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THE EFFECT OF RESIDENCE TYPE
ON ADJUSTMENT TO COLLEGE

BY

MATTHEW J. FACEMIRE

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF

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MARSHALL UNIVERSITY GRADUATE COLLEGE

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THE EFFECT OF RESIDENCE TYPE
ON ADJUSTMENT TO COLLEGE

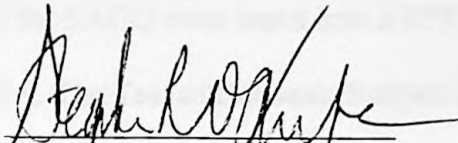
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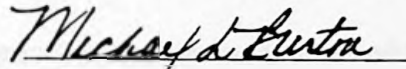
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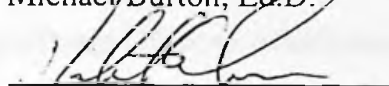
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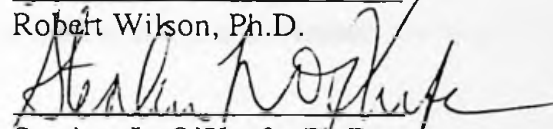
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MARSHALL UNIVERSITY GRADUATE COLLEGE

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Abstract

This study examined the difference in adjustment to college between Commuters (students who lived at home with their parents) and Boarders (students who lived on campus in residence halls). The study was conducted at a rural teachers college in West Virginia. The Student Adaptation to College Questionnaire (SACQ) was administered to 86 students from four English 102 classes. The results include 48 students who met the requirements of the study. The results of the SACQ were input into a SPSS computer program to produce a 2x2 design ANOVA. The Test of Between-Subject Effects showed three areas of significant difference between the Commuters and the Boarders. In this study, Gender had a significant effect on Academic Adjustment and Social Adjustment. Living Situation was found to have a significant effect on Attachment. The study did not indicate an interaction effect between Living Situation and Gender.

Acknowledgment

This study required countless hours and the better part of a year to complete. I could not have completed the study without the assistance of many people. First, I would like to thank the members of my thesis committee. I appreciate all the guidance and knowledge they graciously gave me. I would like to thank Dr. O'Keefe for his assistance in developing my idea into a thesis proposal. Dr. Burton's guidance in the use of APA writing style was greatly appreciated. Finally, I would like to thank Dr. Wilson for being patient in his assistance with the statistics presented in this thesis. I feel I need to offer thanks to Glenville State College for allowing me to complete my testing at the institution. The college was very accommodating and deserves special thanks for their assistance. I hope the study is beneficial to Glenville State College. I would like to conclude by thanking my family for helping to give me the courage not to give up on this project.

Table of Contents

	Page
Abstract.....	i
Aknowledgements.....	ii
Table of Contents.....	iii
List of Tables.....	iv
Introduction.....	1
Purpose.....	5
Method.....	6
Subjects.....	6
Instrument.....	7
Results.....	9
Discussion.....	14
Reference.....	19
Appendix: Literature Review.....	24
References.....	35

List of Tables

		Page
Table 1	Analysis of Variance Between Subjects	11
Table 2	Mean and Student Standard Deviation	12

Effect of Residence Type on College Adjustment

Adolescence is a period of personal growth and adjustment to changing life roles. Students who have lived structured lives while in High School are given new freedoms and responsibilities once they begin college. The number of students enrolling in U.S. colleges is steadily increasing and it seems the confidence level of these freshmen that they will successfully complete their degree requirements is at an all-time high. Yet, the proportion of students who actually graduate from college is declining (Strange & Brant, 1999). Although there have been many studies interested in college adjustment published over the past 30 years, few have addressed the differences in adjustment of boarders (students who live on campus) and commuters (students who live at home with their parents). This thesis explores the difference in college adjustment of both boarders and commuters.

For most college freshmen, beginning school is an adventure that will lead to a successful career. There was a time when colleges required freshmen to live in the college dorms during their first year, but today many colleges have dropped this requirement. The changing college environment was evident as early as the late 1960's. The traditional student in the 1960's was middle or upper class, rural, small town or suburban youth, but a new, less privileged group of students was emerging. Higher education needed to recognize the strengths, and not just the weaknesses, of students coming from blue-collar backgrounds and from the cities (Chickering, 1969).

Many students are now commuting simply due to economics. The National Center for Educational Statistics (NCES) has been tracking the demographic information on

America's higher education system for several decades. Their records show that college costs (tuition, room and board) have risen at both public and private institutions. Between 1986-87 and 1996-97 charges at public colleges rose by 20 percent, and at private colleges by some 31 percent, after adjustments for inflation (NCEA, 1997). Many bright students simply cannot afford the cost of a college education. For many of those students who do not receive sufficient grants or student loans to attend college as boarders, commuting has become not only an economic necessity, but also an opportunity to receive a college education.

Common sense tells us that the college experience of a boarder will differ from that of a commuter. In one widely cited study of the home-leaving process, Sullivan and Sullivan (1980) compared college freshmen who left home to attend college (boarders) and students who chose to live at home (commuters), with respect to changes in students' relationship with their parents on entering college. The study found that unlike those who commuted to college, freshmen who moved away from home exhibited increases across all family functioning indicators including: communication, affection, independence and satisfaction. Many scholars have maintained that successful mastery of separation-individuation issues are critical developmental tasks for this period. The ability to maintain close ties to parents while negotiating this transition has implications for a host of adjustment outcomes (Holmbeck & Wandrei, 1993).

Josselson (1980) provided a compelling mapping of the sub-phases of childhood separation-individuation onto sub-phases of adolescent development. "A critically important aspect of childhood and adolescent separation-individuation is the rapprochement sub-phase. Early attempts to separate from parents, reflective of the

practice sub-phase, yield to a more advanced sub-phase characterized by rapprochement in the parent-child or parent adolescent relationship” (Quintana, Kerr, 349). With this in mind, the question arises to the differences in development of separation-individuation of commuters and boarders. Based on this information, differences could exist due to exposure to separation by the boarders or the lack of separation the commuter will experience.

Today, students who do not live on campus make up 80% of the students in American higher education, (Jacoby, 1989). The changing college environment has forced colleges to evaluate what factors affect a student’s adjustment to college. Access to help and information has been found to be a major factor in retention rates for commuters (Johnson, 1987). Students need the support of the staff and administration to succeed. These findings are supported by other findings. It has been found that increased interaction between the student and the institution may serve to strengthen the personal bonds between the student and the institution, thereby increasing the likelihood of social integration and persistence (Pascarella & Terenzini 1991). Another study found that the more time faculty members gave students, the more likely the students are to complete their education (Tinto, 1975).

Tinto’s (1975, 1987) longitudinal model concentrates on the impact of the institution and asserts that the quality of a student’s interaction with the academic and social systems of the institution are related to whether he or she persists or drops out. In addition, the importance of residence status, academic and social interaction, affect commitment to students’ persistence in college (Astin, 1985; Pascarella & Terenzini, 1991; Tinto, 1970, 1987). Several studies (Aitken, 1982; Astin, 1975, 1985; Chickering,

1974) have indicated that persistence and satisfaction with college experience increases as a result of living in a residence hall during the first year of college. For commuting students, external demands such as employment, finances, and family responsibilities limit opportunities for contact with faculty and students (Pascarella & Terenzini, 1991).

Adjustment involves the implication that the individual is involved in a rich, ongoing process of developing his or her potential, reacting to and in turn changing the environment in a positive manner (Reber, 1995). Reber's definition of adjustment resembles Tinto's (1975, 1987) definition of academic integration. Tinto said academic integration amounts to grade-point average and intellectual development. If a student is academically integrated into an institution, his or her grade-point average should be high. Tinto (1975) noted that many studies have shown grade point average to be the single most important factor in predicting persistence to college. For commuting students, academic factors may be more important than social factors (Bean & Metzner, 1985). As noted above, informal student-faculty contact has also been positively associated with academic performance, intellectual and personal development, and hence academic integration (Pascarella & Terenzini, 1978; Spady, 1978). Commuter students appear to be at greater risk of attrition since they lack the opportunity to become involved in these informal contacts.

Tinto's theory of academic integration has been supported by many authors (Lenning, Beal, & Saver (1980); Cope and Hannah, 1975; Marks, 1967), but does not seem to apply to primarily commuter colleges. There was no significant relationship between social integration and persistence of college freshmen in commuter/nonresidential institutions (Pascarella, 1981), (Pascarella & Chapman, 1983).

Also of importance are quantitative research findings which indicate factors such as family support and closeness of non-college friends directly interact with institutional experiences to influence social integration (Christe & Dinham, 1991).

Each college campus has a unique environment that is influenced by both students and administrators. Since we know each student will have a different experience while attending college, faculty and college administration must try to make sure that each student has a positive experience that fosters personal growth. The studies presented above are very informative, but leave many questions concerning student's adjustment unanswered.

Purpose

The purpose of this study is to compare the level of college adjustment of both boarders and commuters. The results of this study will be a useful resource for college administrators as well as staff in understanding how different students adjust. The information will be useful in designing a variety of activities including: freshmen orientation, student social activities, and classroom orientation to name only a few areas of concentration. The hypotheses of this study were:

H₀₁: There will be no difference in the level of college adjustment between boarders and commuters.

H₁: There will be a significant difference in college adjustment between boarders and commuters.

H₀₂: There will be no difference in the level of college adjustment between males and females.

H₂: There will be a significant difference in the level of college adjustment between males and females.

H₀₃: There will be no interaction effect between living situations and gender.

H₃: There will be a significant interaction effect between living situations and gender.

Method

Subjects

The study included 86 students enrolled in freshman English classes at a rural teachers college in West Virginia. The requirements the students had to meet to be included in this study were as follows: be a 2nd semester freshmen; be between 18 and 20 years of age; live either in the campus residence halls or at home with their parents. Of the 86 students included in this data collection, twelve from each group were randomly selected for inclusion. The remaining students fell into five groups: six renters; five female commuters who did not meet the criteria; seven female commuters who were not randomly chosen; five male commuters who did not meet the study's criteria, and fifteen female boarders who were not randomly chosen.

Each of the forty-eight subjects included in this study was asked to complete the Student Adaptation to College Questionnaire (SACQ). The raw scores produced by the SACQ were converted to T-scores and input into a SPSS computerized statistics

program. Living Situation and Gender were input as independent variables. The four levels of adjustment were input as the dependent variables. The final variable in the study, College GPA, was input as a covariate. Several studies have indicated that College GPA is directly related to adjustment to college, so in order to eliminate College GPA's effect on Living Situation and Gender it was input as a covariate.

Instrument

The Student Adaptation to College Questionnaire (SACQ) was administered to each of the 86 participants. The SACQ is a 67-item, self report questionnaire that can be administered individually or in a group setting, in approximately 20 minutes. The student responds to a 9-point scale ranging from "applies very closely to me" on the left, to "doesn't apply to me at all" on the right. The student indicates the point on the scale that best represents the degree to which the statement is true for him or her at the time of the testing. The SACQ is divided into four principal subscales that focus on certain aspects of adjustment to college. The four subscales are: Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Goal Commitment/ Institutional Attachment. The SACQ manual does a very good job of describing each of these subscales. The Academic Adjustment subscale consists of 24 items that refer to various educational demands characteristic of the college experience. The 20 items that make up the Social Adjustment subscale are relevant to the interpersonal-societal demands inherent in adjustment to college. The Personal-Emotional Adjustment subscale contains 15 items aimed at determining how the student is feeling psychologically and the degree to which he or she is experiencing general psychological distress and/or any associated somatic problems. The Goal Commitment/Institutional Attachment subscale is composed of 15 items

designed to explore the students' feelings about being in college and the college he or she is attending, in particular. (Baker & Siryk, 1989)

The SACQ raw scores are converted to a T-score (mean=50, s.d.=10) and a percentile rank. The SACQ manual indicates the 67-item version was standardized on 1424 first and second semester freshmen at Clark University in the academic years from 1980-81 through 1984-85. The manual reports norms by gender and freshmen semester of testing. Since the SACQ is measuring a state and not a property of an individual, the manual uses estimates of internal consistency reliability rather than test-retest reliability. Table six in the SACQ manual presents alpha coefficients for the 67-item version of the SACQ. Values for the Academic Adjustment subscale range from .81 to .90, for the Social subscale they range from .83 to .91, for the Personal-Emotional subscale from .77 to .86. for the Goal Commitment/Institutional Attachment subscale they range from .85 to .91, and for the Full Scale from .92 to .95.

Intercorrelation data for 34 administrations of the SACQ at 21 different universities are shown in tables 10 through 13 of the SACQ manual. The median intercorrelation for the three subscales that do not have overlapping items are quite comparable (Academic Adjustment/Social Adjustment, .45 and .39; Academic Adjustment/Personal-Emotional Adjustment, .60 and .55; and Social Adjustment/Personal-Emotional Adjustment, .49 and .42). There is considerable evidence of the SACQ's reliability across institutions and academic years (Baker, R. W. & Siryk, B., 1989).

In a review of the SACQ, Dahmus, Bernardin, and Bernardin (1992) said, the SACQ seems to have potential as a useful tool for counseling intervention and research

related to college life. Improvements need to be made in the norm base with recent data from schools other than Clark University. The instrument seems to have great potential as a program evaluation tool for assessing the impact of a variety of student services and programs on adjustment to college. The SACQ would seem to be an excellent assessment tool for a program evaluation in this area. The SACQ has good reliability and substantial validity, as well as a norm base similar to the one being tested in this study.

Results

Analysis of Data

The research study utilized a nested design. The independent variables in this study were living situation and gender. The dependent variable in this study was adjustment. There were four levels of adjustment in this study: Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Goal Commitment/Institutional Attachment. A between-subject random design was utilized in this study. In this between-subject random design, all comparisons between different conditions are based on comparisons between different subjects. A Two-Way Analysis of Variance (ANOVA) was used to test the significance of the difference between means. The ANOVA identifies the proportion of the variance the independent variable contributes to the dependent variable. Alpha was set at the .05 level.

The results of the ANOVA indicated two areas of significance. The first area of significance involves Living Situation. The results of the ANOVA indicated that Boarders and Commuters do differ in their level of Attachment. The Null Hypothesis H_0 is rejected in this study. The second area of significance involves the effect of Gender on adjustment to college. The statistical results of this study indicated that Gender did affect

both Academic and Social Adjustment. The Null Hypothesis H_{02} is rejected in this study. There was no interaction effect between Living Situation and Gender, so H_{03} is accepted.

The following tables present the statistical information utilized in this study.

Table 1 shows the source of variance for both Gender and Living Situation. Table 2 provides means and standard deviations of the males and females who were living at home and living at school for the subscales of the Student Adaptation to College Questionnaire.

Table 1

Analysis of Variance Between Subjects

Source of Variance	Dependent Variable	df	Sum of Squares	Mean Squares	F*	Sig.
Gender	Academic	1	384.885	384.885	5.846	.020
	Social	1	330.395	330.395	6.176	.017
	Personal	1	308.40	308.40	2.422	.127
	Emotional Attachment	1	38.748	38.748	.585	.448
Living	Academic	1	49.539	49.539	.752	.391
	Social	1	20.404	20.404	.381	.540
	Personal	1	5.467	5.467	.043	.837
	Emotional Attachment	1	328.800	328.80	4.967	.031
Gender* Living	Academic	1	204.107	204.107	3.100	.085
	Social	1	2.300	2.300	.043	.837
	Personal	1	276.743	276.743	2.176	.147
	Emotional Attachment	1	32.249	32.249	.487	.489
Error	Academic	43	2830.891	65.835		
	Social	43	2300.215	53.493		
	Personal	43	5469.416	127.196		
	Emotional Attachment	43	2846.634	66.201		

Note. College grade point average was used as a covariate in this study.

* $p < .05$

Table 2

Means and Student Standard Deviation

Type of Adjustment	Gender	Living Sit.	Mean	Standard Deviation	
Academic	Male	Boarder	44.9167	5.1603	
	Male	Commuter	43.0833	12.1465	
		Total	44.0000	9.1746	
		Female Boarder	50.2500	6.2541	
		Female Commuter	52.3333	11.2115	
		Total	51.2912	9.68	
		Total Boarder	47.5833	6.2340	
		Commuter	47.7083	12.3692	
		Total	47.6458	9.6898	
	Social	Male	Boarder	47.7500	6.3120
		Male	Commuter	47.1667	9.5235
			Total	47.4583	7.9070
		Female Boarder	43.0000	5.7208	
		Female Commuter	42.0833	7.1916	
		Total	42.5417	6.3724	
		Total Boarder	45.3750	6.3712	
		Commuter	44.6250	8.6518	
		Total	45.0000	7.5258	
Personal Emotional		Male	Boarder	46.1667	9.9071
		Male	Commuter	46.2500	10.1813
			Total	46.2083	9.8245
		Female Boarder	39.7500	12.8142	
		Female Commuter	45.3333	14.3738	
		Total	42.5417	13.6190	
		Total Boarder	42.9583	11.6711	
		Commuter	45.7917	12.1904	
		Total	44.3750	11.8925	

College Adjustment 13

Attachment	Male	Boarder	49.1667	7.6614	
	Male	Commuter	44.2500	7.5453	
		Total	46.7083	7.8490	
		Female	Boarder	47.5000	10.7492
		Female	Commuter	43.7500	6.8241
			Total	45.6250	9.0112
		Total	Boarder	48.3333	9.1683
			Commuter	44.0000	7.0403
			Total	46.1667	8.3776

Discussion

This study utilized the Student Adaptation to College Questionnaire to measure adjustment to college. As discussed in the instrument section of this paper, the SACQ has four measures: Academic Adjustment, Social Adjustment, Personal-Emotional Adjustment, and Goal Commitment/Institutional Attachment. Each hypothesis was evaluated as to the student's statistical level of adjustment on each measure. The result of this study indicated that there is a significant difference in level of adjustment produced by Living Situation and Gender. The Null Hypotheses were rejected in H_{01} and H_{02} . There was no interaction effect between Gender and Living Situation, so the Null Hypothesis H_{03} is accepted. In the following section of this paper each hypothesis and its respective statistical results are discussed.

Probably one of the most heavily researched areas of college adjustment has been the affect of College GPA on adjustment to college. In this study College GPA was a covariate, since it had an effect on all levels of adjustment. By setting College GPA as a covariate, its effect on the four levels of adjustment was removed allowing the effects of Gender and Living Situation to be assessed alone.

Past research has shown that the vast majority of traditional-age college students drink alcohol (83% of women and 86% of men), although most are not of legal drinking age (Jenson, Peterson, Murphy and Emmerling, 1992). This high rate of drinking has implications for many aspects of college life, including participation in campus activities (Cherry, 1987), psychological and physical well-being (Jenson, Peterson, Murphy, & Emmerling, 1992) and grade-point-average (Maney, 1990). This study, although it is not

related to college drinking, found that college GPA had an effect on all measures of adjustment to college.

GPA is a very important factor in the development of a positive adjustment to college. Baker and Siryk (1984) developed a measure of college adjustment, the SACQ, in which freshman year grade point average was the most relevant validity criterion. The current study, which utilized the SACQ and utilized College GPA as a covariate, is in contrast to Wolfe's (1993) study that suggested although females had higher GPAs, they did not have better adjustment to college.

The first hypothesis in this study looked at the differences between commuters' and boarders' level of adjustment to college. The Null Hypothesis, H_{01} , was rejected because Living Situation significantly affected Attachment. The statistical information in this study indicated that Boarders were better adjusted to college than Commuters. The Attachment scores are not surprising and are almost expected if we look at the literature on the subject. Students who live at home have been found, when compared to students who lived at college, to be less involved in academic activities, in extracurricular activities, and in other social activities with other students (Herdon, 1984). Living in the dormitory clearly increases the chances the student will be satisfied with the overall undergraduate experience. Students also seem to have better access to college facilities and staff and are more involved in the undergraduate experience when they live in the college dormitory (Astin, 1973).

Studies have indicated that there are significant differences between the entering characteristics, participation in the college experience and behaviors and attitudes of residence hall and commuter students (Chickering, 1974). One study found that living in

a residence hall aided in college freshman intellectual and personal development (Welty, 1976). Students' cognitive growth may stem from a certain integrated wholeness in the college experience. Further, the conditions for growth may be maximized when academic experiences occurring during nonclassroom interaction with faculty and other students. These experiences are more likely to occur when the student lives in campus housing (Pascarella, Bohr, Nora, Inman, & Desler, 1993).

Clearly, the results of this study indicated that the student who lives in campus residence halls are more attached to the college community. This involvement has been shown to stimulate both cognitive growth and intellectual development. This information is very useful to college officials who may want to try to stimulate the commuters' involvement in college experiences. College administrators should make an effort to involve commuters in the college environment in order to facilitate both cognitive growth and personal development.

The second hypothesis in this study looked at Gender's effect on adjustment to college. The Null Hypothesis H_{02} was rejected in this study. There were two areas of significant effect in this study. Gender had a significant effect on Academic Adjustment, with females showing the highest level of adjustment. Gender also had a significant effect on Social Adjustment, with males showing better adjustment than females.

There has been a limited amount of research done concerning how males and females differ in adjustment to college. One area of research involves differences in alcohol use during college years by males and females. This research indicates that college men drink more than college women and, therefore, experience more alcohol related problems than do women (Maney, 1990). This could be related to men being more

socially adjusted than female college students. Parental attachment and family structure have been found to differ for men and women. College women appear to be more closely attached to their parents than do college men (Kenny & Donaldson, 1991). Connectedness, as well as individualism, has been found to be facilitative of adaptive functioning throughout adolescence (Grotevant & Cooper, 1986). This is related to the current study in that men seem to be socially adjusting to college better than females; these same males are less likely than females to adjust academically. Gender differences have also been found in risk factors for a broad array of psychological disorders. Females have been found to be at higher risk for symptoms of internalized disorders and anxiety disorders. Men have been found to be more likely to display externalized disorders such as: alcohol abuse, assault, or sexual-deviant behavior (Oliver, Reed, and Smith, 1998). This is very useful information that is supplemented by this study's findings on both academic and social adjustment differences of male and female first year college students.

The third hypothesis in this study investigated the possibility of an interaction effect between Gender and Living Situation. This study found no interaction between the two factors and the Null Hypothesis, H_{03} was accepted.

To summarize the findings of this study: Gender was found to be a significant factor, with females doing better academically and males doing better socially. Living Situation was found to significantly affect the level of attachment to the college, with Boarders showing better adjustment. The null hypothesis, H_{03} , was accepted because Living Situation did not produce a statistically significant interaction effect with Gender. The results in this study are useful to school counselors and college administrators in

several ways. First, student's GPA has an effect on persistence and completion rates, as well as physical and psychological health. Efforts should be extended to these students to increase their GPA's. A higher GPA seems to feed academic success as well as increase positive self-esteem. A second area of concern is gender. Gender differences must be considered when promoting campus social activities. This study indicates that females are having difficulties adjusting socially, so activities may need to be designed specifically with this population in mind. A third area concerns males' adjustment to the academics of college. This study, as well as many other studies has shown that males may need to have increased access to tutoring services during their freshman year of college. Finally, an effort should be made to make social activities more attractive to commuters. Further research may be necessary to determine what these efforts should be.

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Appendix
Literature Review

There was a time when the majority of colleges required first year students to live on campus. During the late 1950's and early 1960's the Federal Government allocated large amounts of money for college living facilities. These times gave way to tighter spending policies and fewer dorm rooms for a growing number of students. By the time Arthur W. Chickering's "Commuting versus Resident Students" was published in 1974, the traditional resident college student was beginning to be rivaled by the commuter.

Chickering (1974) said, "education in general and higher education in particular, has been oriented towards the strengths of the middle and upper class, rural, small town, or suburban youth and has not had to worry about their weaknesses." This may have been true during and prior to the late 1960's, but as Chickering notes, today college students do not always conform to the traditional mold. Chickering notes three groups who entered colleges during the 1970's: white sons and daughters of blue-collar workers, those from the inner cities, and adults returning to college. These students, many who were lower class, could not afford to live on campus, so their only option was to commute.

Today, student enrollment is at an all time high and many colleges officials are saying that the level of confidence of entering freshmen about the likelihood they will complete their degree requirements is at an all time high. Yet, (Strange and Brant 1999), the proportion of students who actually graduate from college is declining. There is a general concern that today's students are not being prepared for the challenges they will face once they go to college. So we must look at what contributes to a student's success in college. Reber (1995) defines adjustment as usually referring to social or psychological adjustment and when used in this sense carries clear positive connotations,

e.g., well adjustment. The implication is that the individual is involved in a rich, ongoing process of developing his or her potential, reacting to and in turn changing the environment in a healthy, effective manner.

Many psychologists and theorists have been concerned with how the late-adolescent separating from his parents will effect his or her adjustment to college. According to the structural family theory, Munuchin (1974), a healthy family provides its members with feelings of belonging and feelings of differentiation. Excessively close or enmeshed families are dysfunctional, as are extremely disengaged family relationships. Enmeshed families provide a heightened sense of belonging at the expense of differentiation, and disengaged families provide feelings of differentiation but little sense of belonging. An adaptive degree of differentiation between parents and their children is maintained by clear interpersonal boundaries, which are neither too rigid or too diffuse. When boundaries are too diffuse, family members are overinvolved, intruding on the privacy of other family members and limiting their independence. Such families are likely to be anxious about family members' movement towards separation or independence (Munuchin, 1974).

Interest in attachment from a lifespan prospective (Ainsworth, 1989; Antonucci, 1976; Collins and Read, 1990) has resulted in the application of attachment theory to the understanding of late adolescent-parent relationships during the leaving-home transition and throughout the college years. According to the ethological theory of Bowlby (1969) and Ainsworth, Blehar, Walters and Wally (1978), attachment is viewed as an enduring affective bond that can promote autonomy rather than as a tie that is synonymous with dependency. The attachment figure provides a secure base of support that promotes

active exploration and mastery of the environment and development of social and intellectual competence. Kenny (1987) suggests that the process of leaving home for college can be conceptualized as a strange situation in which the availability of parents as a secure base may support, rather than threaten the development of competence and autonomy. Recent findings with college students have established relationships between parental attachment and measures of social competence, psychological functioning, and career development (Armsden & Green, 1987; Bell, Avery, Jenkins, Feld, and Schoenrock, 1985; Blustein, Walbridge, Friedlander, and Palladino, 1991; Kenny, 1987, 1990; Kobak and Sceery, 1988).

In a 1991 study, Kenny and Donaldson found that college women describe themselves as significantly more attached to their parents in comparison with college men. In this study, women described themselves as affectively closer to their parents and as seeking out more parental support than college men, but those college women who described themselves as more attached to their parents also reported higher levels of social competence and psychological well-being. Consistent with attachment theory and secure-base hypothesis, characteristics of secure attachment, including positive affect, support for autonomy, and emotional support were associated with adaptive functioning. According to these findings, parental closeness, defined in terms of secure attachment, is adaptive for women.

Protinsky and Gilkey (1996) conducted a study with the purpose of investigating the perceptions late adolescent college women have of their relationships with their parents, their perceived level of individuation, and how these perceptions are related to their adjustment to college life. Specifically, the concepts of individuation, triangulation,

intimacy, intimidation, and personal authority were assessed as to their relationship to the following features of college adjustment: Grade point average, health complaints, perceived health, self-esteem, frequency of contact, and overall measure of college adjustment. The general adjustment was measured by using the Student Adaptation to College Questionnaire. Seen as a whole, Protinsky and Gilkey's study showed that though assessed only from the daughter's point of view, it appears that the individuated young women are often the best-adjusted women. For this sample, the less the woman perceives that she is caught in the unresolved struggles of her parents, the better she perceives her adjustment to college life, the more highly she thinks of herself, the better her perception of her own health, and the higher her grade point average.

In counseling research on late adolescence, there is often potentially a misleading tendency to equate advanced development with independence, separateness, or detachment and to imply that developmental immaturity is associated with connectedness (Lawler, 1990). Often people forget that college is a time of personality development and relationships with families help to foster adjustment to college and life in general. Josselson (1980, 1988) provides a mapping of the sub-phases of childhood separation-individuation onto sub-phases of adolescent development. A critically important aspect of childhood and adolescent separation-individuation is the reapproachment sub-phase. Early attempts to separate from parents, reflective of the practicing sub-phase, yield to a more advanced sub-phase characterized by a reapproachment in the parent-child or parent-adolescent relationship. Josselson (1988) argued, "the adolescent, as much as the toddler, brings his new ideas and his new ways of being home, to be recognized in the context of ongoing connection, to bring the relationship up to date".

Empirical research on the importance of college students' attachment to parents also demonstrates that advanced development should include adaptive forms of connectedness. Lapsley, Rice, and Fitzgerald (1990) found that secure attachment in parent-adolescent relationships were predictive of adjustment to college. Two other studies. Quintana and Lapsley (1987, 1990), showed that adolescents who were securely attached to parents and who received support from parents had advanced development in ego identity. One exception to this trend was Rice, Cole, and Lapsley (1990) that family cohesion was not significantly related to college adjustment. Rice (1990) also found that independence from parents was not related to college adjustment; rather, only positive separation feelings in parent and non-parent relationships were associated with adjustment.

A 1993 study by Quintana and Kerr investigated the relative advantage of supportive relationships involving separateness and connectedness with that of non-supportive relationships involving separateness and connectedness in college students' adjustment. The results suggest that first and second year student's participation in a supportive relationship with parents, authority figures, and peers was strongly associated with freedom from psychological complaints. More specifically, these students' adjustment as measured by freedom from complaints of depression was associated with their involvement in relationships in which their interpersonal needs of separateness, nurturance, and mirroring were gratified. In contrast, students' participation in relationships characterized by separation anxiety, rejection expectancy, engulfment anxiety, or denial of dependency was associated with psychological complaints, especially depression.

From the information and studies available, we can deduct that a positive nurturing relationship with parental figures is essential in achieving separation-individuation and adjustment. So how does remaining at home during college affect this process? In one widely cited study of the home leaving process, Sullivan and Sullivan (1980) compared college freshmen who left home to attend college (boarders) with students who chose to live at home during their freshman year (commuters) with respect to changes in the students' relationship with their parents on entering college. Unlike those who commuted, freshman who moved away from home exhibited increases across all family functioning indicators, including communication, affection, independence, and satisfaction.

A large body of information on living situation and adjustment to college has become available over the past twenty years. The clear weight of this body of inquiry suggests that students living on campus are not only more involved in various educational and social systems of the institution than are commuters, but they also make significantly greater gains during college on a range of outcomes. These outcomes include: aesthetics, cultural and intellectual values; sociopolitical liberalism; self-esteem; autonomy, independence, and internal locus of control; persistence in college and degree attainment; and use of principled reasoning in judge moral issues (Anderson, 1981; Astin, 1972, 1973, 1975, 1977, 1982; Baird, 1969; Chickering, 1974; Chickering & Kuper, 1971; Chickering, Mcdowell & Campagna, 1969; Herndon, 1984; Matteson, 1974; Pace, 1984; Pascarella & Chapman, 1983; Pascarella & Terenzini, 1991; Rest & Deemer, 1986; Rich & Jolicoeur, 1978; Scott, 1975; Sullivan & Sullivan, 1980; Welty, 1976; Wilson, Anderson, and Fleming, 1987). These differences were shown to exist even when

controls are made for gender, race, socioeconomic status, secondary-school achievement, academic ability, and precollege level of adjustment.

Pascarella, Bohr, Nora, Zusman, Inman, and Desler (1993) conducted a study that sought to test the hypothesis that living on campus fostered cognitive growth by estimating the relative freshman-year gains in reading comprehension, mathematical reasoning, and critical thinking of resident and commuter students at a large, urban, research university in the Midwest. What they found suggested that residing on campus may enhance the impact of college, not only in areas such as student values, attitude, personal development, and persistence, but also in student cognitive and intellectual growth. Their findings suggest the possibility that residential living may be most influential in fostering cognitive growth in areas that are not closely linked to specific course or curricular experience. Pascarella, Bohr, Nora, Zusman, Desler (1993) said while it should be considered tentative, such a conclusion is nevertheless consistent with the findings of both Pace (1987) and Pascarella (1989) that general cognitive growth during college is fostered not just by coursework and academic involvement, but also by social and intellectual interaction with peers and faculty. The evidence in this study and other works is strong in suggesting that such interaction with peers and faculty is more likely to occur if students live on campus than if they commute.

Wilson, Anderson, and Fleming (1987) conducted a study to investigate differences between college residents and commuters with regard to their individual adjustment, a relevant family system process. The results showed some significant differences between commuters and residence hall students with regard to overall college maladjustment, their perceived psychosocial development, and degree of fusion in the

family system. Commuting college students demonstrated poorer personal adjustment and greater overinvolvement in their parental relationships than did students in residence halls. Commuting freshmen also reported the greatest overinvolvement with parents.

Graff and Cooley (1970) conducted a study with the aim of investigating whether or not commuters and resident students differed on adjustment to college (i.e., personal and social adjustment, maturity of goals, and curricular adjustment.) after their first semester of college was complete. The results of the study indicated that commuters and resident students did not differ on academic achievement after one semester of college work. However, the study showed that commuters exhibited poorer mental health and curricular adjustment and showed less maturity of goals and aspirations indicating that their educational development could be impeded. A similar study by Pascarella (1985) found that there was no significant, direct influence of resident status on two measures of student intellectual and interpersonal self-image. Rather, on-campus living produced a positive influence on student's development by promoting higher levels of integration and involvement with major agents of socialization on campus.

In yet another study on residence living situation, Herndon (1984) researched the importance of living situation on college adjustment. The findings of the study supported the notion that housing is a significant factor in college adjustment. Pancer and Hunsberger (2000) found that adjustment was directly related to the students' expectations. The amount of stress that the students reported immediately prior to beginning their university studies was significantly related to their adjustment to the university six months later.

Despite the vast differences between resident and commuter students, once enrolled, academic achievement as measured by students' grades does not differ significantly between the two groups. This statement is consistent with research even when controlling for precollege ability (Baird, 1969; Chickering, 1974; Graff & Cooley, 1970; Pascarella, 1984; Pugh & Chamberlain, 1976). This is an interesting conclusion in light of findings that commuters less frequently: participate in honors programs, do extra reading, study in a library, or discuss school work with friends (Chickering, 1974). Also, much evidence indicates that resident students participate in college extracurricular culture and social activities more frequently than their commuter counterparts (Baird, 1969; Chickering, 1974; Chickering & Kulper, 1971; Nelson, 1982; Welty, 1976).

Tinto's theory (1975, 1987) of dropout behavior, says the more a student is integrated into the academic and social system of an institution, the less likely he or she will drop out. Generally, the findings in the research of college living situation shows this hypothesis to be true. Living on campus as opposed to commuting is significantly and positively associated with persistence even when precollege factors such as high school grades, academic major, and socioeconomic status are taken into account (Astin, 1975; Chickering, 1974; Levins & Clowes, 1982; Nelson, 1982; Pascarella & Chapman, 1983; Velez, 1985).

In another study, Inman and Pascarella (1998) found, contrary to prior research, residence during college did not significantly contribute to the end of freshman year critical thinking of students. Blimbing (1999) used meta-analysis to integrate and summarize the empirical research from 1966 through 1987 regarding the influence of college residence halls on academic performance of undergraduate students in the United

States. The findings were that when only studies that control for differences in past academic performance were used, the reviewed research does not show that living in a conventional residence hall significantly influences academic performance over living at home.

Differences between college students academic adjustment have been well documented, but what about social adjustment? Colleges are notorious dens of alcohol consumption. Cooney and Nonnamaker (1992) found that students living in fraternities, group houses, or coed residence halls had significantly higher rates of alcohol use than did students living home with parents. The information in this literature review ranges from articles written during the 1960's to others that have been written in the past year. Each offers valuable information on the effect living situation has on the students' adjustment to college.

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