

1969

# A Survey of Attitudes of Transfer Students Which Could Effect Adjustment to the New School

James P. Hires

*Eastern Illinois University*

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

---

## Recommended Citation

Hires, James P., "A Survey of Attitudes of Transfer Students Which Could Effect Adjustment to the New School" (1969). *Masters Theses*. 4061.

<https://thekeep.eiu.edu/theses/4061>

This is brought to you for free and open access by the Student Theses & Publications at The Keep. It has been accepted for inclusion in Masters Theses by an authorized administrator of The Keep. For more information, please contact [tabruns@eiu.edu](mailto:tabruns@eiu.edu).

PAPER CERTIFICATE #3

To: Graduate Degree Candidates who have written formal theses.

Subject: Permission to reproduce theses.

The University Library is receiving a number of requests from other institutions asking permission to reproduce dissertations for inclusion in their library holdings. Although no copyright laws are involved, we feel that professional courtesy demands that permission be obtained from the author before we allow theses to be copied.

Please sign one of the following statements.

Booth Library of Eastern Illinois University has my permission to lend my thesis to a reputable college or university for the purpose of copying it for inclusion in that institution's library or research holdings.

5 Aug 69  
Date

Author

I respectfully request Booth Library of Eastern Illinois University not allow my thesis be reproduced because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Author

A SURVEY OF ATTITUDES OF TRANSFER STUDENTS

WHICH COULD EFFECT ADJUSTMENT

---

TO THE NEW SCHOOL

---

(TITLE)

BY

James P. Hires

B.S. in Ed., Eastern Illinois University, 1965

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

M.S. in Education

---

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1969

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

5 Aug 69  
DATE

5 Aug 69  
DATE

DEPARTMENT HEAD

## ACKNOWLEDGEMENTS

This writer gratefully acknowledges the assistance of Dr. Paul Overton, Eastern Illinois University, in the preparation of this paper. His assistance and encouragement were welcomed. Recognized also are the contributions of Dr. Donald Moler and Dr. Carl Green in editing and revision.

Special thanks is given to Mrs. Jo Anne Hires who provided the encouragement from beginning of this study to the final copy.

## TABLE OF CONTENTS

Chapter		
I.	STATEMENT OF THE PROBLEM. . . . .	1
	Introduction	
	Purpose of the Study	
	Procedures Used in the Study	
	Limitations	
	Definition of Terms	
II.	RELATED RESEARCH. . . . .	8
III.	DESCRIPTION OF THE RESULTS. . . . .	10
IV.	SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS .	20
	Summary	
	Findings	
	Conclusions	
	Recommendations	
APPENDIX.	. . . . .	24
BIBLIOGRAPHY.	. . . . .	27

## CHAPTER I

### STATEMENT OF THE PROBLEM

#### Introduction

There is a significant population in every school community which is unique and often times unintentionally overlooked. This population is composed of the transfer students. Transfer students are those new to a particular school. Some are there when school opens in the fall, while others enroll at various times during the school year. The expectations of these students include becoming a part of the total school community. Thus, once they are absorbed they may be overlooked.

It is apparent that our population has become a mobile one. In 1958, one in every five families moved from one location to another.<sup>1</sup> The trend appears to be increasing for in 1966-1967 over 36.5 million Americans had moved, 12.5 million away from their home county.<sup>2</sup> When 36.5 million people move, children are undoubtedly effected. The children of school age who moved in the 1966-67 period numbered more than 8.2 million. This constitutes approximately

---

<sup>1</sup>"Why People Move," Personnel and Guidance Journal, XLV (January 1967), 524.

<sup>2</sup>U.S., Department of Commerce, Statistical Abstract of the United States: 1968, 89th Edition, P. 33.

16% of the school age population.<sup>3</sup> Nearly 2 million were from the ages 14 to 17. The remainder were 5 to 13 years of age.<sup>4</sup> These statistics do not include migratory children.

A basic reason cited for movement has been that of a change in employment by the head of the household. It was estimated by the U.S. Department of Labor in 1962, that 71% of people moving between the ages of 25 and 44 did so because of a job change.<sup>5</sup>

Families move and children attend different schools. They enter a new situation and meet new people. The transfer student is the "new kid" in class as on the block. How does this student feel?

#### Purpose of the Study

The purpose of this study was to survey certain attitudes of transfer students which could effect their adjustment to the new school situation. A sub-objective of this study was to determine differences in attitudes of various types of transfer students. It was decided by this investigator that to meet the purpose of the study it was important to determine how the transfer student feels about his school, community and his peers.

---

<sup>3</sup>U.S., Department of Commerce, Statistical Abstract of the United States: 1967, 86th Edition, P. 46.

<sup>4</sup>Ibid.

<sup>5</sup>Personnel and Guidance Journal, op. cit.

### Procedures Used in the Study

In order to meet the objectives stated in the purpose of the study a method had to be devised to gather the pertinent data. The following questions were used to determine how the study would be accomplished. Who would be studied? What information be sought? How would the information be gathered? How would the data be compiled? These procedures are described in this section.

Population.--Transfer students selected for this study came from four area schools located in Effingham and Casey, Illinois. The schools selected were Effingham High School and Central Junior High School in Effingham and Casey High School and Casey Junior High School in Casey. Eighty-five transfer students were selected from grades 7, 8, 9 and 10. They were chosen without regard to date of enrollment (with the following exception, they must have been enrolled at least four weeks), age or sex.

Information Gathering.--To gather the pertinent data an opinioinaire was devised to be answered anonymously by the students (See Appendix I). The opinioinaire was divided into two basic sections. One section dealt with personal information and the other with statements to which the students were asked to respond by circling a certain reply.

The first section of the opinioinaire asked for specific information about the individual. The information sought was:

1. Date moved into present school district.
2. Number of schools attended in the past five years.
3. Was the last school attended larger or smaller than the one now attending.



4. In how many activities does the student participate.
5. Age of the student.
6. Sex of the student.

The information provided personal information and served as a basis for identifying different types of transfer students.

In the second section of the opinionnaire the student was asked to respond to thirteen statements and questions by circling an appropriate response. The first six statements were in the form of a rating, and the student selected a numbered response from one to five. One being very poor and five being more than adequate. The next seven questions allowed the student to express more emotion in his response. He was asked to respond in the same manner as in the first statements, but in this case, number one became strong dislike and number five became like very much.

The statements and questions were pointed toward community, school and peers, and the student's reaction to them. The specific information rated in the first part of section two was:

1. Rating assistance received from the staff on adjusting to the new school.
2. Rating methods used to aid transfer students in learning school rules and policies.
3. Rating the curriculum.
4. Rating the teachers.
5. Rating adjustment to this school as opposed to others attended.
6. Describing family's adjustment to the latest move.

In the second part of section two, seven questions were introduced with a response requested for each one. These questions were to solicit the following information:

1. The student's attitude about moving.
2. The student's first impression of the community.
3. The student's perception of his family's attitude toward moving.
4. The student's reaction toward his classmates when first arriving.
5. The student's attitude toward his classmates at the time he filled out the opinionnaire.
6. The student's attitude toward school rules.
7. The student's attitude toward this school as compared to the last school attended.

The student was then given an opportunity to answer an optional question. Here he could write, in his own words, feelings about his adjustment and/or ideas concerning help given to transfer students.

The opinionnaire was then mailed to the selected transfer students. They were to be returned to the guidance office within ten days.

Compiling of Data.--Once the opinionnaires were returned the results were tabulated. Tabulation was first done by counting the responses for each statement or question. These raw numbers were then converted to percentages for comparison. An overall count was first taken, then a count by specific categories was made.

Dichotomies were made on the basis of:

1. Sex of the student.
2. Students who transferred three or more times in the past five years.
3. Students who transferred less than three times in the past five years.
4. Students from larger schools.
5. Students transferring from smaller schools.

In addition to the above categories, comparisons were also made by age, date moved into the district and number of activities the student was involved with.

#### Limitations

This study was confined within the following limits.

1. The population was from small communities in East Central and South Central Illinois.
2. The study was limited to students in grades 7, 8, 9 and 10.
3. As in all mailed research material limitations were imposed by: (1) Failure to receive 100% participation and (2) Authenticity of desired responses.
4. The transfer students were randomly selected.

#### Definition of Terms

The following are definitions of terms used throughout this study.

Transfer student: Any student who has changed his place of school enrollment by moving from one school district to another. A student who is new to a school district within the current school year.

Under Three: Any transfer student who has moved once or twice in the past five years, causing a change in school districts.

Over Three: Any transfer student who has moved three or more times in the past five years, causing a change in school district.

## CHAPTER II

### REVIEW OF RELATED RESEARCH

There is a dearth of research dealing with transfer students. Some work has been done with the mechanics of transferring in itself. As far as studies beyond this two were found which are representative of what has been done.

One area of interest in studying the transfer student is that of academic achievement. A study by John W. Evens entitled "The Effect of Pupil Mobility Upon Academic Achievement" looked at this problem.<sup>1</sup> Evens studied the cumulative records of ninety-eight fifth and sixth grade students at Nead School, Bunker Hill, Indiana. Bunker Hill Air Force Base is nearby resulting in high pupil turnover.<sup>2</sup> He tried to determine if moving about had effected academic performance. Evens converted grades to scores and compared means and medians of mobile and non-mobile students.<sup>3</sup>

Evens, in his study, concluded that mobility does not adversely effect academic achievement, although mobile students excel slightly higher in social studies and math than non-mobile students.<sup>4</sup>

---

<sup>1</sup>Evans, John W., "Effect of Pupil Mobility Upon Academic Achievement," National Elementary Principal, XLV (January 1966), 18-22.

<sup>2</sup>Ibid., p. 20.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 22.

N. M. Downie did a study in 1949 with children in fifth, sixth, seventh and eighth grade in Hermiston, Oregon schools; he compared those who moved around with those who had not on various factors of adjustment. He administered the Otis Self-Administering Test of Mental Ability and collected data for a sociogram. Each student named students he would like to work with. Downie wanted to see if differences existed in social adjustment for migratory students.<sup>5</sup>

Downie concluded that students who moved around did as well as students who had been in continuous residence on intelligence tests. His study also showed that students who moved once or twice or had been in the area one to three years are more socially acceptable than those in continuous residence or new students.<sup>6</sup>

The research examined appears to indicate that there is no difference in academic achievement of transfer students and non-mobile students. There is a question raised concerning time involved in social adjustment, as the evidence supports the contention that new students may have trouble in adjustment. The longer a student resides in a community the greater his chances for social adjustment.

---

<sup>5</sup>N. M. Downie, "A Comparison Between Children Who Have Moved from School to School With Those Who Have Been in Continuous Residence on Various Factors of Adjustment," Journal of Educational Psychology, XLIV (January 1953), 50-53.

<sup>6</sup>Ibid., p. 53.

## CHAPTER III

### DESCRIPTION OF RESULTS

Eighty-five opinionnaires were distributed and response was approximately 50% as forty-three were returned. Of the forty-three respondents, seventeen were girls and twenty-six were boys. Students transferring less than three times in a five year period comprised nineteen respondents, while students moving three or more times numbered twenty-four. The opinionnaires were returned from all four schools used in the population sample, and were from grades 7, 8, 9 and 10.

All questions were answered by the responding students with the exception of the optional question on which only two students wrote. This question was not considered due to lack of response. Some students marked two responses in three instances. In this case the more positive answer was used.

The description of the results is in percentage figures to indicate differences and degrees of differences in response. The results are discussed here in narrative form. In each instance the statement or question from the opinionnaire is described and a discussion of the results follows.

The results discussed in detail are those that are considered the salient variables. The variables are sex and frequency of transfers within a five year period.

The following is a description of the results of the two variables previously discussed. For the purpose of this study the data was dichotomized into the following categories:

1. Boys.
2. Girls.
3. Students who transferred less than three times in a five year period, causing a change in school districts.
4. Students who transferred three or more times in a five year period, causing a change in school districts.

To make a description of the number of moves of transfer students easier they are discussed in the following manner. Students moving less than three times in five years are referred to as the Under Three group. Students transferring three or more times in a five year period are referred to as the Over Three group.

Included in the description are two number figures. One number is the percentage replying with a particular response. After each percentage a number appears in parenthesis, which indicates the number or frequency of student responses. The following is a description of the results.

Rating assistance received from the staff on adjusting to the new school.--Only one student marked very poor as a response, this was a girl. Sixty-eight percent (11) of the girls checked fair as opposed to 23% (6) of the boys. Under the column marked adequate 25% (4) of the girls felt this way, while 61% (16) of the boys were satisfied with the help they had. Sixteen percent (4) of the boys checked more than adequate as opposed to one girl.



One student in the Over Three group marked poor, while 46% (11) of this group rated assistance as fair. This was opposed to 31% (6) of the Under Three group. In the Over Three group 33% (8) marked adequate and 16% (4) checked more than adequate. Sixty-three percent (12) of the Under Three group responded with adequate and one student in this group marked more than adequate.

Methods used to aid transfer students in learning school rules and policies.--Of girls responding to this statement 58% (10) said they felt the methods used were poor or very poor, while 15% (4) of the boys felt this way. Twenty-four percent (4) of the girls marked fair and 18% (3) selected adequate. In contrast 38% (9) of the boys said methods were fair and 50% (13) felt them to be adequate or better.

The twenty-four students in the Over Three group rated methods used to aid them on this move as: 46% (11) poor or very poor, 25% (6) fair, and 29% (7) adequate or more than adequate. The nineteen Under Three students rated this area as follows: 15% (3) poor to very poor, 37% (7) fair, and 47% (9) adequate or more than adequate.

Rating the curriculum and the teachers.--The data revealed the majority of the boys were satisfied with the curriculum and teachers, as 72% (19) of the male respondents rated curriculum as adequate and 60% (16) rated teachers in this manner. Their female counterparts rated curriculum at 47% (8) adequate or higher. Twelve percent (2) of the girls said the curriculum was poor. One boy checked this response. One boy also rated teachers as poor. Forty-one percent (7) of the girls said curriculum was fair and 47% (8)

of them marked this response for teachers. Twenty-three percent (6) of the boys rated curriculum fair and 34% (8) rated teachers this way.

Ratings given by groups divided by the number of moves are reported as follows. In the Under Three group the students rated curriculum in the following manner: 42% (8) fair and 53% (10) adequate or more than adequate. One student in this group marked poor. This same group rated their teachers this way: 42% (8) fair and 58% (11) adequate or more than adequate. No student in this group rated his teachers lower than fair. In the Over Three group the following ratings on curriculum is reported: 8% (2) of the students rated this as poor, 21% (5) said curriculum was fair. Nearly 71% (17) of the students checked adequate or more than adequate. These same students rated teachers in the following manner: 37% (9) said the teachers were fair, 58% (14) however, rated them as adequate or more than adequate. Only one student of this group rated teachers as poor.

Rating adjustment to this school as opposed to others attended.--Boys and girls appeared to show some differences in rating their adjustment. Boys rated their adjustment as follows: 4% (1) poor, 20% (5) fair, 34% (9) adequate and 42% (11) more than adequate. Girls responded about their adjustment this way: 23% (4) poor or very poor, 18% (3) fair, 23% (4) adequate and 36% (6) more than adequate.

Apparent differences were seen between groups divided by number of transfers. In the Under Three group 5% (1) marked poor,

21% (4) rated adjustment as fair, while 26% (5) said it was adequate and 47% (9) rated their adjustment as more than adequate. Students in the Over Three group rated adjustment as: 16% (4) poor or very poor, 21% (5) fair, 29% (7) adequate and 33% (8) more than adequate.

Describing family's adjustment to the latest move.--Students rating family adjustment tended to give more positive responses. They perceived family adjustment better than their own. Eight percent (2) of the boys rated family adjustment as poor and 16% (4) said it was fair, while 76% (20) described their family's adjustment as adequate or more than adequate. Eleven percent (2) of the girls rated family adjustment as poor, 24% (4) rated it as fair and 65% (11) checked either adequate or more than adequate.

The students divided by number of moves described their family's adjustment in the following manner. In the Under Three group 5% (1) of the students marked very poor while 21% (4) marked fair. Seventy-two percent (14) felt their family's adjustment to be adequate or more than adequate. Students moving three or more times responded as follows: 12% (3) poor or very poor, 12% (3) fair, 76% (18) adequate or more than adequate.

In the final portion of the opinionaire the student was allowed to express stronger feelings about his status in the school and community. The five responses he could have made were:

1. Strong dislike.
2. Dislike.
3. Indifferent.
4. Like
5. Like very much.

Student's attitude toward moving to present community.--In

response to this question boys expressed more positive response than girls. Twenty-seven percent (7) expressed dislike and 23% (6) marked indifferent. The remaining 50% (13) said they liked moving. Thirty-five percent (6) of the girls expressed either dislike or strong dislike about moving. Twenty-four percent (4) checked indifferent and 40% (7) said they liked the idea of moving.

Students in the Over Three group seemed to feel more positive about moving than did the Under Three group. A total of 67% (16) of the Over Three group marked like or like very much as opposed to 26% (5) of the Under Three group. In contrast 12% (3) of the Over Three group checked dislike or strong dislike while 44% (8) of the Under Three group felt this way. Thirty-one percent (6) of the Under Three group marked indifferent as opposed to 26% (5) of the Over Three group.

Family's reaction to moving.--Students perceived their

families as reacting more positive to the idea of moving than they did. Boys responded in the following manner: 16% (4) said they thought the family disliked moving, 8% (2) marked indifferent and 76% (20) said the family liked or liked very much the idea of moving. Girls were somewhat negative as compared with boys. They responded: 18% (3) strong dislike or dislike, 29% (5) indifferent, and 50% (9) said they felt their families were happy about moving.

Students in both frequency of transfer groups perceived their families as liking the move. In the Under Three group 57% (11) said they felt their families were happy about moving while 16% (3) said they thought their families disliked the idea. Twenty-six percent

(5) marked indifferent. The Over Three group approximately 75% (18) said their families liked moving, 8% (2) said they thought the family was indifferent, and 17% (4) checked dislike or strong dislike.

First impressions of the present community.--Students responding appeared for the most part to be happy with their respective communities when they arrived. No difference was noted for boys and girls nor in the groups identified by number of moves. Overall, approximately 70% of all transfer students were pleased with the community and 20% said they were indifferent. Ten percent of all respondents said they were unhappy with the community when they arrived.

Attitudes toward fellow students when first arrived.--How did the transfer student perceive their classmates when they came to the new school? Boys appeared to be more positive in their responses than the girls. One boy (4%) said he disliked the students while 29% (5) of the girls checked this response. Twelve percent (3) of the boys were indifferent as opposed to 29% (5) of the girls. Eighty-four percent (22) of the boys said they liked the students while 40% (7) of the girls marked this response.

The Under Three group responded this way: 12% (2) dislike, 16% (3) indifferent and 73% (14) like or like very much. The Over Three group responded this way: 12% (3) strong dislike or dislike, 25% (6) indifferent, and 61% (15) like or like very much.

Attitudes toward fellow students after a period of time.--There appeared to be an increase in positive response when compared with the preceding question. Seventy percent (12) of the girls said they liked the students after a time, while 12% (2) marked indifferent

and 18% (3) checked dislike or strong dislike. Boys marked their responses identically for this question as they did for the preceding question. They responded: 4% (1) dislike, 12% (3) indifferent, and 84% (22) either like or like very much.

There was an increase in positive response by the group moving less than three times in a five year period. Approximately 90% (16) said they now liked, or liked very much their classmates. Only one student marked dislike and one marked indifferent. The Over Three group changed their response as 74% (18) marked like or like very much. Twenty-one percent (5) remained indifferent, while one in this group marked dislike.

Attitudes toward school rules.--It was hoped that responses to this question would show general outlook of transfer students toward the school. Boys were generally either indifferent or liked the rules as indicated by their responses. Thirty-six percent (9) marked indifferent and 48% (12) checked like or like very much. Only 16% (4) of the boys marked dislike. In contrast approximately 40% (7) of the girls either strongly disliked or disliked the rules. Approximately 30% (5) of the girls marked indifferent and the same percentage, 30% said they liked the rules.

Students who moved three or more times were more critical than those in the Under Three group. In the Over Three group, 33% (8) said they disliked the rules, while 45% (11) marked like or like very much. Twenty-one percent (5) of these students were indifferent. Of students moving less than three times 21% (4) marked dislike and 31% (6) checked like. The big difference was that 4% (9) of these students said they were indifferent toward the rules.

Attitudes toward this school in comparison to transfer student's last school.--Twelve percent (3) of the boys disliked their present school when compared with their last school, as opposed to 30% (5) of the girls. Thirty percent (7) of the boys expressed indifference compared to 18% (3) of the girls. Approximately 58% (12) of the boys liked or liked very much the school they now attend. Girls responded slightly less with 49% (8) of the girls marking this response.

A difference appeared between students who moved more often and those who had not. Students moving three or more times in five years responded in the following way: 16% (4) dislike, 21% (5) indifferent, and 62% either liked or liked very much. In comparison students moving less than three times answered with the following: 16% (3) dislike, 44% (8) indifferent and 39% (7) either like or like very much.

Variables which did not show differences are described  
below:

1. Date the student moved into the district.--Response did not vary for students who were present at the start of school and those who enrolled later in the year.
2. Size of last school attended.--Students transferring from larger schools did not respond differently from those transferring from smaller schools.
3. Number of activities involved with.--As most students indicated they participated in one or more outside activity, it was difficult to determine any pattern of response. The data showed

little differences in response when compared with the number of outside activities.

4. Age of the transfer student.--The data showed no differences in response due to age difference.



## CHAPTER IV

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

As our society has become mobile, consideration must be given students effected by moving. Adjustment to any new situation can be difficult and the transfer student could pose special problems. It seems important then, that attitudes transfer students possess toward their new school situation be examined. These attitudes are those related to his school environment, his peers, and his perception of his adjustment.

Purpose of the Study.--The purpose of this study was to survey certain attitudes of transfer students regarding adjustment, and to determine differences in attitudes of various types of transfer students.

Procedures.--An opinionaire concerning attitudes toward school, community, and peers was devised and sent to eighty-five selected transfer students. In the opinionaire, the student was asked to rate various factors about his adjustment and school situation. He was also asked to express attitudes about moving and his peers.

Once the information was gathered the results were tabulated in raw numbers and converted into percentage figures for comparison. Comparison was made by categories determined by personal information.

The population used in the study was composed of students from four area public schools in East and South Central Illinois. Students were selected randomly from grades 7, 8, 9, and 10.

### Findings

The following is a description of the findings of this study. Related here are apparent differences found in the responses to the opinionaire.

1. Boys appeared to be more satisfied with aid they received from the school staff than did the girls.

2. Girls were far more critical than boys when rating methods used to aid them in learning school rules and policies.

Students in the Over Three group were more critical in the area mentioned above than the Under Three group.

3. Girls appeared to be less impressed by the curriculum than did the boys.

4. In rating adjustment to this school as opposed to others attended, boys felt they had made better adjustment than the girls.

Students in the Over Three group indicated better adjustment than the students in the Under Three group.

5. Overall students responding appeared to perceive their family's adjustment as better than their own.

6. Boys appeared to be slightly less hesitant about moving than did girls, when asked about their latest move.

Students in the Over Three group appeared more positive toward their move than the Under Three group.

7. Transfer students appeared to feel their families felt better about moving than they themselves did.

8. Students appeared to be happy with their new community upon arrival.

9. Boys appeared to be more positive in their attitudes toward their fellow students when they first arrived, than the girls.

The Under Three group was slightly more positive in this area than the Over Three group. The difference lay in the fact that a slightly higher percentage of the Over Three group marked indifferent.

10. After a period of time students appeared to gain an overall positive attitude toward their classmates.

11. Girls voiced stronger displeasure with school rules than did boys.

Students in the Over Three group were more critical than the Under Three group, or held their opinion.

12. Girls were slightly less pleased with this school, as compared with the last one attended, than the boys responding.

Students in the Over Three group appeared more pleased than the Under Three group.

13. No apparent differences were seen as to date moved into the district, size of last school attended, number of activities involved with, or age of the transfer student.

### Conclusions

The findings would seem to justify the following conclusions:

1. Girls who have transferred appear to perceive their adjustment more negatively than their male counterparts.
2. Students who transfer frequently appear more positive than students who transfer less frequently.
3. Overall, transfer students appear to possess positive attitudes toward their adjustment to a new school situation.

### Recommendations

On the basis of this study, the following recommendations are made:

1. School personnel involved with transfer students should provide ongoing aid to these students. This aid would be in the form of a student handbook, orientations, and special counseling when desired by the student.
2. Guidance personnel should take note of the special needs of the various types of transfer students.
3. A study should be undertaken to compare school adjustment of transfer students with a control group of non-transfer students. A personality inventory could be administered and comparisons, based on scores, made.

APPENDIX I

OPINIONAIRE

Please answer the following questions and return this form to the guidance office.

1. Date you moved into this school district. \_\_\_\_\_
2. How many different schools have you attended in the past five years? \_\_\_\_\_
3. Was your last school larger or smaller than this one? \_\_\_\_\_
4. How many different activities do you participate in, both in school and out of school (such as 4-H, Scouts, etc.) \_\_\_\_\_
5. What is your age? \_\_\_\_\_
6. Sex? (Please circle)    Boy        Girl

In the questions listed below please circle the number of the remark which best describes how you feel about the statement.

	VERY POOR 1	POOR 2	FAIR 3	ADE- QUATE 4	MORE THAN ADEQUATE 5
Rate the assistance you received from the staff in becoming adjusted to your new school.	1	2	3	4	5
Describe your feelings of the methods used to aid transfer students in learning school rules and policies.	1	2	3	4	5
Rate the curriculum at this school.	1	2	3	4	5

	VERY POOR 1	POOR 2	FAIR 3	ADE- QUATE 4	MORE THAN ADEQUATE 5
Rate the teachers work in class and with students in general.	1	2	3	4	5
Rate your adjustment to this school as opposed to others you have attended.	1	2	3	4	5
Describe your family's adjustment to their latest move.	1	2	3	4	5

Circle the number of the remark which best describes how you feel about the statement.

	STRONGLY DISLIKE 1	DISLIKE 2	INDIFFERENT 3	LIKE 4	LIKE VERY MUCH 5
How did you feel about moving to this community?	1	2	3	4	5
What was your first impression of this community?	1	2	3	4	5
What do you feel was your family's reaction to moving?	1	2	3	4	5
What did you think of the students when you first arrived at this school?	1	2	3	4	5
How do you feel about the students now?	1	2	3	4	5
What do you think of the school rules?	1	2	3	4	5
In comparison with your last school, how do you feel about this school?	1	2	3	4	5

OPTIONAL: In your own words, what do you think could be done to aid transfer students in their new school? Do you feel you have made a satisfactory adjustment in school? (Why or why not).

## BIBLIOGRAPHY

- Downie, N. M. "A Comparison Between Children Who Have Moved From School to School With Those Who Have Been in Continuous Residence on Various Factors of Adjustment." Journal of Educational Psychology, XLIV (January 1953), 50-53.
- Evans, John W. "Effect of Pupil Mobility Upon Academic Achievement." National Elementary Principal, XLV (April 1966), 18-22.
- U.S., Department of Commerce. Statistical Abstract of the United States: 1967. 88th Edition.
- U.S., Department of Commerce. Statistical Abstract of the United States: 1968. 89th Edition.
- "Why People Move," Personnel and Guidance Journal XLV (January 1967), 524.