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TOWARD A TYPOLOGY OF MALE AND FEMALE PERSISTERS AND NONPERSISTERS: A FOUR-YEAR LONGITUDINAL STUDY

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TOWARD A TYPOLOGY OF MALE AND FEMALE PERSISTERS AND NONPERSISTERS: A FOUR-YEAR LONGITUDINAL STUDY

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TOWARD A TYPOLOGY OF MALE AND FEMALE PERSISTERS AND NONPERSISTERS: A FOUR-YEAR LONGITUDINAL STUDY

CHAPTER I

PURPOSE AND NATURE OF THE STUDY

Introduction

Lower enrollment trends and growth patterns in higher education have resulted in competition for students in all types of institutions and among academic departments within the institutions. Increasing the number of students who stay in school after they do enroll necessitates a better understanding of the processes involved in the attrition. In some instances, lack of institutional growth and in some cases institutional or academic departmental survival were the sole reasons for the studying of retention to gain a better understanding of the types of students who persisted and those who left the institution.

Evidence from national studies generally showed that for every ten students who entered college, only four would graduate from the institution that they originally started from four years later. Nearly fifteen million men and women would enter approximately three thousand colleges

and universities during the 1980s. It could be expected that five or six million of these students would never earn degrees within the traditional four-year period and another three million would delay their baccalaurate to a later date (Cope, 1978). The failure of students to complete degree programs for which they registered represented inefficient utilization of scarce institutional resources.

The selection of a college or university and an academic major were decisions that every college student faced. The process of making these decisions was not completely understood. Most people have assumed that wise selections in these areas involved the realistic appraisal by the student concerning his/her personal characteristics and competencies with the demands of the prospective academic field of study. Institutional match was also of prime importance. When a student's characteristics more closely resembled those of the typical student in their prospective field or institutional choice, he/she likely would feel at home and remain in his/her field of study and at the institution. Incongruencies between student, student's choice of institution, and student's major field resulted in feelings of alienation and dissatisfaction which usually led to a change of academic major or dropout. These generalizations have been supported by earlier studies (Abe & Holland, 1965; Chickering, 1966; Darley & Hagenah, 1955; Feldman & Newcomb, 1969).

Statement of the Problem

The attempt in this study was to examine entering freshman background characteristics, degree expectations, academic factors, interests and attitudes to determine if there were types of male and female freshman students who persisted or dropped out over a period of eight semesters.

Since typologies have been used to describe student sub-cultures and institutions, it seemed likely that data collected upon enrollment of new freshmen and academic data collected at various times throughout four years could be used to designate various types of male and female persisters and dropouts. Therefore, the hypothesis formulated for purposes of this study was that student responses to a survey related to such variables as family background, income level, degree expectations, interests, attitudes and self-assessed skills, combined with college grade data and American College Test data, might interact in indicating various types of male and female persisters and nonpersisters. The present study is an exploration and an investigation of this general hypothesis.

Significance of the Study

The literature review revealed that a great number of approaches have been used to investigate the process of attrition from institutions of higher education. This review showed that there were major voids in knowledge of

the factors that were related to successful completion of the undergraduate degree or factors that led to withdrawal before completion of the degree. Many studies focused on the proportion of a freshman class not returning one year later. Others have relied heavily on ex post facto methodology by selecting a sample of students that had already dropped out and then trying to discover what factors may have been significant in predicting attrition. Some used interviews or questionnaires to obtain the students' reasons for withdrawal. Finally, most investigations on attrition did not make use of multivariate statistical techniques. The review of the literature indicated that it was reasonable to assume that multiple factors operated together to produce attrition and persistence. The above weaknesses precluded making any conclusions about the independent effects of the various factors that were correlated both with dropping out and with each other.

This investigation did not propose to address all of the preceding problems, but it did deal with some of them. First, the data base was unique in that it included the entire population of entering freshmen at a large southwestern, state-supported institution. The longitudinal nature of this study was a unique feature because of the inclusiveness of the variables related to pre-college data and data collected during the four years. The findings would allow defensible conclusions to be made as a result.

Since the review of the literature revealed differences in attrition rates according to the type of institution, the findings of this study could serve as meaningful comparative data for other large, state-supported institutions to describe men and women persisters and non-persisters.

CHAPTER II

RELATED LITERATURE

The review of the literature attempted to identify some factors that had been found to be related to attrition evidenced from earlier studies. Even though many past research endeavors had produced inconsistent results, some did have consistent findings that would assist in pointing to factors that should be considered in conducting research in the area of retention.

The misleading and contradictory findings in some instances have taken stated reasons that students gave in the dropout process as the true reasons for leaving an institution. Demos (1968) found that in many cases where students had listed finances as the reason for dropping out, reaaons of a personal nature and poor academic performance or uncertainty of academic major were more likely to be the primary reasons. Tinto (1975), in his synthesis of recent research on the dropout, described persistence as the lack of adjustment to college involving the interaction process between characteristics that the student brought with him/her and the specific college in which she/she enrolled. Therefore, a model using reasons from

another institution was invalid because of differences in individual backgrounds of students and differences among two-year, private or public universities and colleges.

Much research that was conducted did not give enough attention to the longitudinal process (Tinto, 1975). It was necessary to look at differences in students as they entered an institution in order to follow them to determine if differences in students' needs, goal aspirations, attitudes, academic backgrounds, family backgrounds and other factors led to differences in dropout rates (Astin, 1963). Jex and Merrill (1962) urged that the longitudinal approach be used since this approach permitted an explanation of factors among students who dropped out and returned and students who dropped out from higher education altogether. Tinto (1975) suggested that individual institutions should develop their own longitudinal data files which would lead to more meaningful comparative analyses of institutional impact over time.

Methodologically, many studies have focused only on the characteristics of those students who persisted or students who have left, failing to make comparisons between groups (Pantages & Creedon, 1978). Research conducted by Demitroff (1974) and Demos (1968) showed that multiple factors operated concurrently to produce attrition, but many studies limited their research to only one or two factors at a time.

In order to study the attrition process longitudinally, Astin (1971) recommended that research involve multiple measures of entering student characteristics, follow-up measures, and appropriate research designs for controlling differences among students entering different types of institutions. Hoyt (1978) suggested that attrition research should begin with the collection of data about the students before they enrolled in an institution. Included in these measurements should be measures of academic potential, goals and aspirations, and potential barriers to program completion such as finances, health, and educational deficiencies.

In having described some of the weaknesses and suggestions for attrition research, attention was focused on those characteristics that were found to be related to student persistence in college. Some of the factors in which consistent findings were shown were: family background of students, individual characteristics of students, the students' past educational experiences, institutional characteristics, and the academic and social integration within the college environment.

Family Background

Studies related to socioeconomic status of students produced inconsistent findings (Astin, 1973; Eckland, 1964; Panos & Astin, 1968; Sewell & Shah, 1967). Astin and Eckland found that family income was not related directly

to attrition; whereas, Sewell and Shah found that students who came from lower status families had higher dropout rates than those students from higher status families. Astin (1972) concluded that family income alone was becoming increasingly less related to college persistence.

Other findings pointed to higher dropout rates for students coming from families whose parents had less formal education (Spady, 1971). Astin (1973) found that the chances of a student of either sex remaining in school would increase by 10 percent if the mother had a degree beyond the bachelor's. Rossman and Kirk (1970) however, found no evidence to support these findings. After reviewing attrition research for a period of twenty-five years, Pantages and Creedon (1978) concluded that there had not been enough research conducted on the individual effects of father's or mother's education as it related to the sex of the student.

Studies related to ethnicity and attrition also produced inconclusive findings. Generally, studies in this area did not hold constant high school rank in class or scholastic aptitude (Pantages & Creedon, 1978). American Indian and Chicano students were found to have the highest dropout rates in the national longitudinal study conducted by Astin (1976) from 1968 to 1972. Astin (1972) also reported that women and black students had higher attrition rates than did white men students. Even though women had

higher dropout rates, Astin (1972) reported that women who persisted were more likely to have completed a bachelor's degree in four years than were men. Proportionately more black than white freshmen were still enrolled after one year in a study conducted by Fidler and Ponder (Note 2) at the University of South Carolina. They also found blacks to have consistently higher persistence rates thereafter. Tinto (1975) stated:

> There is simply too little information regarding the relationship between race and dropout in higher education. It is clear that race is an independent predictor of dropout, but it is unclear in which ways this aggregate relationship occurs. We simply do not know enough about the processes of interaction that lead individuals of different racial backgrounds to dropout from higher education (p. 119).

Results from earlier studies showed that size of hometown was a factor in attrition rates. Students from rural areas and students from small towns had a higher dropout rate than students from more urban settings and larger cities (Summerskill, 1962). Later studies, however, had not supported these findings (Johansson & Rossmann, 1973).

Individual Characteristics

A higher proportion of men graduated from college than women (Astin, 1972). As had already been reported in this review, Astin did find a higher percentage of women than men who graduated in four years. Of those students

who did drop out, a greater proportion of women than men tended to be voluntary dropouts rather than academic dismissals (Spady, 1970). Other studies found no significant differences in the overall attrition rates of men and women (Johansson & Rossmann, 1973; Sewell & Shah, 1967). Demos (1968) reported that men dropped out at significantly higher rates. The differences found between men and women dropout rates may be partially explained by the finding that the sex variable may be a significant factor in dropouts at some institutions and not at others (Cope, Pailthorp, Trapp, Skaling, & Hewitt, 1971). In 1964, Astin found that in institutions having a higher ratio of men to women, there were higher attrition rates among women students. In this same study, Astin also reported that women were less likely to re-enroll after dropping out. Pantages and Creedon (1978) concluded from their synthesis of attrition research that more men persisted in college beyond the four-year period; therefore, graduation rates over a ten year time period favored the men.

Measured ability was found to be related to persistence in college by various studies (Sewell & Shah, 1967; Wegner & Sewell, 1970). Astin (1972), however, found that an individual's past grade performance was a better predictor of success in college, because it reflected the person's ability to perform within an educational setting.

The majority of studies in this area indicated that there were significant differences in scholastic aptitude measures between dropouts and non-dropouts.

Students with high degree expectations were more likely to persist than students with lower degree expectations (Astin, 1973). These findings were supported by Hackman and Dysinger (1970) who studied the relationship between academic competence and college commitment. They found that students with high academic competence and moderate to high college commitment were more likely to persist. They also found that students with high competence, but lower commitment to college were more likely to transfer to another college or withdraw. Students with lower academic competence and high commitment to achieving a degree tended to persist until they were forced to leave for academic reasons. Tinto (1975) suggested that since voluntary or non-academic withdrawal was more prevalent among women students, goal commitment may be a factor in the persistence or non-persistence of women students. In general, most studies indicated that once the student's ability was accounted for, the higher the level of plans whether educational or career, the more likely the students would remain in college.

Demitroff (1974) reported that dropouts were more dissatisfied with their major field of study than were persisters. The studies that investigated this area have shown inconsistent results. Panos and Astin (1968) found

that in declaring an intended major upon entry to an institution did not predict persistence.

Various personality traits were found to differentiate between the dropout and the persister. Heilbrun (1965) found that students who persisted tended to be more conforming and showed freedom from rebellion and authority problems. Other studies indicated that dropouts were unable to adapt to the college environment, were more rebellious against authority, and were more non-conforming than were persisters (Astin, 1964; Hannah, 1969; Heilbrun, 1965). Personality differences between the persister and nonpersister were found by Heilbrun (1965) on the Socialization and Responsibility scales of the Minnesota Multiphasic Personality Inventory. To date, research studies provided findings that showed which personality traits were significantly related to attrition (Pantages & Creedon, 1978). They state:

> Many of the personality-attrition studies have failed to find significant differences between dropouts and non-dropouts, let alone distinguish among different types of dropouts . . . far more research is necessary in order to determine if there are personality differences between dropouts and persisters . . . the results achieved from such studies so far may, however, be useful for designing advisory and counseling programs for potential dropouts with a view to reducing the attrition rate (p. 74-75).

Studies frequently described personality traits of college populations such as intellectual, social, emotional, attitudinal, background, as well as unique

abilities of the student. In a study of types of students, Chickering (1966) found patterns of intellectualism, social interests, practical orientation and conservatism in the college sample studied. Lacking in this study and other characteristics' studies were distinctions between college men and women, especially in the area of attrition.

Clark and Trow (1966) through their research were able to classify students into four major types of subcultures consisting of collegiate, vocational, academic and non-conformist, which they concluded were present on every college campus. In 1962, Newcomb suggested that these types of student groups would vary in their identification with their institution. As an example, the academic and collegiate group strongly identified with their college while the non-conformist and vocational groups showed little identification.

Past Educational Experiences

Various studies showed a relationship between size of high school and persistence in college (Little, 1959; Sexton, 1965). Little found other factors such as high school rank, high school grades, and intelligence in combination with the size of the high school were related to attrition. One of the more recent studies found that size of high school was related to persistence only when the size of high school was less than 20 students and that

the very largest high schools had the highest retention rates (Anderson, 1974). Anderson suggested that these findings may be related to the type of sample studied. The type of high school may be the determining factor that could explain some of the contradictions of the research findings (Astin, 1973). Astin found that graduates from private high schools tended to have higher retention rates, but suggested that this may be due to the students who attended private high schools were better prepared for college.

Research conducted by Demitroff (1974) indicated that academic factors were the most reliable predictors of attrition. Pantages and Creedon (1978, p. 162) stated in their review of the literature covering a period from 1950-1975, "academic variables are still the strongest single-variable predictors presently available in the study of persistence and attrition." Astin (1973) found that for students having a high school grade average of 3.50 or more, there was a 70 percent increase in the probability of achieving a bachelor's degree in the four years. Other research studies indicated that high school grade average and rank in class could be used to differentiate dropouts from persisters (Panos & Astin, 1968; Summerskill, 1962). Eckland (1964) showed that high school rank in class was only half as effective in predicting whether the dropout would be permanent as it was in predicting which students would dropout.

In comparing dropouts and persisters, Carney and Geis (Note 1) found significant differences in students' Nelson-Denny reading scores and students' own self-assessed writing and reading scores. Students who were still enrolled at the beginning of their junior year had higher reading scores and higher self-assessed skills. In the area of academic skills, Astin (1975) found effective study habits to be significantly related to persistence.

Institutional Characteristics

Type of institution was related to persistence rates. Astin (1972) noted that public institutions were found to have higher dropout rates than private institutions. Tinto (1975) hypothesized that this was due to the selection process of private institutions taking place before the student enrolled, whereas, the selection process in public institutions occurred after the student enrolled. The effect of this as Tinto and Cullen (1973) stated:

> As college entrance becomes increasingly more "open", we would expect, a wider distribution of ability and motivational characteristics among entrants, that the social selection function of higher education will increasingly take place within the colleges univesities rather than between high school and college (p. 27).

Astin (1975) found that small colleges having fewer than 500 students and instutions having enrollments of 10,000 to 20,000 had dropout rates higher than expected. Astin (1975, p. 127) concluded from this finding, "otherwise size shows no consistent relation to persistence." Kamens

(1971) however, found that large institutions had higher retention rates for students with average or high ability. There was an indication that large institutions were less likely to be seen by students as being friendly because in these institutions, there was less contact between students and faculty (Feldman & Newcomb, 1969). These factors created more dissatisfaction among students and contributed to dropout proneness. In another study, Cope (1972) found that small institutions had greater success in retaining students from small high schools, whereas, larger institutions were more successful in retaining students who had previously attended larger high schools.

Students who resided on campus generally had lower attrition rates than did students who lived off-campus (Astin, 1975). Chickering (1974) found that the positive impact of college was less for a student commuting to the campus than was found for the student living in the residence halls. Pantages and Creedon (p. 78, 1978) hypothesized that, "on-campus housing generally serves a valuable and positive socialization function that facilitates a student's adjustment and consequently satisfaction with the institution."

A number of studies showed residence hall students to be better adjusted, to have more defined goals and aspirations, and to have higher grade point averages than the non-residence hall students. The impact of residence halls

might be summarized by the following:

> Students who live at home, in comparison with those who live in college dormitories, are less fully involved in academic activities, in extracurricular activities, and in social activities with other students. Their degree of aspirations diminish and they become less committed to a variety of long-range goals. They enter educationally and developmentally useful experiences and activities less frequently. They report a shrinking range of competence. Their self-ratings for a diverse array of abilities and desirable personal characteristics drop. Their satisfaction with college decreases, and they become less likely to return (Chickering, 1974, pp. 84-85).

The evidence from various research studies indicated that certain types of colleges were comprised of certain kinds of students (Feldman & Newcomb, 1969). Thus, colleges differed in many ways which had an impact on the students who were enrolled. Therefore, as Feldman and Newcomb (1969, p. 145) stated, "it is a matter of 'fit' between the individual and the institutionally provided environment--a fit that represents a reciprocal adaptation of differential selection of student recruits and of environmental characteristics provided by the institution."

Some studies suggested that the college environment may discourage creative, independent student behavior. A study by Chickering (1969) found students who left college were more creative, complex, mature, and independent than the students who persisted. The students who persisted were more conforming and controlled than were their non-persisting counterparts. Other studies had found non-persisters to score higher on the thinking introversion,

impulse expression, and complexity scales of the Omnibus Personality Inventory than the students who persisted (Ellison & Simon, 1973). If the most creative, critical thinking students tended to withdraw from college, the availability of appropriate models may be insufficient and may reflect a deficiency in this area. These studies further supported the concept of lack of "fit" between the students and their environment.

Just as students in many cases selected institutions that were more compatible to their own backgrounds and interests, students also sought academic major fields that were appropriate for their interests, values, and their abilities. The results of the research supporting this notion by Abe and Holland (1965) indicated that students were attracted to specific academic major fields based on their competencies, interests, self-conceptions, achievements, and family resources. For example, they found students planning to major in scientific fields differed greatly from students in other academic fields of study.

The evidence presented related to types of students who selected a specific college and a specific academic major suggested that research was needed to determine if there were differences between students who left a particular institution and those who persisted. As Tinto (1975) stated:

> It follows that insufficient integration may arise from either insufficient intellectual development or insufficient congruency between the intellectual

> development of the individual and the normative climate of the academic system (p. 106).

The withdrawal from the system may be seen as a lack of "fit" between the student and the normative climate of the institution.

Collegiate Academic Performance

The student's academic performance in college was found to be the single most important predictor of persistence in college (Astin, 1972; Astin, 1975; Carney & Geis, Note 1; Kamens, 1971). Spady (1971) found that grade performance was a more important factor for males than for women as a predictor of attrition. In reviews of various attrition studies by Summerskill (1962) and Pantages and Creedon (1978), first semester college grades were found to be a significant factor in dropout. Pantages and Creedon theorized that good grades were effective reinforcers that maintained and strengthened student's future academic performances, in addition to decreasing the chance that the student would leave an institution. Overall grade point average tended to be a better predictor of attrition than grade average in the student's academic major area (Astin, 1975). As a result of these findings Astin stated:

> Students who are involved in the academic life of the institution are more likely to expend the effort necessary to get more grades than are students who are not involved. In another sense, the results relate to the question of fit between students and institutions: (a) their own performance and that of most of their fellow students, and (b) their low level of achievement and high value placed on achievement by the institution (1975, p. 100).

Summary

The main conclusions which could be drawn from the review of literature related to the attrition and persistence of college students were:

1. Much of the research attempting to isolate specific factors which were significantly related to retention of students produces inconsistent findings.
2. Research on college attrition was ineffective because of inadequacies of measuring instruments, methodology used in analyzing the results, and the type of research designs used to study the problem.

From a methodological point of view, most of the research reviewed could be grouped into the following general categories: (a) census studies where entering freshman classes were followed through a number of semesters of enrollment to obtain attrition rates; (b) studies which attempted reasons why students withdrew; (c) case studies where subjects were identified as potential dropouts and were followed through their collegiate experiences; and (d) prediction studies in which variables were related to criteria of nonpersistence or persistence.

Attrition research studies had developed some interesting theories and models for explaining the dropout process; but the results tended to be confusing and in many instances, contradictory. Research related to various factors which affected attrition had been extensive. Of the demographic variables that had been studied, age had not been found to be a crucial factor in attrition rates,

but sex had been found to be a significant factor in attrition in some types of institutions. Level of parental education may be an important factor in persistence. The size of the student's high school and home town may be significant only for students coming from extremely small towns and schools.

Academic variables appeared to be the most significant factors that could be used to predict attrition accounting for in some studies, half of the variance. Academic factors which had been found to be the best predictors were: high school grade average, high school rank in class, and scholastic aptitude measures. The students' first semester college grades had been found to be predictors of attrition, but only in instances where grades were low.

The importance of personal factors such as goal directedness was supported by some research studies. Studies using personality assessment tests and instruments designed to measure student expectations had yielded. results that supported continuing research in these areas.

In general, most researchers in the area of retention today used the "college fit" model as a theoretical framework for explaining the lack of congruence between the student and the institution which led to attrition. Most researchers had concluded that attrition was the result of an interaction among a variety of variables. It was sug-

gested by many researchers that each institution should develop its own longitudinal analysis to study the problem of attrition. One of the major voids in the research reviewed was the failure to assess the extent to which variance in retention was related to types of institution. Local research could be used to secure normative data to establish a baseline for retention, to develop a system for early identification of potential dropouts, and to formulate an institutional philosophy regarding retention.

CHAPTER III

METHOD

Subjects

The population for this study comprises 2628 new freshman students who were enrolled at the University at the beginning of the 1975-76 fall semester. The selection criteria for the subjects were limited to:

1. Freshmen who did not have more than six hours of previous college course credit hours.
2. Freshmen who were enrolled in one or more hours of course work for credit and did not include freshmen who were taking courses for audit purposes.

The New Freshman Survey was administered during the summer orientation and pre-enrollment program and during the regular fall registration. Each of the students were requested to supply their student identification numbers on the New Freshman Survey which were later matched with the institutional student master file information containing such data as academic major, American College Test scores, and other demographic data. When identification numbers given by the students on the New Freshman Survey and the identification numbers on the student master file

were matched, 506 students or 19 percent of the students either did not have correct identification numbers for matchup purposes or had not answered the survey. The 2122 (81%) freshmen having New Freshman Survey information were representative of the total freshman class population as to sex, ethnicity, and resident status. This distribution is given in Table 1.

TABLE 1

DISTRIBUTION OF POPULATION AND SURVEY GROUP

Variable	Population		Survey Group	
	N	%	N	%
Men	1450	55.2	1134	53.4
Women	1178	44.8	988	46.6
White	2313	88.0	1895	89.3
Black	116	4.4	82	3.9
Hispanic	23	0.9	15	0.7
Asian/Pacific Islander	12	0.5	7	0.3
American Indian	82	3.1	67	3.2
Foreign	82	3.1	56	2.6
In-state	2335	88.9	1924	90.7
Out-of-state	293	11.1	198	9.3

Wiersma (1962) had stated that "generally, seventy-five percent is considered a minimum rate of return (p. 282)." Rummel (1958) in considering response rate stated:

> Conclusions based upon small percentages of returns are often suspected of bias, although this is not necessarily true. If sampling is well done, that is, if it is representative of the individuals in the population, the percentage of returns is not particularly meaningful in itself. The most important factor in the analysis of the data is to have an

> adequate number of representative returns rather than any given percentage of the number of questionnaires originally distributed (p. 109).

The response data indicated an adequate number of representative returns of the New Freshman Survey, which were considered satisfactory for purposes of this study. American College Test data were available for 2551 freshmen or 97 percent of the 2628 students.

The distribution of high school size showed that 28 percent of the subjects came from high schools with an enrollment of 600 or more in the high school graduating class. The major concentration of subjects was in high school graduating classes with enrollments of 200-600. Only 14 percent were graduated from a class of less than 100.

The hometowns represented by the population were mostly urban in-state cities. One-half the students were from towns of 50,000 population or more. Only 8 percent were from towns with a population of 2500 or less.

Forty-seven percent of the population had fathers who had a college degree. Twenty-five percent of the mothers had a college degree.

The population represented students who were mostly 18 year-old freshmen who had entered the university immediately after graduation from high school. Eighty-five percent of the students were 18 years of age and enrolled in college the fall semester after high school graduation. Less than 10 percent of the students waited two or more years before beginning college.

Procedure

The New Freshman Survey was administered in group sessions during the summer and fall enrollment sessions. Before the students responded to the survey, the following instructions were given them orally:

> This questionnaire is being used to collect information about students who come to the University. It will not become a part of your record, and your responses will not be identified with you personally or released to anyone. It is necessary to have your student identification number on the form to be able to relate the information to future surveys which might again involve you. We would like to have you respond honestly and accurately as possible, and please do not share your responses with others who are also completing the questionnaire. We want your confidential responses, and we will treat them confidentially.

Following the completion of the New Freshman Survey, the student responses were transferred to answer sheets for scanning purposes. The data obtained from the machine scanning of the surveys were combined with American College Test scores and such demographic data as sex, ethnic background, resident status and admit status. The data obtained from the various sources were stored on magnetic tape for up-dating of future grade data and enrollment status for eight semesters.

The University Computer Services staff aided in identifying students who met the selection criteria and in the development of the computer program to match survey information with the other data from the American College Test and student master file information. Each semester

the data were up-dated by Computer Services staff to include current enrollment status and current academic grade information.

The areas and variables delineated for purposes of this study were:

Variables	Measures
Size of home town	New Student Survey item 9
Parental educational and financial background	New Student Survey items 10, 11, 14, and 19
Student academic background	New Student Survey item 30 and American College Test scores
Academic expectations and academic attitudes	New Student Survey items 31 and 32
Reasons for selecting the University of Oklahoma	New Student Survey items 20-29
College expectations	New Student Survey items 35-39
Personal and social attitudes	New Student Survey items 14, 17 and 50-69
College academic performance	Overall grade point average

Definition of Terms

Throughout this study the following terms were utilized in accordance with these definitions:

1. Dropout. Anyone who was not enrolled during the last semester of the fourth year.
2. Persister. Anyone who was enrolled four years after entering as a new freshman or who had graduated previous to this time. This definition

included all students who had been enrolled after terminating their enrollments sometime during the four years.

Measuring Instruments

In developing this study it was deemed necessary to assess as many factors as were found to be related to attrition in other research studies and as would be feasible in a limited period of time. The New Freshman Survey was constructed specifically for the purpose of providing information that would be used in this four-year longitudinal study. (See Appendix A for a copy of the complete instrument.)

American College Test scores were available for 97 percent of the population. The four parts of the test measured educational development and academic achievement in English usage, mathematics usage, social studies reading, and natural sciences reading. In addition, there was a composite score.

Data Analysis

A separate factor analysis of the variables was conducted within each of the four groupings: male persisters, female persisters, male nonpersisters and female nonpersisters. Factor analysis was selected for purposes of this study because of the large number of variables that were available. This method of analysis could be used to reduce the data into a smaller number of factors than

the original number of variables to explain the variances within the four groupings. "Factor analysis is a useful tool for such a reduction, because it gives a description of a large number of variables in terms of a few relatively independent factors" (Henrysson, 1960, p. 55). Henrysson also posited that factor analysis could be performed without definite hypotheses as to the presence of a certain factor structure. The main advantage of using this method of analysis was the fact that it could assist in finding factors that were easier to understand than the multiplicity of single variables that had been found to be related to attrition in other research studies.

The principal components analysis of subjects' responses to the New Freshman Survey, ACT data, and academic grade data was employed. The variables were intercorrelated using a missing data program and factor analyzed by the Biomedical Computer Programs P-series 1977 factor analysis sub-program. Initial computations using the method of principal components and factors with eigenvalues exceeding 1.0 were retained for the rotational steps. All rotations involved the use of the varimax rotation which rotated the original factors orthogonally to a more interpretable solution.

Because the factor analysis method could not answer the questions of inter-group significant differences, the degree of relationship between response variables, and group memberships for typology purposes, the method of

multiple discriminant function analysis was incorporated. Cooley and Lohnes stated:

> This model is useful to the scientist who is interested in examining or predicting the group membership of individuals on the basis of a set of continuously scaled attributes of those individuals. The distinction of this problem is that the criterion variable of membership is categorical and nominal rather than continuous in its scaling (p. 13).

The stepwise discriminant function analysis program provided by the Biomedical Computer Programs P-series 1977 was used to statistically determine which variables could be used to satisfactorily discriminate among the four groups of male and female persisters and nonpersisters for classification purposes.

CHAPTER IV

RESULTS

The results indicated that 1258 (48%) of students at the University persisted from the freshman year to the senior year. The 1370 students who were nonpersisters represented 52% of the total freshman population used in this study. Forty-seven percent of the males and 58% of the females were nonpersisters as shown in Table 2.

TABLE 2

MALE AND FEMALE PERSISTENCE AND NONPERSISTENCE RATES

Group	Persisters		Nonpersisters	
	n	%	n	%
Male	763	52.6	687	47.4
Female	495	42.0	683	58.0
Overall	1258	47.9	1370	52.1

Table 3 shows the means and standard deviations for the male and female persister and nonpersister groups by variable. The F-ratio was computed for each of the six

TABLE 3

MALE AND FEMALE PERSISTER AND NONPERSISTER GROUP VARIABLE MEANS AND STANDARD DEVIATIONS

Variable and New Student Survey Item No.	Means: Male Persist.	Male Nonpersist.	Female Persist.	Female Nonpersist.	All Gps.	nF=	F to Enter 3 2624	
English ACT	19.77167	18.99048	21.23621	20.36044	19.98079		25.464	*
Math ACT	22.65268	20.43231	20.14746	17.44266	20.25151		57.115	*
Social Science ACT	22.37614	20.55750	20.23030	17.97803	20.55350		42.353	*
Natural Science ACT	20.95020	23.51674	22.43231	20.63982	22.08097		49.824	*
Composite ACT	22.49409	20.80860	21.10303	19.01659	20.90334		80.406	*
9. Population of hometown	3.61529	3.41257	3.56207	3.40257	3.49699		6.210	*
10. Father's education	3.39210	3.15819	3.44699	3.28129	3.30210		9.123	*
11. Mother's education	2.82820	2.66936	2.95674	2.77575	2.78686		10.544	*
14. Ease in talking with parents	1.80367	1.80381	1.67754	1.78507	1.79718		7.256	*
15. Family income level	2.66418	2.84434	2.89691	2.99886	2.82390		7.333	*
17. Past church attendance	1.72749	1.80506	1.52830	1.68030	1.68759		19.132	*
19. Financial concerns	1.55197	1.62506	1.50701	1.61509	1.57925		5.085	*
20. Close to home	2.49222	2.51207	2.41105	2.40450	2.46972		1.631	
21. Friends at college	2.75104	2.81233	2.81986	2.85219	2.80631		1.543	
22. Good program in major	1.70693	1.75537	1.81419	1.78136	1.75394		1.650	
23. Cheaper than others	3.04062	3.05717	2.96719	3.10304	3.04757		2.473	
24. Fiancial aid given	3.40763	3.45310	3.37126	3.42143	3.41895		0.851	
25. Liberalness of school	2.90689	2.93222	3.00595	2.97202	2.96081		0.822	
26. Athletic teams	2.89693	2.93785	3.12587	3.05226	2.99112		8.537	*
27. Parents' desire	3.12717	3.16669	2.96873	3.08400	3.09644		5.385	*
28. Fit in campus life	2.82605	2.89088	2.72184	2.84150	2.83935		4.469	*
29. College recruiter	3.52537	3.60300	3.55159	3.50335	3.56837		2.054	
30. Preparation for college	2.07437	2.24390	2.17734	2.25419	2.18482		8.957	*
31. Degree expectations	2.49757	2.41211	2.30139	2.27463	2.38034		29.250	*
32. Sureness of major	2.10196	2.00482	2.17180	2.06388	2.09028		3.029	
35. Help in career plans	1.59558	1.56620	1.52806	1.51700	1.55476		2.080	
36. Greek life	2.46123	2.72699	2.31601	2.52910	2.52099		20.749	*
37. Student government	2.62929	2.68918	2.63860	2.60386	2.66348		1.018	
38. Intramurals	1.90033	2.09907	2.06776	2.44702	2.22977		53.530	*
39. Campus religious groups	2.86120	2.86938	2.75824	2.81088	2.83086		2.364	
40. Fine arts activities	2.39875	2.39046	2.18888	2.20768	2.33079		6.650	*
41. Liberal education	1.82276	1.80785	1.71344	1.71088	1.76919		3.661	
42. Career specialist	1.53052	1.55217	1.59819	1.50526	1.55295		0.762	
43. Philosophy of life	2.06425	2.06804	1.95239	1.91782	2.00622		5.053	*
44. Working in helping people	2.01592	1.96698	1.80321	1.65741	1.83222		44.519	*
45. Taking a foreign language	2.73540	2.79108	2.51140	2.62636	2.67946		13.185	*
46. Living in dorms	2.26240	2.30830	2.01603	2.13099	2.19761		12.776	*
47. Finding someone to marry	2.85649	2.85872	2.75731	2.74276	2.81403		3.352	
48. Meeting people from ethnic	2.31791	2.23455	1.96404	1.98782	2.14368		32.283	*
49. Living away from home	1.96987	2.03048	1.79539	1.87671	1.92864		9.563	*
50. Marijuana legalization	3.14927	3.12807	3.45193	3.30324	3.24075		8.977	*
51. Wealth distribution	2.87836	2.80637	2.81123	2.77988	2.82130		1.308	
52. Organized religion	2.95770	2.85414	3.05438	2.91771	2.90417		3.478	
53. Equality law, and order	2.61469	2.52634	2.67267	2.65626	2.61332		2.706	
54. Laws against pornography	3.23122	3.21203	2.78914	2.75398	3.01890		47.153	*
55. American way of life	2.02220	2.05767	2.18011	2.19108	2.10521		4.548	*
56. Trial marriage	2.89136	2.75875	3.15122	3.02158	2.93948		11.968	*
57. Discipline	2.81945	2.74072	2.72946	2.73309	2.75958		1.496	
58. Politicians	2.46647	2.32893	2.91639	2.45669	2.83738		5.208	*
59. Parents' kind of life	2.89624	3.01245	2.87883	3.10163	2.97672		5.450	*
60. Speaker freedom	1.70757	1.70327	1.75794	1.74025	1.72962		0.881	
61. Racial prejudice	2.08102	2.11356	2.03517	2.03647	2.06676		1.240	
62. Premarital sex	3.51023	3.52602	3.10551	3.33591	3.39033		15.576	*
63. Like parents' political	2.74901	2.81594	2.66397	2.80171	2.76819		2.605	
64. Drugs a big problem	2.18194	2.13802	2.05463	2.09531	2.12396		2.127	
65. Drugs law enforcement	2.36704	2.37789	2.25474	2.38411	2.30266		1.499	
66. Programs on sexuality	2.37831	2.40398	2.43016	2.36760	2.39941		0.762	
67. Law enforcement	2.10368	2.02209	1.93375	1.87016	1.98971		8.893	*
68. Academic effort	1.96961	1.98205	1.94930	2.04105	1.98674		1.554	
69. Political views	2.71573	2.69600	2.81448	2.74934	2.73790		2.824	
70. Overall college gpa	2.69712	1.99023	2.91995	2.41305	2.48214		173.308	*

TABLE 3 - Continued

Variable and New Student Survey Item No.	Standard Deviations			
	Male Persist.	Male Nonpersist.	Female Persist.	Female Nonpersist.
English ACT	4.37529	4.55832	4.39658	4.58100
Math ACT	7.10731	7.89705	6.82420	8.11054
Social Science ACT	6.80123	7.72734	6.94905	8.00848
Natural Science ACT	6.27488	7.41014	6.21261	7.34084
Composite ACT	5.36507	6.36259	5.30736	6.65035
9. Population of hometown	1.10981	1.12190	1.15153	1.18169
10. Father's education	1.07262	1.11003	1.10766	1.12712
11. Mother's education	0.88981	0.90340	0.98526	0.92597
14. Ease in talking with parents	0.69802	0.69103	0.62940	0.71664
15. Family income level	1.09042	1.02418	1.33997	1.20385
17. Past church attendance	0.67600	0.67524	0.62970	0.68617
19. Financial concerns	0.55205	0.59305	0.62813	0.60087
20. Close to home	0.84342	0.89439	0.88066	0.89021
21. Friends at college	0.90558	0.88075	0.94853	0.93722
22. Good program in major	0.78044	0.85241	0.88174	0.87314
23. Cheaper than others	0.84890	0.80646	0.94335	0.86530
24. Fiancial aid given	0.89156	0.85967	1.00938	0.92204
25. Liberalness of school	0.81254	0.83657	0.88634	0.90020
26. Athletic teams	0.88651	0.88584	0.86209	0.91509
27. Parents' desire	0.81517	0.81768	0.98286	0.90000
28. Fit in campus life	0.86688	0.81674	0.94023	0.92156
29. College recruiter	0.69126	0.63909	0.70072	0.68282
30. Preparation for college	0.73724	0.74279	0.73126	0.77512
31. Degree expectations	0.48835	0.50991	0.48645	0.51053
32. Sureness of major	0.72139	0.74633	0.81734	0.78326
35. Help in career plans	0.65957	0.65266	0.67611	0.66098
36. Greek life	0.91278	0.84978	1.04357	0.90123
37. Student government	0.88554	0.82208	0.89800	0.85719
38. Intramurals	0.89042	0.86184	0.94426	0.85787
39. Campus religious groups	0.73171	0.75683	0.91437	0.80715
40. Fine arts activities	0.90243	0.87993	0.98445	0.90972
41. Liberal education	0.78957	0.82649	0.81263	0.78571
42. Career specialist	0.74503	0.78670	0.88401	0.82724
43. Philosophy of life	0.89237	0.88290	0.92080	0.87012
44. Working in helping people	0.86217	0.83024	0.75685	0.71501
45. Taking a foreign language	0.77059	0.76849	0.90902	0.84737
46. Living in dorms	0.81932	0.84182	0.87710	0.84785
47. Finding someone to marry	0.77266	0.73643	0.81168	0.81082
48. Meeting people from ethnic	0.80616	0.81409	0.77514	0.78166
49. Living away from home	0.83013	0.80558	0.75507	0.80789
50. Marijuana legalization	1.22153	1.21443	1.21132	1.21673
51. Wealth distribution	1.04576	1.00032	0.96316	0.99010
52. Organized religion	1.06677	1.00606	1.05783	1.04791
53. Equality, law, and order	0.98261	0.99340	1.03781	1.01702
54. Laws against pornography	0.93924	1.01007	0.97747	0.94998
55. American way of life	0.97445	1.04339	1.08623	1.04088
56. Trial marriage	1.10213	1.18952	1.26215	1.23776
57. Discipline	0.91473	0.94305	0.93272	0.93588
58. Politicians	0.90170	0.84201	0.91150	0.84287
59. Parents' kind of life	1.08728	1.04067	1.22453	1.22293
60. Speaker freedom	0.84704	0.80849	0.88350	0.84888
71. Racial prejudice	0.91912	0.96279	0.95201	0.90950
72. Premarital sex	1.13692	1.14677	1.29905	1.23504
63. Like parents' political	1.02313	0.96490	1.01171	1.01191
64. Drugs a big problem	0.95735	0.93567	0.92043	0.93206
65. Drugs law enforcement	1.07937	1.08331	1.02980	1.06063
66. Programs on sexuality	0.81461	0.88189	0.94784	0.87813
67. Law enforcement	0.96851	0.91842	0.85107	0.85922
68. Academic effort	0.76689	0.75957	0.83778	0.84884
69. Political views	0.74322	0.75381	0.72036	0.71136
70. Overall college gpa	0.59480	0.92105	0.55170	0.86088

variables to determine if the four groups did differ significantly. The results indicated that the groups did differ on 35 of the 61 variables, $F(3,2624)=3.78, p<.01$. Significant differences in terms of mean scores between the groups were found on such variables as: all ACT scores, population of hometown, educational level of parents, relationship with parents, family income level, past church attendance, reasons for choosing the university, overall college grade average, interest in certain campus activities, interest in residence hall living, interest in Greek life, and attitudes toward such things as law enforcement, premarital sex, trial marriage, and academic effort.

The R-Technique Factor Analysis

The American College Test scores, the items from the New Freshman Survey, and overall college grade-point average were used in the R-technique factor analysis. These items covered a broad range of content which might be considered to be relevant to the response styles of students who persisted and those who were nonpersisters. Due to the concern for similarity of variables, the R-technique factor analytic design was considered appropriate as an analysis for this study.

Mean responses on the 61 variables from the ACT, the New Freshman Survey, and the overall college grade average were intercorrelated and yielded a 61 x 61 correlation matrix for male and female persisters and nonpersisters.

Each of the four correlation matrices was factor analyzed by the BMDP4M-factor analysis program. All computations were performed in double precision to increase accuracy. The principal component analysis was used for the unrotated factor or initial component extraction. For purposes of obtaining an interpretable factor structure, components with eigenvalues greater than 1.0 were extracted and subjected to varimax rotation where the criterion equation contained a constant, gamma = 1.00.

The R-technique factor analysis data are presented in Tables 11 to 30 in Appendix B. Because of the length of the variable names in Tables 11 to 30, numbers and abbreviated forms of variable labels have been used. A coding scheme is presented in Appendix B for ease in understanding the condensed variable name forms used in each of the tables. The correlation matrices, unrotated factor loadings (pattern) for principal components, variance explained by each factor, rotated factor loadings (pattern), and the sorted rotated factor loadings (pattern) for each of the four groups appear in the following order: male persisters, female persisters, male nonpersisters, and female nonpersisters.

The investigation of the distribution of factor loadings for the four separate R-technique factor analyses suggested that the identification of the factors might best proceed in terms of variables with loadings of .50 or

higher. Therefore, the interpretation of factors in this study was based on those factors which had at least two factor loadings of .50 or higher. Beyond this point, the results did not lend themselves to accurate interpretation.

Male Persisters

The R-technique factor analysis for the male persisters yielded 19 factors which accounted for 61% of the total variance. Factors I-IX, which had the highest factor loadings accounted for 41% of the total variance in the responses of males who persisted from the freshman year to the senior year.

Factor I. Seven items with the highest loadings on this factor were:

Composite ACT	.98
Natural Science ACT	.85
Social Science ACT	.82
English ACT	.76
Math ACT	.75
Self-assessed preparation for college	-.44
College grade point average	.48

All the above items were consistent with the interpretation of an academic dimension. This factor clearly pointed to the academic background, degree of preparation for college as assessed by the student, and his college academic performance.

Factor II. Thirteen items were most characteristic of this factor:

56.	Attitude toward trial marriage	.78
62.	Attitude toward premarital sex	-.76
50.	Attitude toward the legalization of marijuana	.61
17.	Church attendance frequency	-.55
54.	Attitude toward pornography	-.51
65.	Attitude toward University enforcement of drug laws	-.33
52.	Attitude toward importance of organized religion	.40
57.	Attitude toward discipline	-.32
39.	Interest in a campus religious group	-.46
60.	Attitude toward freedom of speech	.29
63.	Student's political beliefs much like parents	-.27
66.	Need for programs on sexuality	.36
69.	Political views self description	.45

The loadings on this factor reflected a general dimension related to religious, social, and political attitude. These findings reflected an interrelationship between religious, social, and political attitudes. This dimension might be labeled social value orientation.

Factor III. Items that were the most characteristic of Factor III were the following:

25.	Reason for college choice - thought to be a liberal university	.68
28.	Reason for college choice - thought I would "fit in campus life"	.67
26.	Reason for college choice - athletic teams	.59
27.	Reason for college choice - parent's desire	.52
36.	Interest in pleging a Greek organization	.28

21.	Reason for college choice - friends at	.30
9.	Population of hometown	.29
41.	Interest in getting a broad, liberal education	.31

The loadings on this dimension were indicative of influences that led students to choose the university. It also suggested that these reasons were dependent upon the size of hometown in which the student lives. The variables included here also point to a combination of internal as well as external influences that led to the students' choice of college.

Factor IV. Items most representative of this factor were:

44.	Interest in working in a helping relationship	.73
43.	Interst in developing a philosophy of life	.71
37.	Interest in participating in student government	.26
40.	Interst in fine arts activities	.37
48.	Interest in meeting people from different ethnic groups	.35
41.	Interest in getting a broad, liberal education	.45
66.	Need for programs on sexuality	.36

The variable loadings on this dimension reflected the students' attitude toward a liberal education, interest in people, and self understanding. These findings would suggest both a level of interest in self and in others.

Factor V. The items below were characteristic of Factor V:

50.	Attitude toward legalization of marijuana	-.45
54.	Attitude toward pornography	.28
64.	Attitude toward drugs being a youth problem	.75
65.	Attitude toward University enforcement of drug laws	.74
67.	Attitude toward law enforcement for students	.42
55.	Attitude toward American way of life	.29
40.	Interest in participating in fine arts activities	-.27

The loadings on this dimension indicated strong persister attitudes toward law, law enforcement, and society. This dimension indicated persister males expressed strong opinions on social issues.

Factor VI. Five items had loadings of .25 or higher on this factor.

11.	Father's level of education	.83
12.	Mother's level of education	.77
15.	Parental income level	-.44
9.	Population of hometown	.37
31.	Degree expectations	.26

The interrelationship between parental educational background, family income level, size of hometown, and the students' degree expectations were reflected by the loadings on this dimension. It suggested socio-economic influences.

Factor VII. Six items had loadings of .25 or higher on this factor.

27.	Reason college choice - parent's desire	.29
14.	Ease in talking with parents	.73
59.	Attitude toward having parents' kind of life	.65

15.	Parental income level	.37
63.	Student's political beliefs much like parents	.44
19.	Concern for financing college education	.44

Relationship with parents was indicated by the loadings on this factor. This dimension represented the interrelationship between income level of the family and opinions about parents. These results tended to reflect a tendency for parental influence on the choice of college by the student to be dependent on the type of relationship the student had with the parents.

Factor VIII. The items below were characteristic of Factor VIII.

32.	Sureness of academic major	.78
22.	Reason for college choice - good program in major	.73
30.	Self-assessed preparation for college	.29
42.	Interest in becoming a specialist in a career	.43

Goal directedness and academic self-evaluation were reflected by the loadings on this dimension. The two areas appeared to be related.

Factor IX. Factor IX had five items with loadings of .25 or higher.

38.	Interest in participating in intramurals	.68
36.	Interest in pledging a Greek organization	.57
30.	Self-assessed preparation for college	.25

37.	Interest in participating in student government	.49
39.	Interest in participating in religious groups	.33

All of the above items were consistent with the interpretation of a social and activities dimension. Perhaps the level of interest in participation in activities was dependent on the degree of preparation for college as evidenced by the loading of item 30 on Factor IX.

Male Nonpersisters

Twenty factors were extracted from the factor analysis for male nonpersisters which accounted for 61% of the total variance. The first seven factors accounted for 35% of the total variance in the responses of males who did not persist.

Factor I. Six items had loadings of .25 for higher on this factor.

Composite ACT	.99
Natural Science ACT	.92
Social Science ACT	.89
Math ACT	.85
English ACT	.64
Overall college grade average	.33

This factor clearly pointed to the dimension of the academic background of male nonpersisters. The very high loadings of the six items on this factor indicated that the academic background of the male nonpersister was an important dimension to be considered in male attrition.

Factor II. Ten items had loadings of .25 or higher on this factor.

62.	Attitude toward premarital sex	.79
56.	Attitude toward trial marriage	-.76
54.	Attitude toward pornography	.67
17.	Church attendance frequency	.63
50.	Attitude toward legalization of marijuana	-.59
65.	Attitude toward University enforcement of drug laws	.40
53.	Attitude toward equality, law, and order	.28
57.	Attitude toward discipline	.39
60.	Attitude toward freedom of speech	-.44
52.	Attitude toward the importance of organized religion	.46

The loadings on Factor II reflected the male non-persisting student's attitudes toward religion, the law, and social issues. These findings reflected an inter-relationship between religious, social, and political attitudes.

Factor III. The items below were characteristic of Factor III:

41.	Interest in getting a liberal education	.72
43.	Interest in developing a philosophy of life	.68
44.	Interest in working in a helping relationship	.60
42.	Interest in becoming a specialist in a career	.27
40.	Interest in fine arts activities	.43
48.	Interest in meeting people from from different ethnic groups	.43
45.	Interest in taking a foreign language	.35

This dimension emphasizes the nonpersisting male students' attitude toward developing a philosophy of life, attitude toward other people, and his interest in becoming a specialist in a career. These findings would suggest both a level of interest in self and in others.

Factor IV. Items that were most characteristic of Factor IV included the following:

53.	Attitude toward equality, law, and order	.71
65.	Attitude toward University enforcement of drug laws	.64
64.	Attitude toward illegal drugs being a youth program	.59
50.	Attitude toward legalization of marijuana	-.34
68.	Attitude toward high quality academic effort	.40
69.	Political view self description	-.27

The loadings on this dimension were indicative of the students' attitudes toward the law, law enforcement, and issues concerning today's youth. The loadings also reflected an interrelationship between the students' self description of their political views, their attitude toward high academic effort being required, their attitudes toward drugs, and their attitude toward enforcement of drug laws.

Factor V. Five items had loadings in .25 or more on this factor.

28.	Reason for college choice - thought I would "fit in"	.68
29.	Reason for college choice - recruiter or representative	.66
27.	Reason for college choice - parents' desire	.64

26.	Reason for college choice - athletic teams	.66
25.	Reason for college choice - thought college to be liberal	.41

The loadings on this dimension indicated external factors that influenced a student to select the University. Social and personal influences and University image. were interrelated.

Factor VI. The following four items were most characteristic of Factor VI.

12.	Mother's level of education	.83
11.	Father's level of education	.77
36.	Interest in pledging a Greek organization	-.33
9.	Population of hometown	.29

The loadings on this dimension indicated an interrelationship between parental education background and size of hometown and interest in social life on campus.

Factor VII. The items below were characteristic of Factor VII.

32.	Certainty of academic major	.77
42.	Interest in becoming a specialist in a career	.64
22.	Reason for college choice - good program in major	.67
31.	Degree expectations	-.33
30.	Self-assessed preparation of college work	.29

The loadings on this dimension reflected goal directedness and academic self evaluation. The two areas appeared to be related.

Female Persisters

Nineteen factors were isolated from the analysis which accounted for 64% of the total variance. The first ten factors accounted for 46% of the total variance.

Factor I. Eleven items had loadings of .25 or higher on this factor.

Composite ACT	.96
Natural Science ACT	.82
Social Science ACT	.81
Math ACT	.80
English ACT	.80
Overall college grade average	.70
15. Parental income level	-.30
31. Degree expectations	.27
30. Self-assessed preparation for college	-.47
67. Attitude toward law enforcement for students	-.32
68. Attitude toward high quality academic effort	-.37

Academic background, academic performance, and academic motivation were clearly reflected by the loadings on this dimension. All were consistent with the interpretation of an academic dimension.

Factor II. Items that were most characteristic of Factor II included the following:

62. Attitude toward premarital sex	.79
56. Attitude toward trial marriage	-.76
50. Attitude toward the legalization of marijuana	-.70
54. Attitude toward pornography	.67
65. Attitude toward University enforcement of drug laws	.62
64. Attitude toward drugs being a youth problem	.35

52.	Attitude toward importance of organized religion	-.27
39.	Interest in a campus religious group	.38
60.	Attitude toward freedom of speech	-.46
25.	Reason for college choice - thought college to be liberal	-.32
17.	Church attendance frequency	.48
69.	Political views self description	-.36

The interrelationship of attitudes toward religion, social issues, and value orientation were reflected by the loadings on this dimension. This dimension might be called social value orientation.

Factor III. The six items most characteristic of Factor III were:

22.	Reason for college choice - good program in major	.79
32.	Sureness of academic major	.77
42.	Interest in becoming a specialist in a career	.71
31.	Degree expectations	-.34
30.	Self-assessed preparation for college work	.30
68.	Attitude toward high quality academic effort	.27

Career orientedness and academic motivation were reflected by the loadings on this dimension. Goal directedness and self-assessed preparation for college work were also reflected by the loadings on this dimension.

Factor IV. The items below were most characteristic of Factor IV.

59.	Attitude toward having parents' kind of life	.72
63.	Student's political beliefs much like parents	.68
14.	Ease in talking with parents	

24.	Reason for college choice - financial aid received	-.30
36.	Interest in pledging a Greek organization	.31
19.	Concern for financing college education	.26
61.	Attitude toward racial prejudice	-.26

Relationship with parents indicated by the loadings on this dimension. Financial concerns, racial attitudes, and interest in campus social life were also reflected by the loadings which showed a tendency to be interrelated with parental relationships.

Factor V. Factor V had nine items with loadings of .25 or higher:

49.	Interest in living away from home	.71
46.	Interest in living in University housing	.71
20.	Reason for college choice - close tohome	-.28
66.	Need for programs on sexuality	.29
38.	Interest in particcipating in intramurals	.32
55.	Attitude toward American way of life	.31
36.	Interest in pledging a Greek organization	.36
26.	Reason for college choice - athletic teams	.28
47.	Interest in finding someone to marry	.47

Personal autonomy was reflected by the loadings within this factor. Interest in campus social life and personal understanding also contributed to this dimension.

Factor VI. This factor had its largest loading on six items:

11.	Father's level of education	.83
12.	Mother's level of education	.76
24.	Reason for college choice - financial aid given me	.31
15.	Family income level	-.29
19.	Concern for financing college education	-.45
61.	Attitude toward racial prejudice	-.26

The factor loadings on this factor reflected the influence of family educational background on the female persisting students' attitudes toward racial prejudice and their level of financial concerns. This factor suggested a socio-economic influence.

Factor VII. The five items below were characteristic of Factor VII:

44.	Interest in working in a helping relationship	.75
48.	Interest in meeting people from different ethnic groups	.62
43.	Interest in developing a philosophy of life	.48
61.	Attitude toward racial prejudice	.28
68.	Attitude toward high academic effort	.32

Interest in other people and in one's self were reflected by the loadings on this dimension. Perhaps it could be called interest in service to others.

Factor VIII. Six items had loadings of .25 or higher on this factor.

25.	Reason for college choice - thought college to be liberal	.64
45.	Interest in taking a foreign language	.58
40.	Interest in fine arts activities	.42

43.	Interest in developing a philosophy of life	.48
17.	Church attendance frequency	-.28
47.	Interest in finding someone to marry	.43

The loadings indicated a combination of liberal education and personal goals. Frequency of church attendance appeared to be interrelated with these goals.

Factor IX. Items with high loadings on Factor IX were as follows:

27.	Reason for college choice - parents' desire	.73
29.	Reason for college choice - recruiter	.60
28.	Reason for college choice - thought I would "fit in"	.50
25.	Reason for college choice - thought college to be liberal	.27
26.	Reason for college choice - athletic teams	.49

This dimension might be referred to as external influences. The factor loadings indicated that the persisting woman student was influenced by the image she perceived the University to have in addition to parental desire for her to attend.

Factor X. The five items with the highest loadings on this factor included:

54.	Attutide toward pornography	.31
65.	Attitude toward University enforcement of drug laws	.27
57.	Attitude toward discipline	.68
53.	Attitude toward equality, law and order	.62
58.	Attitude toward politicians	.54

Political views were indicated by the factor loadings

on this dimension. Acceptance of law and order and law enforcement appeared to be significant contributors.

Female Nonpersisters

Fifty-eight percent of the variance in the responses of female nonpersisters was accounted for by 18 factors which were extracted from the analysis. Factors I through IX accounted for 41% of the variance found for female nonpersisters.

Factor I. The items below were characteristic of this factor:

Composite ACT	.98
Natural Science ACT	.91
Social Science ACT	.90
Math ACT	.87
English ACT	.71
Overall college grade average	.50
Self-assessed preparation for college	-.28

This dimension suggested that academic background and college academic performance were related to female nonpersistence. It emphasized academic performance and academic background.

Factor II. Ten items had loadings of .25 or higher on this factor:

56.	Attitude toward trial marriage	-.78
62.	Attitude toward premarital sex	.75
50.	Attitude toward legalization of marijuana	-.69
54.	Attitude toward pornography	.54
17.	Church attendance frequency	.54
52.	Attitude toward importance of organized religion	-.34

53.	Attitude toward equality, law, and order	.40
55.	Attitude toward American way of life	.32
60.	Attitude toward freedom of speech	-.42
65.	Attitude toward university enforcement of drug laws	.49

Religious, social, and political attitudes tended to be interrelated as evidenced by the loadings on this dimension. All the loadings were consistent with an interpretation of a social and political value orientation which was not surprising among students. The high loading on premarital sex in opposition to the high loading on trial marriage might be an out-going activity which attracted social approval.

Factor III. On Factor III the following items yielded significant loadings:

40.	Interest in fine arts activities	.62
41.	Interest in getting a broad, liberal education	.58
43.	Interest in developing a philosophy of life	.51
37.	Interest in participating in student government	.54
44.	Interest in working in a helping relationship	.36
39.	Interest in being a member of a religious group	.34

This dimension emphasized the nonpersisting female tudents' attitude toward getting a broad, liberal education and in developing a philosophy of life. Although items 44 and 39 appeared to be inconsistent with the interpretation of the factor, it was conceivable that helping people and being a member of a religious group were personal goals

related to extended experiences which could enhance the development of a philosophy.

Factor IV. Items having the highest loadings on Factor IV included the following:

25.	Reason for college choice - thought college to be liberal	.73
28.	Reason for college choice - thought I would "fit in"	.72
29.	Reason for college choice - recruiter	.53
26.	Reason for college choice - athletic teams	.41
27.	Reason for college choice - parents' desire	.39

The loadings on this dimension indicated external influences on the students' decision to attend the University. These loadings pointed to the importance of the image of the University in the decision-making process of the student. It seemed that these items pointed to unfettered sociability.

Factor V. Factor V was characterized by three high, positive loadings and one moderate negative loading on the following items:

32.	Certainty of academic major	.74
22.	Reason for college choice - good program in major	.72
42.	Interest in becoming a specialist in a career	.61
31.	Degree expectations	-.45
30.	Self-assessed preparation for college	.28

The loadings on this factor indicated an interrelationship among degree expectations, certainty of major, self-assessed preparation for college and career orientedness. This dimension might be called career orientedness.

Factor VI. Items with the highest loadings on this factor were:

10.	Father's level of education	.77
11.	Mother's level of education	.76
9.	Population of hometown	.32
15.	Parental income level	-.25

Family socio-economic characteristics were depicted by the variable loadings on this dimension. The loadings on level of parental education seemed related to size of hometown and family income level.

Factor VII. The six items having loadings of .25 or higher on this factor were:

24.	Reason for college choice - financial aid received	.70
19.	Concern for financing college education	.64
23.	Reason for college choice - cheaper	.34
55.	Attitude toward American way of life	-.25
51.	Attitude toward wealth distribution	.27
15.	Family income level	-.43

This dimension might be called financial concerns. The loadings on this dimension clearly point to an interrelationship among family income level, American way of life, concern for finances, influence of financial aid received on college choice decision, and the distribution of wealth.

Factor VIII. The following items had loadings of .25 or higher on this factor:

59.	Attitude toward having parents' kind of life	.69
63.	Student's political beliefs much like parents	.66
14.	Ease in talking with parents	.54
69.	Political views self description	-.28

Relationship with parents indicated by the loadings on this dimension. Attitude toward having parents' kind of life and ease in talking with parents was interrelated with the political attitudes of the students.

Factor IX. The items listed below were characteristic of Factor IX.

49.	Interest in living away from home	.65
46.	Interest in living in the residence halls	.63
47.	Interest in finding someone to marry	.54
45.	Reason for college choice - thought college to be liberal	.27
48.	Interest in meeting people from different ethnic backgrounds	.26

The loadings on this dimension indicated attitudes toward personal autonomy and meeting other people. A desire for personal independence was depicted by the positive loadings on this dimension.

The results of the four separate R-technique factor analyses indicated that no one single factor could explain a large proportion of the total variance within each group. The four analyses did indicate that 58 to 64 percent of the total variance within each group could be explained by the 18 to 20 factors that were extracted. Since the original variable measures were standardized to a variance of one,

any eignevalue greater than one corresponded to a component with greater variance than the original measures. Since 18-20 factors with eigenvalues greater than one were extracted for the four group analyses, there was a contribution made to the objective of reducing the number of variables, so that any component should be kept for future measurement purposes.

The first factor extracted in each of the four separate R-technique analyses was quite similar across the four groups. Since it emerged first, this factor accounted for more variance in the four groups than any remaining individual factor in all four groups. Most of the items loading on the first factor were related to ACT scores, self-assessed degree of preparation for college, college grade-point average, degree expectations, and attitude toward academic effort. The other factors extracted for the groups contained item loadings reflecting such dimensions as: social and political attitudes, reasons for choosing the university, interest in self and others, family socio-economic background, relationship with parents, goal directedness, interest in campus life, and personal autonomy.

The Stepwise Multiple Discriminant Function Analysis

A multiple stepwise discriminant function analysis was performed for purposes of computing a set of linear classification functions. The grouping used in the analysis

with the 61 independent variables was the four groups of male and female persisters and nonpersisters. All 61 of the variables were allowed to enter the stepwise multiple discriminant function analysis. This procedure was performed by utilizing the BMDP7M program provided by the BMDP Biomedical Computer Programs P-series 1977. The aim of this analysis was to provide information about the relative importance of each variable in its ability to separate groups defined as male and female persisters and nonpersisters.

The Wilks' lambda method was used to select a stepwise procedure criterion. The maximum number of steps for the stepwise procedure was limited to 36, one more than the total number found to discriminate significantly between the group means as determined by the F-ratio. The minimum value necessary for inclusion and deletion was 1.00 with a tolerance level of .001. The proportion of prior probabilities was based on the unknown percentage of the population falling into each of the four groups used for purposes of this study. The maximum number of discriminant functions to be derived from the analysis was set at number of groups minus one. The method of using the group means for handling missing values was utilized in this analysis, since the analysis of missing data was random.

The results of the stepwise multiple discriminant function analysis are shown in Table 4. These results

TABLE 4

SUMMARY OF STEPWISE MULTIPLE DISCRIMINANT FUNCTION ANALYSIS

SUMMARY TABLE

STEP NUMBER	VARIABLE ENTERED	VARIABLE REMOVED	F VALUE TO ENTER OR REMOVE	NUMBER OF VARIABLES INCLUDED	U-STATISTIC	APPROXIMATE F-STATISTIC	DEGREES OF FREEDOM	
1	77 GPA		173.3082	1	0.8346	173.309	3.00	2624.00
2	2 MATHACT		69.9458	2	0.7728	120.255	6.00	5246.00
3	46 PORNU		43.1050	3	0.7365	94.956	9.00	6381.41
4	1 ENGACT		40.8706	4	0.7036	82.134	12.00	6934.80
5	30 INTRAM		35.2648	5	0.6763	73.410	15.00	7233.07
6	36 HELPING		29.0421	6	0.6545	66.546	18.00	7408.13
7	25 DEGREE		23.9319	7	0.6370	60.880	21.00	7518.03
8	28 GREEK		24.0342	8	0.6199	56.886	24.00	7590.70
9	3 SOCACT		17.4055	9	0.6078	52.603	27.00	7640.71
10	40 FUNTC		10.0378	10	0.6009	48.449	30.00	7676.21
11	47 AMERICA		5.7736	11	0.5969	44.672	33.00	7702.03
12	59 LAW		5.1367	12	0.5934	41.432	36.00	7721.13
13	38 RESHALL		4.9330	13	0.5901	38.675	39.00	7735.33
14	61 HAPPY		4.8954	14	0.5868	36.310	42.00	7746.24
15	4 NATSACT		4.3908	15	0.5838	34.221	45.00	7754.42
16	5 COMACT		53.0288	16	0.5503	35.961	48.00	7760.15
17	20 TEAMS		4.0947	17	0.5477	34.124	51.00	7765.25
18	21 PARENTS		5.1838	18	0.5444	32.505	54.00	7768.85
19	54 PRESEX		3.9483	19	0.5420	31.091	57.00	7771.08
20	45 ORDER		2.6557	20	0.5403	29.666	60.00	7772.73
21	22 FITIN		2.3633	21	0.5389	28.398	63.00	7773.73
22	37 LANG		2.3111	22	0.5374	27.225	66.00	7774.20
23	11 INCOME		2.2871	23	0.5360	26.153	69.00	7774.24
24	17 CHEAPER		2.1374	24	0.5347	25.162	72.00	7773.91
25	41 AWAY		1.8679	25	0.5335	24.238	75.00	7773.20
26	10 TALKING		1.8912	26	0.5324	23.386	78.00	7772.35
27	9 EQUICMIM		1.7410	27	0.5313	22.590	81.00	7771.21
28	15 FRIENDS		1.7081	28	0.5303	21.849	84.00	7769.88
29	48 TRATAL		1.6497	29	0.5293	21.158	87.00	7768.45
30	57 DRUGLAW		1.6119	30	0.5283	20.511	90.00	7766.73
31	7 TOWNPOP		1.4901	31	0.5274	19.901	93.00	7764.45
32	23 RECRUIT		1.5406	32	0.5264	19.331	96.00	7763.06
33	12 CHURCH		1.5318	33	0.5255	18.795	99.00	7761.07
34	32 FINEARTS		1.2544	34	0.5247	18.281	102.00	7759.00
35	60 EFFORT		1.2408	35	0.5240	17.795	105.00	7756.84
36	16 GOODPROG		1.2782	36	0.5232	17.338	108.00	7754.62

EIGENVALUES

0.54351 0.21233 0.02140

CUMULATIVE PROPORTION OF TOTAL DISPERSION

0.69929 0.97247 1.00000

CANONICAL CORRELATIONS

0.59340 0.41850 0.14473

U-STATISTIC OR WILKS' LAMBDA 0.5232071 DEGREES OF FREEDOM 36 3 2624
APPROXIMATE F-STATISTIC 17.338 DEGREES OF FREEDOM 108.00 7754.62

F - MATRIX DEGREES OF FREEDOM = 36 2589

(See coding scheme in Appendix B for variable label definitions)

indicated 36 variables entered the stepwise process with an F-to-Enter exceeding 1.0. The 36 variables yielded a Wilks' lambda of .523, which is approximated by a multivariate, $F(108,7754)=17.333, p<.001$. The single best-discriminating variable which entered the stepwise procedure at the first step was the overall college grade-point average.

Three discriminant functions were obtained for the four groups. The first two functions were found to account for 97.2% of the total variance as shown in Table 5. The first function accounted for the majority of the relative percentage of the variance (69.6%). The second function accounted for 27.3% of the variance. The contribution of the remaining function explained only 2.8% of the among-groups variance.

TABLE 5

DISCRIMINATING POWER OF THE DISCRIMINANT FUNCTIONS

Discriminant Function	Eigenvalue	Relative Percentage	Canonical Correlation
1	.54	69.9	.59
2	.21	27.3	.42
3	.02	2.8	.14

The standardized coefficients for the three discriminant functions are presented in Table 6. The coefficients indicated the relative importance of each of the variables in the construction of the specific discriminant function. The variables that were highest as predictors for the first function were in rank order from highest to lowest: composite ACT, overall college grade average, degree expectations, interest in intramural participation, attitude toward pornography, natural science ACT, mathematics ACT, social science ACT, interest in Greek life, and interest in helping people. Variables that had the highest coefficients for the second discriminant function were: overall college grade average, interest in Greek life, degree expectations, attitude toward law enforcement, attitude toward pornography, interest in helping people, interest in intramural participation, and the influence of the college recruiter in the students' decision to attend the University. Inspection of the standardized discriminant weights indicated that the first discriminant function was the basis for prediction of sex classification. The basis for categorization into the persister and nonpersister groups was reflected by the discriminant weights of the second function.

TABLE 6

STANDARDIZED DISCRIMINANT
FUNCTION COEFFICIENTS

Variable		Discriminant Function I	II	III
	English ACT	.04	-.08	-.03
	Mathematics ACT	.23	.01	.04
	Social Sciences ACT	.22	.02	.02
	Natural Science ACT	.25	.01	-.02
	Composite ACT	-.72	.01	.04
9.	Population of hometown	-.02	.09	.00
11.	Mothers' education	-.03	.07	.19
14.	Ease in talking with parents	.09	-.01	-.35
15.	Family income level	-.07	-.01	.23
17.	Past church attendance	.11	.04	-.16
21.	Reason for college choice-friends	-.08	-.06	.08
22.	Reason for college choice-good program in major	.02	-.02	.32
23.	Reason for college choice-cheaper	-.07	-.04	-.27
26.	Reason for college choice-athletic teams	-.15	.01	.25
27.	Reason for college choice-parents	.16	.01	-.14
28.	Reason for college choice-fit in	.07	-.06	-.31
29.	Reason for college choice-recruiter	-.04	-.15	.16
31.	Degree expectations	.46	.21	-.24
36.	Interest in Greek life	.20	-.24	.03
38.	Interest in intramurals	-.33	-.15	.16
40.	Interest in fine arts activities	.05	.03	-.22
44.	Interest in working in a helping relationship	.20	.16	-.19
45.	Interest in taking a foreign language	.10	-.02	-.08
46.	Interest in living in dorms	.08	-.01	-.05
48.	Interest in meeting different ethnic groups	.15	.09	-.15
49.	Interest in living away from home	.11	-.01	-.01
53.	Attitude toward law and order	-.09	.04	-.15
54.	Attitude toward pornography	.26	.17	.32
55.	Attitude toward American way of life	-.11	-.02	.02
57.	Attitude toward trial marriage	-.05	.06	-.19
59.	Attitude toward having parents' kind of life	-.10	-.08	-.19
62.	Attitude toward premarital sex	.03	-.02	-.37
65.	Attitude toward drug law enforcement	-.05	-.08	-.10
67.	Attitude toward law enforcement	.11	.19	.21
68.	Attitude toward academic effort being required	-.07	.02	-.22
	Overall college grade average	-.57	1.14	-.45

The discriminant function centroid data for the four groups are presented in Table 7. The results indicated that the first and largest discriminant function separated the sexes and the second function separated the persisters from the nonpersisters. This can be better visualized in Figure 1.

TABLE 7

DISCRIMINANT FUNCTION CENTROIDS FOR MALE AND FEMALE PERSISTER AND NONPERSISTER

Group	Function I	Function II	Function III
Male persisters	.54	.56	-.10
Male nonpersisters	.78	.47	.12
Female persisters	-.97	.35	.21
Female nonpersisters	-.69	-.40	-.16

The multivariate F-matrix shown in Table 8 reports tests of the differences between centroids of all combinations of paired groups in the multivariate space. The results revealed that the locations of the groups were different from one another at statistically significant levels $df(108,7754), p < .001$.

TABLE 8

MULTIVARIATE F-MATRIX FOR PAIRS OF CENTROIDS

	Male Persisters	Male Nonpersisters	Female Persisters
Male nonpersisters	11.43		
Female persisters	19.83	29.42	
Female nonpersisters	23.96	20.97	6.12

Table 9 shows the degree to which the discriminant analysis results can be used to predict the students' actual enrollment status and serves as an indication of the effectiveness of the analysis. Overall, 54.5% of the 2628 students were correctly classified in the group of their own membership. Classificatory accuracy was highest for the male persisters and lowest for the female persisters. No differences were found between the male and female nonpersister groups in the accuracy of predicting membership in these groups.

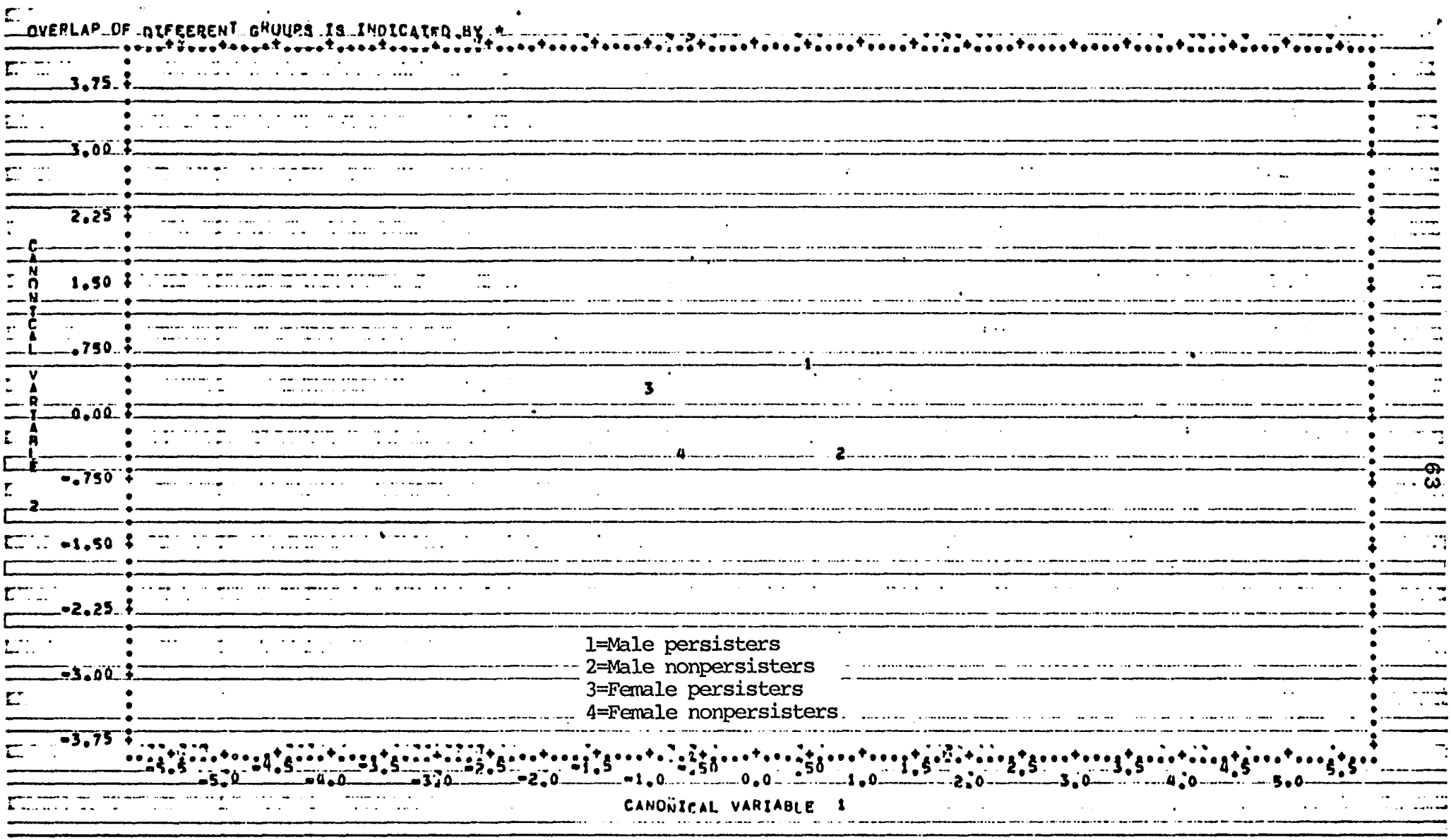

Fig. 1. Centroids of Groups in Discriminant Space.

TABLE 9

CLASSIFICATION RESULTS FOR MALE AND FEMALE PERSISTERS AND NONPERSISTERS

	Predicted Group			
Actual Group	Male Persisters	Male Nonpersisters	Female Persisters	Female Nonpersisters
Male persisters	493 (64.6%)	123 (16.1%)	42 ((5.5%)	105 (13.8%)
Male nonpersisters	183 (26.6%)	363 (52.8%)	22 ((3.2%)	119 (17.3%)
Female persisters	97 (19.6%)	18 (3.6%)	214 (43.2%)	166 (33.5%)
Female nonpersisters	102 (14.9%)	111 (16.3%)	109 (16.0%)	361 (52.9%)
	Overall Correct Classification = 54.5%			

Characteristics of Persisters and Nonpersisters

The multiple discriminant function coefficients for the male and female persister and nonpersister groups for the 36 variables are presented in Table 10. The higher the positive value of a coefficient for a particular variable, the more likely it was to be characteristic of the group associated with that coefficient. For a negative coefficient the implication was the opposite. The higher the negative value, the less likely an individual would be classified to that group. An inspection of these high positive and high negative coefficients in Table 10 and the significant mean

differences between the groups produced the following profiles or types of students within the four groupings.

Male persisters. The male persisters were highly degree-oriented, and a good program in their major entered into their decision to attend the university. Their above average mathematics, natural science and composite ACT scores contributed to being classified in this group. Even though this group appeared to be academically oriented, they were less interested in studying a foreign language than women students. Males who persisted had an overall college grade average higher than male and female nonpersisters, but not as high as female persisters. These students were from larger cities and from higher income families. The mothers of male persisters had a higher level of formal education than did students who were nonpersisters. Although, they expressed less ease in talking with their parents, they stated that they would like to have the kind of life their parents had more than the women students. Parental influence to attend the university was less for male persisters than was found for the female students. This type of student was characterized by strong interests in Greek life and intramurals, but less interest in meeting people from other ethnic backgrounds, and living in the residence halls. The importance of friends in their decision to attend the university was characteristic of these students. The male persister was more influenced by

TABLE 10

MULTIPLE DISCRIMINANT CLASSIFICATION
GROUP COEFFICIENTS

	Variable	Group			
		Male Persisters	Male Non-persisters	Female Persisters	Female Non-persisters
	English ACT	.98	1.07	.93	1.01
	Math ACT	.01	.06	-.32	-.28
	Social Science ACT	-.13	-.10	-.47	-.43
	Natural Science ACT	.41	.46	.03	.10
	Composite ACT	-.33	-.51	.77	.54
9.	Population of hometown	3.04	2.94	3.05	2.98
11.	Mothers' educational level	3.67	3.63	3.75	3.62
14.	Ease in talking with parents	3.25	3.21	3.01	3.17
15.	Family income level	2.97	3.02	3.14	3.05
17.	Past church attendance	3.56	3.51	3.34	3.40
21.	Reason for college choice-friends	2.04	2.09	2.20	2.19
22.	Reason for college choice - good program in major	2.14	2.23	2.21	2.11
23.	Reason for college choice - cheaper	4.75	4.71	4.77	4.88
26.	Reason for college choice - athletic teams	-0.01	-0.01	.29	.15
27.	Reason for college choice - parents	1.34	1.33	1.06	1.14
28.	Reason for college choice - to "fit in" campus life	-.29	-.27	-.47	-.29
29.	Reason for college choice - recruiter	5.58	5.75	5.71	5.76
31.	Degree expectations	12.10	11.94	11.29	11.34
36.	Interest in Greek life	2.26	2.55	2.00	2.22
38.	Interest in intramurals	1.32	1.43	1.90	1.86
40.	Interest in fine arts activities	2.60	2.54	2.45	2.53
44.	Interest in working in a helping relationship	.12	-.03	-.27	-.26
45.	Interest in taking a foreign language	4.66	4.69	4.48	4.56
46.	Interest in living in dorms	.81	.83	.68	.73
48.	Interest in meeting people from different ethnic groups	1.10	1.01	.82	.84
49.	Interest in living away from home	2.05	2.09	1.88	1.92
53.	Attitude toward law and order	.89	.79	.97	.96
54.	Attitude toward pornography	3.24	3.20	2.92	2.74
55.	Attitude toward American life	.63	.63	.81	.79
56.	Attitude toward trial marriage	6.46	6.34	6.45	6.46
59.	Attitude toward having parents' kind of life	.36	.37	.47	.56
62.	Attitude toward premarital sex	2.92	2.87	2.76	2.92
65.	Attitude toward enforcement of drug laws	.91	.96	.97	1.05
67.	Attitude toward law enforcement	1.58	1.46	1.44	1.25
68.	Attitude toward academic effort being required	3.61	3.52	3.64	3.68
	Overall college grade average	3.18	1.78	3.66	2.81
	Constant	-120.56	-117.89	-117.91	-117.13

the college recruiter to attend the university than other students. Students in this group had not attended church as regularly as the women students, but more frequently than male nonpersisters. Compared to other students, male persisters were more positive toward the American way of life and pornography, but were more negative in their attitude toward law enforcement. Like the male nonpersister, they expressed more favorable attitudes toward trial marriage and premarital sex than did the women students.

Male nonpersisters. The male nonpersisters were more advanced-degree oriented than female students, but were not as degree-oriented as male persisters. Their below average English ACT contributed more to being in this group than any other of their ACT scores. Of all the groups, the male nonpersisters had the lowest ACT English mean. Compared to other group members, these students were the least likely to be influenced by a good academic program in their major to attend the university, and were the least likely to take a foreign language. Making good grades was not characteristic of members of this group. Of all the groups, the male nonpersisters had the lowest overall grade point average. They were from smaller towns and from lower income families. Compared to other groups, the mothers of members of this group, had the lowest level of formal education, and the group members, on the average, were the least likely to be influenced

by their parents to attend the university. The male nonpersisters expressed more problems in communication with their parents than did other group members. The influence of the college recruiter was less for this group than for any other and the members were not as Greek-organization oriented as others. They expressed the least interest in residence hall living. This group was more positive toward trial marriage and premarital sex and had not attended church in the past as frequently as other students. Compared to other groups, the male nonpersister group had the most negative attitude toward the university enforcing drug laws.

Female persisters. Members of this group had the highest overall grade-point average and were the most positive about high academic effort being required for good grades. These students were not as advanced-degree oriented as male students. The female persisters' ACT scores in mathematics, social sciences, and natural sciences were not as high as the male persister and nonpersister students. Of all the groups, this group had the highest English ACT. Members of this group were the least likely to be influenced by a good program in their major to attend the university. The women who persisted expressed more interest in taking a foreign language than did members of other groups. The women persisters were from larger cities and from families with higher incomes. Of all the groups,

this group expressed the least problems in talking with their parents and were influenced the most by parents to attend the university. They also expressed the most interest in living away from home and in living in the residence halls. The mothers of the female persisters had more formal education than did the mothers of any other group. The members of this group were the most influenced by believing they would "fit in" campus life than were other students. This group was the most Greek-oriented organization of all the groups and expressed more interest in fine arts activities. Working in a helping relationship was more characteristic of the women who persisted than for other students. The female who persisted had attended church more frequently in the past than had other students. Compared to other students women persisters had the most negative attitudes toward pornography, trial marriage and premarital sex, and the most positive attitudes toward the university enforcing drug laws. Of all the groups, the female persister group expressed more interest in meeting people from other ethnic backgrounds. Compared to male students, the female persisters expressed more negative attitudes toward the superiority of the American way of life.

Female nonpersisters. Of all the groups, the female nonpersister group had the lowest mathematics, social science, natural science, and composite ACT scores.

The female nonpersisters were less advanced-degree oriented than were all other students. Compared to other groups, this group was the most negative about high academic effort being required for good grades. The female nonpersisters' overall college grade-point average was higher than the male nonpersisters'. The female nonpersisters were from the smallest hometown backgrounds and from the lowest family income levels compared to students in other groups. The mothers of female nonpersisters had less formal education than did the mothers of male and female persisters. Of all the groups, the female nonpersister group was the least influenced by friends to attend the university. Compared to women who persisted, the female who dropped out was less likely to be influenced in her decision to attend the university by feeling that she would "fit in" campus life and by her parents. The woman who was a nonpersister was also less likely to state that she would like the kind of life her parents have when compared to other students. Compared to the women persisters, the women nonpersister group expressed less interest in taking a foreign language, Greek life, fine arts activities, meeting people from different ethnic backgrounds, and in residence hall living. She was also less likely to state that she was interested in living away from home than the woman student who persisted. Of all the groups, the female nonpersister was the most negative toward the American way of life, but was the

most positive concerning law enforcement and law and order. Compared to the female persister, the student in this group was more positive toward premarital sex and trial marriage. They also had attended church less frequently than had the female persister, but more frequently than the male students.

Variables that tended to discriminate between the male persister and nonpersister included the following: overall college grade average, composite ACT, English ACT, hometown population, influences of good program in academic major and college recruiter in the students' decision to attend the university, degree expectations, interest in Greek life intramural participation, meeting people from other ethnic backgrounds, and attitudes toward law and order, law enforcement, and trial marriage.

Variables that discriminate between the two groups of female students were: overall college grade average, English ACT, composite ACT, hometown population, mothers' formal educational level, ease in talking with parents, family income level, influences of costs, athletic teams, parents, and fitting in campus social life in the students' decision to attend the university, interest in Greek life, and attitudes toward pornography, desire to have parents' kind of life, premarital sex, drug law enforcement, and law enforcement.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The primary purpose of this investigation was to determine if there were types of male and female freshman students who persisted or dropped out over a period of eight semesters at a large, southwest, state-supported university. The population consisted of 2,628 freshmen who initially enrolled at the university the 1975-76 fall semester.

The aim of this study was to examine the properties of academic and nonacademic data as discriminators among male and female persisters and nonpersisters. Academic data included such variables as the American College Test scores, degree expectations, attitude toward academic effort being required for good grades, degree of self-assessed academic preparation, certainty of major, and overall college grade-point average. Nonacademic data included variables related to reasons for choosing the university, family socio-economic background, interest in campus life, and attitudes toward social and political issues.

Fifty-two percent of the population had dropped out between the first semester of their freshman year and the last semester of their senior year. A higher percentage of female students (58%) were in the non-persisting population than male students (47%).

The male and female persister and nonpersister groups differed significantly in terms of mean scores on the ACT, population of hometown, educational level of parents, relationship with parents, family income level, church attendance, interest in campus life, interest in residence hall living, and social and political attitudes. The F-ratio statistics indicated the greatest differences in mean scores among the four groups were the ACT scores, mothers' educational background, past church attendance, degree expectations, interest in Greek life, intramural participation, interest in working in a helping relationship with people, interest in meeting other ethnic groups, attitudes toward pornography and premarital sex, and overall college grade-point average. These results reflected significant differences in the academic backgrounds, socio-economic backgrounds, degree of goal directedness, interest in campus life, and social and political attitudes of students who persisted and those who did not.

The R-technique factor analyses indicated that the measures used accounted for 58 to 64 percent of the total

variance within each of the four groups of male and female persisters and nonpersisters. A lower level of variance was explained by the measures for the female nonpersisters (58%). Since 18-20 factors with eigenvalues greater than one were extracted to explain this variance, these results implied that no one single factor could explain the majority of the variance within each group. In fact, the first factor extracted which explained the most variance for each of the four groups was related to academic background as measured by ACT scores, self-assessed preparation for college, degree expectations and attitude toward academic effort. The total amount of variance explained by this factor was only 8 to 9 percent depending on the group analyzed.

The R-technique factor analysis findings did accomplish the goal of grouping items that tended to measure the same thing into factors or clusters. This data-reducing quality can lead to deleting items that had originally been included in the New Freshman Survey, thereby, leaving room for the adding of new variables that could assist in explaining more of the variance within the groups. The findings from the factor analysis did demonstrate that the New Freshman Survey, the scores from the ACT, and the overall college grade-point average could explain a significant level of variance within each group to be used in determining if these variables could accurately

classify people into male and female persisting and nonpersisting groups. The high promise of these variables for discrimination as indicated by its success in this study, led to a recommendation that follow-up field trials should be conducted to determine if similar results could be achieved.

The results of the multiple discriminate function analysis indicated that it was possible to classify correctly 55% of the students into the correct category of male and female persisters or nonpersisters with the items from the New Freshman Survey, ACT scores, and college grade-point average. Two of the three disciminant functions derived from the analysis accounted for 97% of the total variance. Included in these two functions were a combination of academic and non-academic variables such as ACT scores, college academic performance, interest in campus life, degree expectations, and social political attitudes. The findings also indicated that the discriminant functions obtained did separate the four groups at a significant level. A higher degree of accuracy was obtained for predicting membership in the male persister group than for the other groups. The group having the lowest level of classificatory accuracy was the female persister group.

Conclusions and Discussion

The present study established that it was possible to use multivariate analyses in the study of attrition with

much success in terms of classifying students into male and female persister and nonpersister groups. The findings also indicated that multiple factors operated in the attrition process lending support for the use of this type of analysis as being one of the most productive approaches to research in this area. The longitudinal nature of this study could be the key factor in the success of the method of data analysis used. It seemed appropriate that the university develop its own measuring instrument for the successful study of attrition in individual setting.

The results of this study indicated that it was not only possible to discriminate among groups of male and female persisters and nonpersisters, but more importantly, that this differentiation was based on two underlying dimensions. These two dimensions encompassed both academic and nonacademic variables and reflected the importance of the students' academic background, parental socio-economic level, reasons for choosing the university, interests in campus life, goal directedness, and personal attitudes in providing a conceptual framework for a better understanding of the attrition process.

One of the important findings was the moderate overlap among the four classified groups, especially the female persister group. One possible interpretation was students who were classified in one group shared characteristics in varying degrees with other groups, e.g., women persister students (20%) who were classified as male

persisters, shared some of the characteristics of male students. A dominant type for each of the groups was evident though there was overlap among the groups.

Another explanation for the observed overlap may be related to weakness in the measuring instrument itself. Acknowledging that the selection of variables used in this study may be open to questions of validity, the overlap may be due to measurement errors, both systematic and chance.

A question arose as to the nonacademic effects of students from smaller towns when entering and continuing at a large university. These students may be accustomed to greater opportunity for participation in a smaller social system. Do these students want or need the types of social and interpersonal interactions that they had before they enrolled on campus? The findings would suggest that the change from a small town to a large campus manifests itself in higher nonpersistence for students from smaller towns.

The data related to ACT scores suggested the need to look at the basic skills issue. The students who were poorly trained in reading, writing, and mathematics were higher risk students than students who were better prepared in these areas. Have admissions policies created a need for basic skills programs for students lacking in skills necessary for them to perform well academically? Two key concerns were related to basic skills programs. First,

was there a need to identify students early in their college careers for involving them in these programs? Second, was there a need for conducting valid evaluative research on basic skills program to determine if they were really successful for the basic skills student? Many professionals in the field had defined the basic skills student as one deficient in reading, writing, and arithmetic and who was culturally, economically, socially, and educationally handicapped. This definition may be an appropriate description of the student found to be the nonpersister in this investigation.

The data revealed that women students had higher attrition rates than men students. The findings also indicated that women's dropout behavior was less accurately categorized by the variables used. The data suggested that women students apparently left the institution more for nonacademic reasons that did men students as reflected in the higher overall college-grade average of women nonpersisters than male nonpersisters. The discriminant analysis data indicated that women students who persisted were a more heterogeneous group as shown by the overlap in the women students tending to be categorized more in other groups than was evident for other students. Although the women made higher grades in college, they were less likely to believe that they were prepared to do college work.

The wide differences in male and female persisters' social and political attitudes, especially related to trial marriage and premarital sex, would suggest value conflicts that might lead to communication problems between the two groups. The research also verified that more college women tended to come from homes of higher socio-economic levels than did the college men. Both mothers and fathers of women were better educated and the family income for women was slightly higher. Upon consideration of all the research data in general, the pattern indicated differences between the sexes on the majority of variables, i.e., academic background, goal orientedness, family background, involvement in campus life, and the individual's personal and social attitudes which were more critical factors in the attrition of women than of men. Are women more external-oriented as defined by the locus of control concept? Are women who persisted more internal-oriented? Are women students more dependent, do they have stronger needs for affiliation, and do they conform more to the prevailing dominant views of male students with the end result being higher attrition rates?

In many research studies on attrition, students consistently rank finances high in their reasons for leaving an institution. However, the findings of this study indicated that financial concerns were not a contributing factor in the classification of persistence or nonpersistence

but level of family income was a discriminating variable. These results would suggest that incoming freshmen may not be fully cognizant of the financial demands that might face them during the course of their academic careers.

Additional findings indicated that living in an organized living unit was a significant factor in retention. Even though it was not a primary factor, the data revealed that residence halls could serve as a valuable socialization function that facilitated students' involvement in campus life. Interest in Greek life, which was a discriminating variable that significantly discriminated between the persister and nonpersister students, would further reinforce this conclusion. Other social factors such as interest in intramurals and influence of friends at the university to initially choose the institution were found to be discrimating variables, also. All these findings suggested institutional interventions that could facilitate the formation of positive identification groups and very likely decrease the rate of attrition.

One of the highest contributers to being classified into one of the four groupings was degree expectations, which suggested that this was a prime factor in attrition rate. The differences between male and female students' degree expectations suggested that this might be more of a problem for women students than for men. Since a high

percentage of students did enter the university expecting to get a bachelor's degree or an advanced degree, the university should assist the student in strengthening this commitment. Inherent in these findings, was the need to obtain a better understanding of what factors within the institution led to the person changing commitments to the goal of college completion. What factors led the person to perceiving that an alternative form of investment of time, energy, and resources would yield greater benefits than the original goal of a college degree? More research is warranted in this area.

Other studies have found that the dominant features of the environment were determined by the typical characteristics of the students in that environment. The typology of the various groups found in this study added more weight to the theory that the college student may seek to achieve and maintain a congruence within the institutional environment. Do the males who persisted set the tone for the environment in this particular institution? If so, what incongruence effects were created which led to the attrition of other male students and female students? The findings herein clearly point to larger significant differences between male persisters and female nonpersisters which suggested that this may be more of a problem for female than for male students.

The differences in the four groups' responses to reasons why those chose the university points to differences in the way the students perceived the institution before they arrived on campus. It was also obvious that members of the four groups had different motivations that led them to select the college they chose to attend.

The foremost implication developed in this study was the importance of academic, environmental, and personal variables, which in combination, can be used to describe students who persist or drop out. These findings indicated that multivariate analyses was a very productive tool. The significant results of this study can be very useful for other institutions, particularly large, state-supported institutions as a model for conducting a longitudinal study of retention. The results did support the general hypothesis presented that data collected for this study could be used to designate various types of male and female persisters and dropouts. The findings presented did allow for defensible conclusions to be made.

Recommendations for Further Research

The numerous empirical findings of this study suggested promising directions for future research in leading to a better understanding of the attrition process. There were many questions that the findings of this study and others have not answered.

Of all the variables used in this study, the students' degree expectation was the one which most warranted further

consideration. Under this area future study should place importance on the students' attitude toward the importance of a college education, the value to and the expectation of the student doing well academically, certainty of major and future vocational plans, and perception of locus of control as it relates to academic achievement and persistence.

The high promise of the measuring instrument used in this study to obtain the necessary data for the research, led to the recommendation that it should be revised with an aim toward standardization and to include items related to assessing students' preparedness in the skills area, personality factors, and items related to students' motivation to acquire a college education. Included in this recommendation was the need for follow-up field trials to be conducted using an instrument of this type to determine if there were significant differences among types of institutions.

Possible future research might include measures that relate to student involvement in the academic and nonacademic life of the institution, the students' reported needs for involvement, and individual differences among students. Data provided by such research could provide a framework for identifying students who may need to be more involved in campus life, whether it be academic or nonacademic.

The findings related to the four typologies of students suggested that more research was needed in this area. It was clear from the results that there were differences in

the types of students, but more definitive measures may lead to an even better understanding of the type of student who persisted in view of the one who did not.

The present study should extend beyond the four year period, because the normal progression to graduation for some students is longer than the original estimation of eight semesters. Included within this recommendation is the need to follow-up those students who did not persist in order to determine the reasons why students left the institution. This would give credence and validity to the findings herein.

Additional information should be obtained regarding the impact of the institutional academic and nonacademic environment on students. What were the obstacles in the institutional environment that led to some students persisting and others not? In addition to information gathered upon entry into the institution, it seemed important to obtain data related to student satisfaction and with campus environment with respect to the students' sense of belonging. Such research might lead to an even better understanding of the student who dropped out for nonacademic reasons.

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APPENDIX A

New Freshman Survey

New Freshman Survey

This questionnaire is being used to collect information about the students who come to the University

It will not become a part of your record, and your responses will not be identified with you personally or released to anyone. It is necessary to have your student identification number on the form to be able to relate the information to future surveys which might again involve you.

We would like to have you respond as honestly and accurately as possible, and please do not share your responses with others who are also completing the questionnaire. We want your confidential responses, and we will treat them confidentially.

Part I: Background Information

1. Student Identification Number (Social Security Number)

_____.

2. Age _____ 3. Sex: M____F____ 4. Marital Status: S____

M____Other____

5. Veteran: Yes____No____

6. Ethnic Background: Caucausian____American Indian____

Black/Afro-American____Chicano/Mexican American____Other ____

7. Month and year of high school graduation _____
Month Year

8. My hometown is located

1. In
2. In another state
3. Not in the U.S.A.

9. The population of my hometown is

   1. Under 2500
   2. 2500-9,999
   3. 10,000-49,000
   4. 50,000-100,000
   5. Over 100,000

10. My father (indicate highest level):

   1. Did not complete high school
   2. Graduated from high school
   3. Did some college work
   4. Received a bachelor's degree
   5. Received a degree beyond the bachelor's

11. My mother (indicate highest level):

   1. Did not complete high school
   2. Graduated from high school
   3. Did some college work
   4. Received a bachelor's degree
   5. Received a degree beyond the bachelor's

12. Number of brothers or sisters:

   1. None
   2. One
   3. Two
   4. Three
   5. Four or more

13. I am

   1. An only child
   2. The oldest child
   3. The youngest child
   4. In between child

14. I have found talking with my parent(s):

   1. To be very easy
   2. To be somewhat easy
   3. To be somewhat difficult
   4. To be very difficult

15. I would guess that my parents' income

    1. Is above $30,000 per year
    2. Is between $20,00 and $30,000 per year
    3. Is between $10,000 and $20,000
    4. Is below $10,000
    5. I haven't any idea

16. My parents

    1. Have insisted that I go to college
    2. Have left the decision totally up to me
    3. Have discouraged me from entering college

17. Throughout my life

    1. I have regularly attended religious services
    2. I have occasionally attended religious services
    3. I have rarely attended religious services
    4. I have never attended religious services

18. Have you received any kind of scholarship for financial aid?

    1. Yes
    2. No

19. With regard to the financial needs for my college education:

    1. I have no real concerns
    2. I am somewhat concerned that I may not have enough money
    3. I am very worried about not having enough money

(Circle the response which best describes your reason for choosing to attend the University to indicate:

    1. Very important factor
    2. Somewhat important
    3. Minor factor
    4. No influence

		Very Important Factor	Somewhat Important Factor	Minor Factor	No Influence
20.	Close to home	1	2	3	4
21.	Friends	1	2	3	4
22.	Good program in my major	1	2	3	4

		Very Important Factor	Somewhat Important Factor	Minor Factor	No Influence
23.	Cheaper than other colleges I considered	1	2	3	4
24.	Financial Aid given me	1	2	3	4
25.	Thought . to be a liberal university	1	2	3	4
26.	Athletic teams	1	2	3	4
27.	Parents' desire	1	2	3	4
28.	Thought I would "fit in" campus life	1	2	3	4
29.	. recruiter or representative	1	2	3	4

Part II: College Expectations

30. In general I feel

    1. Very well prepared for college work
    2. Somewhat prepared for college work
    3. I have about average preparation
    4. Somewhat poorly prepared for college work
    5. Poorly prepared for college work

31. I expect

    1. To take some courses but not pursue a degree
    2. To acquire a bachelor's degree
    3. To do graduate or professional study beyond the bachelor's

32. With regard to my major

    1. I feel certain about my choice
    2. I feel fairly certain
    3. I am not sure
    4. I have no idea

33. &
34. I will probably have the greatest difficulty in (select no more than two)

1. Courses requiring a lot of writing, such as English
2. Mathematics and/or science courses
3. Courses where I must speak in class
4. Foreign language
5. Courses which require me to read a great deal

For each of the following statements circle the appropriate number to indicate:

1. Very interested
2. Somewhat interested
3. Not at all interested
4. Uncertain

		Very Interested	Somewhat Interested	Not at all interested	Uncertain
35.	Getting help in planning my college career	1	2	3	4
36.	Pledging a fraternity or sorority	1	2	3	4
37.	Participating in student government	1	2	3	4
38.	Participating in intramural sports	1	2	3	4
39.	Being a member of a campus religious group	1	2	3	4
40.	Plays, concerts, and other fine art activities	1	2	3	4
41.	Getting a broad, liberal education	1	2	3	4
42.	Becoming a specialist in a certain field or career	1	2	3	4
43.	Developing a philosophy of life	1	2	3	4
44.	Working in a helping relationship with other people	1	2	3	4
45.	Taking a foreign language	1	2	3	4
46.	Living in University housing	1	2	3	4
47.	Finding someone to marry	1	2	3	4
48.	Meeting people from different ethnic or racial backgounds	1	2	3	4
49.	Living away from home	1	2	3	4

33. &
34. I will probably have the greatest difficulty in (select no more than two)

1. Courses requiring a lot of writing, such as English
2. Mathematics and/or science courses
3. Courses where I must speak in class
4. Foreign language
5. Courses which require me to read a great deal

For each of the following statements circle the appropriate number to indicate:

1. Very interested
2. Somewhat interested
3. Not at all interested
4. Uncertain

		Very Interested	Somewhat Interested	Not at all interested	Uncertain
35.	Getting help in planning my college career	1	2	3	4
36.	Pledging a fraternity or sorority	1	2	3	4
37.	Participating in student government	1	2	3	4
38.	Participating in intramural sports	1	2	3	4
39.	Being a member of a campus religious group	1	2	3	4
40.	Plays, concerts, and other fine art activities	1	2	3	4
41.	Getting a broad, liberal education	1	2	3	4
42.	Becoming a specialist in a certain field or career	1	2	3	4
43.	Developing a philosophy of life	1	2	3	4
44.	Working in a helping relationship with other people	1	2	3	4
45.	Taking a foreign language	1	2	3	4
46.	Living in University housing	1	2	3	4
47.	Finding someone to marry	1	2	3	4
48.	Meeting people from different ethnic or racial backgounds	1	2	3	4
49.	Living away from home	1	2	3	4

Part III: Attitudes

The following statements have been taken from other surveys which have been used nationally in order for the University to make comparisons of its students with students nationwide. Please indicate how you feel about the following statements, by circling the appropriate number to indicate:

1. Strongly agree
2. Agree somewhat
3. Mixed feelings
4. Disagree somewhat
5. Strongly disagree

		Strongly Agree	Agree Somewhat	Mixed Feelings	Disagree Somewhat	Strongly Disagree
50.	Marijuana should be legalized	1	2	3	4	5
51.	Wealth is unjustly distributed in American society.	1	2	3	4	5
52.	Organized religion is losing its importance.	1	2	3	4	5
53.	There is too much concern for equality and too little for law and order.	1	2	3	4	5
54.	There should be stiffer laws against pornography.	1	2	3	4	5
55.	The American way of life is superior to that of any other country.	1	2	3	4	5
56.	Trial marriage (living together without being married) is an acceptable alternative to traditional marriage.	1	2	3	4	5
57.	There is too little discipline in the American way of life.	1	2	3	4	5
58.	In general, politicians are primarily out for themselves.	1	2	3	4	5
59.	I would be happy if I have the kind of life my parents have.	1	2	3	4	5

		Strongly Agree	Agree Somewhat	Mixed Feelings	Disagree Somewhat	Strongly Disagree
60.	Students should be allowed to hear any speaker regardless of what the speaker advocates.	1	2	3	4	5
61.	Racial prejudice is basically immoral.	1	2	3	4	5
62.	Premarital sexual relations are morally wrong.	1	2	3	4	5
63.	My political beliefs are much like my parents' political beliefs.	1	2	3	4	5
64.	The use of illegal drugs is a very big problem among people my age.	1	2	3	4	5
65.	The university should enforce laws on the use of drugs by students on campus.	1	2	3	4	5
66.	Programs on sexuality and sexual behavior should be provided for students by the university.	1	2	3	4	5
67.	Law enforcement should be the same for students as for citizens outside the university.	1	2	3	4	5
68.	High quality academic effort should be required for high grades.	1	2	3	4	5

69. I would characterize my political views as

1. Very liberal
2. Liberal
3. Middle of the road
4. Conservative
5. Very conservative

APPENDIX B

Factor Analysis Tables

Coding Scheme for Variable Names Used in Factor Analysis and Stepwise Discriminant Function Analysis Tables

Table Variable Name and no.		Corresponding Variable Name on New Student Survey No.
Engact	1	English ACT
Mathact	2	Math ACT
Socact	3	Social Science ACT
Natsact	4	Natural Science ACT
Comact	5	Composite ACT
Townpop	7	Population of home town-Item 9
Educdad	8	Father's education- Item 10
Educmom	9	Mother's education- Item 11
Talking	10	Communication with parents- Item 14
Income	11	Family income level- Item 15
Church	12	Past church attendance- Item 17
Fincon	13	Financial concerns - Item 19
Close	14	College-close to home- Item 20
Friends	15	Friends as reason- Item 21
Goodprog	16	Good program in major - Item 22
Cheaper	17	College was cheaper - Item 23
Aid	18	Financial aid received- Item 24
Lib	19	College was liberal - Item 25
Teams	20	Teams as a reason for choice - Item 26
Parents	21	Parents wishes - Item 27
Fitin	22	Would fit in - Item 28
Recruit	23	Influence of college recruiter- Item 29
Prepared	24	Degree of preparation - Item 30
Degree	25	Degree expectations - Item 31
Suremaj	26	Sureness of major- Item 32
Career	27	Help in career plans - Item 35
Greek	28	Interest in Greek life - Item 36
Stugov	29	Interest in student govt. - Item 37
Intram	30	Interest in intramurals - Item 38
Relorgan	31	Interest in religious organ. - Item 39
Finearts	32	Interest in fine arts activiti.- Item 40
Libeduc	33	Interest in liberal education - Item 41
Speacia	34	Interest in being a specialist - Item 42
Philos	35	Interest in develop. life phil.-Item 43
Helping	36	Interest in helping people - Item 44
Lang	37	Interest in taking languages - Item 45
Reshall	38	Interest in dorm living - Item 46
Marry	39	Interest in marrying - Item 47
Ehnic	40	Interest in ethnic groups- Item 48
Away	41	Interest in living away from home-Item 49
Marij	42	Legalization of marijuana - Item 50
Wealth	43	Distribution of wealth - Item 51
Imprel	44	Importance of organized religion- Item 52
Order	45	Law and order vs. equality - Item 53
Porno	46	Pornography laws - Item 54
America	47	American way of life - Item 55
Traial	48	Trial marriage - Item 56
Discip	49	Attitude toward discipline - Item 57
Polit	50	Attitude toward politicians - Item 58
Happy	51	Parents kind of life - Item 59
Speacker	52	Hear any speaker - Item 60
Bigot	53	Racial prejudice - Item 61
Presex	54	Premarital sex - Item 62
Beliefs	55	Like parents' views - Item 63
Drugs	56	Drugs are a big problem - Item 64
Druglaw	57	Drug law enforcement - Item 65
Sexprog	58	Programs on sexuality - Item 66
Law	59	Enforcement of laws - Item 67
Effort	60	Academic effort should be requir.-Item 68
Views	61	Political self-description - Item 69
GPA	62 or 77	Overall college grade average

TABLE 11

MALE PERSISTER INTERCORRELATION MATRIX OF ITEMS

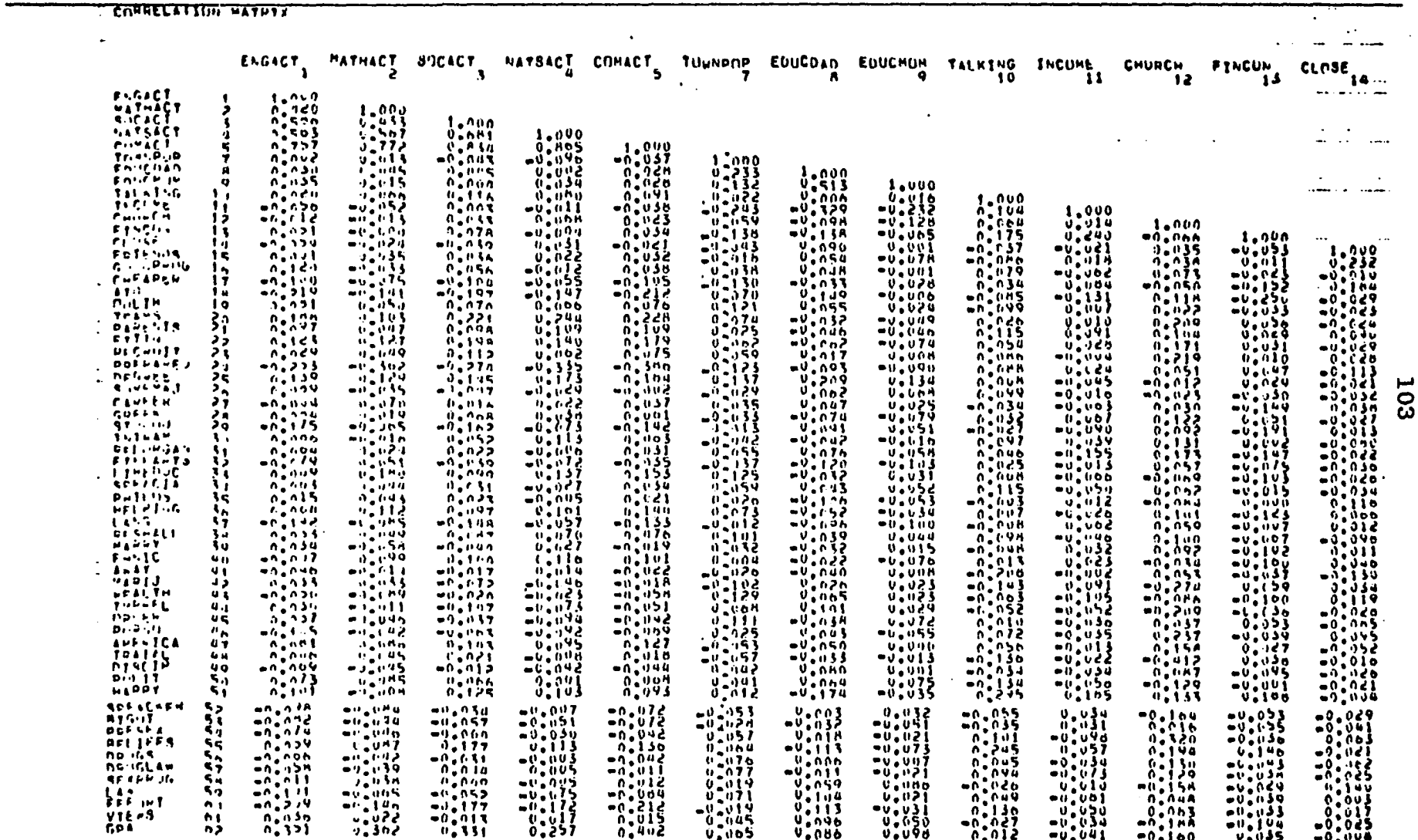

TABLE 11 - Continued

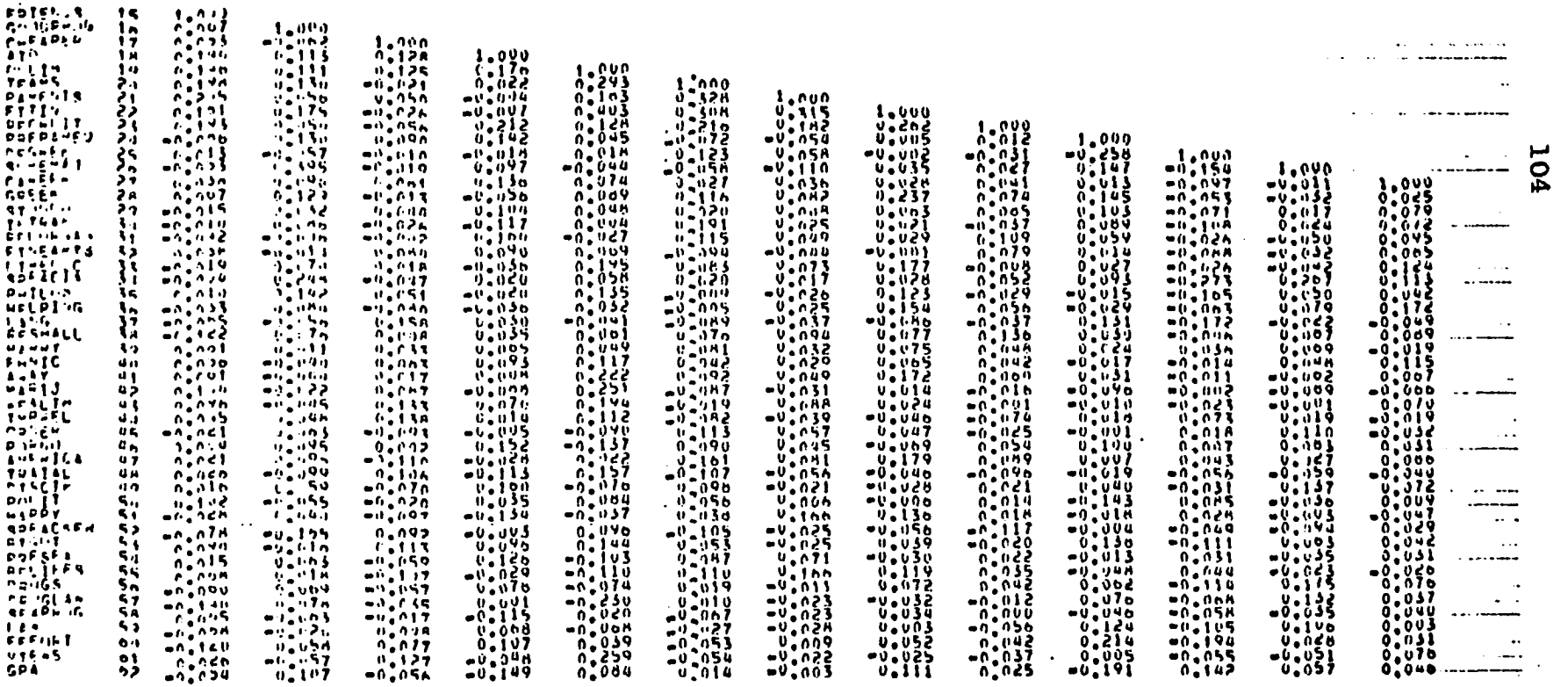

TABLE 11 - Continued

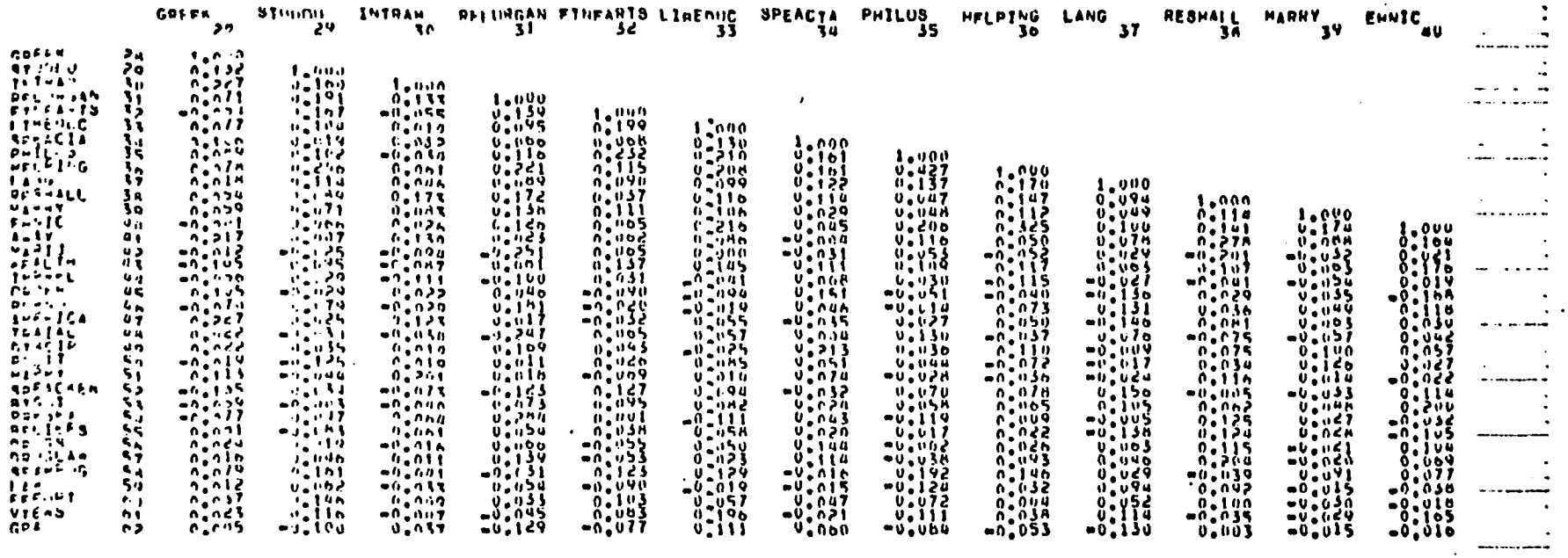

TABLE 11 - Continued

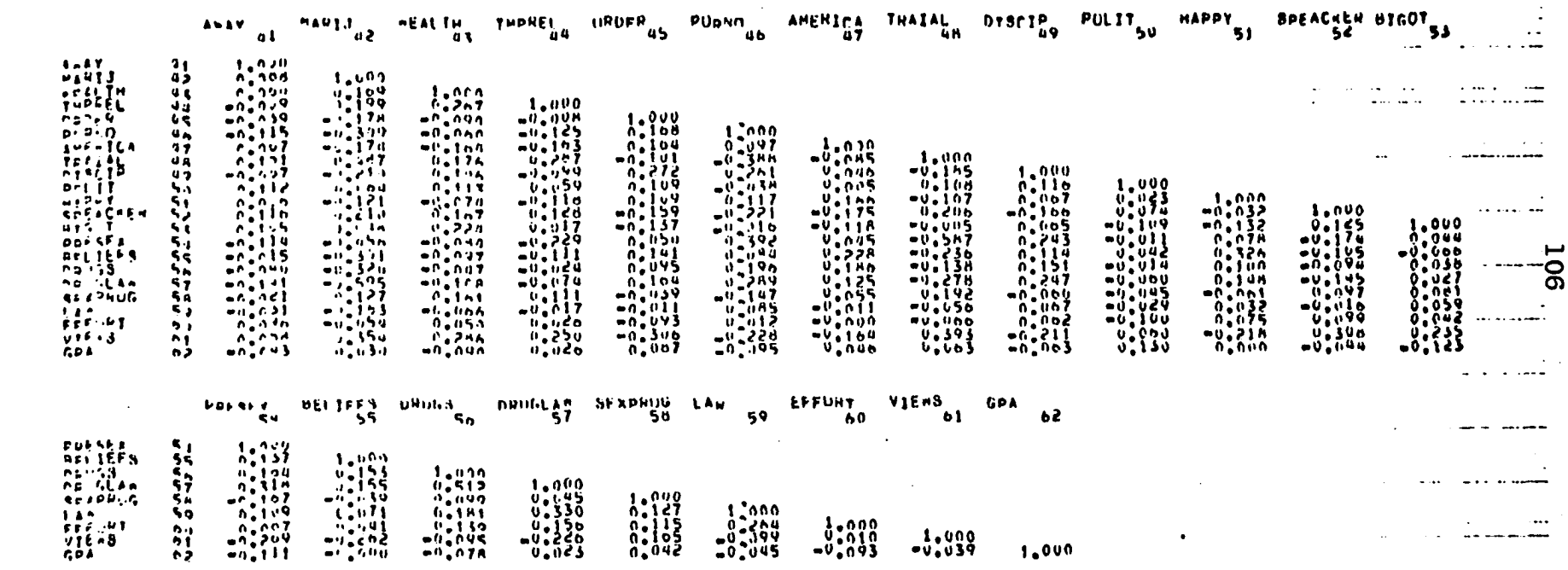

TABLE 12

MALE PERSISTER UNROTATED FACTOR LOADINGS (PATTERN)

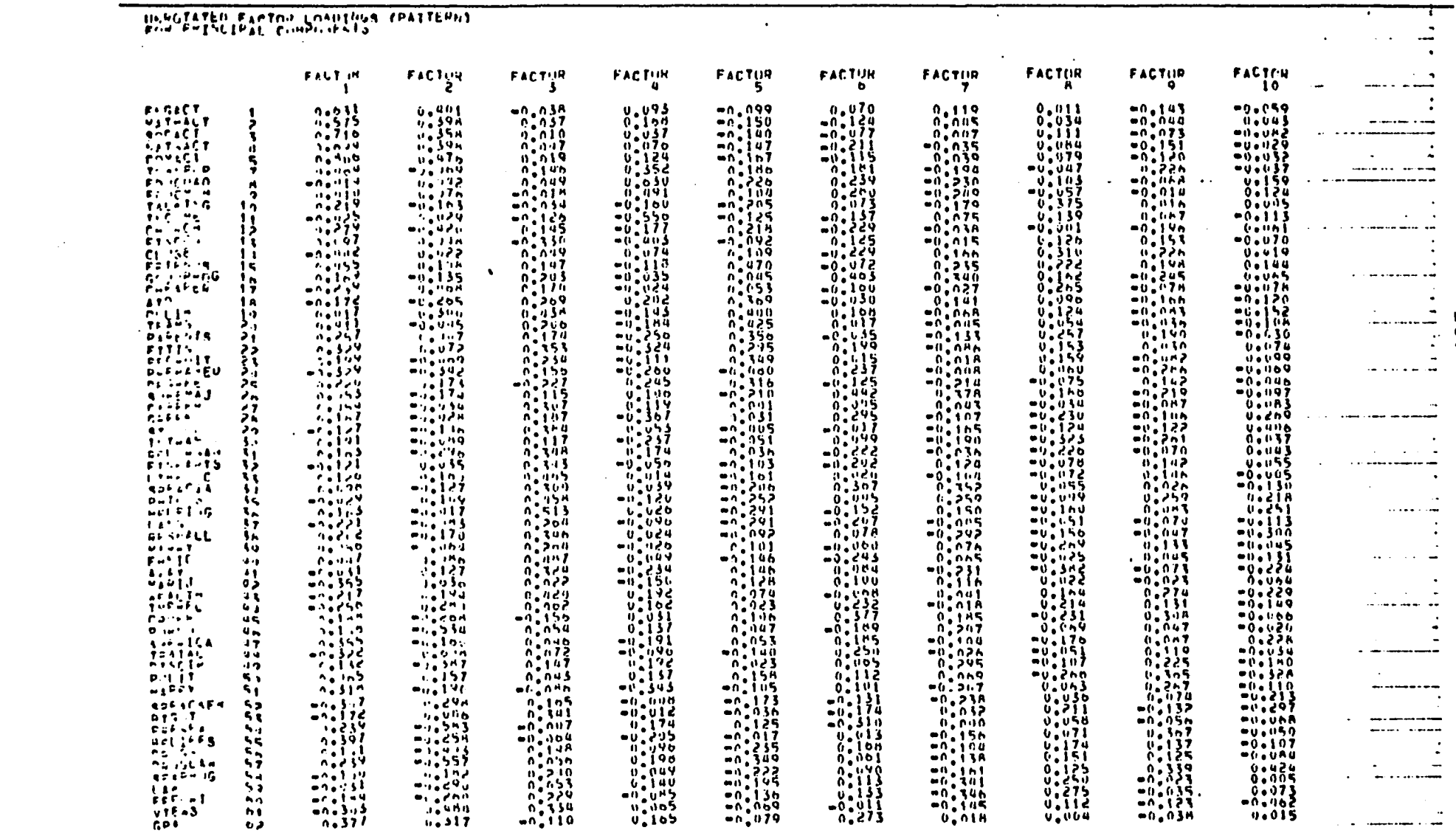

TABLE 12 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19	
ENGACT	1	0.051	0.075	-0.042	-0.117	0.036	0.094	-0.057	-0.020	-0.120	
MATHACT	3	-0.068	-0.120	0.158	-0.056	0.037	0.022	-0.168	0.003	0.105	
SOCACT	4	-0.034	0.001	0.004	-0.003	0.033	0.107	0.032	0.003	-0.024	
NATSACT	5	-0.052	0.099	0.037	-0.001	0.018	0.066	0.004	0.070	0.056	
ARTACT	6	-0.037	0.007	0.073	-0.052	0.019	0.070	0.043	0.113	0.019	
TOGETHER	7	0.158	-0.208	0.348	-0.123	0.038	0.108	0.047	0.047	0.058	
FRIENDLY	8	0.103	0.123	0.111	-0.194	0.134	0.043	0.053	0.065	0.113	
FRIENDSH	9	0.219	0.150	0.231	-0.255	0.089	0.081	0.001	0.133	0.150	
TALKING	10	0.508	0.013	0.070	-0.074	0.218	0.020	0.047	0.057	0.209	
TACTFUL	11	0.033	0.106	0.034	-0.177	0.096	0.055	0.004	0.034	0.055	
CONSIDER	12	0.047	0.113	0.024	-0.065	0.096	0.053	0.076	0.131	0.148	
ATTENTN	13	0.127	0.085	0.140	-0.100	0.188	0.107	0.016	0.151	0.220	
CLINIC	14	0.120	0.351	0.052	-0.040	0.228	-0.108	0.036	0.067	0.183	
NOTEBOOK	15	0.150	0.164	0.059	-0.110	0.115	0.100	0.157	0.055	0.157	
COMPHOUS	16	0.120	0.324	0.007	-0.049	0.107	0.177	0.031	0.050	0.220	
CLEANED	17	0.024	0.406	0.013	-0.075	0.197	0.281	0.200	0.075	0.249	
AID	18	0.119	0.181	0.285	-0.118	0.082	0.019	0.048	0.126	0.049	
PULIB	19	0.030	0.105	0.070	-0.013	0.013	0.136	0.063	0.209	0.079	
TEARS	20	0.066	0.109	0.207	-0.182	0.001	0.057	0.004	0.113	0.014	
PARENTS	21	0.107	0.116	0.072	-0.130	0.053	0.195	0.018	0.041	0.018	
SITIN	22	0.116	0.177	0.134	-0.047	0.029	0.057	0.128	0.095	0.078	
RECRUIT	23	0.019	0.212	0.138	-0.147	0.136	0.236	0.167	0.390	0.247	
PREPARED	24	0.011	0.032	0.008	-0.061	0.147	0.049	0.010	0.155	0.124	
DEGREE	25	0.008	0.028	0.151	-0.201	0.355	0.102	0.147	0.008	0.052	
HIGHMAJ	26	0.000	0.000	0.026	-0.295	0.117	0.110	0.028	0.041	0.107	
CAREER	27	0.112	0.036	0.096	-0.105	0.018	0.308	0.008	0.022	0.111	
GRADUA	28	0.120	0.140	0.055	-0.154	0.009	0.063	0.093	0.052	0.072	
STUDIED	29	0.112	0.068	0.229	-0.192	0.173	0.103	0.115	0.134	0.065	
TEACHER	30	0.142	0.053	0.220	-0.184	0.036	0.056	0.208	0.027	0.017	
RELIGION	31	0.217	0.048	0.219	-0.191	0.055	0.198	0.048	0.000	0.071	
ELEMENTS	32	0.150	0.358	0.025	-0.080	0.184	0.108	0.128	0.047	0.026	
LITERATU	33	0.335	0.180	0.037	-0.112	0.200	0.004	0.060	0.332	0.026	
SCIENCE	34	0.240	0.088	0.064	-0.153	0.200	0.002	0.031	0.038	0.026	
PHILOS	35	0.122	0.117	0.000	-0.111	0.054	0.126	0.032	0.000	0.137	
HELPING	36	0.036	0.000	0.252	-0.144	0.081	0.001	0.015	0.075	0.112	
LANG	37	0.143	0.130	0.000	-0.042	0.268	0.115	0.003	0.105	0.209	
OFFHALL	38	0.072	0.000	0.000	-0.101	0.050	0.007	0.254	0.000	0.192	
HARMNY	39	0.017	0.251	0.019	-0.245	0.269	0.239	0.252	0.135	0.070	
ETHNIC	40	0.145	0.175	0.342	-0.224	0.168	0.107	0.114	0.130	0.104	
AWAY	41	0.170	0.032	0.076	-0.274	0.232	0.224	0.033	0.061	0.210	
UNIV	42	0.113	0.029	0.003	-0.074	0.048	0.000	0.051	0.023	0.000	
HEALTH	43	0.155	0.004	0.057	-0.170	0.057	0.137	0.150	0.112	0.155	
TRAVEL	44	0.049	0.000	0.003	-0.270	0.311	0.017	0.048	0.201	0.152	
ADULT	45	0.220	0.045	0.000	-0.220	0.004	0.033	0.045	0.007	0.022	
PROUD	46	0.227	0.140	0.102	-0.037	0.061	0.183	0.130	0.000	0.237	
AMERICA	47	0.222	0.047	0.077	-0.151	0.228	0.050	0.101	0.000	0.129	
TOGETHR	48	0.150	0.000	0.000	-0.102	0.010	0.030	0.002	0.204	0.074	
DISEID	49	0.120	0.093	0.077	-0.102	0.050	0.228	0.053	0.107	0.092	
PALIT	50	0.055	0.150	0.274	-0.021	0.182	0.023	0.070	0.003	0.107	
HAPPY	51	0.240	0.155	0.253	-0.040	0.004	0.087	0.008	0.131	0.000	
SPEAKER	52	0.179	0.001	0.005	0.005	0.120	-0.006	0.101	-0.035	-0.050	
RIGHT	53	0.108	0.004	0.213	-0.021	0.057	-0.313	0.316	-0.316	-0.017	
PRESEA	54	0.135	0.027	0.069	-0.017	0.103	-0.023	0.023	-0.050	-0.050	
BELIEFS	55	0.111	0.150	0.134	-0.017	0.001	-0.058	0.130	-0.021	-0.150	
PROUD	56	0.328	0.055	0.027	-0.007	0.017	-0.012	0.072	-0.103	-0.196	
ENGLAN	57	0.305	0.050	0.073	-0.097	0.035	-0.047	0.041	-0.030	-0.028	
SEXPROG	58	0.100	0.078	0.039	-0.005	0.050	-0.115	0.070	-0.005	-0.007	
LAW	59	0.279	0.107	0.024	-0.023	0.208	-0.114	0.048	-0.133	-0.160	
FREIGHT	60	0.243	0.091	0.247	-0.071	0.130	-0.044	0.078	-0.142	-0.169	
VIEWS	61	0.060	0.028	0.155	-0.159	0.091	-0.040	0.105	-0.004	-0.092	
GOA	62	-0.060	0.021	0.152	0.001	0.021	-0.210	0.187	-0.183	0.067	
	VP	8.441	4.043	3.441	2.622	2.326	2.104	1.752	1.092	1.031	1.554
		1.441	1.336	1.928	1.170	1.155	1.142	1.112	1.056	1.037	

THE VP FOR EACH FACTOR IS THE SUM OF THE SQUARES OF THE ELEMENTS OF THE COLUMN OF THE FACTOR LOADING MATRIX CORRESPONDING TO THAT FACTOR. THE VP IS THE VARIANCE EXPLAINED BY THE FACTOR.

TABLE 13

MALE PERSISTER VARIANCE EXPLAINED BY FACTORS

FACTOR	VARIANCE EXPLAINED	CUMULATIVE PROPORTION OF TOTAL VARIANCE
1	4.801151	0.078707
2	4.642044	0.154816
3	3.440016	0.211219
4	2.622375	0.254209
5	2.326410	0.292407
6	2.113983	0.326837
7	1.751081	0.355553
8	1.692683	0.383205
9	1.630278	0.410026
10	1.553027	0.435495
11	1.431224	0.459122
12	1.336253	0.481120
13	1.224034	0.501160
14	1.169779	0.520330
15	1.154094	0.539260
16	1.141085	0.557982
17	1.111394	0.576204
18	1.055704	0.593512
19	1.036932	0.610510
20	0.993486	0.626797
21	0.982507	0.642905
22	0.938159	0.658284
23	0.918453	0.673341
24	0.890992	0.688008
25	0.878136	0.702404
26	0.820945	0.716108
27	0.815671	0.729373
28	0.787941	0.742289
29	0.775929	0.755009
30	0.751411	0.767328
31	0.727368	0.779255
32	0.710098	0.790894
33	0.690920	0.802219
34	0.673493	0.813259
35	0.652049	0.823958
36	0.624344	0.834259
37	0.610824	0.844099
38	0.575195	0.853529
39	0.572259	0.862910
40	0.550143	0.871928
41	0.540729	0.880860
42	0.527381	0.889506
43	0.515748	0.897960
44	0.490513	0.906133
45	0.480494	0.914084
46	0.470418	0.921854
47	0.450451	0.929304
48	0.433861	0.936509
49	0.418492	0.943377
50	0.412946	0.950143
51	0.402311	0.956738
52	0.370183	0.962954
53	0.360340	0.968862
54	0.336710	0.974385
55	0.312490	0.979508
56	0.302718	0.984470
57	0.291201	0.988752
58	0.252783	0.992896
59	0.230156	0.996683
60	0.190010	0.999961
61	0.002378	1.000000

THE VARIANCE EXPLAINED BY EACH FACTOR IS THE EIGENVALUE FOR THAT FACTOR.

TOTAL VARIANCE IS DEFINED AS THE SUM OF THE DIAGONAL ELEMENTS OF THE CORRELATION (COVARIANCE) MATRIX.

TABLE 14

MALE PERSISTER ROTATED FACTOR LOADINGS (PATTERN)

ROTATED FACTOR LOADINGS (PATTERN)

		FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	FACTOR 9	FACTOR 10
ENGACT	1	0.701	0.024	0.085	-0.021	-0.084	0.015	0.005	0.162	0.099	-0.019
MATHACT	2	0.740	0.047	0.028	0.103	0.002	0.022	-0.036	-0.090	-0.070	-0.090
SOCACT	3	0.817	-0.020	0.084	0.005	0.030	-0.021	0.120	0.017	-0.003	0.070
NATSACT	4	0.851	-0.036	0.034	0.009	0.020	-0.020	0.050	-0.045	0.054	0.060
COMPACT	5	0.481	-0.002	0.066	0.035	-0.002	0.002	0.041	0.002	0.015	0.002
TRANSPUB	7	-0.049	-0.123	0.293	0.204	0.144	0.369	-0.049	-0.075	-0.162	-0.209
ENRCOAN	8	0.027	-0.309	-0.012	-0.094	0.003	0.825	-0.093	0.061	-0.030	0.020
ENRCHUM	9	0.022	0.062	-0.078	-0.038	-0.055	0.772	0.057	0.032	0.032	-0.007
TALKING	10	0.175	-0.112	-0.031	-0.001	0.022	0.089	0.731	0.131	0.043	0.014
INCOME	11	-0.055	0.134	0.014	-0.063	-0.054	-0.435	0.365	-0.000	-0.033	0.165
CHURCH	12	0.000	-0.552	0.172	0.009	0.011	-0.176	0.000	0.006	0.158	-0.058
FINCON	13	0.005	0.130	0.077	-0.091	-0.060	-0.102	0.036	-0.034	-0.067	0.066
CLOSE	14	-0.113	-0.008	-0.004	0.156	-0.066	0.070	-0.003	-0.018	-0.063	-0.099
FRIENDS	15	0.001	0.049	0.297	-0.052	-0.081	-0.051	-0.004	-0.041	0.010	0.143
GOODPW-IU	16	0.013	-0.080	0.228	0.106	-0.034	0.029	0.004	0.720	0.055	-0.095
CHEAPER	17	-0.071	0.073	0.005	-0.191	-0.087	-0.130	0.001	0.034	0.015	-0.009
AID	18	-0.230	-0.149	0.083	-0.131	0.011	0.000	-0.245	0.160	-0.165	0.020
QUALIB	19	0.031	0.173	0.677	0.042	-0.183	0.055	-0.160	0.080	-0.050	0.153
TEAMS	20	0.201	-0.199	0.592	-0.118	0.029	-0.029	0.022	-0.029	0.209	0.131
FAM-FRTS	21	0.004	-0.099	0.520	-0.045	0.000	-0.000	0.291	-0.107	0.044	-0.087
ETTIN	22	0.135	0.014	0.470	0.169	0.042	-0.084	0.038	0.116	0.041	-0.036
OFF-QUIT	23	0.071	-0.047	0.221	-0.008	0.026	0.051	0.070	0.023	0.013	-0.054
OFFJAN-FU	24	-0.030	-0.009	0.063	-0.040	0.066	-0.120	0.056	0.280	0.254	0.191
PFRN-FE	25	0.173	-0.077	0.135	-0.140	-0.004	0.261	0.040	-0.200	-0.198	-0.104
SI-MAL	26	0.019	0.028	-0.150	0.035	0.152	0.062	0.026	0.776	-0.038	0.088
CAREER	27	0.024	-0.042	0.016	0.100	0.078	0.053	-0.070	0.024	0.105	0.046
COFFA	28	0.028	0.113	0.288	0.073	0.072	-0.048	-0.012	0.065	0.565	-0.175
STUDU	29	-0.159	-0.062	-0.017	0.259	0.020	0.125	-0.098	-0.061	0.487	-0.068
TUTEAS	30	0.012	-0.093	-0.008	-0.084	-0.076	0.007	0.176	0.030	0.641	0.049
DELORGAN	31	0.030	-0.455	-0.325	0.212	-0.032	0.124	-0.042	-0.114	0.328	0.131
ETRANTS	32	-0.115	-0.026	-0.110	0.368	-0.269	-0.221	-0.007	-0.114	-0.042	0.080
LIMDYC	33	0.135	0.075	0.314	0.448	0.052	0.067	0.049	-0.105	-0.017	0.060
SOFSCIA	34	0.010	-0.006	0.015	0.232	0.040	0.053	0.136	0.425	0.062	0.026
PHILOS	35	-0.119	0.107	0.062	0.714	-0.082	-0.120	0.006	0.133	-0.022	-0.006
HELPING	36	0.126	-0.115	-0.017	0.725	0.082	-0.034	-0.008	0.087	0.103	0.059
LAW	37	-0.110	0.009	-0.056	0.202	0.083	-0.122	-0.006	-0.093	0.080	0.021
DESMALL	38	0.084	-0.140	0.017	0.087	0.158	0.089	0.174	0.080	0.108	-0.007
MARRY	39	-0.024	-0.082	0.023	0.192	-0.073	0.012	-0.036	0.057	0.148	0.103
ENVIC	40	0.079	0.071	0.027	0.346	0.247	-0.008	0.012	0.010	-0.088	0.319
BABY	41	-0.055	0.152	0.216	0.054	-0.084	-0.054	-0.159	-0.061	0.109	0.042
MARIJ	42	-0.029	0.011	0.078	0.022	-0.048	0.033	-0.079	-0.064	-0.054	0.090
WEALTH	43	-0.061	0.131	0.078	0.182	-0.070	0.067	0.016	-0.037	-0.082	0.333
TOPOFL	44	-0.041	0.397	0.029	-0.134	0.054	-0.008	-0.040	0.098	-0.144	-0.040
OTHER	45	-0.071	-0.108	0.066	-0.060	0.165	-0.024	0.021	0.140	0.143	-0.312
DROUT	46	-0.124	-0.505	0.001	0.039	0.276	0.003	0.069	0.091	-0.046	-0.072
AMERICA	47	0.069	-0.018	0.128	0.064	0.244	-0.046	0.103	0.012	0.247	-0.174
TRAIL	48	0.020	0.782	-0.021	0.024	-0.056	-0.055	-0.087	-0.071	0.053	-0.003
ATHCIP	49	-0.050	-0.319	-0.085	0.063	0.176	0.024	-0.036	0.140	0.048	0.101
DOLL	50	0.083	0.144	0.067	-0.057	-0.058	0.117	-0.016	-0.105	-0.131	-0.086
HAPPY	51	0.017	-0.100	0.005	-0.011	0.104	-0.094	0.640	-0.007	0.092	-0.146
SCFACHEN	52	-0.003	0.285	-0.058	0.105	-0.133	0.029	0.075	-0.218	-0.148	0.219
ATGUT	53	-0.060	-0.040	0.128	0.041	0.044	-0.064	-0.113	0.048	-0.060	0.758
DDFSPA	54	-0.035	-0.701	-0.041	-0.063	0.083	0.059	0.033	-0.047	-0.029	0.092
BELIEFS	55	0.110	-0.280	0.074	0.059	0.116	-0.150	0.030	-0.091	-0.050	-0.122
AD ISS	56	-0.049	-0.173	0.006	0.021	0.749	-0.028	0.053	-0.072	-0.031	0.044
DRUGLAW	57	0.025	-0.330	-0.099	0.016	0.736	-0.021	0.050	0.063	0.016	-0.026
SEXPHUG	58	0.014	0.357	-0.030	0.301	0.244	0.131	-0.033	-0.170	0.177	0.155
LAW	59	-0.038	-0.046	0.006	-0.109	0.424	0.122	-0.092	0.001	0.012	0.040
FFEURT	60	-0.219	-0.045	0.039	0.045	0.095	0.067	0.143	0.057	0.011	0.050
VTE-S	61	0.017	0.453	0.112	0.091	-0.100	0.141	-0.054	-0.123	0.092	0.378
GPA	62	0.470	0.177	0.120	-0.005	0.012	0.159	-0.038	0.135	-0.082	-0.274

TABLE 14 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19	
ENGACT	1	0.102	0.044	-0.053	-0.101	-0.017	-0.042	-0.096	-0.112	-0.025	
MATHACT	2	-0.052	0.024	0.018	0.013	-0.090	-0.061	0.092	0.111	-0.001	
SOCACT	3	-0.115	0.005	-0.087	-0.030	0.051	0.005	0.022	-0.014	-0.030	
NATSACT	4	-0.090	-0.196	0.007	-0.060	0.096	0.076	0.025	0.011	0.040	
COMACT	5	-0.010	-0.011	-0.037	-0.050	0.006	-0.044	0.022	0.011	-0.003	
TRANSPOP	7	0.320	0.009	-0.020	-0.125	0.042	-0.200	-0.047	-0.117	-0.166	
ENGCLAD?	8	0.059	0.002	-0.008	0.070	-0.020	0.644	0.087	0.033	0.016	
ENGCOMP?	9	-0.091	0.079	-0.039	0.030	0.026	0.002	-0.031	0.020	0.056	
TALKING	10	0.054	-0.105	0.047	0.094	-0.167	-0.119	0.103	0.030	0.017	
INCOME	11	-0.239	-0.038	0.072	-0.016	-0.007	0.109	-0.021	-0.086	0.182	
CHURCH?	12	-0.107	-0.142	-0.010	0.049	0.158	0.028	0.272	-0.073	-0.076	
ETHNIC?	13	-0.353	0.092	-0.014	-0.036	-0.145	-0.054	-0.037	-0.322	-0.158	
CITY?	14	0.030	-0.005	0.080	0.070	-0.120	0.779	-0.068	0.064	0.132	
FRIENDS	15	0.115	0.182	-0.177	-0.105	-0.101	0.508	0.290	0.041	0.005	
GROWING	16	0.023	-0.042	-0.090	0.005	-0.028	-0.006	-0.030	0.087	-0.047	
CHEAPER	17	0.223	-0.059	0.345	0.253	-0.054	0.257	-0.112	0.301	0.345	
ATT?	18	0.119	0.009	0.041	0.353	0.046	-0.034	0.052	0.287	0.190	
CULTR?	19	0.065	0.030	0.049	0.072	0.101	-0.008	0.056	0.139	0.064	
TEAMS	20	0.110	0.112	-0.039	-0.159	0.015	0.050	0.070	-0.063	0.020	
PARENTS	21	0.139	0.076	0.018	-0.051	0.041	0.250	0.081	0.033	-0.031	
ETTIN?	22	-0.079	-0.064	-0.141	0.113	0.089	0.009	0.150	-0.072	0.014	
RECRUIT	23	-0.050	-0.016	0.019	-0.009	0.054	0.632	0.787	-0.039	-0.035	
PREPARED	24	-0.103	-0.049	0.137	0.109	-0.087	-0.232	0.008	0.070	0.035	
DEGREE	25	0.126	-0.124	-0.173	-0.260	-0.007	-0.005	-0.095	-0.141	0.422	
SUMMAI?	26	0.010	0.007	-0.017	0.023	0.042	-0.010	0.007	-0.075	0.077	
CAREER	27	0.090	0.030	-0.115	-0.027	0.064	0.074	0.017	0.711	-0.159	
GREEN?	28	-0.221	0.048	-0.023	0.040	0.037	-0.014	0.006	-0.010	0.019	
STUDY?	29	0.213	-0.174	0.076	0.140	-0.091	-0.028	0.210	0.004	0.111	
TITLE?	30	-0.041	0.010	0.018	-0.096	0.247	-0.022	-0.152	0.101	-0.027	
RELIGION	31	0.150	0.134	0.109	0.019	-0.009	-0.135	0.142	0.041	0.089	
ETHNAMTS?	32	0.141	0.154	-0.075	0.324	-0.119	-0.221	0.278	0.184	0.149	
LIMELG?	33	-0.034	0.070	0.115	0.114	-0.088	-0.207	-0.146	0.307	0.134	
SPEACTA?	34	0.051	0.401	0.236	0.040	-0.004	-0.042	0.093	0.101	-0.340	
PHILOS	35	0.012	0.005	0.037	0.042	0.025	0.085	-0.057	0.040	0.006	
WELFING?	36	0.016	-0.100	0.093	-0.004	0.145	0.079	0.023	0.004	-0.007	
LANG	37	-0.120	0.011	0.737	0.050	0.088	-0.020	0.047	-0.095	-0.010	
DESMALL?	38	0.177	0.028	0.079	0.085	0.061	-0.150	0.077	0.034	0.077	
MANLY	39	-0.060	0.225	-0.032	-0.012	0.139	0.003	0.061	-0.194	0.592	
ETHIC	40	-0.080	-0.064	0.178	-0.203	0.211	0.004	0.097	0.235	0.341	
ARMY	41	-0.134	0.077	-0.024	0.008	0.097	-0.059	0.028	0.043	0.062	
MANTJ?	42	0.004	-0.039	0.101	-0.054	-0.036	0.104	0.086	-0.067	-0.018	
HEALTH	43	0.048	0.157	0.037	-0.015	0.105	0.147	0.008	0.057	-0.007	
TUPEL?	44	0.010	-0.017	-0.001	0.017	-0.089	-0.029	-0.028	-0.023	0.069	
CROWD?	45	0.078	0.449	-0.183	-0.119	-0.040	-0.072	-0.100	-0.167	-0.022	
PROUD?	46	-0.050	0.106	0.247	-0.188	-0.179	0.043	0.080	0.073	0.173	
AMERICA	47	-0.275	0.008	-0.414	-0.090	0.050	-0.031	0.101	0.179	0.166	
TOTAL?	48	0.150	0.059	0.097	-0.018	0.056	0.001	-0.001	0.001	-0.048	
DISCIP	49	0.065	0.554	-0.053	-0.025	-0.029	0.045	0.057	-0.008	0.054	
POLIT	50	-0.024	0.043	0.072	-0.040	0.172	0.002	-0.010	0.102	0.125	
HAPPY	51	-0.030	0.083	-0.063	-0.012	0.201	0.002	-0.071	-0.049	-0.022	
SPEACHER?	52	0.105	-0.073	0.149	0.105	0.244	-0.056	-0.117	0.145	-0.040	
RIGHT	53	0.063	-0.023	0.018	0.070	0.010	-0.055	-0.060	-0.004	0.048	
DRESS?	54	-0.020	0.071	0.020	0.050	-0.029	0.000	-0.035	0.043	-0.042	
BELIEFS	55	0.024	0.157	-0.342	0.102	0.087	-0.013	0.001	-0.022	-0.017	
DRUGS	56	-0.010	0.063	-0.027	0.034	0.024	-0.004	0.117	0.086	-0.072	
ORIGLAN	57	0.040	0.073	0.036	0.162	-0.025	-0.050	-0.106	0.006	-0.011	
SPEAKING	58	0.090	-0.008	-0.204	0.275	-0.198	0.218	0.028	-0.143	0.083	
LAN	59	-0.020	-0.033	0.127	0.533	0.066	0.067	-0.086	-0.190	-0.013	
FEELING?	60	-0.001	-0.103	0.013	0.065	0.121	0.002	0.050	0.064	-0.042	
YEARS	61	0.240	-0.170	0.207	-0.053	-0.006	-0.106	-0.040	0.189	-0.040	
GPA	62	-0.134	0.120	0.015	0.081	-0.121	-0.103	-0.168	0.094	0.085	
	VP	4.312	3.028	2.293	2.262	2.188	2.076	1.900	1.881	1.698	1.642
		1.667	1.605	1.538	1.521	1.449	1.408	1.065	1.390	1.282	

THE VP FOR EACH FACTOR IS THE SUM OF THE SQUARES OF THE ELEMENTS OF THE COLUMN OF THE FACTOR PATTERN MATRIX CORRESPONDING TO THAT FACTOR. WHEN THE ROTATION IS ORTHOGONAL, THE VP IS THE VARIANCE EXPLAINED BY THE FACTOR.

TABLE 15

MALE PERSISTER SORTED ROTATED FACTOR LOADINGS (PATTERN)

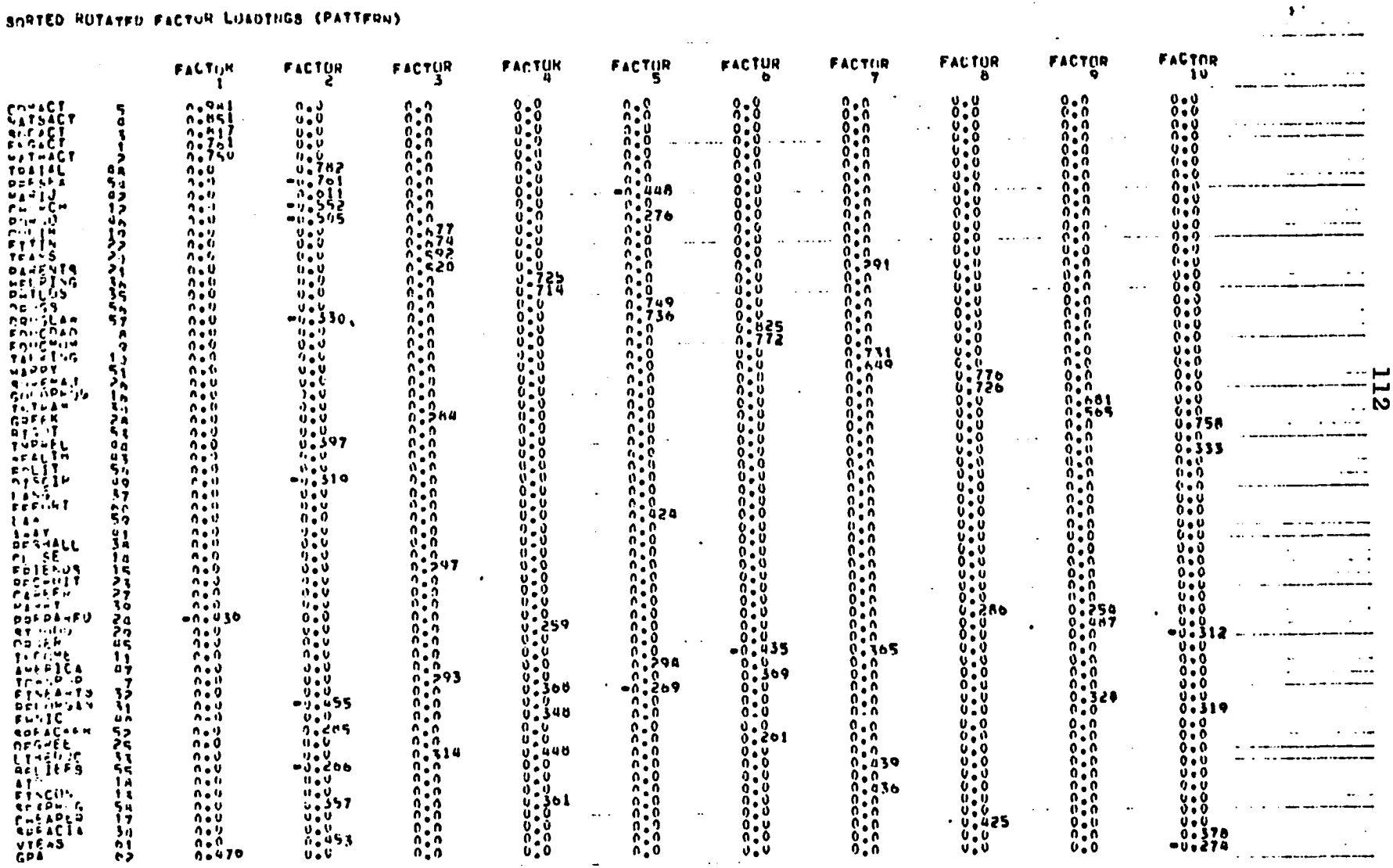

TABLE 15 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19	
CONACT	5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
NATSACT											
SOCACT											
FAGACT											
MATHACT											
TOTAL											
POSSES											
WORLD											
ENGLCM								.272			
PHYSCI											
ONLLIN											
FITTIN											
TEAMS											
PARTIES							.250				
WELDING											
PHILOS											
[illegible]											
DRIVELAW											
FD CHAIN											
FD CHEM											
TALKING											
HARDY											
[illegible]											
GOOD PHYS											
TEXTILE											
GOOLER											
RIGHT											
INTERFL		.018									
HEALTH		.0									
POLIT			.443								
DESCRIP			.556								
LAWS				.737							
EFFICNT					.665						
LAW					.533						
ARMY						.697					
REGIMALL						.601					
CLIMB							.779				
FOREIGN							.508	.294			
DEFINIT								.787			
CAREER									.711		
MANY										.592	
POPULAR											
STRONG											
ORDER			.406								
TOGETHE											
AMERICA		-.675		-.814							
THOROUGH		.520									
FINANCE					.329			.278			
OBLIGATE											
EMPIRE					-.243					.341	
SPEACKER											
DEGREE					-.260					.422	
LIBRARIE							-.267		.307		
AFLIFES				-.392				.459	-.287		
ATM									-.322		
FINCIAL		-.353									
REFUSE					.275						
CHEAPER				.345	.253		.257		.301	.395	
SPECIAL			.401							-.348	
VIEWS											
GPA											
	VP	3.365	3.024	2.293	2.262	2.188	2.076	1.900	1.881	1.698	1.642
		1.007	1.005	1.538	1.521	1.489	1.488	1.045	1.398	1.282	

THE ABOVE FACTOR LOADING MATRIX HAS BEEN REARRANGED SO THAT THE COLUMNS APPEAR IN DECREASING ORDER OF VARIANCE EXPLAINED BY FACTORS. THE ROWS HAVE BEEN REARRANGED SO THAT FOR EACH SUCCESSIVE FACTOR, LOADINGS GREATER THAN 0.5000 APPEAR FIRST. LOADINGS LESS THAN 0.2500 HAVE BEEN REPLACED BY ZERO.

TABLE 16

MALE PERSISTER INTERCORRELATION MATRIX OF ITEMS

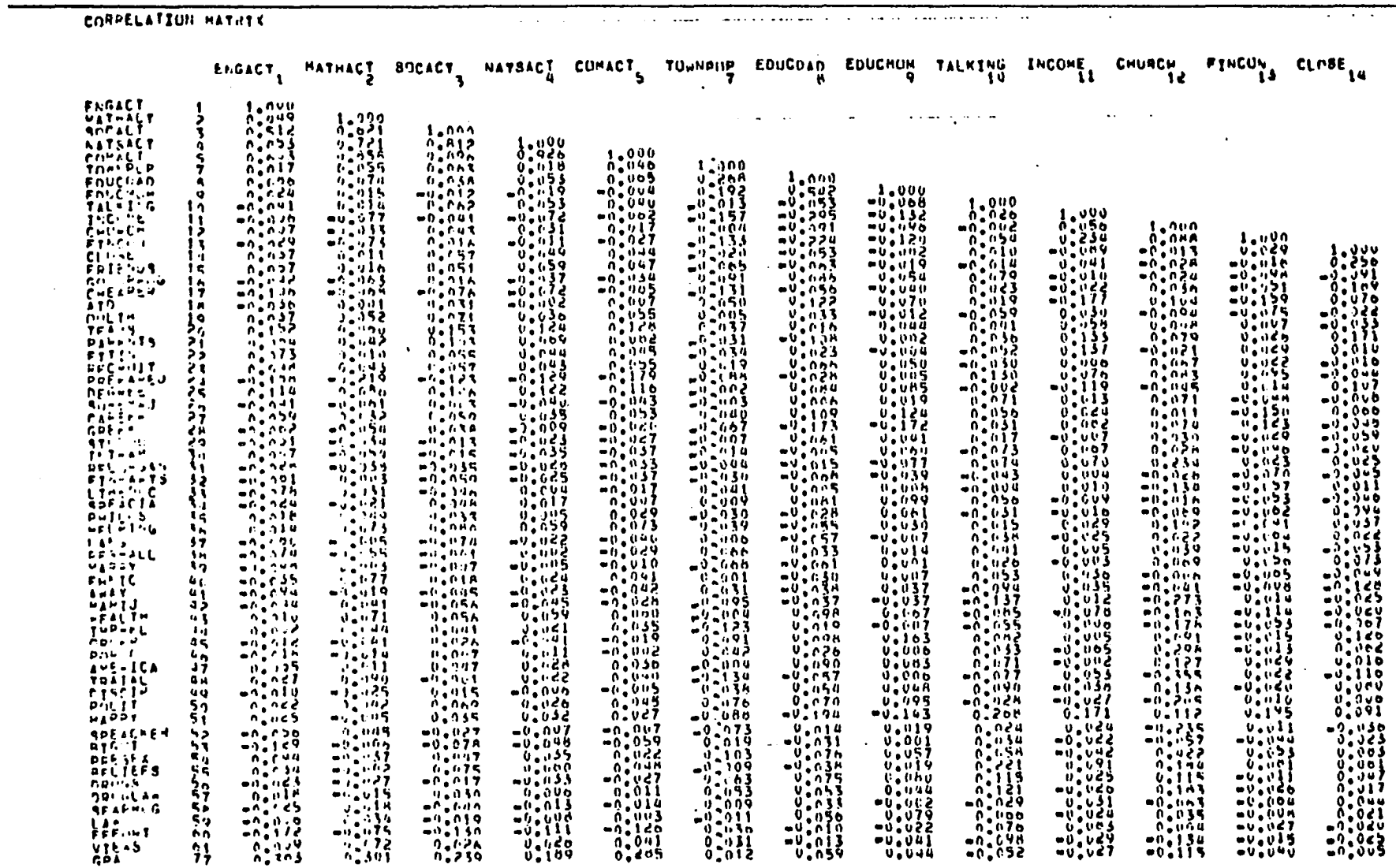

TABLE 16 - Continued

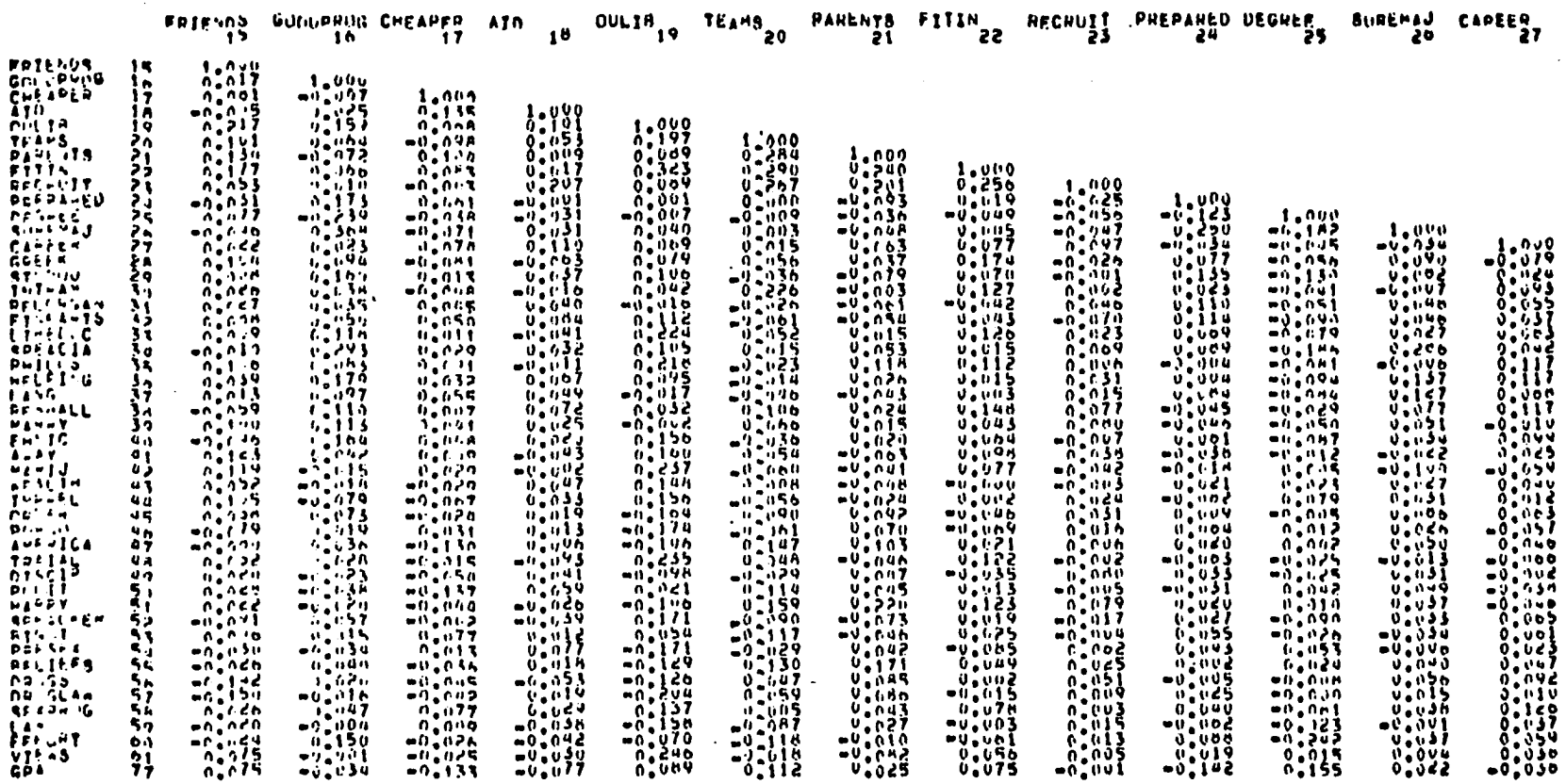

TABLE 16 - Continued

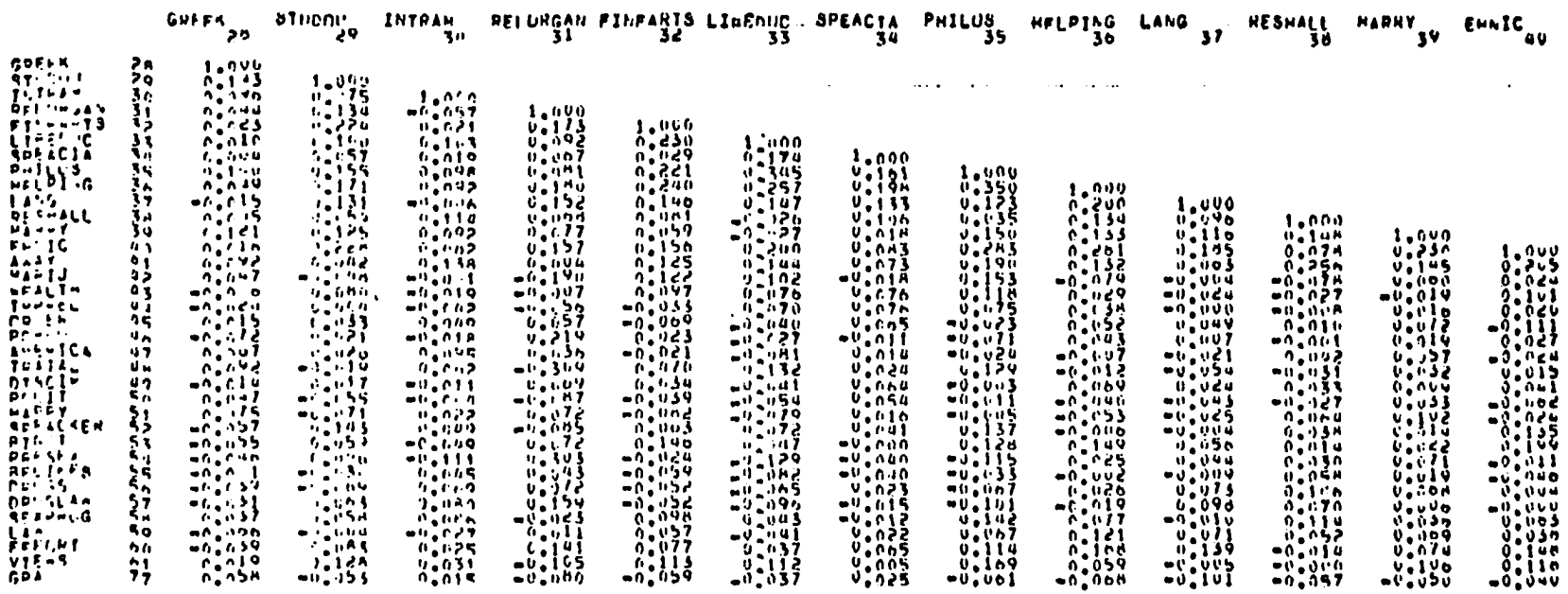

TABLE 16 - Continued

TABLE 17

MALE NONPERSISTER UNROTATED FACTOR LOADINGS (PATTERN)

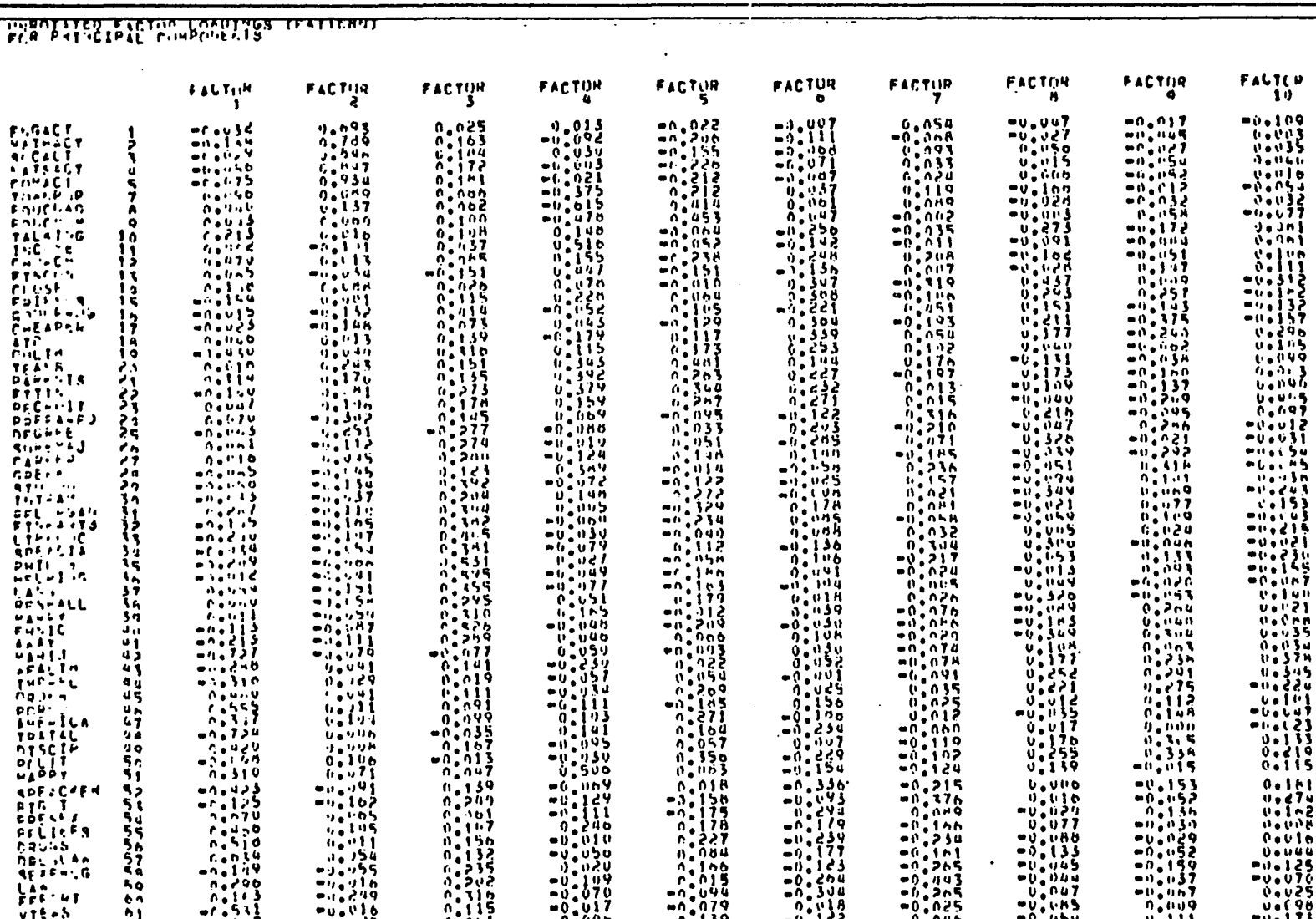

TABLE 17 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19	FACTOR 20
ENGACT	1	0.000	-0.083	-0.062	-0.007	-0.190	0.100	-0.052	0.079	-0.095	0.088
MATHACT	2	[illegible]	-0.103	-0.041	0.012	0.009	-0.059	-0.034	-0.025	0.066	0.005
SOCACT	3	-0.034	0.151	0.096	-0.012	-0.005	-0.058	0.110	-0.033	0.022	-0.075
NATSACT	4	-0.051	0.058	0.033	-0.013	0.018	-0.062	0.108	-0.054	0.119	-0.059
COMPACT	5	-0.136	0.126	-0.008	-0.004	-0.016	-0.055	0.073	-0.020	0.072	-0.037
TEACHING	7	-0.127	-0.000	-0.038	0.270	0.058	-0.214	0.029	0.183	-0.109	0.006
PROJECT	8	0.132	0.037	0.113	0.241	-0.119	0.050	0.079	0.018	0.081	0.026
PROJECT	9	0.027	-0.026	0.172	0.320	-0.262	0.037	0.143	-0.084	0.076	0.117
TALKING	10	-0.083	0.175	0.044	0.109	0.231	0.052	0.033	0.199	0.094	-0.169
[illegible]	11	-0.010	-0.321	-0.026	0.020	-0.258	0.023	0.275	0.194	-0.093	0.083
[illegible]	12	0.040	0.111	-0.121	0.004	-0.094	-0.060	0.117	-0.075	-0.236	0.053
[illegible]	13	-0.143	-0.010	0.108	0.339	-0.141	-0.101	0.185	-0.091	0.047	0.249
[illegible]	14	0.050	0.205	0.017	0.090	0.017	0.026	-0.035	-0.048	-0.161	0.152
[illegible]	15	0.071	0.009	-0.176	0.100	0.073	0.101	0.173	0.317	0.110	-0.125
[illegible]	16	-0.027	0.180	-0.130	0.160	0.117	0.112	0.042	0.001	-0.088	-0.151
CHEAPEN	17	-0.036	0.187	-0.015	-0.075	-0.096	0.144	0.138	-0.283	0.169	-0.084
[illegible]	18	-0.053	0.326	-0.057	-0.202	0.010	-0.266	-0.134	0.029	0.176	0.116
[illegible]	19	0.142	-0.142	0.023	-0.034	0.177	0.178	0.049	0.088	-0.085	-0.166
[illegible]	20	[illegible]	-0.081	0.001	-0.027	0.083	-0.082	-0.167	-0.014	0.080	-0.113
[illegible]	21	[illegible]	-0.215	-0.058	0.071	0.027	-0.057	-0.152	-0.203	-0.165	-0.004
[illegible]	22	[illegible]	-0.091	-0.050	0.062	0.078	0.140	0.020	0.010	0.205	-0.035
[illegible]	23	-0.110	-0.135	-0.107	0.199	-0.126	-0.079	-0.095	0.060	0.169	0.121
[illegible]	24	0.306	0.098	0.218	0.010	-0.066	0.003	0.229	-0.055	0.177	0.040
[illegible]	25	0.042	0.140	0.368	-0.010	0.113	0.301	-0.020	0.057	-0.031	0.140
[illegible]	26	-0.113	0.124	-0.125	-0.123	0.013	0.202	0.015	-0.085	-0.173	0.122
[illegible]	27	-0.104	0.002	0.183	-0.176	-0.262	-0.070	0.216	0.359	-0.209	-0.055
GREEN	28	0.129	0.177	-0.112	-0.057	0.091	-0.050	-0.027	0.080	0.024	-0.173
[illegible]	29	0.355	0.177	0.081	0.066	-0.254	-0.059	-0.111	0.112	0.169	-0.107
[illegible]	30	0.070	-0.005	0.100	-0.240	-0.204	-0.123	0.030	-0.162	-0.025	-0.260
[illegible]	31	0.112	-0.007	0.114	-0.032	-0.083	0.100	-0.044	0.250	-0.078	0.240
[illegible]	32	0.220	0.000	0.036	-0.214	0.110	-0.154	0.023	0.033	0.277	0.327
[illegible]	33	[illegible]	-0.429	0.317	-0.047	0.147	-0.008	-0.127	-0.075	0.198	0.064
[illegible]	34	-0.005	[illegible]	-0.059	-0.026	-0.037	0.190	0.001	-0.212	-0.040	0.130
[illegible]	35	-0.114	-0.134	0.119	0.080	-0.029	-0.113	-0.060	-0.161	-0.109	0.010
HELPING	36	-0.175	-0.098	-0.028	-0.026	0.001	-0.119	-0.013	-0.010	-0.151	0.142
LANG	37	-0.257	0.057	0.036	-0.086	-0.057	0.065	-0.310	0.230	0.278	0.183
[illegible]	38	[illegible]	0.310	0.017	-0.171	0.147	0.228	0.175	-0.042	-0.018	0.191
HAPPY	39	-0.200	0.404	-0.143	0.294	-0.198	0.033	-0.253	-0.073	-0.030	-0.071
[illegible]	40	-0.010	0.066	0.143	0.157	0.003	0.049	-0.140	-0.078	-0.147	-0.160
[illegible]	41	-0.312	0.039	-0.009	-0.019	0.168	0.117	0.344	-0.098	0.115	-0.045
[illegible]	42	0.020	0.087	-0.054	0.108	-0.059	-0.098	0.026	-0.036	0.036	0.009
HEALTH	43	0.142	-0.120	-0.017	-0.191	-0.039	0.084	-0.040	-0.125	-0.120	-0.165
[illegible]	44	-0.206	-0.125	0.077	-0.215	-0.230	0.124	-0.030	0.120	-0.349	-0.179
[illegible]	45	-0.115	-0.108	-0.010	-0.023	-0.180	-0.097	0.129	0.102	0.107	-0.053
[illegible]	46	0.185	-0.104	-0.037	0.020	0.059	0.048	0.020	-0.324	-0.001	-0.022
AMERICA	47	0.151	0.141	0.176	-0.037	-0.119	-0.236	-0.028	-0.117	-0.110	0.156
[illegible]	48	[illegible]	0.098	0.009	0.000	-0.036	-0.063	-0.041	-0.090	0.104	0.057
[illegible]	49	0.014	-0.086	-0.125	-0.071	0.115	-0.125	0.256	-0.098	0.143	-0.077
[illegible]	50	0.040	0.153	-0.089	-0.130	0.099	-0.235	-0.036	0.019	-0.024	0.182
[illegible]	51	-0.060	0.300	0.208	0.131	0.113	0.092	-0.135	-0.019	-0.059	0.060
[illegible]	52	0.110	0.086	0.083	0.053	-0.162	0.112	0.053	-0.097	-0.028	-0.004
[illegible]	53	0.154	[illegible]	0.015	0.109	0.211	0.050	0.151	-0.094	-0.041	0.013
[illegible]	54	[illegible]	-0.020	-0.019	0.103	-0.053	0.078	0.026	0.022	-0.092	0.015
RELIGION	55	-0.011	0.073	0.188	-0.014	0.049	-0.119	0.097	0.039	-0.030	-0.036
[illegible]	56	-0.110	-0.134	0.020	-0.149	0.017	0.195	-0.067	-0.004	-0.014	-0.006
[illegible]	57	0.144	-0.127	-0.019	-0.100	0.006	0.105	-0.247	0.012	0.002	-0.162
[illegible]	58	0.271	0.221	-0.198	-0.204	0.043	-0.059	0.216	0.054	-0.183	0.194
[illegible]	59	0.127	-0.050	-0.310	0.088	-0.025	0.200	-0.027	-0.002	0.200	0.060
[illegible]	60	0.011	-0.158	-0.289	0.188	0.002	-0.174	0.032	0.209	0.028	-0.147
[illegible]	61	0.132	0.146	0.010	0.162	0.023	-0.018	-0.116	0.107	-0.245	-0.006
GPA	77	0.251	-0.039	-0.147	-0.025	0.017	0.338	-0.121	0.080	-0.096	0.237
	VP	[illegible]	4.250	3.390	2.501	2.252	1.976	1.877	1.566	1.510	1.381
		1.324	1.315	1.195	1.140	1.121	1.117	1.075	1.046	1.012	1.000

THE VP FOR EACH FACTOR IS THE SUM OF THE SQUARES OF THE ELEMENTS OF THE COLUMN OF THE FACTOR LOADING MATRIX CORRESPONDING TO THAT FACTOR. THE VP IS THE VARIANCE EXPLAINED BY THE FACTOR.

TABLE 18

MALE NONPERSISTER VARIANCE EXPLAINED BY FACTORS

FACTOR	VARIANCE EXPLAINED	CUMULATIVE PROPORTION OF TOTAL VARIANCE
1	5.045356	0.082485
2	4.250071	0.151728
3	3.609569	0.217207
4	2.501192	0.260284
5	2.251700	0.298198
6	1.975806	0.318589
7	1.877101	0.340361
8	1.567041	0.375664
9	1.560518	0.399611
10	1.381264	0.422494
11	1.320679	0.440164
12	1.317398	0.465764
13	1.190744	0.485450
14	1.145306	0.504129
15	1.122165	0.522509
16	1.116760	0.540608
17	1.071025	0.558025
18	1.045742	0.575569
19	1.012059	0.592160
20	1.000700	0.608585
21	0.967910	0.624437
22	0.944787	0.639866
23	0.905694	0.654907
24	0.860445	0.669769
25	0.853107	0.682754
26	0.844261	0.696578
27	0.831936	0.710210
28	0.821908	0.723718
29	0.791518	0.736753
30	0.781363	0.748910
31	0.724544	0.760860
32	0.725042	0.772719
33	0.704707	0.784537
34	0.703962	0.795970
35	0.676590	0.806932
36	0.669537	0.817892
37	0.665476	0.828401
38	0.641200	0.839000
39	0.629478	0.849320
40	0.605417	0.859235
41	0.595379	0.868995
42	0.573751	0.878401
43	0.567417	0.887703
44	0.545312	0.896602
45	0.525403	0.904250
46	0.505516	0.913511
47	0.491371	0.921566
48	0.470032	0.929278
49	0.465111	0.936063
50	0.445402	0.944205
51	0.432217	0.951291
52	0.419356	0.958160
53	0.413565	0.964943
54	0.384253	0.971242
55	0.356040	0.977192
56	0.343160	0.982911
57	0.331227	0.988500
58	0.312125	0.993465
59	0.267964	0.997530
60	0.115300	0.999912
61	0.005391	1.000000

THE VARIANCE EXPLAINED BY EACH FACTOR IS THE EIGENVALUE FOR THAT FACTOR.

TOTAL VARIANCE IS DEFINED AS THE SUM OF THE DIAGONAL ELEMENTS OF THE CORRELATION (COVARIANCE) MATRIX.

TABLE 19

MALE NONPERSISTER ROTATED FACTOR LOADINGS (PATTERN)

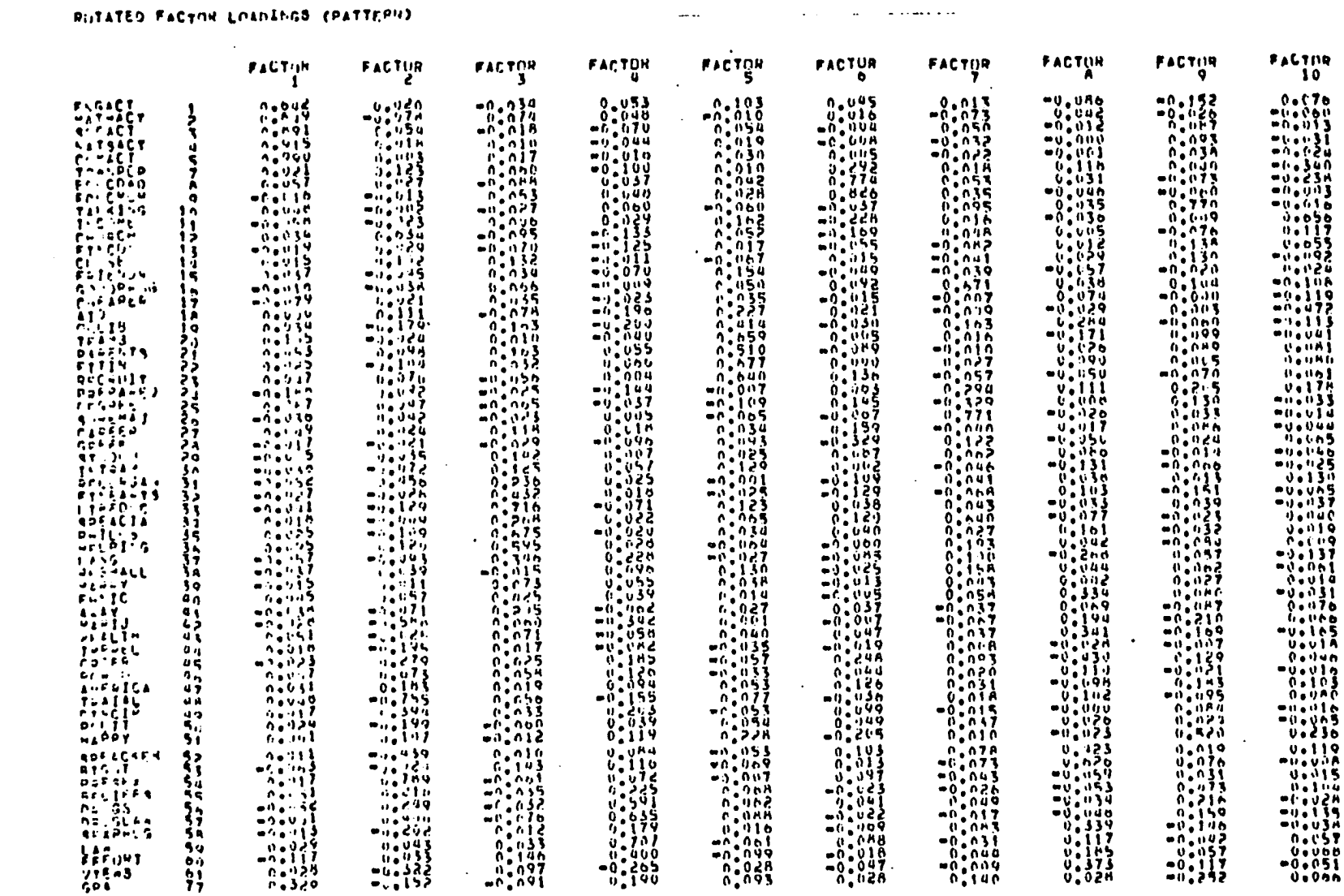

TABLE 19 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19	FACTOR 20
ENGACT	1	-0.057	-0.024	-0.021	0.039	-0.104	-0.098	0.234	0.002	0.026	0.118
MATHACT	2	-0.023	0.003	0.007	-0.029	-0.012	-0.029	0.007	0.016	-0.063	-0.017
SOCACT	3	-0.022	0.039	0.037	0.036	0.014	-0.007	0.004	0.002	0.001	0.011
NATSACT	4	0.014	0.002	0.016	-0.003	0.093	0.037	-0.007	-0.019	-0.007	-0.033
COMPACT	5	-0.014	0.009	0.016	0.005	-0.090	-0.008	0.020	-0.001	-0.010	0.005
TIMEFUD	7	-0.100	0.020	-0.297	0.070	0.086	-0.496	-0.169	-0.077	-0.071	0.031
FRSQUAD	8	0.083	0.014	0.005	-0.028	-0.005	-0.100	0.055	-0.040	-0.015	0.063
FRSCHOW	9	-0.060	0.083	0.001	-0.013	0.015	-0.000	0.049	0.034	0.040	0.052
TALKING	10	0.094	-0.109	-0.015	0.031	-0.011	0.007	-0.020	-0.030	-0.097	0.037
INCOME	11	0.008	-0.055	0.042	0.031	0.015	-0.009	-0.141	-0.113	0.049	0.232
PHISCM	12	0.037	0.015	-0.159	-0.042	0.042	0.000	-0.068	0.149	0.048	0.129
FINCOM	13	0.122	0.098	-0.128	-0.042	0.030	0.022	0.002	0.129	-0.113	-0.196
PLISS	14	-0.239	0.150	-0.111	0.404	-0.260	0.372	0.176	0.171	-0.054	0.096
FRIENDS	15	0.034	-0.017	0.078	0.786	0.026	0.061	0.048	0.062	-0.069	0.036
GOALPHIL	16	0.110	-0.142	-0.137	0.089	0.054	-0.102	-0.203	0.077	0.087	-0.023
PHELPER	17	-0.019	-0.181	-0.098	0.115	0.026	0.734	-0.050	-0.012	-0.018	0.056
AID	18	0.112	0.272	0.027	-0.124	0.038	0.235	-0.123	0.105	-0.256	0.215
COLIM	19	0.032	-0.138	0.143	0.261	0.077	-0.039	0.117	-0.110	0.004	0.101
TEAMS	20	-0.019	0.123	-0.040	-0.029	0.042	-0.139	0.080	0.065	0.106	-0.026
PARENTS	21	-0.382	0.117	-0.011	0.067	-0.217	0.174	-0.013	0.047	0.092	0.023
ETTIN	22	0.112	-0.078	-0.056	0.206	0.128	0.075	0.061	-0.049	0.138	-0.016
OFCQUIT	23	-0.023	0.126	0.069	-0.070	0.057	0.022	-0.225	0.140	-0.281	0.075
POLOANED	24	0.085	0.045	-0.054	-0.020	-0.090	0.109	-0.072	-0.210	0.031	-0.082
DEGREE	25	-0.081	0.015	0.104	0.135	0.094	-0.021	0.610	-0.009	-0.061	-0.055
BLDEMAJR	26	0.103	0.125	0.025	-0.021	-0.001	-0.018	0.053	0.021	-0.030	0.020
CAREER	27	-0.114	-0.048	0.074	0.032	0.049	0.050	-0.070	-0.054	0.074	0.700
DOERK	28	0.260	0.048	-0.045	0.271	0.042	-0.104	0.008	0.165	0.298	-0.154
STUDY	29	0.023	-0.079	0.046	0.029	-0.049	-0.055	-0.098	0.239	0.105	0.031
TITEAM	30	0.098	0.131	-0.026	-0.069	0.142	0.038	-0.014	0.070	0.053	0.140
OBLORGAN	31	0.320	-0.045	0.003	0.003	0.024	-0.008	0.116	0.047	-0.270	0.201
FINEARTS	32	0.040	0.208	-0.122	0.037	0.160	0.088	0.011	-0.127	-0.150	-0.013
ITHEDUC	33	0.081	-0.113	0.033	-0.031	-0.008	-0.040	0.016	-0.230	0.040	-0.060
SPECIA	34	-0.125	0.019	0.107	-0.087	0.084	0.087	-0.051	-0.020	-0.102	-0.038
PHILOS	35	-0.020	0.035	0.045	0.121	-0.013	0.102	-0.049	0.169	0.137	0.047
HELPING	36	0.062	0.065	-0.028	0.025	0.150	-0.025	-0.128	0.151	-0.051	0.178
LANG	37	0.208	-0.184	0.012	-0.043	0.040	0.038	-0.010	0.170	-0.339	0.090
OVERALL	38	-0.029	0.004	-0.080	-0.181	0.690	0.041	0.133	0.108	-0.018	0.190
VARIY	39	0.060	0.032	0.012	0.090	0.146	0.042	-0.038	0.745	0.049	-0.060
MUSIC	40	0.142	-0.218	0.101	-0.095	0.090	-0.078	-0.070	0.294	0.100	0.037
BABY	41	-0.010	-0.059	0.087	0.147	0.717	-0.057	-0.056	0.058	0.145	-0.086
WANTJ	42	0.144	0.050	0.097	0.111	-0.016	0.065	-0.001	0.090	-0.094	-0.066
HEALTH	43	0.081	0.114	0.570	0.022	-0.058	-0.017	0.045	-0.061	0.084	-0.069
TUPLFL	44	-0.055	0.038	0.752	0.060	0.055	-0.038	0.016	0.055	-0.072	0.107
ROPER	45	-0.023	0.271	0.653	0.265	-0.004	0.010	-0.111	0.030	0.135	0.060
DRUG	46	-0.014	0.052	-0.011	-0.064	-0.062	0.112	-0.003	-0.060	0.057	-0.234
AMERICA	47	0.003	0.455	-0.137	-0.160	-0.080	-0.079	0.097	0.114	0.209	0.060
TOAIAL	48	0.014	0.080	0.079	-0.042	0.038	0.019	0.022	0.043	0.064	-0.089
DISCIP	49	-0.090	0.340	0.150	0.201	0.148	0.022	-0.254	-0.132	0.032	-0.172
POLIT	50	-0.054	0.036	0.224	0.051	-0.019	-0.205	0.007	-0.007	-0.051	-0.082
HAPPY	51	-0.140	0.170	-0.070	-0.041	-0.067	0.006	0.066	0.177	-0.021	-0.060
SPECCAEN	52	0.120	-0.019	0.157	-0.181	-0.008	0.102	-0.018	0.070	0.029	0.091
RIGHT	53	0.033	0.042	0.003	0.009	0.102	0.058	-0.106	-0.021	-0.124	-0.010
PRESEA	54	0.035	-0.025	0.016	0.041	-0.018	-0.023	0.020	0.089	-0.109	-0.006
BELIEFS	55	-0.049	0.254	-0.110	0.005	0.013	-0.008	-0.056	-0.014	0.137	0.104
DRUGS	56	-0.002	0.040	0.020	-0.120	0.062	-0.042	0.058	-0.008	0.127	0.094
DRIGLAN	57	0.141	0.018	-0.024	-0.150	-0.092	-0.050	0.072	-0.060	0.113	-0.060
SEXPHUG	58	0.067	0.316	-0.246	0.114	0.078	0.103	0.015	-0.050	0.126	0.351
LAW	59	-0.023	0.038	-0.103	0.069	0.036	0.079	-0.139	0.084	-0.118	-0.041
FREIWT	60	0.055	0.040	-0.043	0.191	-0.099	-0.101	-0.845	0.069	-0.090	0.099
VIEWS	61	0.020	-0.092	0.039	0.039	-0.061	-0.105	0.068	0.238	-0.023	0.110
GPA	77	-0.030	0.043	-0.083	0.137	-0.132	-0.148	0.072	-0.039	0.006	-0.022
	VP	2.902	3.770	2.258	2.165	2.080	1.899	1.888	1.696	1.668	1.614
		1.575	1.445	1.445	1.434	1.427	1.402	1.396	1.353	1.324	1.287

THE VP FOR EACH FACTOR IS THE SUM OF THE SQUARES OF THE ELEMENTS OF THE COLUMN OF THE FACTOR PATTERN MATRIX CORRESPONDING TO THAT FACTOR. WHEN THE ROTATION IS ORTHOGONAL, THE VP IS THE VARIANCE EXPLAINED BY THE FACTOR.

TABLE 20

MALE NONPERSISTER SORTED ROTATED FACTOR LOADINGS (PATTERN)

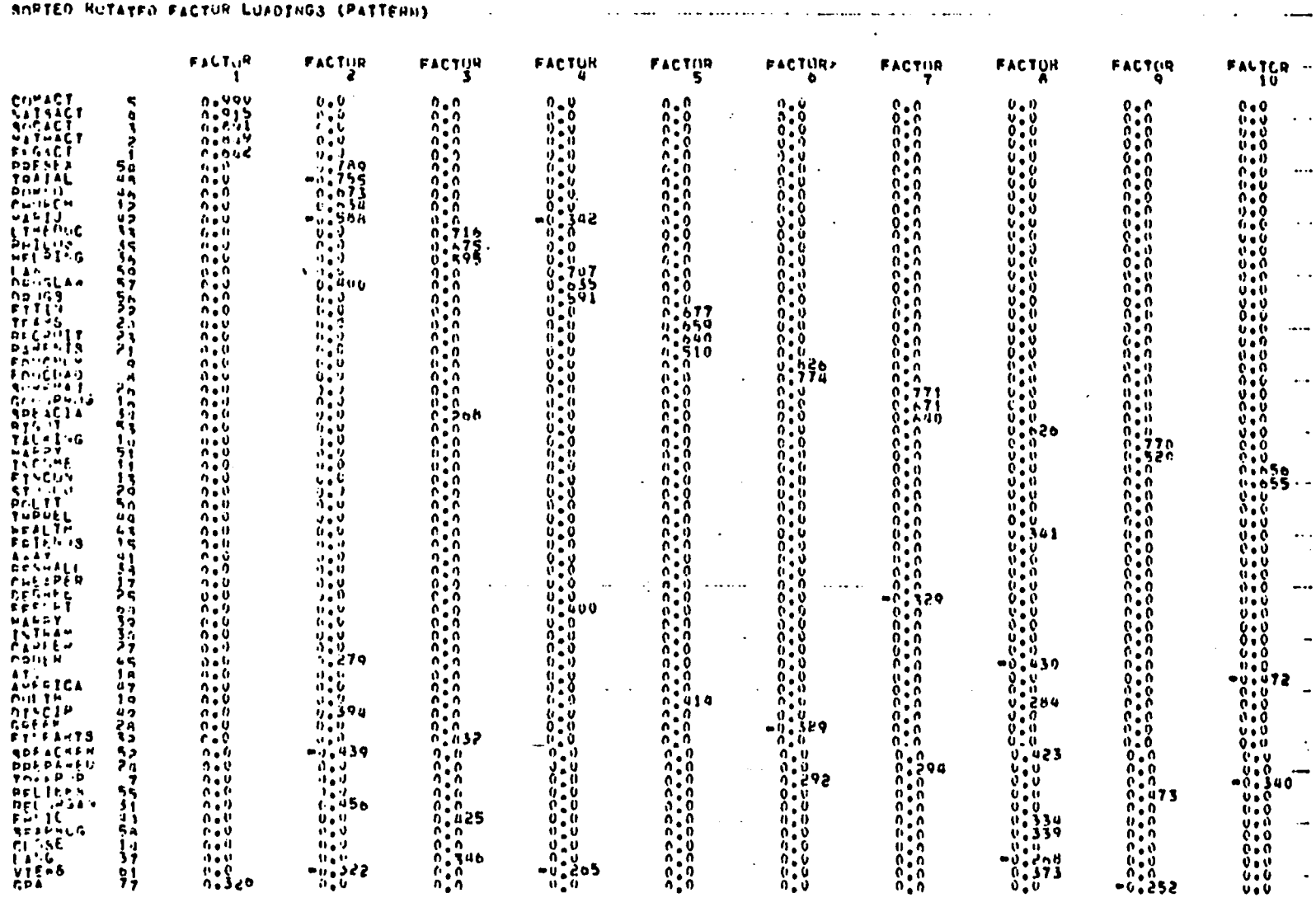

TABLE 20 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19	FACTOR 20
COMACT	5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
NATSACT	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SOCACT	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
MATHACT	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ENGACT	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PRESER	58	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	48	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PORUC	46	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
CHURCH	12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FAMILY	42	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ETHNIC	36	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PHIL	35	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RELIGS	46	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
LAW	49	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PROBLAW	57	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
POLS	52	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FITIN	23	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
YEARS	20	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RECRUIT	24	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.281	0.0
PARENTS	21	-0.342	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EDUCMOM	9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
EDUCDAD	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SUREMAJ	26	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GOOFENG	16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SPEACIA	30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
ATSOUT	53	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TALKING	10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HAPPY	51	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
INCOME	11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FINCON	13	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
STUDY	20	0.[illegible]3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
POLIT	50	0.0	0.636	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
IMPEEL	44	0.0	0.0	0.752	0.0	0.0	0.0	0.0	0.0	0.0	0.0
REALIN	43	0.0	0.0	0.570	0.0	0.0	0.0	0.0	0.0	0.0	0.0
FOREIGN	15	0.0	0.0	0.0	0.786	0.0	0.0	0.0	0.0	0.0	0.0
AWAY	41	0.0	0.0	0.0	0.0	0.717	0.0	0.0	0.0	0.0	0.0
DISHALL	38	0.0	0.0	0.0	0.0	0.690	0.0	0.0	0.0	0.0	0.0
CHEAPER	17	0.0	0.0	0.0	0.0	0.0	0.734	0.0	0.0	0.0	0.0
DEGREE	25	0.0	0.0	0.0	0.0	0.0	0.0	0.618	0.0	0.0	0.0
PERCENT	60	0.0	0.0	0.0	0.0	0.0	0.0	-0.545	0.0	0.0	0.0
MARRY	19	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.795	0.0	0.0
TUITION	34	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.653	0.0
CAREER	27	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.760
ORDER	15	0.0	0.271	0.0	0.265	0.0	0.0	0.0	0.0	0.0	0.0
ATT	18	0.0	0.272	0.0	0.0	0.0	0.0	0.0	0.0	-0.256	0.0
AMERICA	47	0.0	0.455	0.0	0.0	0.0	0.0	0.0	0.0	0.269	0.0
CULTR	12	0.0	0.0	0.0	0.261	0.0	0.0	0.0	0.0	0.0	0.0
DISCIP	40	0.0	0.340	0.0	0.0	0.0	0.0	-0.250	0.0	0.0	0.0
GOFER	28	0.280	0.0	0.0	0.271	0.0	0.0	0.0	0.0	0.298	0.0
FIREARMS	32	0.400	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
SOPECRNT	52	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
PREPARED	20	0.485	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOMJOB	7	0.0	0.0	-0.297	0.0	0.0	-0.498	0.0	0.0	0.0	0.0
RELIEFS	45	0.0	0.258	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
RELORGAN	31	0.320	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.270	0.0
ETHIC	40	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.294	0.0	0.0
SPEAKING	58	0.0	0.316	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.351
CLOSE	14	0.0	0.0	0.0	0.404	-0.260	0.372	0.0	0.0	0.0	0.0
LANG	37	0.2[illegible]8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.335	0.0
VIEWS	61	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
GPA	77	0.0	0.0	0.0	0.0	0.0	0.0	0.472	0.0	0.0	0.0
	VP	3.992 1.575	3.774 1.445	2.258 1.445	2.165 1.434	2.080 1.427	1.899 1.402	1.888 1.396	1.696 1.353	1.668 1.324	1.619 1.287

THE ABOVE FACTOR LOADING MATRIX HAS BEEN REARRANGED SO THAT THE COLUMNS APPEAR IN DECREASING ORDER OF VARIANCE EXPLAINED BY FACTORS. THE ROWS HAVE BEEN REARRANGED SO THAT FOR EACH SUCCESSIVE FACTOR, LOADINGS GREATER THAN 0.5000 APPEAR FIRST. LOADINGS LESS THAN 0.2500 HAVE BEEN REPLACED BY ZERO.

TABLE 21

FEMALE PERSISTER INTERCORRELATION MATRIX OF ITEMS

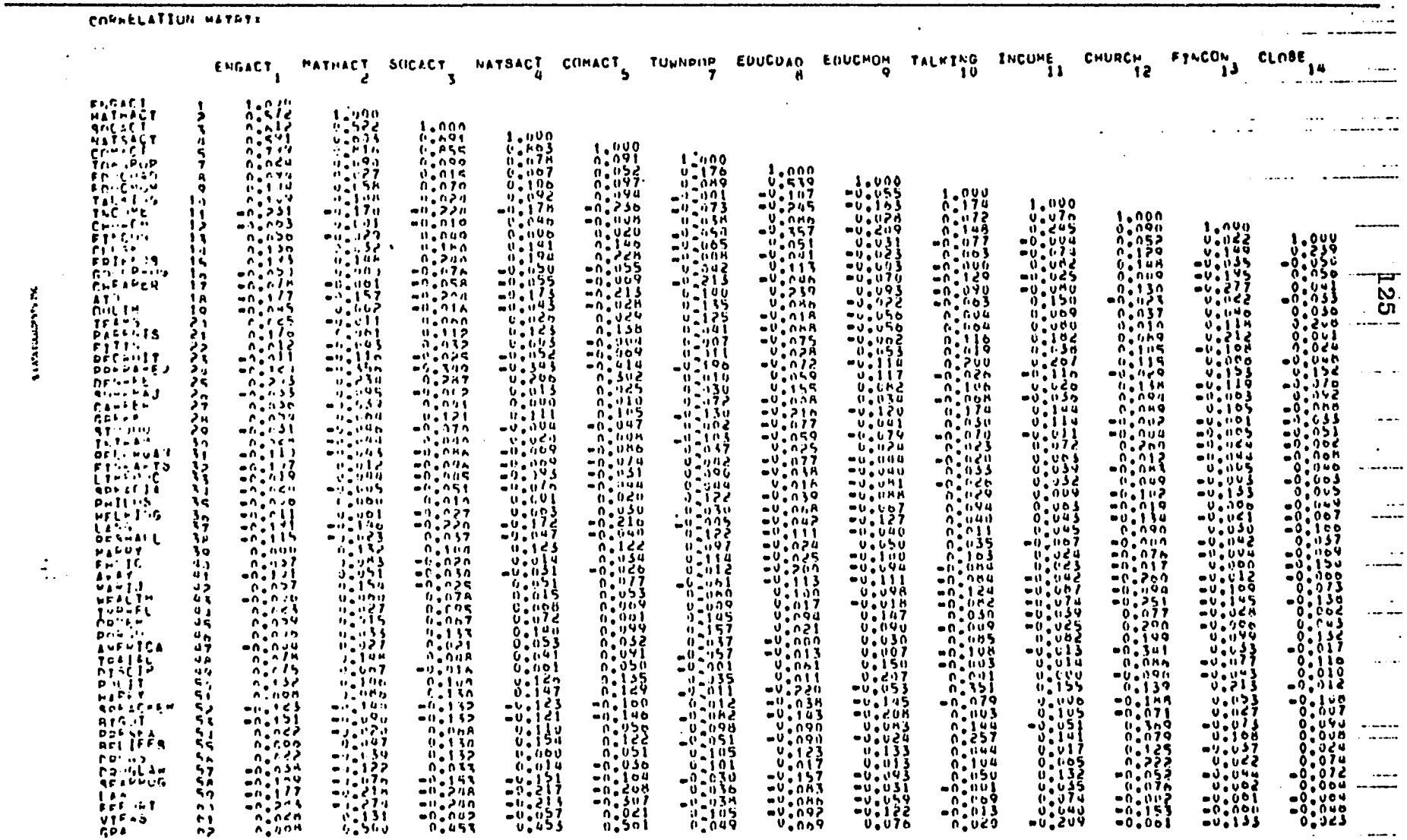

TABLE 21 - Continued

		FRIENDS 15	GROUPING 16	CHEAPER 17	AID 18	HEALTH 19	TEAMS 20	PARENTS 21	FITIN 22	RECRUIT 23	PREPARED 24	DEGREE 25	BUREMAJ 26	CAREER 27
FRIENDS	15	1.000												
GROUPING	16	-0.072	1.000											
CHEAPER	17	0.094	0.006	1.000										
AID	18	-0.032	0.131	0.080	1.000									
HEALTH	19	0.045	0.113	0.065	0.144	1.000								
TEAMS	20	0.296	0.083	-0.050	0.019	0.257	1.000							
PARENTS	21	0.215	-0.099	0.048	-0.073	0.002	0.252	1.000						
FITIN	22	0.253	0.049	-0.053	-0.000	0.426	0.246	0.237	1.000					
RECRUIT	23	0.038	0.125	0.036	0.206	0.098	0.244	0.211	0.226	1.000				
PREPARED	24	-0.074	0.220	0.007	0.002	-0.010	0.017	-0.054	0.104	0.078	1.000			
DEGREE	25	0.144	-0.228	-0.025	-0.219	-0.004	0.053	0.083	0.017	-0.162	-0.207	1.000		
BUREMAJ	26	-0.172	0.518	-0.063	0.052	-0.014	0.017	-0.127	-0.064	0.091	0.217	-0.166	1.000	
CAREER	27	0.029	-0.013	0.012	0.133	0.135	0.121	0.051	0.165	0.131	-0.128	-0.010	-0.006	1.000
GREEK	28	0.139	-0.055	-0.020	-0.199	0.104	0.170	0.078	0.250	0.121	-0.026	0.011	-0.024	0.034
STUDY	29	0.048	0.035	0.072	0.097	0.094	0.103	-0.023	0.144	0.139	0.076	-0.212	0.003	0.121
TOTHAM	30	0.014	0.140	0.010	0.028	-0.003	0.249	-0.032	0.019	0.061	0.090	-0.068	0.055	0.129
CELLMATS	31	0.010	0.194	0.096	0.096	0.010	0.047	0.069	0.113	0.140	0.112	-0.082	0.115	0.056
FIREARMS	32	-0.017	0.170	0.095	0.041	0.156	0.067	-0.004	0.105	0.059	0.047	-0.159	0.002	0.017
LIMITER	33	0.036	0.164	-0.018	0.042	0.300	0.080	-0.076	0.149	0.096	0.007	-0.151	-0.030	0.125
SPECIA	34	-0.035	0.031	0.040	0.140	0.135	0.135	-0.012	0.082	0.017	0.097	-0.205	0.353	0.044
OUTLOOK	35	-0.037	0.055	0.079	0.080	0.204	0.108	-0.000	0.149	-0.036	0.063	-0.163	0.007	0.154
HELPING	36	0.038	0.057	0.036	-0.133	0.090	0.078	-0.059	0.120	-0.009	0.021	-0.003	0.016	0.000
LAW	37	-0.128	0.071	0.082	0.070	0.021	-0.101	0.015	-0.049	0.033	0.210	-0.208	0.025	-0.020
OVERALL	38	0.040	0.135	-0.070	0.077	0.071	0.186	-0.064	0.149	0.100	0.016	0.006	0.036	0.032
WORRY	39	0.018	-0.022	-0.121	-0.047	0.097	0.176	-0.027	0.117	0.013	-0.038	0.040	0.016	0.011
BASIC	40	-0.092	0.065	0.021	0.040	0.095	-0.005	-0.036	0.068	0.028	-0.034	-0.064	0.077	0.141
BABY	41	0.004	-0.011	0.100	-0.022	0.197	0.117	-0.132	0.145	-0.004	-0.055	-0.041	0.007	0.046
MAFIJ	42	0.032	-0.020	0.071	-0.044	0.264	-0.148	-0.028	0.072	-0.095	-0.131	0.035	-0.055	-0.073
WEALTH	43	0.060	-0.019	-0.018	0.051	0.128	-0.024	-0.043	-0.032	0.102	-0.144	0.116	-0.036	-0.011
TIPHEL	44	-0.062	-0.025	0.050	-0.037	0.073	-0.052	-0.051	-0.074	-0.129	0.013	0.044	-0.057	0.014
FRIEN	45	0.041	0.154	-0.017	-0.092	0.027	0.173	0.090	0.143	0.151	0.003	0.154	0.126	0.137
ORIGIN	46	0.041	0.054	-0.050	-0.013	-0.106	0.133	0.050	0.018	0.049	0.032	-0.028	0.077	0.050
ACCEPTED	47	0.235	-0.018	-0.048	-0.058	0.043	0.168	0.111	0.170	0.065	0.106	0.119	0.058	0.070
TOTAL	48	0.041	-0.049	0.071	-0.077	0.100	-0.094	0.036	0.000	-0.165	-0.114	-0.025	-0.022	-0.110
DESCIP	49	-0.017	0.054	-0.015	0.027	-0.034	-0.004	-0.029	-0.043	0.067	0.003	-0.075	0.006	0.110
GUILT	50	0.028	0.031	-0.000	-0.079	0.019	0.115	0.026	-0.013	0.046	-0.064	0.045	0.147	-0.050
HAPPY	51	0.094	-0.120	-0.088	-0.278	-0.143	0.071	0.212	0.116	0.120	-0.002	0.069	0.023	-0.028
SPEACHER	52	-0.047	-0.003	-0.010	0.057	0.207	0.097	-0.080	0.081	0.006	-0.028	-0.098	0.005	-0.070
[illegible]	53	-0.119	0.012	0.041	-0.010	-0.080	-0.062	-0.028	-0.054	-0.119	0.124	-0.099	-0.013	-0.070
DORSEA	54	-0.035	0.067	-0.055	0.092	-0.204	0.064	-0.015	-0.064	0.094	0.027	-0.008	0.102	0.137
[illegible]	55	0.000	-0.058	-0.112	-0.179	-0.031	0.126	0.046	0.051	0.009	0.055	0.036	0.031	-0.051
DRUGS	56	0.071	0.116	-0.046	0.023	0.002	0.210	0.016	-0.039	0.119	0.027	-0.080	0.136	0.090
[illegible]	57	-0.035	0.040	-0.139	-0.001	-0.004	0.256	0.118	0.057	0.130	0.145	-0.025	0.120	0.059
READING	58	-0.018	-0.038	0.050	0.049	0.118	0.048	-0.037	0.041	0.053	0.090	-0.076	-0.048	-0.017
LAW	59	-0.014	-0.121	-0.011	-0.027	-0.127	0.014	0.015	0.036	0.045	0.104	-0.065	0.055	0.045
REFUGT	60	-0.151	0.176	0.050	0.055	0.017	0.032	-0.066	0.008	0.059	0.200	-0.278	0.114	0.003
VIEWS	61	0.033	0.020	-0.022	0.044	0.227	-0.058	-0.089	0.023	-0.079	-0.104	-0.074	0.041	0.001
GPA	62	0.047	0.050	0.013	-0.080	-0.055	-0.033	0.022	-0.080	-0.034	-0.227	0.129	0.076	-0.053

TABLE 21 - Continued

		AWAY 41	MARIJ 42	HEALTH 43	IMPREL 44	ORDER 45	PURNO 46	AMERICA 47	TRAIAL 48	DISCIP 49	POLIT 50	HAPPY 51	SPEACKER 52	BIGOT 53
AWAY	41	1.000												
MARIJ	42	0.109	1.000											
HEALTH	43	-0.030	0.223	1.000										
IMPREL	44	0.005	0.211	0.183	1.000									
ORDER	45	-0.079	-0.231	0.017	-0.012	1.000								
PURNO	46	-0.043	-0.399	0.076	-0.049	0.316	1.000							
AMERICA	47	0.153	-0.115	-0.023	-0.118	0.209	0.234	1.000						
TRAIAL	48	0.055	0.491	0.047	0.242	-0.195	-0.188	-0.153	1.000					
DISCIP	49	-0.005	-0.186	-0.041	0.038	0.351	0.255	0.076	-0.101	1.000				
POLIT	50	-0.022	-0.005	0.150	0.070	0.212	0.102	0.060	0.091	0.145	1.000			
HAPPY	51	-0.039	-0.143	-0.121	-0.128	0.131	0.114	0.245	-0.147	-0.028	0.009	1.000		
SPEACHER	52	0.040	0.209	0.125	0.130	-0.099	-0.264	-0.130	0.269	-0.004	0.032	-0.083	1.000	
BIGOT	53	0.027	0.118	-0.072	-0.047	-0.214	-0.147	-0.191	0.116	-0.057	-0.027	-0.079	0.104	1.000
PRESEX	54	-0.177	-0.514	-0.081	-0.180	0.183	0.469	0.109	-0.540	0.156	0.017	0.126	-0.208	-0.060
BELIEFS	55	-0.037	-0.199	-0.050	-0.062	0.140	0.103	0.164	-0.181	0.070	-0.059	0.383	-0.015	-0.157
DRUGS	56	-0.121	-0.326	0.058	0.111	0.102	0.236	0.083	-0.174	0.202	0.118	0.094	-0.015	-0.045
DRUGLAW	57	-0.217	-0.573	-0.088	-0.138	0.304	0.130	0.153	-0.401	0.302	0.074	0.142	-0.135	-0.013
SEXPROG	58	0.221	-0.079	0.000	-0.010	-0.090	-0.123	0.002	0.093	-0.050	-0.110	0.072	0.220	0.138
LAW	59	-0.006	-0.208	-0.073	-0.123	0.135	0.107	0.054	-0.149	0.112	-0.023	0.151	0.052	0.136
EFFORT	60	0.064	-0.108	0.030	0.033	0.094	-0.018	0.106	-0.084	0.057	0.002	-0.043	0.043	0.102
VIEWS	61	0.130	0.005	0.141	0.000	-0.242	-0.202	-0.108	0.314	-0.179	-0.012	-0.108	0.212	0.129
GPA	62	-0.024	-0.002	-0.061	0.010	0.039	0.150	-0.090	0.061	0.059	0.102	-0.004	-0.131	-0.071

		PRESEX 54	BELIEFS 55	DRUGS 56	DRUGLAW 57	SEXPROG 58	LAW 59	EFFORT 60	VIEWS 61	GPA 62
PRESEX	54	1.000								
BELIEFS	55	0.123	1.000							
DRUGS	56	0.271	0.211	1.000						
DRUGLAW	57	0.443	0.241	0.041	1.000					
SEXPROG	58	-0.100	0.001	0.017	0.031	1.000				
LAW	59	0.121	0.093	0.101	0.236	0.101	1.000			
EFFORT	60	0.052	-0.020	0.070	0.138	0.021	0.261	1.000		
VIEWS	61	-0.150	-0.168	-0.162	-0.270	0.174	-0.104	-0.044	1.000	
GPA	62	0.043	-0.057	0.048	0.004	-0.078	-0.174	-0.206	0.089	1.000

TABLE 22

FEMALE PERSISTER UNROTATED FACTOR LOADINGS (PATTERN)

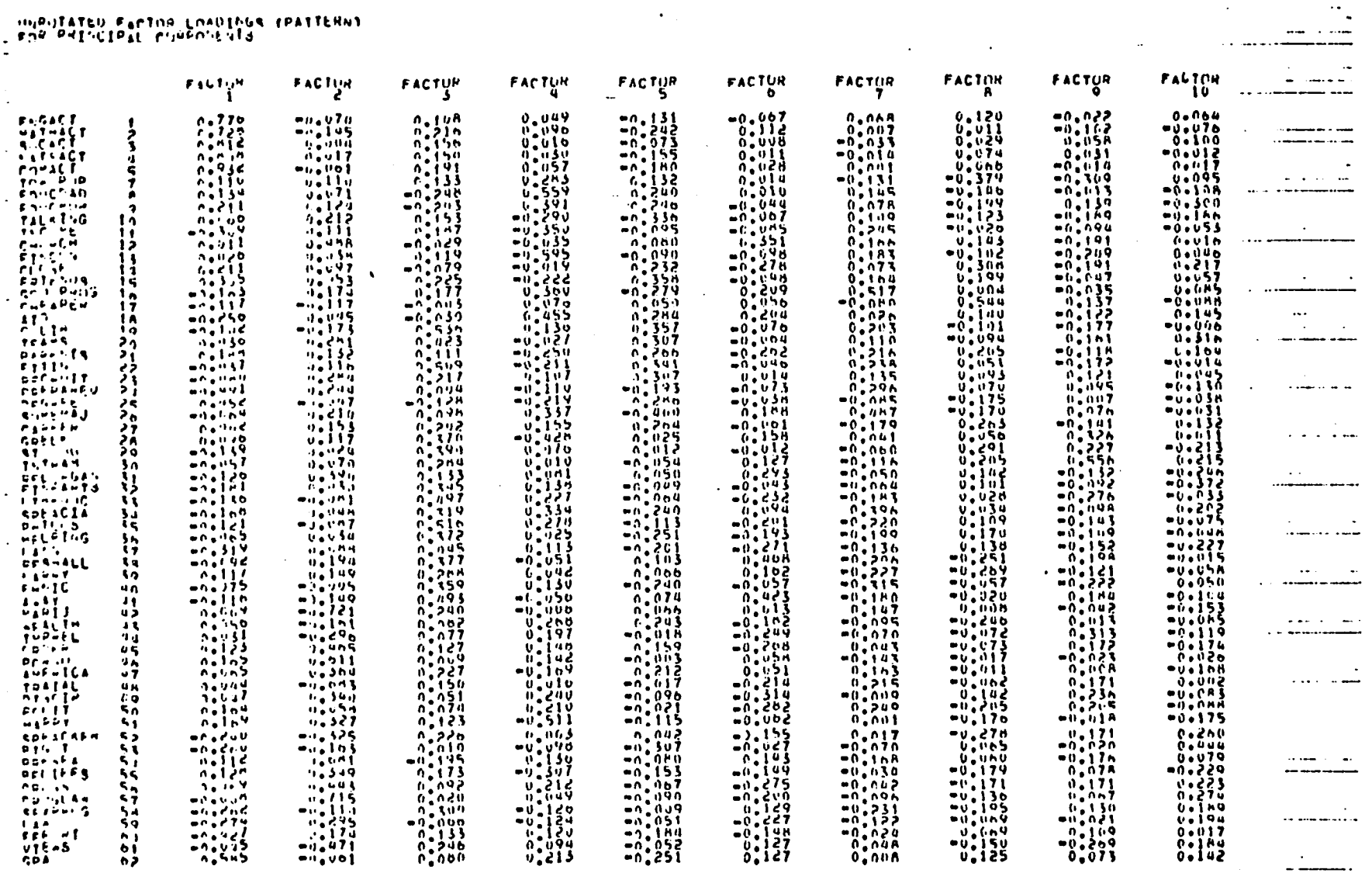

TABLE 22 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19	
ENGACT	1	0.007	0.024	-0.035	0.010	-0.115	-0.063	-0.000	-0.020	-0.012	
MATHACT	2	-0.030	0.048	0.058	0.093	-0.030	0.026	-0.012	0.102	0.016	
SOCACT	3	-0.040	0.049	-0.021	-0.091	0.117	-0.020	0.067	-0.075	-0.002	
NATSACT	4	0.032	-0.001	0.033	-0.004	0.051	-0.017	0.062	-0.007	0.044	
COMACT	5	0.010	0.030	0.017	-0.004	0.025	-0.013	0.036	0.004	0.010	
THE.POP	7	0.030	-0.075	-0.095	-0.225	-0.222	-0.008	0.045	0.065	0.173	
ENGCLAD	8	0.262	-0.149	-0.120	0.245	0.069	-0.196	0.081	0.088	0.151	
ENGCHEW	9	0.102	-0.232	0.004	0.245	-0.116	-0.031	-0.052	0.065	0.210	
TALKING	10	0.387	-0.025	0.145	0.077	-0.048	-0.046	-0.160	-0.073	-0.040	
INCOME	11	0.004	-0.012	0.001	-0.051	0.135	0.271	-0.212	0.213	0.065	
CHURCH	12	0.027	-0.170	0.040	0.084	0.140	0.207	0.132	0.087	0.043	
FINCOM	13	-0.140	-0.290	-0.220	-0.154	-0.018	0.065	0.076	0.005	0.077	
CLOSE	14	-0.150	0.041	0.031	0.032	0.186	0.047	-0.022	-0.206	-0.030	
FRIENDS	15	-0.059	-0.060	0.039	0.075	0.090	0.121	0.077	-0.200	0.045	
GOODPEND	16	-0.130	-0.011	-0.019	-0.050	0.123	-0.115	0.014	-0.040	-0.126	
CHEAPER	17	-0.119	0.133	0.224	0.080	0.156	-0.135	0.191	0.286	-0.139	
ATM	18	0.201	0.081	0.009	0.051	-0.070	0.093	0.035	-0.035	-0.068	
COLIM	19	0.050	-0.004	-0.177	-0.039	0.048	0.044	-0.036	0.185	-0.082	
TEAMS	20	0.300	0.111	-0.140	-0.131	0.052	-0.170	0.063	-0.084	0.155	
PARENTS	21	0.175	0.333	0.152	-0.199	-0.041	-0.254	0.030	0.177	0.169	
FITIN	22	0.072	-0.083	-0.009	-0.071	-0.068	-0.140	-0.116	0.127	-0.006	
RECRUIT	23	0.341	0.319	0.200	-0.074	-0.103	-0.088	-0.124	-0.017	-0.093	
PREPARED	24	0.120	0.027	-0.130	0.075	0.287	-0.123	-0.271	-0.018	-0.088	
DEGREE	25	-0.224	-0.142	0.095	0.091	0.207	-0.203	-0.081	0.176	-0.018	
SUMMAI	26	-0.110	0.005	0.123	0.129	0.014	-0.099	0.040	-0.009	-0.075	
CAREER	27	0.032	-0.300	0.106	-0.105	-0.197	0.055	0.070	-0.070	-0.348	
GOFER	28	0.134	-0.086	0.047	0.009	-0.156	0.109	-0.101	0.000	-0.051	
STUDIO	29	0.260	-0.164	0.047	-0.035	-0.166	0.196	-0.097	-0.243	0.215	
INTRAM	30	0.119	-0.090	-0.241	0.103	0.057	-0.056	-0.011	-0.124	0.199	
RELIGAN	31	-0.075	0.136	0.128	-0.064	0.151	0.028	0.260	0.244	0.302	
FINEARTS	32	-0.150	0.354	-0.155	0.051	-0.085	0.118	0.320	0.103	0.101	
ETHNIC	33	0.023	0.114	-0.226	0.159	-0.007	0.137	-0.108	-0.062	-0.021	
SOFACTB	34	-0.209	-0.044	0.062	-0.042	-0.099	-0.008	0.172	-0.045	-0.122	
PHILOS	35	-0.053	-0.104	-0.128	0.037	0.127	-0.107	-0.050	-0.053	-0.040	
HELPING	36	0.040	-0.345	-0.004	-0.031	0.149	-0.154	0.018	0.127	0.237	
LANG	37	-0.024	0.347	-0.135	-0.030	-0.096	-0.111	-0.165	-0.092	-0.021	
RESHALL	38	-0.084	0.138	-0.023	-0.060	-0.011	-0.033	-0.082	-0.010	-0.011	
MARRY	39	-0.173	0.218	-0.179	0.250	0.013	-0.168	-0.057	-0.208	-0.095	
EMOTIC	40	0.170	-0.178	0.290	0.049	0.067	-0.190	-0.032	0.083	0.042	
ARMY	41	-0.234	-0.140	0.002	-0.016	-0.066	-0.034	0.002	-0.020	-0.014	
MAJOR	42	-0.043	0.004	0.152	0.020	0.015	0.064	-0.045	-0.071	-0.066	
WEALTH	43	-0.074	0.140	0.345	0.005	0.349	0.158	-0.083	-0.201	0.053	
TURMOIL	44	0.019	-0.152	0.106	-0.423	0.296	0.018	0.078	0.077	-0.167	
ORDER	45	-0.215	-0.063	0.025	-0.009	-0.201	-0.123	-0.111	0.141	-0.219	
RFL	46	-0.221	0.022	0.130	-0.125	0.081	0.175	-0.236	0.198	0.031	
AMERICA	47	-0.200	-0.171	0.157	0.188	0.111	-0.054	0.002	-0.164	-0.002	
TOTAL	48	-0.030	-0.327	0.005	0.100	-0.026	0.027	0.080	0.074	0.052	
DISCIP	49	-0.130	-0.106	-0.080	0.103	-0.186	0.351	-0.057	0.266	-0.095	
QUIET	50	-0.312	0.156	0.232	-0.004	-0.141	0.100	-0.180	-0.046	0.236	
HAPPY	51	0.172	0.087	0.263	0.084	-0.112	-0.022	0.168	-0.000	-0.068	
SOFACFEM	52	0.011	0.273	-0.058	0.074	-0.052	0.117	0.320	0.099	0.031	
RIGHT	53	-0.120	0.040	0.117	0.174	0.042	-0.043	-0.118	0.077	0.341	
DOFREE	54	0.038	0.056	0.054	-0.102	0.053	0.127	-0.016	-0.110	0.021	
RELIEFS	55	0.140	0.076	-0.136	0.107	0.109	0.101	0.360	-0.120	-0.139	
NEWS	56	0.180	-0.080	0.060	-0.105	0.262	0.174	0.165	-0.014	-0.020	
REGULAR	57	-0.090	0.101	-0.144	-0.000	0.061	0.019	-0.047	0.103	-0.034	
SERVING	58	0.140	0.098	0.139	0.350	0.111	0.045	-0.083	0.307	-0.164	
LAW	59	-0.107	-0.092	0.253	0.200	-0.288	-0.101	0.193	0.020	-0.054	
EFFORT	60	-0.130	-0.126	0.273	-0.044	-0.062	-0.220	0.093	-0.258	0.101	
VIEWS	61	0.040	0.036	0.237	0.009	-0.049	0.263	-0.058	-0.002	-0.065	
GPA	62	0.009	0.127	-0.001	0.033	-0.113	0.011	-0.211	0.149	-0.047	
	VP	5.403	4.873	3.826	3.157	2.207	1.936	1.885	1.727	1.714	1.556
		1.421	1.352	1.273	1.227	1.172	1.103	1.065	1.034	1.008	

THE VP FOR EACH FACTOR IS THE SUM OF THE SQUARES OF THE ELEMENTS OF THE COLUMN OF THE FACTOR LOADING MATRIX CORRESPONDING TO THAT FACTOR. THE VP IS THE VARIANCE EXPLAINED BY THE FACTOR.

TABLE 23

FEMALE PERSISTER VARIANCE EXPLAINED BY FACTORS

FACTOR	VARIANCE EXPLAINED	CUMULATIVE PROPORTION OF TOTAL VARIANCE
1	5.062044	0.080552
2	0.873218	0.169440
3	3.664332	0.229688
4	3.157943	0.280649
5	2.206046	0.317810
6	1.955984	0.349540
7	1.865203	0.380451
8	1.726583	0.408750
9	1.710404	0.436854
10	1.555980	0.462362
11	1.421537	0.485063
12	1.352307	0.507504
13	1.277320	0.528378
14	1.227419	0.548409
15	1.171085	0.567711
16	1.102627	0.585790
17	1.005100	0.603290
18	1.030377	0.620289
19	1.007092	0.636812
20	0.979137	0.652864
21	0.956215	0.668705
22	0.925954	0.683709
23	0.894084	0.698450
24	0.867019	0.712670
25	0.841741	0.726469
26	0.825370	0.739909
27	0.812011	0.753321
28	0.762077	0.765827
29	0.729273	0.777782
30	0.693700	0.789155
31	0.672041	0.800180
32	0.656600	0.810941
33	0.642430	0.821481
34	0.610645	0.831485
35	0.605320	0.841406
36	0.574727	0.850805
37	0.556284	0.860020
38	0.543701	0.868935
39	0.523325	0.877512
40	0.503092	0.885772
41	0.491082	0.893835
42	0.476480	0.901652
43	0.463506	0.909248
44	0.455309	0.916712
45	0.440477	0.923935
46	0.427103	0.930930
47	0.421153	0.937837
48	0.397473	0.944361
49	0.370306	0.950400
50	0.360148	0.956501
51	0.353490	0.962288
52	0.330328	0.967706
53	0.297551	0.972584
54	0.279757	0.977170
55	0.277930	0.981726
56	0.259304	0.985969
57	0.240944	0.990143
58	0.227087	0.993675
59	0.197343	0.997111
60	0.174298	0.999969
61	0.001904	1.000000

THE VARIANCE EXPLAINED BY EACH FACTOR IS THE EIGENVALUE FOR THAT FACTOR.

TOTAL VARIANCE IS DEFINED AS THE SUM OF THE DIAGONAL ELEMENTS OF THE CORRELATION (COVARIANCE) MATRIX.

TABLE 24

FEMALE PERSISTER ROTATED FACTOR LOADINGS (PATTERN)

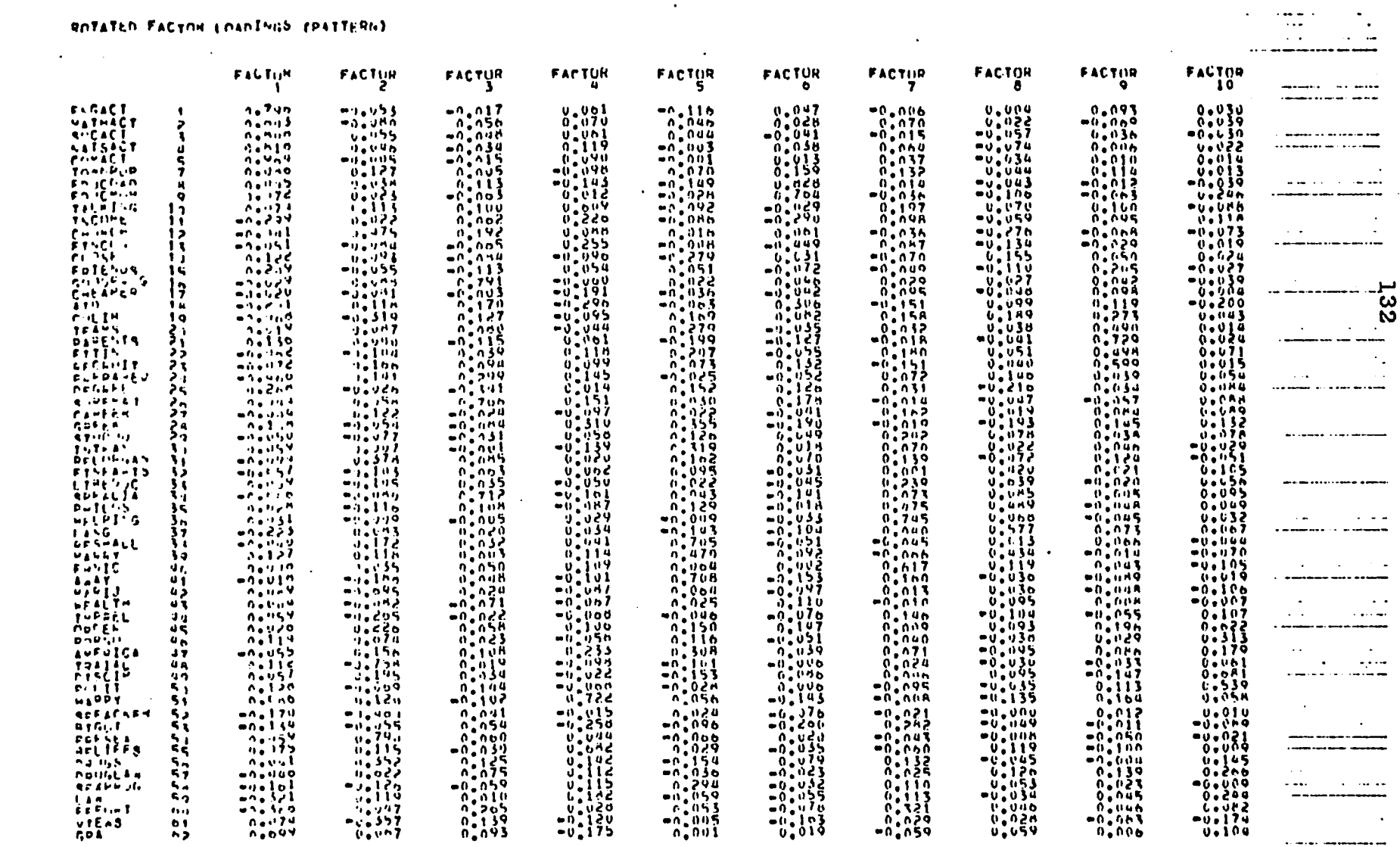

TABLE 24 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19
ENGACT	1	0.040	-0.003	0.021	-0.070	-0.038	-0.079	0.038	-0.020	-0.098
MATHACT	2	0.124	-0.152	-0.053	0.015	-0.052	0.076	-0.047	0.030	0.092
SOCACT	3	0.105	0.152	-0.066	0.114	-0.011	-0.116	0.003	0.012	-0.063
NATSACT	4	0.065	0.044	-0.003	0.048	0.005	-0.088	-0.013	-0.006	0.016
COMSCI	5	0.076	0.040	-0.038	0.046	-0.025	-0.059	0.006	0.013	-0.004
TRANSPLD	7	-0.150	0.020	-0.117	0.051	-0.609	0.014	0.161	-0.029	0.117
EDUC-AD	8	0.060	0.080	-0.091	0.009	-0.071	-0.054	0.020	0.041	0.006
EDUC-JH	9	0.069	-0.051	0.065	0.039	-0.123	-0.058	-0.053	-0.007	0.010
TALKING	10	-0.050	-0.191	0.114	-0.064	-0.066	0.008	-0.126	0.096	-0.173
INCOME	11	0.051	-0.040	0.108	-0.045	-0.038	0.108	-0.190	0.439	0.044
CHURCH	12	0.239	-0.142	0.055	-0.130	-0.001	0.049	0.123	0.210	0.258
ETHCON	13	0.221	0.004	-0.103	-0.301	-0.254	-0.202	-0.107	0.223	0.004
CLOSE	14	0.060	0.020	-0.080	0.046	0.162	0.049	0.035	-0.087	-0.104
FRIENDS	15	0.553	0.008	0.108	0.042	-0.021	-0.107	0.107	0.104	0.053
GOODGRADES	16	-0.040	0.026	0.015	0.000	0.044	-0.047	-0.017	0.120	-0.020
CHEAPER	17	-0.039	-0.095	-0.041	0.031	0.052	0.008	0.152	-0.105	0.301
ATO	18	-0.120	-0.003	0.195	0.030	-0.027	0.217	0.318	0.019	0.065
CHILD	19	0.127	0.115	-0.077	0.059	-0.166	0.095	0.231	0.461	0.087
TEAMS	20	0.170	0.048	0.037	0.009	-0.156	-0.063	-0.007	0.041	-0.020
PARENTS	21	0.149	0.009	-0.103	-0.065	0.034	-0.044	-0.050	-0.038	0.114
ETTIN	22	0.222	-0.021	0.010	-0.159	-0.116	-0.030	0.158	0.347	0.016
RECRUIT	23	-0.055	0.001	0.205	0.173	0.082	0.138	0.157	0.000	-0.018
COMPARED	24	0.015	-0.001	0.049	-0.030	0.305	-0.082	-0.295	0.254	-0.182
DEGREE	25	0.214	-0.030	-0.071	0.059	0.037	-0.090	-0.081	0.092	-0.130
SUMMERAJ	26	-0.048	-0.009	0.001	0.012	0.018	0.048	-0.140	-0.067	0.029
CAREER	27	0.110	-0.090	0.106	-0.036	-0.021	0.003	0.703	-0.048	-0.061
GOFFR	28	0.069	0.072	0.321	-0.194	0.090	0.134	0.012	0.114	-0.106
STUDY	29	0.047	0.003	0.731	0.021	0.020	-0.073	0.049	0.050	0.065
INTHAM	30	0.112	0.040	0.429	-0.153	0.251	0.024	-0.184	-0.058	-0.089
RELIGUAT	31	0.011	-0.080	0.026	0.034	0.081	-0.008	-0.068	0.076	0.610
FINANCES	32	-0.031	0.048	0.093	-0.011	0.021	-0.047	-0.041	0.003	0.067
ATHLETIC	33	0.035	0.095	0.133	0.037	-0.152	0.142	0.090	0.148	0.000
SPECIAL	34	0.162	0.070	-0.002	-0.074	-0.098	0.014	0.136	-0.061	0.105
PHILOS	35	0.029	0.081	0.059	0.090	0.038	0.009	0.176	0.085	0.011
HELPING	36	0.017	0.085	0.108	-0.040	0.021	-0.054	-0.012	0.065	0.080
LAW	37	-0.164	-0.110	0.007	0.007	0.091	-0.121	-0.063	-0.090	0.097
PERSHALL	38	-0.110	0.075	0.007	0.036	-0.081	0.124	-0.013	0.051	0.073
MANEY	39	0.140	0.024	-0.194	0.024	-0.137	0.063	-0.007	-0.088	-0.023
EMSIC	40	-0.105	-0.076	0.024	0.125	-0.086	0.248	0.107	-0.122	-0.068
ARMY	41	0.026	-0.009	0.117	-0.017	0.026	0.033	0.105	0.001	0.142
MARIJ	42	0.051	-0.255	0.007	0.223	0.007	0.007	0.048	0.116	0.018
HEALTH	43	0.150	0.012	-0.040	0.770	-0.075	0.087	-0.052	-0.005	0.020
TURNEL	44	-0.130	0.213	-0.025	0.511	0.161	-0.177	0.148	0.114	-0.036
PROPER	45	0.021	0.027	-0.144	0.004	0.034	-0.108	0.181	-0.039	-0.083
DOWN	46	0.004	-0.040	-0.021	0.162	-0.073	0.023	-0.007	0.053	0.051
AMERICA	47	0.042	-0.072	-0.049	0.064	0.043	-0.144	0.018	0.009	0.035
TOTAL	48	-0.011	0.084	0.021	0.083	0.008	0.075	-0.108	0.040	-0.019
DISCIP	49	0.020	0.151	0.159	-0.047	0.106	0.115	0.098	0.056	0.095
QUIET	50	0.047	-0.069	0.115	0.303	-0.254	-0.107	-0.253	-0.127	0.022
HAPPY	51	0.051	-0.047	-0.030	-0.040	-0.029	0.008	-0.023	-0.128	0.072
SPECIFCEM	52	-0.073	0.422	-0.030	0.042	-0.164	0.280	0.008	-0.095	0.117
RIGHT	53	0.093	0.040	0.040	-0.122	-0.021	0.326	-0.006	-0.229	-0.064
PROFS	54	0.015	0.005	0.035	0.025	-0.089	-0.041	0.084	-0.092	0.063
BELIEFS	55	0.074	0.345	0.091	-0.028	0.034	-0.078	0.030	0.029	0.140
DRUGS	56	-0.113	0.553	0.154	0.250	-0.050	0.055	0.088	0.030	-0.050
DRUGLAW	57	-0.010	0.491	-0.106	-0.008	-0.067	0.091	-0.062	-0.026	-0.068
SEARCHING	58	-0.062	0.112	-0.070	0.019	0.154	0.070	-0.029	0.052	-0.051
LAW	59	0.122	0.055	-0.134	-0.174	-0.057	0.144	0.082	-0.495	-0.016
EFFORT	60	0.007	0.031	0.179	0.105	0.047	-0.144	-0.006	-0.010	-0.018
VIEWS	61	0.152	-0.190	0.089	0.195	-0.502	0.420	0.072	0.044	0.027
GPA	62	-0.130	-0.054	0.047	-0.102	0.050	0.131	-0.071	0.034	-0.107
	VP	5.055	4.034	2.323	2.259	2.216	2.104	1.836	1.827	1.816
		1.719	1.003	1.548	1.542	1.532	1.404	1.056	1.019	1.330

1.755

THE VP FOR EACH FACTOR IS THE SUM OF THE SQUARES OF THE ELEMENTS OF THE COLUMN OF THE FACTOR PATTERN MATRIX CORRESPONDING TO THAT FACTOR. WHEN THE ROTATION IS ORTHOGONAL, THE VP IS THE VARIANCE EXPLAINED BY THE FACTOR.

TABLE 25

FEMALE PERSISTER SORTED ROTATED FACTOR LOADINGS (PATTERN)

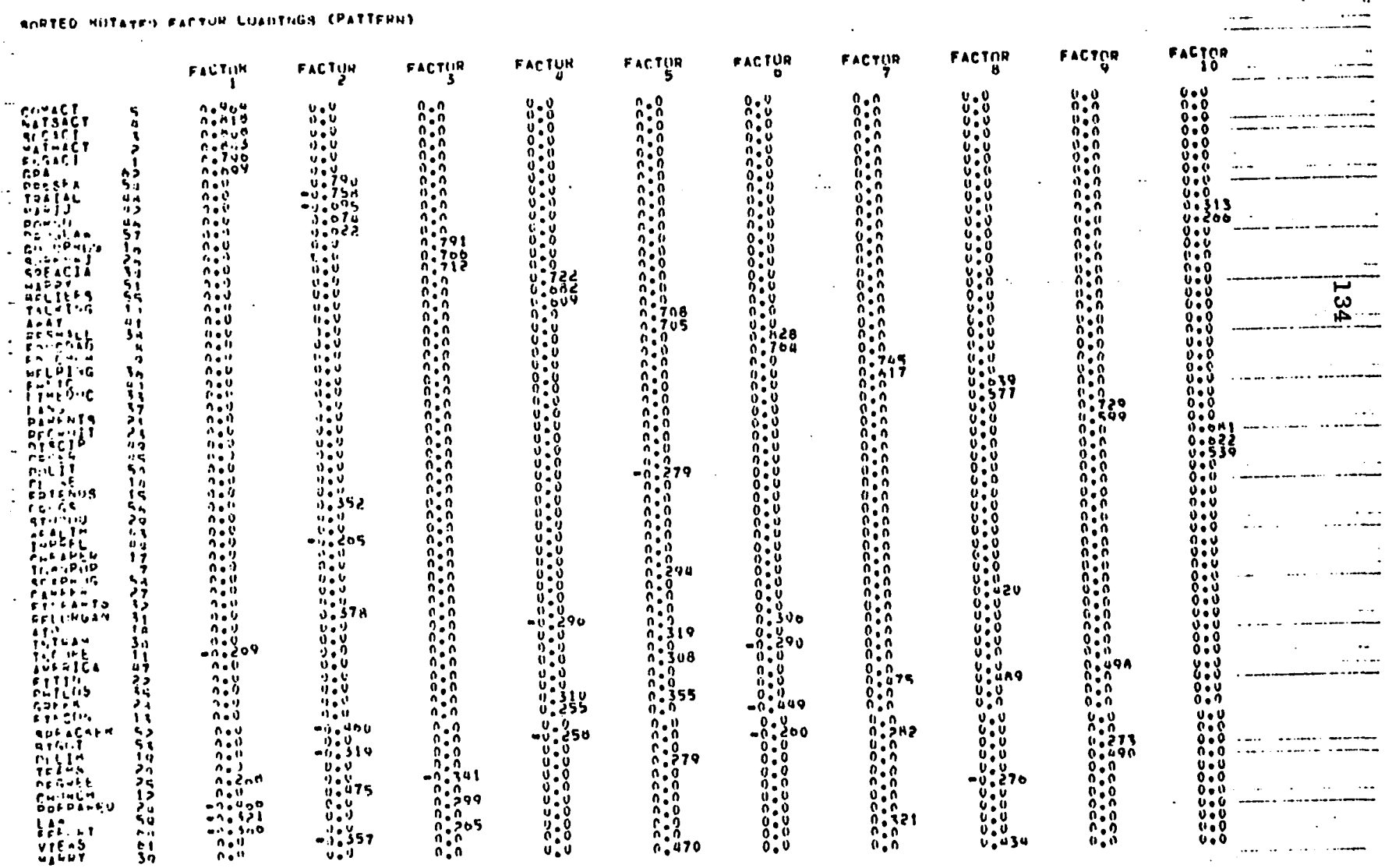

TABLE 25 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18	FACTOR 19	
ROMACT	5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
NATSACT	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
SOCACT	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
MATHACT	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
ENGACT	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
GPA	62	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
PRESKA	54	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
TOATAL	48	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
MANIJ	42	0.0	-0.255	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
PURAD	46	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
[illegible]	57	0.0	0.401	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
GOOD PHYS	16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
SOMEMAJ	26	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
SPEACIA	34	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
HAPPY	51	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
BELIEFS	55	0.0	0.345	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
TALKING	10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
AWAY	41	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
OFSMALL	38	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
EDUCVAC	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
EDUCM	9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
HELPING	36	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
FAMIL	49	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
ITHROUGC	33	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
LANG	37	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
PARENTS	21	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
DECAULT	23	0.0	0.0	0.205	0.0	0.0	0.0	0.0	0.0	0.0	
DISCIP	40	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
COUEN	45	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
POLIT	50	0.0	0.0	0.0	0.303	-0.254	0.0	-0.253	0.0	0.0	
CLOSE	13	0.640	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
FRIENDS	15	0.555	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
ROUGH	56	0.0	0.553	0.0	0.250	0.0	0.0	0.0	0.0	0.0	
STUDY	20	0.0	0.0	0.731	0.0	0.0	0.0	0.0	0.0	0.0	
HEALTH	43	0.0	0.0	0.0	0.770	0.0	0.0	0.0	0.0	0.0	
TOPREL	44	-0.340	0.0	0.0	0.511	0.0	0.0	0.0	0.0	0.0	
CHEAPER	17	0.0	0.0	0.0	0.0	0.652	0.0	0.0	0.0	0.301	
TOP POP	7	0.0	0.0	0.0	0.0	-0.604	0.0	0.0	0.0	0.0	
SEARCHING	58	0.0	0.0	0.0	0.0	0.0	0.676	0.0	0.0	0.0	
CAREER	27	0.0	0.0	0.0	0.0	0.0	0.0	0.703	0.0	0.0	
ETHRARTS	32	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.667	
RELIGION	31	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.619	
ATD	18	0.0	0.0	0.0	0.0	0.0	0.0	0.318	0.0	0.0	
INTRAM	30	0.0	0.400	0.429	0.0	0.251	0.0	0.0	0.0	0.0	
INCOME	11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.439	0.0	
AMERICA	47	0.402	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
ETTIN	22	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.347	0.0	
PHILOS	35	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
COFFA	28	0.0	0.0	0.321	0.0	0.0	0.0	0.0	0.0	0.0	
ETHICS	14	0.0	0.0	0.0	-0.301	-0.254	0.0	0.0	0.0	0.0	
SPEALAEN	52	0.0	0.422	0.0	0.0	0.0	0.280	0.0	0.0	0.0	
RIGHT	53	0.0	0.0	0.0	0.0	0.0	0.326	-0.406	0.0	0.0	
CULTM	19	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.461	0.0	
TEARS	29	0.0	0.408	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
DEGREE	25	0.0	0.0	-0.471	0.0	0.0	0.0	0.0	0.0	0.0	
CHURCH	12	0.290	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.258	
PERCHANEV	24	0.0	0.0	0.0	0.0	0.305	0.0	-0.295	0.259	0.0	
LAB	59	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.495	0.0	
REFUGHT	60	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.410	0.0	
VIEWS	61	0.0	0.0	0.0	0.0	-0.302	0.420	0.0	0.0	0.0	
MARRY	39	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	VP	5.055	4.034	2.323	2.264	2.216	2.104	1.836	1.827	1.816	1.755
		1.715	1.003	1.548	1.542	1.532	1.464	1.456	1.419	1.330	

THE ABOVE FACTOR LOADING MATRIX HAS BEEN REARRANGED SO THAT THE COLUMNS APPEAR IN DECREASING ORDER OF VARIANCE EXPLAINED BY FACTORS. THE ROWS HAVE BEEN REARRANGED SO THAT FOR EACH SUCCESSIVE FACTOR, LOADINGS GREATER THAN 0.5000 APPEAR FIRST. LOADINGS LESS THAN 0.2500 HAVE BEEN REPLACED BY ZERO.

TABLE 26

FEMALE NONPERSISTER INTERCORRELATION MATRIX OF ITEMS

CORRELATION MATRIX

		ENGACT 1	MATHACT 2	SOCACT 3	NATSACT 4	COMACT 5	TURNAUP 7	EDUCDAD 8	EDUCMOM 9	TALKING 10	INCOME 11	CHURCH 12	FINCON 13	CLOSE 14
ENGACT	1	1.000												
MATHACT	2	0.535	1.000											
SOCACT	3	0.597	0.700	1.000										
NATSACT	4	0.561	0.740	0.806	1.000									
COMACT	5	0.603	0.682	0.911	0.925	1.000								
TURNAUP	7	0.058	0.023	0.000	0.022	0.036	1.000							
EDUCDAD	8	0.118	0.201	0.198	0.188	0.213	0.267	1.000						
EDUCMOM	9	0.081	0.116	0.074	0.094	0.108	0.155	0.092	1.000					
TALKING	10	0.009	0.112	0.130	0.087	0.119	-0.013	0.030	-0.061	1.000				
INCOME	11	-0.006	-0.092	-0.113	-0.099	-0.108	-0.213	-0.230	-0.222	0.028	1.000			
CHURCH	12	0.021	0.066	0.012	0.036	0.019	0.052	-0.095	-0.068	0.016	-0.043	1.000		
FINCON	13	-0.032	-0.019	-0.020	0.016	-0.019	-0.151	-0.247	-0.176	0.157	0.285	0.050	1.000	
CLOSE	14	0.001	0.049	0.000	0.048	0.054	-0.046	0.054	0.101	0.002	0.010	0.024	0.045	1.000
FRIENDS	15	0.074	0.061	0.067	0.047	0.056	-0.045	-0.024	-0.038	0.043	0.065	-0.006	0.064	0.175
GROUPING	16	0.001	-0.051	-0.067	-0.094	-0.067	0.004	0.044	0.023	0.081	-0.063	0.060	-0.082	-0.070
CHEAPER	17	-0.073	-0.036	-0.057	-0.039	-0.050	-0.088	-0.099	-0.032	-0.084	-0.017	0.017	-0.154	0.239
AID	18	0.062	0.036	0.003	-0.028	0.001	0.160	0.159	0.129	-0.102	-0.214	0.026	-0.327	-0.008
CLIM	19	0.150	0.145	0.091	0.091	0.125	0.058	0.022	0.093	0.039	-0.048	-0.069	-0.007	-0.008
TEACH	20	0.155	0.092	0.150	0.125	0.131	-0.015	0.036	0.050	0.009	0.010	0.079	0.030	-0.003
PARENTS	21	0.040	-0.033	0.018	-0.003	-0.009	0.042	-0.121	-0.083	0.033	0.040	0.058	0.046	0.243
FITTIN	22	0.038	0.014	-0.013	-0.023	-0.001	-0.165	-0.143	-0.107	0.051	0.106	0.098	0.001	-0.122
SECURIT	23	0.117	0.007	0.048	0.060	0.005	0.067	0.027	0.056	-0.005	-0.072	0.044	-0.115	0.020
PARENT-ED	24	-0.228	-0.257	-0.196	-0.220	-0.249	-0.147	-0.169	-0.147	0.051	0.138	0.040	0.050	-0.070
PREG-EP	25	0.115	0.115	0.162	0.117	0.134	0.060	0.108	0.035	0.055	-0.015	0.030	0.056	0.146
SCHEDAJ	26	0.037	0.051	0.042	0.063	0.061	-0.073	-0.000	0.034	0.036	-0.053	0.075	-0.001	0.104
CAREER	27	0.048	-0.005	0.042	0.019	0.019	0.036	0.036	0.071	0.032	-0.027	-0.010	-0.179	0.035
GREEK	28	-0.062	-0.100	-0.010	0.029	0.014	-0.134	-0.161	-0.228	0.044	0.116	0.074	0.120	-0.108
STUDY	29	-0.041	0.013	-0.075	-0.030	-0.028	-0.115	0.043	-0.023	0.053	0.077	0.106	-0.154	-0.054
TUITION	30	0.026	-0.054	0.012	0.010	0.003	0.008	-0.040	-0.032	-0.016	-0.054	0.024	-0.012	-0.114
BELLMAN	31	-0.014	-0.067	-0.053	-0.034	-0.047	0.057	-0.096	-0.040	-0.015	-0.030	0.254	-0.120	0.047
FINRANTS	32	-0.124	-0.046	-0.100	-0.103	-0.108	0.014	-0.168	-0.104	-0.034	0.071	0.070	0.016	-0.080
LIBRARY	33	-0.050	0.024	-0.036	-0.032	-0.018	-0.010	0.024	-0.035	0.054	0.021	-0.029	-0.074	-0.000
SOFACIA	34	0.016	0.037	0.012	0.012	0.020	-0.058	0.030	0.006	0.011	-0.077	0.057	-0.040	-0.020
DAILY	35	0.013	0.040	0.000	0.005	0.018	-0.017	0.009	0.000	0.022	0.027	-0.042	-0.024	-0.055
HELPING	36	-0.025	-0.019	0.012	-0.000	-0.049	0.010	-0.024	-0.030	0.139	0.003	0.057	-0.021	-0.043
LANG	37	-0.125	-0.112	-0.161	-0.124	-0.152	0.011	-0.101	-0.030	-0.031	0.023	-0.020	0.010	0.020
DESMALL	38	-0.002	-0.064	-0.020	-0.040	-0.054	-0.046	-0.059	-0.000	0.061	-0.025	0.108	-0.021	-0.102
HAPPY	39	-0.032	-0.000	-0.026	-0.056	-0.051	-0.048	-0.042	-0.045	-0.005	0.050	0.112	0.037	0.027
MUSIC	40	0.000	0.102	0.040	0.055	0.074	0.030	0.026	0.019	0.077	-0.038	0.026	-0.047	-0.036
AWAY	41	-0.120	-0.073	-0.100	-0.072	-0.101	-0.082	-0.192	-0.106	-0.049	0.072	-0.018	0.101	-0.141
MARIJ	42	-0.043	0.062	-0.080	-0.029	-0.011	-0.106	-0.059	-0.001	-0.049	0.118	-0.274	0.017	-0.004
HEALTH	43	-0.015	0.032	-0.004	-0.022	-0.007	0.089	0.075	0.013	-0.078	-0.104	-0.051	-0.142	-0.037
TUPELL	44	-0.011	0.008	0.033	0.001	0.010	-0.062	-0.066	-0.008	-0.017	-0.005	-0.180	0.034	-0.105
PROGRAM	45	-0.005	-0.032	0.003	0.034	0.019	0.102	0.062	0.015	0.042	-0.055	0.141	0.001	-0.015
PIG	46	-0.026	-0.000	0.020	-0.008	-0.021	0.080	0.043	0.031	0.054	-0.052	0.201	-0.031	0.050
AMERICA	47	0.043	0.019	0.025	0.013	0.020	0.084	0.104	0.017	0.059	-0.015	0.128	0.010	0.033
TRAIAL	48	-0.027	0.031	-0.017	0.012	0.004	-0.090	-0.014	0.010	-0.112	0.097	-0.336	-0.022	-0.024
DISCIP	49	-0.034	0.019	0.018	0.035	0.022	0.108	0.042	0.004	0.013	-0.053	0.118	-0.007	0.014
POLIT	50	0.020	0.053	0.052	0.042	0.051	0.010	0.067	0.098	-0.109	-0.069	-0.030	-0.044	-0.021
HAPPY	51	0.054	0.012	0.072	0.054	0.043	0.015	-0.095	-0.118	0.274	0.127	0.100	0.231	0.009
SOFACKEM	52	-0.020	0.063	0.020	0.050	0.042	-0.059	0.019	-0.009	-0.011	0.008	-0.172	-0.009	-0.000
BIG T	53	-0.079	-0.031	-0.078	-0.077	-0.070	-0.020	-0.041	-0.003	0.020	0.010	-0.041	-0.029	0.059
PRESEX	54	0.021	-0.047	-0.010	-0.014	-0.022	0.122	0.043	-0.000	0.116	-0.142	0.290	0.037	0.077
BELIEFS	55	-0.003	-0.062	-0.010	-0.027	-0.046	0.032	-0.135	-0.116	0.162	0.074	0.156	0.121	0.036
DRUGS	56	0.040	-0.121	0.020	0.016	0.007	0.175	0.056	0.048	0.041	-0.004	0.169	-0.041	0.007
NOUSCLAN	57	-0.002	-0.059	0.017	0.009	-0.013	0.074	0.091	0.042	0.090	-0.068	0.194	0.012	0.009
SEXPHNG	58	0.010	-0.022	-0.051	0.003	-0.020	0.003	-0.028	-0.045	-0.010	0.037	-0.079	0.009	-0.043
LAW	59	-0.044	-0.031	-0.040	0.006	-0.031	-0.046	-0.050	-0.007	0.009	-0.047	0.084	0.057	0.037
EFFORT	60	-0.192	-0.101	-0.142	-0.146	-0.179	-0.072	-0.010	0.024	-0.077	0.046	-0.021	-0.007	0.007
YEARS	61	0.047	0.097	0.023	0.037	0.057	0.016	0.004	0.065	-0.009	0.020	-0.167	-0.057	-0.000
GPA	77	0.030	0.412	0.376	0.340	0.417	0.007	0.106	0.094	0.007	-0.004	-0.042	-0.042	-0.000

TABLE 26 - Continued

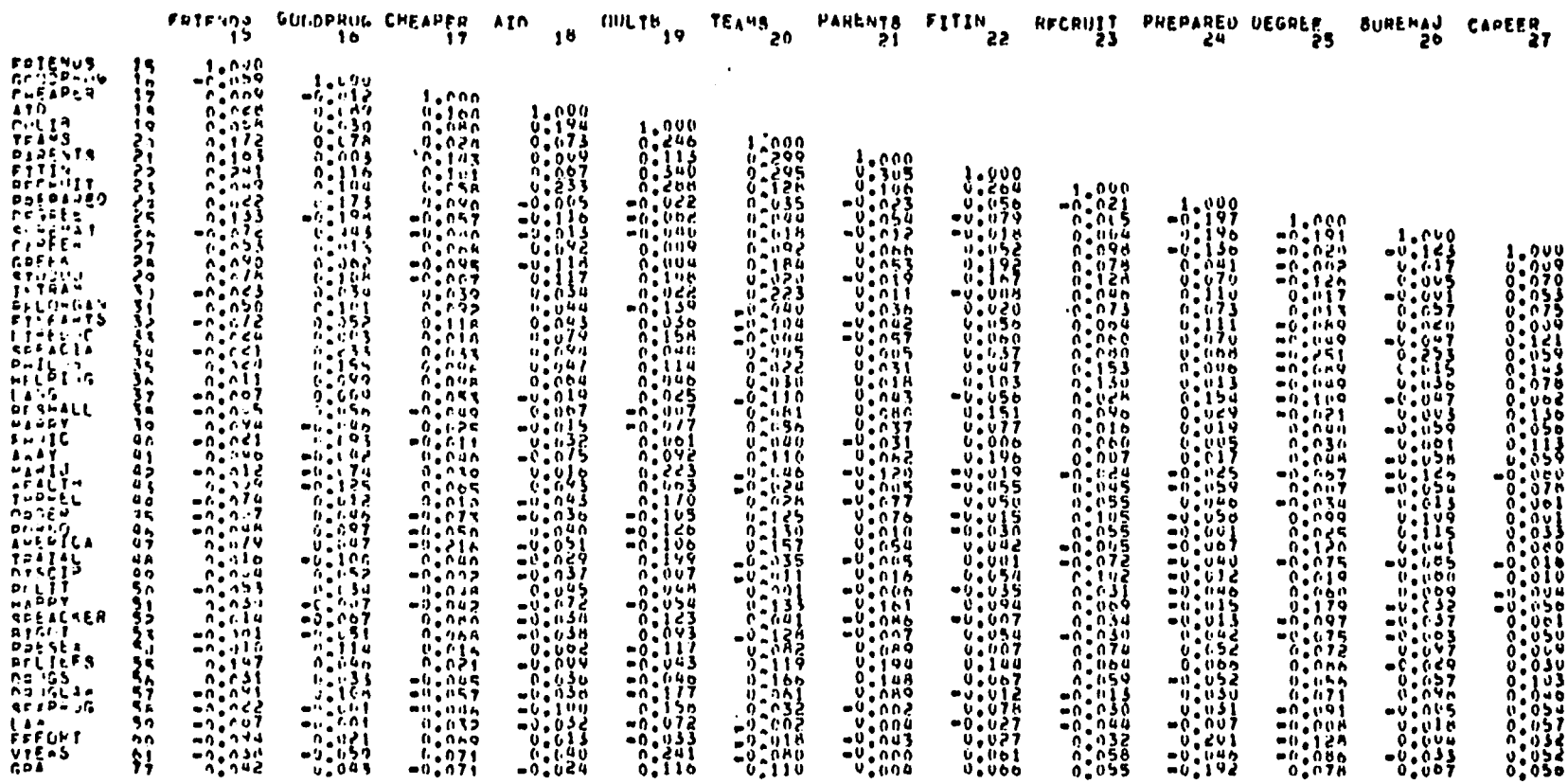

TABLE 26 - Continued

		GREEK 28	STUDIO 29	INTHAN 30	RELURGAN 31	FINFARTS 32	LIBRDUC 33	SPEACTA 34	PHILUS 35	HELPING 36	LANG 37	REBHALL 38	MARRY 39	ETHNIC 40
GREEK	28	1.000												
STUDIO	29	0.135	1.000											
INTHAN	30	0.170	0.192	1.000										
RELURGAN	31	0.096	0.106	0.184	1.000									
FINFARTS	32	0.119	0.134	0.158	0.167	1.000								
LIBRDUC	33	0.124	0.133	0.127	0.149	0.200	1.000							
SPEACTA	34	0.095	0.172	0.078	0.107	0.135	0.178	1.000						
PHILUS	35	0.113	0.106	0.083	0.055	0.131	0.149	0.271	1.000					
HELPING	36	0.095	0.113	0.078	0.107	0.135	0.178	0.176	0.368	1.000				
LANG	37	0.113	0.084	0.078	0.055	0.131	0.149	0.112	0.129	0.083	1.000			
REBHALL	38	0.119	0.134	0.158	0.167	0.200	0.224	0.135	0.101	0.122	0.070	1.000		
MARRY	39	0.124	0.133	0.127	0.149	0.200	0.224	0.135	0.135	0.099	0.112	0.158	1.000	
ETHNIC	40	0.096	0.106	0.184	0.107	0.135	0.178	0.176	0.368	0.276	0.070	0.158	0.127	1.000
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 26 - Continued

		AWAY 41	MARIJ 42	HEALTH 43	THPREL 44	ORDER 45	PUBNO 46	AMERICA 47	TRADAL 48	DISCIP 49	POLIT 50	HAPPY 51	SPEACHER 52	BIGOT 53
AWAY	41	1.000												
MARIJ	42	0.125	1.000											
HEALTH	43	0.015	0.199	1.000										
THPREL	44	0.090	0.225	0.185	1.000									
ORDER	45	0.032	0.338	0.191	0.017	1.000								
PUBNO	46	0.175	0.348	0.088	0.124	0.359	1.000							
AMERICA	47	0.069	0.218	0.092	0.117	0.257	0.193	1.000						
TRADAL	48	0.058	0.542	0.170	0.245	-0.208	0.373	0.149	1.000					
DISCIP	49	0.030	0.183	0.056	0.063	0.272	0.192	0.028	0.112	1.000				
POLIT	50	0.057	0.057	0.150	0.171	0.138	0.024	0.029	0.089	0.115	1.000			
HAPPY	51	0.035	0.098	0.129	0.086	0.124	0.115	0.102	0.101	0.046	0.030	1.000		
SPEACHER	52	0.115	0.242	0.124	0.200	-0.065	0.213	0.096	0.274	0.158	0.200	0.053	1.000	
BIGOT	53	0.050	0.150	0.149	0.276	-0.074	0.091	0.097	0.019	0.031	0.117	0.033	0.191	1.000
PREJSEX	54	0.114	0.425	0.106	0.178	0.277	0.408	0.245	0.552	0.148	0.112	0.124	0.271	0.023
RELIEFS	55	0.003	0.109	0.044	0.060	0.003	0.138	0.093	0.137	0.067	0.029	0.354	0.048	0.042
DRUGS	56	0.026	0.272	0.014	0.014	0.253	0.240	0.158	0.161	0.153	0.053	0.072	0.064	0.070
DRUGLAW	57	0.076	0.307	0.116	0.065	0.267	0.340	0.251	0.326	0.179	0.068	0.044	0.142	0.020
SEXPRUG	58	0.033	0.283	0.035	0.030	0.243	0.058	0.029	0.108	0.065	0.038	0.063	0.159	0.074
LAW	59	0.002	0.171	0.004	0.029	0.116	0.137	0.055	0.087	0.060	0.005	0.043	0.127	0.069
EFFORT	60	0.007	0.111	0.015	0.021	0.030	0.084	0.043	0.041	0.029	0.021	0.048	0.009	0.091
VIEWS	61	0.034	0.514	0.021	0.178	-0.203	0.314	0.195	0.524	0.109	0.020	0.206	0.243	0.053
GPA	77	0.041	0.105	0.007	0.007	0.026	-0.077	0.025	0.082	-0.014	0.007	0.003	0.050	-0.070

		PREJSEX 54	RELIEFS 55	DRUGS 56	DRUGLAW 57	SEXPRUG 58	LAW 59	EFFORT 60	VIEWS 61	GPA 77
PREJSEX	54	1.000								
RELIEFS	55	0.169	1.000							
DRUGS	56	0.171	0.192	1.000						
DRUGLAW	57	0.167	0.171	0.004	1.000					
SEXPRUG	58	0.179	0.095	0.071	0.030	1.000				
LAW	59	0.115	0.150	0.154	0.214	0.178	1.000			
EFFORT	60	0.073	0.137	0.111	0.038	0.067	0.216	1.000		
VIEWS	61	-0.202	-0.201	-0.155	-0.275	0.143	-0.089	0.018	1.000	
GPA	77	-0.044	-0.128	-0.031	-0.062	0.001	-0.063	-0.138	0.145	1.000

TABLE 27

FEMALE NONPERSISTER UNROTATED FACTOR LOADINGS (PATTERN)

UNROTATED FACTOR LOADINGS (PATTERN)
FOR PRINCIPAL COMPONENTS

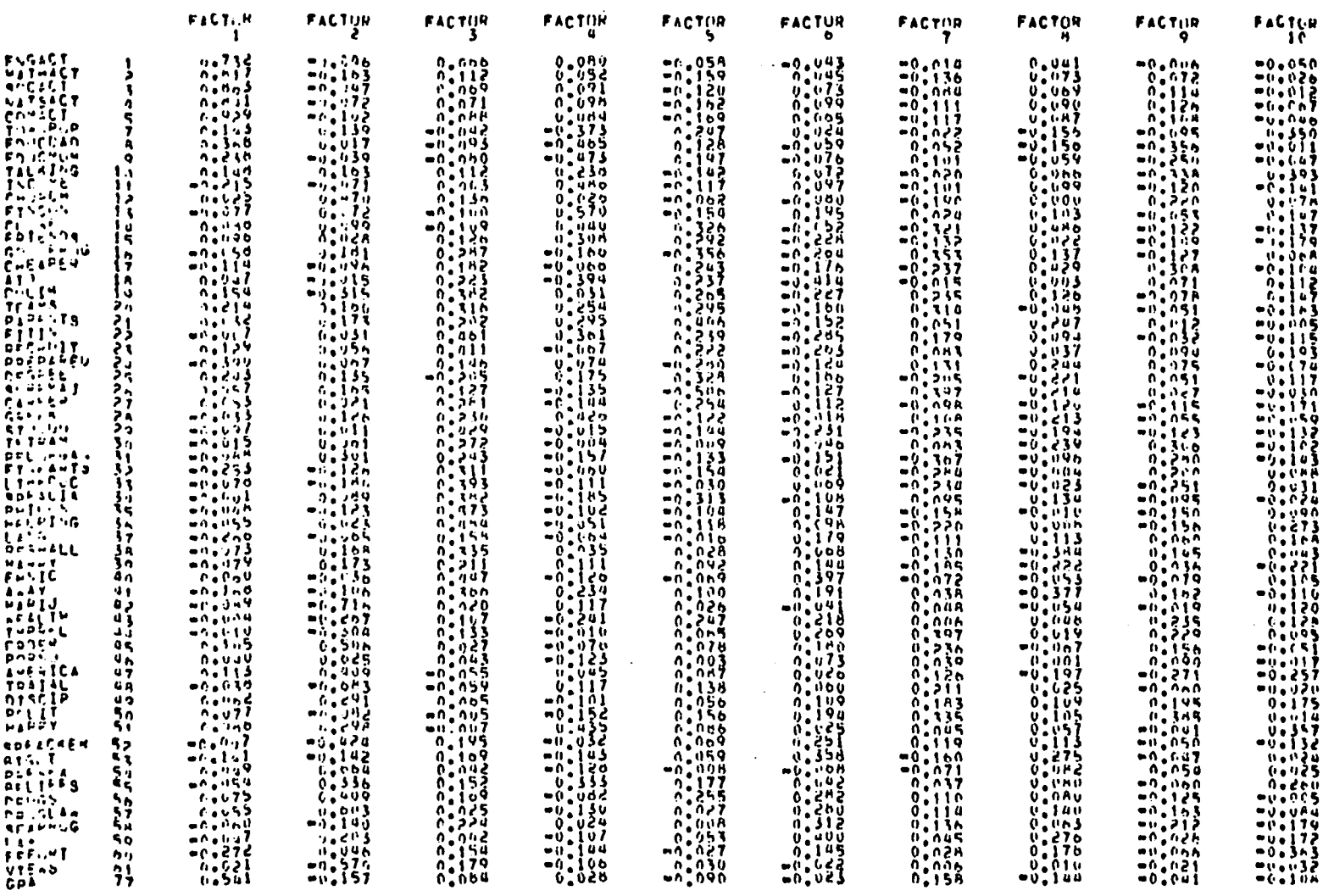

TABLE 27 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18		
ENGACT	1	-0.032	-0.112	-0.057	-0.072	-0.017	-0.069	-0.040	0.037		
MATHACT	2	0.009	-0.019	0.018	0.059	0.005	0.069	0.034	-0.006		
SOCACT	3	-0.030	0.003	0.045	0.093	0.031	-0.001	0.056	-0.053		
NATSACT	4	0.004	-0.034	0.057	0.119	-0.021	0.053	0.115	-0.009		
COMACT	5	0.016	-0.033	0.048	0.085	0.069	0.037	0.073	-0.017		
TOMSUP	7	0.211	-0.181	0.053	-0.123	-0.276	-0.044	0.203	0.002		
EDLCRAD	8	0.033	0.200	0.167	-0.053	0.041	0.147	0.080	-0.028		
EDUCHUM	9	-0.074	0.175	0.122	-0.047	0.049	0.394	0.069	0.106		
TALKING	10	-0.053	0.073	0.229	-0.004	0.072	-0.132	-0.290	-0.054		
INCOME	11	0.120	0.119	-0.018	-0.098	0.123	-0.061	0.189	0.021		
CHURCH	12	0.155	-0.104	-0.029	0.023	-0.179	0.006	-0.086	-0.050		
ETHNIC	13	0.115	0.011	-0.031	-0.170	-0.032	0.204	-0.091	0.152		
CLOSE	14	-0.100	0.243	0.068	-0.133	0.039	0.009	0.077	0.143		
FRIENDS	15	-0.140	0.217	-0.072	-0.180	0.029	-0.109	0.057	-0.216		
GOODPROG	16	-0.120	0.125	-0.041	-0.115	-0.040	-0.019	0.070	0.038		
CHEAPER	17	-0.205	0.153	0.016	0.096	-0.027	-0.020	0.008	-0.076		
ATU	18	-0.013	-0.039	0.079	0.298	-0.046	-0.023	-0.072	-0.221		
CULTH	19	0.149	-0.246	0.033	-0.071	0.121	0.231	-0.103	0.067		
TRANS	20	-0.044	-0.015	0.210	-0.084	-0.098	0.019	0.011	-0.140		
PARENT9	21	-0.174	-0.198	-0.108	-0.154	-0.232	0.014	0.091	0.210		
ETTIN	22	0.002	-0.149	-0.153	-0.034	0.161	0.104	-0.136	-0.010		
RECRUIT	23	0.190	-0.128	-0.004	0.105	0.265	0.014	-0.008	0.183		
PREPARED	24	-0.003	0.008	0.324	-0.059	0.069	0.064	0.031	-0.258		
DEGREE	25	-0.009	0.210	0.093	-0.224	0.047	0.001	-0.060	-0.008		
SUREMAJ	26	-0.079	0.123	-0.131	-0.190	-0.147	0.046	0.051	-0.053		
CAREER	27	-0.140	-0.033	-0.051	0.192	0.031	-0.443	-0.012	0.280		
GREEK	28	0.307	-0.073	0.071	0.197	0.150	-0.133	0.175	0.015		
STUDU	29	0.242	-0.019	0.277	-0.099	0.065	-0.019	0.066	0.028		
TOTHAN	30	-0.171	-0.042	0.536	-0.206	-0.135	-0.130	0.072	-0.010		
RELIGION	31	-0.002	0.010	0.471	-0.265	-0.075	-0.110	0.009	0.137		
EISENHTO	32	0.377	0.010	-0.062	-0.110	-0.159	0.090	0.105	0.018		
LIBERLIC	33	0.249	0.073	-0.040	-0.080	0.079	-0.131	-0.088	-0.006		
SOFACIA	34	-0.065	0.236	-0.179	0.055	-0.194	-0.077	-0.098	0.219		
PHILOS	35	0.066	0.205	-0.145	0.040	0.012	0.014	0.074	0.114		
HELPING	36	-0.163	0.137	-0.140	0.021	0.066	-0.031	0.083	-0.179		
LANG	37	-0.159	-0.178	0.186	0.047	0.097	0.127	0.363	0.397		
DESMALL	38	-0.277	-0.034	-0.144	0.313	-0.004	0.180	-0.100	0.076		
MARRY	39	0.025	0.234	-0.201	0.060	0.055	0.246	-0.043	-0.267		
EMSTC	40	-0.339	-0.159	0.005	-0.149	0.067	0.048	-0.029	-0.156		
AWAY	41	-0.137	0.046	-0.062	-0.059	-0.117	0.294	-0.047	0.079		
MARIJ	42	0.122	0.170	0.033	0.035	-0.028	0.027	0.012	-0.030		
HEALTH	43	0.054	0.032	-0.115	-0.101	-0.036	-0.257	-0.100	-0.236		
TOPREL	44	-0.072	0.057	0.111	-0.142	0.300	-0.197	-0.050	0.009		
MODERN	45	0.244	0.175	-0.057	-0.100	0.130	-0.016	0.070	0.138		
PUNISH	46	0.111	0.098	-0.099	0.111	0.114	0.036	0.027	-0.132		
AMERICA	47	0.238	0.080	0.014	-0.058	-0.059	-0.136	-0.111	0.185		
TRAIAL	48	0.000	0.041	-0.028	0.020	-0.051	-0.062	0.242	-0.062		
DISCIP	49	0.277	0.058	-0.196	-0.060	0.351	-0.132	0.257	-0.014		
POLIT	50	0.107	0.375	0.018	0.037	-0.140	0.104	-0.077	0.082		
HAPPY	51	0.077	0.218	0.180	0.150	-0.205	-0.015	-0.130	0.132		
SOPACAFM	52	0.100	0.251	0.190	0.100	-0.149	-0.102	-0.122	0.043		
RIGHT	53	-0.093	-0.210	0.099	-0.192	0.161	0.133	-0.231	0.053		
PREFSEX	54	0.059	-0.046	0.036	-0.023	0.050	0.047	-0.318	0.053		
RELIEFS	55	-0.039	0.113	0.104	0.201	-0.203	-0.072	0.152	-0.117		
DRUGS	56	-0.030	-0.152	-0.069	-0.130	-0.112	-0.069	0.265	-0.125		
DRUGLAW	57	-0.100	-0.093	-0.012	-0.078	0.026	-0.052	0.030	-0.100		
SEXPROG	58	0.200	-0.227	-0.140	0.048	-0.249	0.003	0.108	-0.158		
LAW	59	0.157	-0.198	0.042	0.227	-0.205	0.001	-0.135	-0.021		
EFFORT	60	0.181	0.024	0.294	0.265	0.201	0.079	-0.055	0.072		
VIEWS	61	0.095	-0.143	-0.121	-0.136	-0.108	-0.059	-0.158	0.120		
GPA	77	-0.123	-0.036	-0.103	-0.133	0.050	-0.120	-0.132	0.091		
	VP	0.411	4.660	3.233	2.802	2.121	1.975	1.875	1.662	1.933	1.383
		1.303	1.265	1.224	1.160	1.123	1.107	1.056	1.041		

THE VP FOR EACH FACTOR IS THE SUM OF THE SQUARES OF THE ELEMENTS OF THE COLUMN OF THE FACTOR LOADING MATRIX CORRESPONDING TO THAT FACTOR. THE VP IS THE VARIANCE EXPLAINED BY THE FACTOR.

TABLE 28

FEMALE NONPERSISTER VARIANCE EXPLAINED BY FACTORS

FACTOR	VARIANCE EXPLAINED	CUMULATIVE PROPORTION OF TOTAL VARIANCE
1	4.811480	0.078877
2	4.670435	0.155507
3	3.233310	0.208692
4	2.801037	0.254531
5	2.120536	0.290204
6	1.074631	0.321668
7	1.870047	0.352404
8	1.601042	0.379044
9	1.532065	0.404770
10	1.363179	0.427405
11	1.302049	0.448600
12	1.290318	0.469529
13	1.224339	0.489600
14	1.187715	0.508747
15	1.123452	0.527161
16	1.107423	0.545315
17	1.056352	0.562032
18	1.041360	0.579699
19	0.995194	0.596014
20	0.965227	0.612165
21	0.901241	0.627925
22	0.917190	0.643040
23	0.917002	0.658504
24	0.894484	0.673233
25	0.886254	0.687702
26	0.842303	0.701571
27	0.829155	0.715480
28	0.815411	0.728447
29	0.784781	0.741247
30	0.767013	0.753434
31	0.753003	0.766101
32	0.726165	0.778006
33	0.711285	0.789592
34	0.690174	0.800905
35	0.687404	0.811853
36	0.653395	0.822572
37	0.627754	0.832863
38	0.614635	0.842933
39	0.584455	0.852612
40	0.577609	0.862072
41	0.574254	0.871472
42	0.551851	0.880518
43	0.534154	0.889275
44	0.518232	0.897771
45	0.512795	0.906176
46	0.494326	0.914289
47	0.476463	0.922150
48	0.464249	0.929769
49	0.441729	0.937002
50	0.435934	0.944239
51	0.428592	0.951265
52	0.410323	0.958134
53	0.400851	0.964804
54	0.380135	0.971036
55	0.361526	0.976962
56	0.344195	0.982615
57	0.332738	0.988060
58	0.318707	0.993120
59	0.253990	0.997227
60	0.105631	0.999003
61	0.060927	1.000000

THE VARIANCE EXPLAINED BY EACH FACTOR IS THE EIGENVALUE FOR THAT FACTOR.

TOTAL VARIANCE IS DEFINED AS THE SUM OF THE DIAGONAL ELEMENTS OF THE CORRELATION (COVARIANCE) MATRIX.

TABLE 29

FEMALE NONPERSISTER ROTATED FACTOR LOADINGS (PATTERN

ROTATED FACTOR LOADINGS (PATTERN)

		FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6	FACTOR 7	FACTOR 8	FACTOR 9	FACTOR 10
ENGACT	1	0.710	0.035	-0.075	0.131	0.033	0.037	-0.028	-0.037	-0.040	0.011
MATHACT	2	0.676	-0.042	0.079	0.033	-0.020	0.071	0.012	-0.006	-0.022	0.017
SOCACT	3	0.695	0.017	-0.062	-0.015	-0.030	0.039	0.045	0.075	-0.065	0.034
NATSACT	4	0.949	0.004	-0.005	-0.029	-0.036	0.033	0.005	0.044	-0.002	-0.037
COMPACT	5	0.943	-0.002	0.004	0.006	-0.023	0.053	0.018	0.020	-0.030	-0.003
TRANSFIP	7	-0.014	0.126	0.143	-0.012	-0.139	0.323	0.241	0.086	-0.203	-0.057
FATHGRAD	8	0.140	0.010	0.019	-0.069	0.008	0.705	0.164	-0.037	-0.086	0.008
FRNCHUM	9	0.072	-0.014	-0.080	0.043	0.035	0.757	0.116	-0.129	0.028	0.010
TALKING	10	0.100	0.121	0.043	0.065	0.059	0.006	-0.148	0.530	-0.211	0.343
INCOME	11	-0.090	-0.208	0.146	-0.095	-0.039	-0.254	-0.025	0.099	-0.004	-0.006
CHURCH	12	0.045	0.530	0.148	0.030	0.001	-0.160	0.074	0.115	0.089	-0.112
FINCON	13	-0.012	0.026	-0.019	0.095	-0.040	-0.166	-0.649	0.242	0.049	0.019
FINSE	14	0.040	0.009	-0.014	-0.004	-0.112	0.179	-0.127	0.040	-0.182	0.023
FRIENDS	15	0.043	-0.051	0.059	0.150	-0.083	-0.030	-0.025	0.099	0.080	-0.055
GOVERNIG	16	-0.074	0.082	0.024	0.092	0.716	0.003	0.051	0.055	-0.037	0.027
CHEAPER	17	-0.001	-0.031	0.030	0.051	0.011	-0.199	0.336	-0.034	0.029	0.078
ATS	18	-0.025	0.048	0.063	0.205	0.040	0.142	0.702	0.032	-0.008	-0.051
CHLTH	19	0.117	-0.226	0.106	0.731	-0.008	0.117	0.108	-0.019	-0.051	0.104
TEAMS	20	0.150	0.021	-0.154	0.412	0.062	0.002	0.031	0.221	0.148	-0.068
PARENTS	21	-0.120	0.005	-0.140	0.388	0.058	-0.115	-0.105	0.148	0.070	-0.181
FITTIN	22	-0.012	0.024	0.021	0.717	0.064	-0.196	-0.043	0.023	0.165	-0.001
DIFFCULT	23	0.321	0.006	0.144	0.521	0.022	0.048	0.219	0.091	0.024	-0.022
PREPARED	24	-0.270	0.011	0.009	0.015	0.275	-0.177	0.036	0.063	-0.083	0.118
DEGREE	25	0.125	0.117	-0.054	-0.097	-0.446	0.187	-0.216	0.162	0.044	0.067
SPECMAJ	26	0.079	0.165	-0.068	-0.050	0.737	-0.006	-0.071	-0.083	-0.049	0.001
CAREER	27	0.320	0.391	0.001	0.009	-0.044	-0.032	0.176	-0.000	0.074	0.080
GREEK	28	0.054	-0.040	0.040	0.140	0.015	-0.243	-0.132	0.245	0.243	-0.138
STUDY	29	-0.023	0.063	0.540	0.151	0.056	0.057	0.040	-0.005	0.019	-0.065
TUITION	30	0.010	0.040	0.049	-0.012	0.006	-0.138	0.047	0.329	0.007	0.080
RELIGION	31	-0.051	0.025	0.344	-0.105	0.081	-0.125	0.047	-0.207	0.045	-0.028
FINGRANTS	32	-0.149	-0.013	0.618	0.001	0.016	-0.174	-0.001	-0.105	0.074	-0.045
LIBRESC	33	-0.135	-0.102	0.841	0.100	-0.009	0.029	0.023	-0.020	-0.008	0.215
SPECIAL	34	0.030	0.102	0.226	-0.003	0.011	0.004	0.034	0.039	0.086	0.026
PHILOS	35	0.037	-0.125	0.305	0.027	0.240	0.061	0.068	0.083	0.271	0.261
HELPING	36	0.037	-0.015	0.355	-0.034	0.188	-0.044	0.150	0.186	0.216	0.031
LIVE	37	-0.153	-0.091	0.064	-0.002	-0.013	-0.003	-0.049	0.023	0.051	0.137
OFFSMALL	38	-0.052	0.151	-0.076	0.121	0.074	-0.053	0.148	0.099	0.533	0.068
MARRY	39	-0.047	0.150	0.172	-0.067	-0.124	0.019	-0.029	-0.010	0.538	0.056
ENMIC	40	0.111	-0.002	0.101	-0.032	0.083	0.009	0.024	0.002	0.261	0.058
AWAY	41	-0.094	-0.112	0.108	0.141	-0.059	-0.063	-0.145	-0.039	0.650	0.006
MARTJ	42	-0.021	-0.064	0.186	0.073	-0.076	-0.019	0.003	0.008	0.004	-0.014
HEALTH	43	-0.031	-0.165	0.094	-0.007	-0.153	-0.146	0.287	-0.127	-0.176	0.240
TUFFEL	44	-0.001	-0.336	-0.109	0.148	0.015	-0.099	-0.008	-0.073	-0.021	0.332
MONEY	45	0.011	0.345	-0.050	0.011	0.050	0.127	-0.168	0.035	0.078	-0.114
PROUD	46	-0.019	0.500	-0.029	-0.076	0.053	0.049	0.087	0.167	0.120	-0.049
AMERICA	47	-0.017	0.341	-0.009	0.031	0.003	0.213	-0.253	0.086	-0.042	-0.255
TRIAL	48	0.060	-0.780	-0.045	0.029	-0.047	-0.006	-0.002	-0.053	-0.015	-0.047
DISCIP	49	0.019	0.170	0.049	0.089	0.030	-0.052	0.007	-0.024	-0.093	0.002
DOLIT	50	0.043	-0.095	-0.008	-0.010	0.079	0.096	0.020	0.040	0.107	-0.110
HAPPY	51	0.263	0.162	-0.034	0.067	-0.037	-0.071	-0.209	0.092	-0.065	-0.112
SPEACHER	52	0.044	-0.015	0.107	-0.027	0.040	0.039	-0.067	0.102	-0.013	0.082
ATTIT	53	-0.064	0.037	0.079	0.108	-0.130	-0.001	-0.123	-0.181	-0.111	0.555
PEERS	54	-0.030	0.745	-0.024	0.084	0.049	0.043	0.015	0.095	-0.065	0.035
BELIEFS	55	-0.087	0.160	-0.039	0.016	-0.018	-0.119	0.072	0.060	0.112	-0.054
ROUGS	56	-0.014	0.240	-0.077	0.023	0.008	0.100	0.018	0.100	0.030	0.148
ROUSLAN	57	-0.052	0.488	-0.147	-0.100	0.111	0.113	-0.067	0.081	-0.047	0.149
SPEAKUS	58	0.003	-0.175	0.143	0.083	0.048	-0.035	-0.073	-0.082	0.090	0.049
IAA	59	-0.000	0.203	-0.036	-0.053	-0.053	-0.082	0.003	0.051	-0.073	0.060
EFFORT	60	-0.161	0.170	0.108	0.030	-0.016	0.067	0.020	-0.055	-0.011	0.001
YEARS	61	0.084	-0.393	0.223	0.208	0.033	-0.057	0.025	-0.277	-0.066	0.077
GPA	77	0.499	-0.095	-0.124	0.127	0.126	0.006	-0.083	-0.146	0.014	0.065

TABLE 29 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18		
[illegible]											
	VP	4.450	3.922	2.105	2.029	2.008	1.935	1.862	1.840	1.708	1.698
		1.063	1.387	1.526	1.520	1.412	1.406	1.397	1.319		

THE VP FOR EACH FACTOR IS THE SUM OF THE SQUARES OF THE ELEMENTS OF THE COLUMN OF THE FACTOR PATTERN MATRIX CORRESPONDING TO THAT FACTOR. WHEN THE ROTATION IS ORTHOGONAL, THE VP IS THE VARIANCE EXPLAINED BY THE FACTOR.

TABLE 30

FEMALE NONPERSISTER SORTED ROTATED FACTOR LOADINGS (PATTERN)

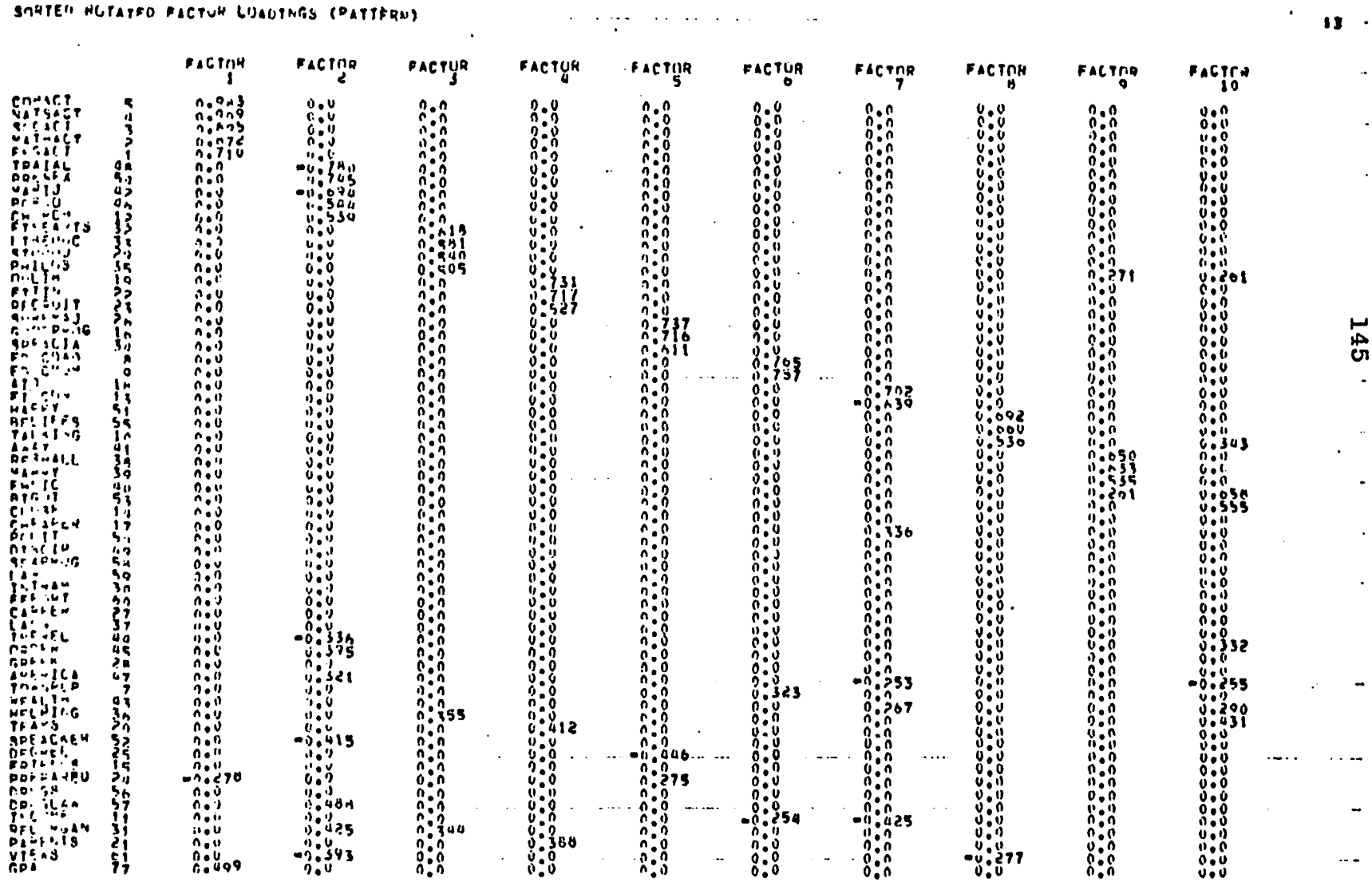

TABLE 30 - Continued

		FACTOR 11	FACTOR 12	FACTOR 13	FACTOR 14	FACTOR 15	FACTOR 16	FACTOR 17	FACTOR 18		
COMACT	5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
MATSACT	9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
SOCACT	3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
MATHACT	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
ENGACT	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
TRAIAL	48	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
RELNRA	54	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
HAPPJ	42	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	46	0.0	0.0	0.355	0.0	0.0	0.0	0.0	0.0		
CH--CH	12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
ETNPARTS	32	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
ETHNIC	38	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	20	0.0	0.0	0.0	0.0	0.327	0.0	0.0	0.0		
PHILUS	35	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	10	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	22	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
DECENIT	23	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
SUBMAJ	26	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	16	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
SPECIIA	34	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
EDUCJEC	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
EDUCAU	9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
ATD	18	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	13	0.0	0.0	0.0	0.0	0.0	0.0	-0.253	0.0		
HAPPY	51	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
BELIEFS	55	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	19	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	21	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
DES-ALL	34	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	39	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-0.280		
[illegible]	40	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
[illegible]	58	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
CLOSE	14	0.713	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
CHEAPER	17	0.592	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
POLIT	50	0.0	0.691	0.0	0.0	0.0	0.0	0.0	0.0		
DISCIP	42	0.0	0.0	0.702	0.0	0.0	0.0	0.0	0.0		
SEARCHING	54	0.0	0.0	0.0	0.526	0.0	0.0	0.0	0.0		
[illegible]	53	0.0	0.0	0.0	0.535	0.0	0.0	0.0	0.0		
INTHAM	30	0.0	0.0	0.0	0.0	0.787	0.0	0.0	0.0		
EFFORT	60	0.0	0.0	0.0	0.0	0.0	0.670	0.0	0.0		
CAREER	27	0.0	0.0	0.0	0.0	0.0	0.0	0.726	0.0		
LAW	37	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.715		
TUNNEL	43	0.0	0.309	0.298	0.0	0.0	0.0	0.0	0.0		
[illegible]	45	0.0	0.0	0.480	0.0	0.0	0.0	0.0	0.0		
GREEK	24	0.0	-0.322	0.0	0.0	0.0	0.0	0.0	0.0		
AMERICA	47	0.0	0.0	0.0	0.0	0.0	0.0	0.341	-0.253		
TROUP	7	0.0	0.0	0.0	0.0	0.0	-0.407	0.0	0.0		
HEALTH	41	0.0	0.409	0.0	0.0	0.0	0.0	0.0	0.0		
HELPING	36	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
TEAMS	29	0.0	0.0	0.0	0.0	0.393	0.0	0.0	-0.266		
RESEARCH	52	0.0	0.342	0.0	0.0	0.0	0.0	0.0	0.0		
DEGREE	25	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
FRIENDS	15	0.368	0.0	0.0	0.0	0.0	0.0	0.0	-0.430		
DEFEA-ED	24	0.0	0.0	0.0	0.0	0.272	0.347	-0.363	0.0		
DRUGS	56	0.0	0.0	0.313	0.487	0.0	0.0	0.0	0.0		
DOUGLAS	57	0.0	0.0	0.0	0.341	0.0	0.0	0.0	0.0		
TACTIC	11	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
REL [illegible]	31	0.0	0.0	0.0	0.0	0.343	0.0	0.0	0.0		
PARENTS	21	0.469	0.0	0.0	0.0	0.0	-0.295	0.0	0.0		
VIEWS	61	0.0	0.0	-0.280	0.0	0.0	0.0	0.0	0.0		
GPA	77	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		
	VP	4.450	3.922	2.105	2.029	2.008	1.935	1.862	1.840	1.708	1.698
		1.663	1.557	1.926	1.520	1.412	1.406	1.367	1.319		

THE ABOVE FACTOR LOADING MATRIX HAS BEEN REARRANGED SO THAT THE COLUMNS APPEAR IN DECREASING ORDER OF VARIANCE EXPLAINED BY FACTORS. THE ROWS HAVE BEEN REARRANGED SO THAT FOR EACH SUCCESSIVE FACTOR, LOADINGS GREATER THAN 0.5000 APPEAR FIRST. LOADINGS LESS THAN 0.2500 HAVE BEEN REPLACED BY ZERO.