the fact that your counselling service will be hindered by the fact that it is called a Counselling Service. It has some connotations of weakness of character, that although may be the case, would turn some people off" (Male, 18, 55.62).
12. "I was approached by the Department of Indian Affairs as to my plans and they mentioned university. They talked me into trying. I was enthusiastic at first (spring) but by the fall, I realized that I just wasn't prepared. Having been out of school for three years previous I found it hard to adjust and therefore by December I made my decision to withdraw. The course wasn't hard but I simply couldn't concentrate but I do know that I will try again when I am ready and not when I am told that I should go" (Male, 21-25, 28.96).

APPENDIX E-ii (Cont.)

13. "The biggest influence in my life is my Lord and Saviour, Jesus Christ. I am presently working at a part-time housekeeping job. The rest of my time is filled with ministry at the House of Peter on Maine Street. My plans for the following year is to rent a house with three other girls and to minister love to girls in a live-in situation. I have always been thankful that I withdrew from university and have no intentions of returning" (Female, 18, 39.65).

Note: Each Respondent's sex, age, and Blishen Scale Ranking has been included in parentheses following his comment.

APPENDIX E-iii

COMMENTS ON QUESTION #32 BY CONTROL GROUP

1. "I knew about the services offered but didn't and don't actually know how to go about receiving them" (Female, 19, 55.37).
2. "I found that first year U was a real shock. Very impersonal. I didn't have any idea of the amount of work required. Nor did I know of the many courses available, even though I attended an orientation program" (Female, 17, 45.36).
3. "Only recently had a friend mentioned the counselling service to me--I am certain it was in some brochure I got but I do not seek advice in academic matters. As to personal problems I feel free psychiatric counselling should be more advertised as being a student today intails [sic] hardships, strains and doubts which may be underestimated. A chaplain, or professional who is really concerned about individuals is what is needed" (Female, 21-25, 32.14).
4. "I don't know anything about the UMSU Counselling Service, so I can't give a real answer as to whether or not it is good. I think maybe I'll find out what is going on as I am an interested student and that it might help me more than what I've been getting. Also, I'd be very interested in the results of this survey" (Male, 20, 67.28).
5. "I am presently enrolled in an honors course but am switching back to general in 1972-73.
Feel that some aspects of university are rather useless" (Male, 19, 30.19).
6. "The reasons for not recommending the Counselling Service and Student Advisor in particular are as follows;
 1. My advisor openly admitted his ignorance in counselling matters and then asked if I needed help.
 2. He misinformed me on procedures for course withdrawals, which cost me a loss of \$30.00 and a near academic penalty.
 Note: my personal experience was not necessarily experienced by others I knew but because of it I tended to recommend other persons to my friends. I am happy to say this "advisor" is no longer on counselling staff as there were many complaints" (Male, 18, 74.34).

APPENDIX E-iii (Cont.)

7. "I feel, I have an understanding, as to the objective of this questionnaire [sic] could not help, but feel the questions are possibly more relevant to an unattached single person out of High School (e.g. #19). Obviously, you are trying to determine the effectiveness of Counselling services. Here again, I was puzzled for I took you to mean Student advisors. Now, I see the distinction; Counselling (I was never aware of!) is intended to help and guide, whereas advisors only relate to academic scheduling" (Male, 21-25, 30.74).
8. "I do feel the University is lacking in a service which is rather unprofessional and casual where half-formulated problems and those one feels might be rather trivial but need to be expressed nonetheless might receive sympathetic and intelligent listening and response. The place is too big!" (Female, 17, 70.14).

Note: Each respondent's sex, age, and Blishen Scale Ranking has been included in parentheses following his comment.