A study of the relationship between interpersonal trust level and orientation toward college of entering freshman students at the University of Massachusetts at Amherst.

John David Robinson

University of Massachusetts Amherst

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A STUDY OF THE RELATIONSHIP BETWEEN INTERPERSONAL TRUST LEVEL AND ORIENTATION TOWARD COLLEGE OF ENTERING FRESHMAN STUDENTS AT THE UNIVERSITY OF MASSACHUSETTS AT AMHERST

A Dissertation Presented
By
JOHN DAVID ROBINSON, II

Submitted to the Graduate School of the University of Massachusetts at Amherst in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

August 1971

Major Subject: Counseling Psychology
A STUDY OF THE RELATIONSHIP BETWEEN INTERPERSONAL TRUST LEVEL AND ORIENTATION TOWARD COLLEGE OF ENTERING FRESHMAN STUDENTS AT THE UNIVERSITY OF MASSACHUSETTS AT AMHERST

A Dissertation

By

JOHN DAVID ROBINSON, II

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August 1971
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J. D. R.

Amherst, Massachusetts
August, 1971
A STUDY OF THE RELATIONSHIP BETWEEN INTERPERSONAL TRUST LEVEL AND ORIENTATION TOWARD COLLEGE OF ENTERING FRESHMAN STUDENTS AT THE UNIVERSITY OF MASSACHUSETTS AT AMHERST

AUGUST, 1971

ABSTRACT

John David Robinson, B. A., The University of Texas at Austin
M. A., The University of Texas at Austin

Directed by: Dr. Norma Jean Anderson

The purpose of this study was to test a theory formulated to relate interpersonal trust level and orientation toward college of entering freshman students at the University of Massachusetts at Amherst. This was measured according to the Rotter Interpersonal Trust Scale and the Trow Orientation Toward College measure. A theory was developed describing the interpersonal dynamics of students in each of the four Trow orientation topologies.

The subjects used in this study were entering freshmen who have received no previous college credit and who attended the Library Introduction meeting of their freshman orientation period (June 13 through 29, 1971). The sample consisted of 379 males and 361 females out of a possible 3700 entering freshmen. The sample in itself presented problems of biasness since it consisted of a self-selecting group.
The hypotheses of the study were: (1) males and females would differ significantly on interpersonal trust level, and (2) all students would decrease significantly in interpersonal trust level according to orientation toward college in the following order: Collegiate, Vocational, Academic, and Non-Conformist. The first hypothesis was added primarily to eliminate error which would be inherent in a mixed sex sample. The students were asked to select one of the orientation toward college topologies and then to complete the 40 item Interpersonal Trust Scale. The answer sheets were collected and the results were computed. The program used to compute the results in this study was called the Least-Square and Maximum Likelihood General Purpose Program (LSMLGP) developed by W. R. Harvey of Ohio State University.

It was found that males and females did not differ significantly in interpersonal trust level. This was possibly due to the make-up of self-selecting sample that was used. Also, students did not decrease in interpersonal trust level according to the order predicted. There was, however, a significant difference in the interpersonal trust level of students in the Vocational orientation and students in the Non-Conformist orientation. No male-female differences were noted in the analyses that were computed. Students decreased in interpersonal trust level according to the following order, but not significantly, except for the exceptions mentioned: Non-Conformist, Collegiate, Academic, and Vocational.
There is a possibility that different results could have been obtained and more in line with the hypotheses if a more heterogeneous sample had been used, however, this remains to be investigated.
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A STUDY OF THE RELATIONSHIP BETWEEN INTERPERSONAL TRUST LEVEL AND ORIENTATION TOWARD COLLEGE OF ENTERING FRESHMAN STUDENTS AT THE UNIVERSITY OF MASSACHUSETTS AT AMHERST

CHAPTER ONE
RATIONALE AND OBJECTIVES OF THE STUDY

Introduction

According to Rotter (1967) one of the most salient factors in the effectiveness of our present complex social organization is the willingness of one or more individuals in a social unit to trust others. The efficiency, adjustment, and even survival of any social group depends on the presence or absence of such trust. Interpersonal trust is defined here, for the purpose of this study, as an expectancy held by an individual or a group that the word, promise, verbal or written statement, of another individual or group can be relied upon. This definition, however, is somewhat different from Erikson's (1953) broad use of the concept of basic trust which Erikson describes as a central ingredient in the "healthy personality". Erikson defines basic trust as an essential trustfulness of others as well as a fundamental sense of one's own trustworthiness.

Interpersonal trust has already been indicated by Erikson as an important variable in the development of adequate family relations and of healthy personalities in children. Failure to develop
such trusts, particularly to trust representatives of society, has frequently been an important determinant in delinquency. (Redl and Wineman, 1951) Difficulties in race relationships and in minority-group majority-group relationships have been frequently related to expectancies of one group that the verbal statement of the other cannot be accepted. Much of the formal and informal learning that human beings acquire is based on the verbal and written statements of others, and what they learn must be significantly affected by the degree to which they believe their informants without independent evidence. (Rotter, 1967) It is the assumption of the writer that one thing that affects why a person attends college and what he chooses as his orientation toward college is his interpersonal trust level of others. His experience with society, individuals, and groups of people that have a major effect on his preformed view of not only his chosen institution of higher learning, but also the people with whom he is to associate at this institution. (Rotter)

As Erikson (1953) discusses his hierarchy of trust, he indicates that it is necessary for a person to complete each step of a hierarchy successfully before being able to successfully complete the next higher step. If an individual fails to complete each step successfully, he develops an "unhealthy personality". This is also noted by Havighurst (1952) when he discusses his developmental task. In order for an individual to develop in a healthy manner, he must complete each task in his developmental
sequence successfully before proceeding to the next developmental task. Piaget (1969) discusses how a child develops a moral judgment as he progresses through the life cycle. He also points out that the development of a healthy personality, when it comes to trust, is an essential part of the general and total development of the individual.

According to Trow (1960) students tend to have four major types of orientation toward college: Academic, that is, the academic pursuit of knowledge; Collegiate, that is, college tradition and the extracurricular side of college life; Vocational, that is, preparation for a career; and Non-Conformist, that is, concern for personal identity, individualistic interest and styles, and often contempt for many aspects of organized society. It is the feeling of the writer that students choose one of these orientations because of certain interpersonal dynamics, that is, their ability to meaningfully relate to others. These dynamics will be discussed later. The relationship a student has with the institution as an institution of higher learning, as well as an institution within society, has an effect on the student's chosen orientation toward college.

The purpose of this dissertation is to determine whether there is a relationship between the interpersonal trust level of the student and his orientation toward college. I will begin by formulating a theory relating to interpersonal trust level and orientation toward college, and then to test this theory by administering certain instruments to some of the incoming freshman
students at the University of Massachusetts at Amherst during the summer of 1971.

It is the objective of this study to try to relate interpersonal trust and orientation toward college. To my knowledge, no other researcher has attempted this task. This study could not only answer many questions concerning these two variables on an academic level, but also could be used as a means of predicting one variable if the other is known. This is, of course, assuming that this study can show a relationship does exist between interpersonal trust and orientation toward college.
CHAPTER TWO
REVIEW OF THE LITERATURE

Literature is available in reference to interpersonal trust; however, very little is available concerning orientation toward college or philosophies dealing with orientation toward college, and shy students choose certain orientations that are relevant to this study. In December 1967, Julian Rotter introduced his Interpersonal Trust Scale. A summary of his work relating to this trust scale is given later. The internal consistency and reliability of this instrument has been proven by Rotter and several others who have used his Interpersonal Trust Scale. Concerning trust, Geller (1966) found youngest children to be the least trusting and significantly different from all other positions. While this finding cannot be interpreted without additional data, it is possible that the youngest child has less interaction with his parents and has the least acceptance of the adult interpretation of the verities of our society.

Rotter (1967) also made some observations concerning demographic data and his Interpersonal Trust Scale, he found that the data on religion was more clearcut. Students who filled out the blank by stating any religion tend to be more trusting than those who
wrote "none". Since it is clear that such students are already expressing less faith in one currently adopted institution, it is not surprising that they show a generally lower degree of trust in others. It was also found that students with religious differences between parents also had lower trust scores. Also, the data on socio-economic status in Rotter's study more or less follows the expected progression for more trust at the highest economic level to less at the lowest economic level. The interpretation again seems to be consistent with the general notion that these students who have less reason to accept the "status-quo" as defined and defended by the authorities in the social system, tended to show the least trust in these authorities. In a study done by Stanfield and Schumer (1970) it was found that there is a measurable diversity in the orientation of entering freshmen. Also, these orientations to student roles are related to aspects of the students' family background. It was also found that these orientations are associated with students' majors and plans for graduate study. One interesting note is that it was found that there is little overall change in the first and second years of college. However, individual changes in orientation were found to be measurably related to significant interpersonal encounters with faculty. Rotter, in 1970, administered his Interpersonal Trust Scale to 4,605 introductory psychology students, mostly freshmen. This was administered annually from 1964 to 1969 with
data being collected from both fall and spring semester classes during the years of 1965, 1968 and 1969. It was shown that there is a gradual inconsistent decline in trust scores over the period in which the instrument was given. However, Rotter discovered that the decrease in interpersonal scores is not a function of changes in social desireability of making distrustful statements, but that there was a decrease in interpersonal trust level among students during the period tested.

In 1971, Keis and McDougall did a validation study of the Clark-Trow college subculture topology. It was indicated from this study that land grant colleges are dominated by collegiate and vocational subcultures. In their sample of 1,195 students: 47% in the collegiate group, 30% in the vocational group, 18% in the academic group and 2% in the non-conformist group. A study in order to examine whether or not groups of student leaders who identified with the four Trow subcultures had different personality characteristics was the purpose of a study undertaken by Brainard and Dollar (1971). The sample consisted of 152 presidents of recognized student organizations. It was found that student leaders apparently differ according to their campus reference groups. However, the non-conformist group was dropped because of an inadequate sample. It was found that the leaders with collegiate orientations were stronger on closeness, friendliness, and the expression of constraint than the vocationally oriented leaders.
Further, the leaders with academic orientations were less on closeness and friendliness than the collegiate oriented leaders.

Wrightman and Baker (1969) found that positive views of human nature had decreased in recent years. They found a decrease in the mean scores of students who were administered the Philosophy of Human Nature Scales and at the same time an increase in the mean scores of the same students who were administered the Taylor Manifest Anxiety Scale. Katz and Rotter in 1969 did a study which showed that the father-son relationship is correlated to trust level in that this occurred if there was a positive relationship between father and son. It seems as if fathers with high trust levels tended to have sons with high trust levels and especially if there was a positive relationship between the father and son. No other combination of relationships tended to have been significant. The validity of the Interpersonal Trust Scale was supported by a study done by Hampsher, Geller, and Rotter in 1968.

Very little information has been collected concerning the Trow Orientation Toward College measure or any research done by Trow in reference to his measure. The information available will be discussed later in reference to this specific instrument.

A Theory of Interpersonal Trust and Orientation Toward College

It is my belief that one factor that effects why a student attends college and what he choses as his orientation toward college is his interpersonal trust level of others. I will try to relate certain aspects of interpersonal trust level as a function of orientations to-
wards college. These orientations are the type of interpersonal dynamics students are seen by the writer as having. Each of these orientations is as follows:

**VOCATIONAL**

These people are seen as being mostly uninvolved in interpersonal relationships unless their vocational orientation is in the area of medicine, dentistry, education, or psychology where these people must relate to their "clients" on a personal level. Most students in this category would be interested primarily in engineering, geology, surveying, etc. These occupations deal primarily with things and ideas and contact with people is at a minimum. This could be because their trust level in dealing with people is somewhat low, possibly because of the environment in which they were raised (parents, schools, etc.) or because they have had negative relationships with people in the earlier years of their development. Dynamically, these people could be the type that prefer not to engage in close personal trusting relationships with people. These individuals are seen as being interpersonally unsophisticated and not concerned about the psychological dimensions of human interaction. Individuals in this group would not be extremely active in social organizations or social functions where they relate to people primarily on a social level. They would tend to be very trusting of society and social institutions since a great deal of their employment is in this area. It is the interpersonal trust level with individuals that is somewhat lacking.
COLLEGIATE

This category contains primarily the Greek-world person. This type of person is seen primarily as being highly conventional, shallow, and trivial in concern. This may actually lead to a kind of interchangeability of people in a time of mechanical trust dependent upon whether or not the trusted person falls into a conventional role. However, since these people tend to want to be accepted, the writer feels that they would show very high trust levels of both organizations of society and people in general, not because they may truly feel that way, but because it is the "right" way to think. This person would be very trusting of society because he feels obligated to uphold the traditions and standards of our present day society with a minimum amount of change. This could be the student from the higher socio-economic level who has not become disenchanted with the institution of society and who wants to keep his "class" standing. One possible way of doing this is through personal contact with people. Also, in order to maintain the "Greek-world" image, a certain amount of financial resources are needed. According to Trow, (1960) extracurricular activities, living-group function, athletics, social life, rewarding relationships, and loyalty to college traditions are important elements to one's college experience and are necessary to cultivate the well-rounded person. These students would show the highest level of interpersonal trust according to the instruments used. This also may be the type of person that cannot
trust his surroundings in the unstructured world and, therefore, requires membership or affiliation with a group where trust is, in a way, required.

**ACADEMIC**

People in this group are able to relate somewhat on an interpersonal level with people but are not overly concerned with trust. The level on which they relate would tend to have an academic overtone. That is, they would be willing to share ideas, philosophies, academic achievement, etc., but not to build personal trusting relationships with people or peers. This would mean that they are somewhat isolated from emotions and feelings of people on a personal level and are more concerned with academic thought. This could be due to previous negative experiences with people or a feeling of why personal relationships with others are necessary. They tend not to be too interested in social life and organized extracurricular activities, as mentioned in Trow's description of this category, and they see these activities as being relatively unimportant. Since the orientation of these people is primarily in the academic pursuit of knowledge, they may, to some extent, have a somewhat low level of interpersonal trust. The trust they do have would be geared more toward institutions and organizations rather than people as individuals, because these institutions and organizations could serve as employers. These people may also have a schizoid quality since close trusting relationships may not be found and a fantization of academic success
may be predominate. The schizoid characteristics which may be found in this type of person are shyness, seclusiveness, eccentricity, autistic thinking without loss of the capacity to recognize reality, daydreaming, and the inability to express hostility and ordinary aggressive (except academically) feelings. There also would be an avoidance of close or competitive non-academic relationships.

**Non-Conformist**

The students in this category might actually vary from being very much involved in searching out trusting relationships and may be occupied even with interpersonal relationships and the meaning and value of them. It may also be, however, that non-conformists are somewhat schizoid like those in the academic orientation, who are alienated, and distrustful. These students may also be eccentric, autistic without loss of reality, and also avoid close and competitive relationships. However, the writer would expect these people to be able to express hostility and aggression, but primarily toward institutions and organizations of society. It is the belief of the writer that these students would be somewhat distrustful especially of organizations and society in general. The writer feels that this student would especially have a very low interpersonal trust level of organizations and institutions. Socio-economically, these students would tend to come from a higher socio-economic level than the groups mentioned above, however, these students may have been "disenchanted" with the institutions of society which they feel
are oppressive and therefore consider themselves change agents. Students in a lower socio-economic level may not take an interest in this type of activity except at the urging of the students in this group from a higher socio-economic level. However, Rotter mentions that students from the higher socio-economic level would be more trusting of society than those from a lower socio-economic level. It could be, however, that these students feel that society is unjust and unfair to those from the lower socio-economic levels and, therefore, engage themselves in a change agent role.

Hypotheses to be Tested

Based on the above theory of interpersonal trust and orientation toward college, the hypotheses to be tested in this study are as follows:

1. There is a significantly higher interpersonal level among entering freshman women than entering freshman men. Although Rotter (1970) found no significant difference, it is the belief of the writer that this difference may be inherent in a mixed-sex sample.

2. The overall trust level of all students will decrease according to the orientation toward college as demonstrated on the Trow Orientation Toward College Measure and that this is a significant decrease. The level of interpersonal trust will decrease in the following order:

   a. Collegiate
   b. Vocational
   c. Academic
   d. Non-Conformist
CHAPTER THREE
METHODS AND PROCEDURES

Subjects

The subjects for this study were 740 entering freshman students who attended the Library Information meeting of the freshman orientation program during the summer of 1971 (June 13 through June 29, 1971). These students are entering freshman students who have received no previous college credits except by advanced placement examination and will enroll in the University of Massachusetts at Amherst for the first time for the fall semester 1971. There was a somewhat equal distribution between males and females as shown in Table I.

<table>
<thead>
<tr>
<th>Orientation Toward College</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>% Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>78</td>
<td>62</td>
<td>140</td>
<td>18.9</td>
</tr>
<tr>
<td>Academic</td>
<td>61</td>
<td>51</td>
<td>112</td>
<td>15.2</td>
</tr>
<tr>
<td>Collegiate</td>
<td>184</td>
<td>190</td>
<td>374</td>
<td>50.5</td>
</tr>
<tr>
<td>Non-Conformist</td>
<td>56</td>
<td>58</td>
<td>114</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td>379</td>
<td>361</td>
<td>740</td>
<td>100.0</td>
</tr>
</tbody>
</table>
At this time no demographic information is available concerning these students. However, it is the belief of the writer that the students who are entering in September of 1971 are very similar to the students who entered in 1970. The following information is a demographic profile of the students who entered in September of 1970 and, therefore, assumed to apply to the students who would enter in 1971:

### TABLE II
CHARACTERISTICS OF ENTERING FRESHMEN, FALL, 1970

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Percentage</th>
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<tr>
<td>Age</td>
<td>18 (82.7%)</td>
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<tr>
<td>Average in High School</td>
<td>B (32.8%)</td>
</tr>
<tr>
<td>Home town</td>
<td>Moderate size town or city (44.6%)</td>
</tr>
<tr>
<td>Father's education</td>
<td></td>
</tr>
<tr>
<td>High school degree</td>
<td>29.9%</td>
</tr>
<tr>
<td>College degree</td>
<td>23.7%</td>
</tr>
<tr>
<td>Mother's education</td>
<td></td>
</tr>
<tr>
<td>High school degree</td>
<td>47.6%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>92.8%</td>
</tr>
<tr>
<td>Black</td>
<td>6.1%</td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>49.1%</td>
</tr>
<tr>
<td>Preference</td>
<td>Roman Catholic (42.9%)</td>
</tr>
<tr>
<td>Highest degree planned</td>
<td>Masters (41.5%)</td>
</tr>
<tr>
<td>Field of Study</td>
<td></td>
</tr>
<tr>
<td>Psychol., Sociol., Anthropol.</td>
<td>14.1%</td>
</tr>
<tr>
<td>Education</td>
<td>11.8%</td>
</tr>
</tbody>
</table>
Instruments and Procedures to be Used

The Questionnaire

The means by which all data in this study were gathered was a multiple choice questionnaire. A questionnaire or self-report inventory often resembles a standardized interview in which questions are presented in written rather than verbal form. Such questions are generally administered and scored in a consistent and standardized manner (Kleinmuntz, 1967).

The administering of questionnaires can be accomplished individually, in groups, or by mail. However, questionnaires administered by mail allow for no standardization of procedure while those administered individually afford some measure of standardization, and group presentation assures a fairly uniform administration.

As in an interview, the questions may assume either an open ended or closed form. The open ended type of question does not specify possible responses whereas the closed questions provide a series of answers from which the respondent may choose. Standardization of responses is more easily accomplished when the closed type of questionnaire is used. As mentioned by Kleinmuntz, questionnaires are employed by many investigators because of certain characteristics which encourage their use. These advantages are: (1) they may be administered in groups; (2) the items are identical; (3) administration and scoring are largely standardized.
The possibility of group administration insures, for example, that the questionnaires will be less expensive than an interview (Jahoda, Deutsch, and Cook, 1951). Some measure of standardization is guaranteed by the impersonal nature of the instrument and the administration. An additional advantage as pointed out by Jahoda, et al. (1951) is that there is likely to be less pressure on the subject to make an immediate response. As expressed by Metzner and Mann (1952), the anonymity of the questionnaire may contribute to freer expression. They also suggest that alternative answers from highly favorable to highly unfavorable may lead to greater freedom in making extreme responses.

Kleinmuntz also points up some other disadvantages of using questionnaires. Fixed response categories may tend to restrict response freedom. The test-taking attitude of the respondents may differ considerably and thereby affect responses. And, finally, the items may be identical but they do not necessarily convey the same meaning to all responses. Considering the pros and cons of the types of questions that can be used in a questionnaire, the choice for this study is the closed type of question given on a questionnaire which is administered in a group.

**Interpersonal Trust Scale**

In December of 1967, Julian Rotter of the University of Connecticut introduced his Interpersonal Trust Scale. This scale
is a Likert-type scale containing 25 trust items and 15 filler items. It is designed to measure a person's generalized expectancy that promises of other individuals or of groups with regard to future behaviors can be relied on. Items included in the test deal with the trust variable in a variety of situations involving a number of different social agents, for example, political figures or institutions, news media, parents, repairmen, the judiciary, salesmen, people in general, etc. While most items deal with the believeability of social agents, some tap optimism about the procedure of society here and elsewhere in the world. Investigations to support the scale's construct validity have been done and have revealed that correlation between the trust scale and the Marlow-Crowne Social Desireability Scale range from .21 to .27. The scale does not correlate significantly with the college entrance examination scores for the student population sampled. The scale was constructed as an additive scale in which a high score would show trust of a great variety of social objects. The scale is administered on a standard IBM answer sheet (Rotter 1967, 1970).

Trow Orientation Toward College Measure

The Trow Orientation Toward College Measure is a four-part topology of student role orientation devised by Clark and Trow (1960). The rationale in this instrument is explained such that students may be expected selectively to participate in and to value
experiences available in their collegiate setting which are in keeping with their personal aim and purposes in seeking a college education. It is hoped that such participation may result in identifiable differences in perceptions among subjects on the basis of their primary role orientation (Clark and Trow, 1960).

The Trow Orientation Toward College measure is designed to determine the students' responses and goals in coming to college. These beliefs are reflected in the students' responses to the philosophy or orientation for college as presented in this measure. The instrument presents four alternative philosophies to orientation toward higher education. The students are usually asked to rank in order the four philosophies which are: Vocational, Academic, Collegiate and Non-Conformist.

**Procedure**

In order to assess if there is any relationship between interpersonal trust level and orientation toward college, the student was given the Trow Orientation Toward College measure and the Interpersonal Trust Scale. The students' responses were recorded by the students on a standard IBM answer sheet. The students first recorded their orientation toward college by choosing one of the Trow philosophies, then proceeded to complete the Interpersonal Trust Scale. The answer sheets were collected and an analysis of the responses was processed. The major analysis was a simple
2 x 4 analysis of variance using the Interpersonal Trust Scale as a dependent variable and the Trow Orientation Toward College measure as the independent variable. A general analysis to determine any significant relationship was done by a Duncan's Multiple Range test. The program used to compute the results in this study was called The Least-Square and Maximum Likelihood General Purpose Program (LSMLGP) developed by W. R. Harvey of Ohio State University. The students in each Trow philosophy were compared according to male and female responses and an F-Ratio was determined to identify the level of confidence (.05) at which the responses are significantly different. From this analysis it is hoped that the theory of the relationship between Interpersonal Trust Level and Orientation Toward College can be either supported or rejected.
CHAPTER FOUR
ANALYSIS OF THE DATA

The purpose of this study was to test a theory relating interpersonal trust level with a student's chosen orientation toward college. The subjects used in this study were incoming freshman students at the University of Massachusetts at Amherst for the year 1971-1972. A questionnaire was constructed which was to be used to measure the interpersonal trust level of the entering freshmen and also to ascertain their chosen orientation toward college.

This section will present the results of the data collected for this study in order to test the hypotheses formed, and also to see if there is a relationship between interpersonal trust level and orientation toward college. These results were computed on the basis of the number of students responding to each question on the questionnaire used in this study.

The first hypothesis proposed was as follows:

There is a significantly higher interpersonal trust level among entering freshman women than entering freshman men.

This hypothesis is concerned with a comparison of the responses given on the interpersonal trust scale by male students and female students who participated in this study. The results of these items are reported in mean scores, and F-ratios were calculated as shown in Table III.
TABLE III

COMPARISON OF TOTAL MALE VERSUS TOTAL FEMALE MEAN SCORES ON THE INTERPERSONAL TRUST SCALE

<table>
<thead>
<tr>
<th></th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65.92</td>
<td>65.03</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>1</td>
<td>144.75</td>
<td>144.75</td>
<td>1.88*</td>
</tr>
<tr>
<td>Error</td>
<td>738</td>
<td>56580.15</td>
<td>76.66</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level of confidence (p<.05).

Responses on this scale ranged from strongly agree (1) to strongly disagree (5). A number of the items had reversed scoring. Therefore, the lower the mean score, the higher the interpersonal trust level as measured by the instrument. According to the data presented, a very slight trend is shown comparing the responses of male and female students. Male students tend to have a slightly lower interpersonal trust level than female students as indicated by the mean scores for males and females. However, according to the analysis of variance that was done on the total mean scores, there is no significant difference between these two sets of mean scores. According to the F-ratio that was calculated, this difference is not significant at the .05 level of confidence. Although
it can be generally stated as indicated by the mean scores on the interpersonal trust scale that female students have a slightly higher interpersonal trust level than male students, this cannot be said to be a significant difference. Therefore, the results of this analysis are not clear enough to challenge the hypothesis, such that Hypothesis One cannot be rejected.

The second hypothesis proposed was:

The overall trust level of all students will decrease according to the orientation toward college as demonstrated on the Trow Orientation Toward College measure and that this is a significant decrease. The level of interpersonal trust will decrease in the following order:

1) Collegiate  
2) Vocational  
3) Academic  
4) Non-Conformist

A comparison was made on the responses given on the Interpersonal Trust Scale according to sex and group. Several analyses were run and the result of these analyses are found in the following tables.

A comparison of male versus female mean scores on the Interpersonal Trust Scale according to orientation toward college was done by a 2 x 4 analysis of variance. The results of this analysis are reported in mean scores and F-ratios as shown in Table IV. Responses on this scale again ran from strongly agree to strongly disagree. The strongly agree ratings received a rating of 1; strongly
disagree, a rating of 5. Therefore, the lower the mean scores, the higher the level of interpersonal trust. It is noted that no significant relationship at the .05 level of confidence was found when comparing the mean scores for males and the mean scores for females according to the orientation toward college. The source table for this analysis is shown in Table III. By this, it is shown that there is no significant relationship between the interpersonal trust level of male and female students according to their orientation toward college.

<table>
<thead>
<tr>
<th>Orientation Toward College</th>
<th>Mean Score (Males)</th>
<th>Mean Score (Females)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>67.61</td>
<td>66.08</td>
</tr>
<tr>
<td>Academic</td>
<td>65.37</td>
<td>66.47</td>
</tr>
<tr>
<td>Collegiate</td>
<td>66.07</td>
<td>64.91</td>
</tr>
<tr>
<td>Non-Conformist</td>
<td>63.66</td>
<td>63.05</td>
</tr>
</tbody>
</table>

No significant interaction found. (See Table III)
A comparison of the mean scores for males on the Interpersonal Trust Scale was also computed. The results of this univariate analysis of variance is shown in Table V, which also shows the source table for this computation.

<table>
<thead>
<tr>
<th>Orientation Toward College</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>67.61</td>
</tr>
<tr>
<td>Academic</td>
<td>65.37</td>
</tr>
<tr>
<td>Collegiate</td>
<td>66.07</td>
</tr>
<tr>
<td>Non-Conformist</td>
<td>63.66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>3</td>
<td>532.20</td>
<td>177.40</td>
<td>2.30*</td>
</tr>
<tr>
<td>Error</td>
<td>375</td>
<td>28893.42</td>
<td>77.049</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level of confidence (p<2.60).

This analysis shows that there is no significant difference at the .05 level of confidence among the mean scores on the Interpersonal Trust Scale for males according to their chosen orientation toward college.
A similar comparison of mean scores for females on the Interpersonal Trust Scale according to their orientation toward college, was also computed. The results of this univariate analysis of variance is shown in Table VI. Also, a source table is shown which would indicate any significant relationship.

<table>
<thead>
<tr>
<th>Orientation Toward College</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>66.08</td>
</tr>
<tr>
<td>Academic</td>
<td>66.47</td>
</tr>
<tr>
<td>Collegiate</td>
<td>64.91</td>
</tr>
<tr>
<td>Non-Conformist</td>
<td>63.05</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source</th>
<th>Df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>3</td>
<td>403.73</td>
<td>134.57</td>
<td>1.79*</td>
</tr>
<tr>
<td>Error</td>
<td>357</td>
<td>26750.80</td>
<td>74.93</td>
<td></td>
</tr>
</tbody>
</table>

*Not significant at the .05 level of confidence (p > 2.60).

This analysis revealed that there was no significant difference in the mean scores on the Interpersonal Trust Scale of female students according to their chosen orientation toward
college at the .05 level of confidence. This, similarly would indicate that female students do not vary significantly in interpersonal trust level according to their orientation toward college.

The final comparison that was made was a comparison of the total male and female mean scores on the Interpersonal Trust Scale. This 2 x 4 analysis of variance and the source table is shown on Table VII.

<table>
<thead>
<tr>
<th>TABLE VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPARISON OF TOTAL MALE AND FEMALE MEAN SCORES ON THE INTERPERSONAL TRUST SCALE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation Toward College</th>
<th>Mean Score (Male and Female)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational</td>
<td>66.84*</td>
</tr>
<tr>
<td>Academic</td>
<td>65.92</td>
</tr>
<tr>
<td>Collegiate</td>
<td>65.49</td>
</tr>
<tr>
<td>Non-Conformist</td>
<td>63.35*</td>
</tr>
</tbody>
</table>

*Significant difference at the .05 level of confidence found by Duncan's Multiple Range Test between mean scores on the Vocational and Non-Conformist groups (See below).

<table>
<thead>
<tr>
<th>Source</th>
<th>Df</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td>3</td>
<td>794.56</td>
<td>264.85</td>
<td>3.48**</td>
</tr>
<tr>
<td>Sex</td>
<td>1</td>
<td>43.90</td>
<td>43.90</td>
<td>0.57</td>
</tr>
<tr>
<td>Group X Sex</td>
<td>3</td>
<td>131.05</td>
<td>43.68</td>
<td>0.57</td>
</tr>
<tr>
<td>Error</td>
<td>732</td>
<td>55644.22</td>
<td>76.01</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at the .05 level of confidence (See [*] above).
According to this analysis, there is some relationship among mean scores for male and female students according to their orientation toward college group. In order to assess which groups differ significantly from each other at the .05 level of confidence, a Duncan's Multiple Range test was done. This indicated that there was a significant difference at the .05 level of confidence between the total mean scores for males and females in the Vocational orientation and the total mean scores for male and female students in the Non-Conformist orientation. This would possibly indicate that there is a significant difference in the interpersonal trust level of students who choose Vocational orientations and students who choose Non-Conformist orientations toward college. Also, it should be noted that a trend, although not a significant trend, in interpersonal trust level is noted on the mean scores for male and female students. There is a decrease in the level of interpersonal trust among students sampled in the following order:

Non-Conformist
Collegiate
Academic
Vocational

In summary, this hypothesis cannot be supported as there is not a significant decrease in the level of interpersonal trust according to the orientation toward college of entering freshmen, although a significant difference did occur in the mean scores on
the Interpersonal Trust Scale between students in the Vocational orientation and the Non-Conformist orientation. Furthermore, the level of interpersonal trust did not decrease in the order as stated in the original hypothesis.

**GENERAL DISCUSSION**

Several observations can be made when looking at the results of this study. According to the first hypothesis, entering freshman women should differ significantly on interpersonal trust levels from entering freshman men. It was also hypothesized that entering freshman women have a higher interpersonal trust level than entering freshman men. As seen in the results of this study, this hypothesis cannot be supported. Entering freshman men and women had similar total mean scores on the Interpersonal Trust Scale. One reason for adding this factor into the study was to account for any error that would be inherent in the mixed sex sample. This factor indicated that there is very little difference between entering freshman men and women that were surveyed in this sample according to interpersonal trust level. This could, of course, be the result of the sample that was used. Whenever the sample is self-selecting it tends to rule out a certain amount of variability that would exist in a random sample population. In a study done by Rotter (1970), however, it was noticed that in September of 1969 there was not a significant difference in the interpersonal trust level of female and male students. As a generalization, this could
indicate that men and women on the freshman level do not differ significantly in interpersonal trust level.

It was also noted that neither female nor male students differed significantly on interpersonal trust level according to orientation toward college; that is, there was not significant within-sex group relationship. This could also be a factor involved in the self-selected sample used in this study. It should be noted that out of the total sample used, 50.5% of the students chose the Collegiate orientation toward college. This could indicate that the freshman students surveyed in this sample tended to have a somewhat conservative traditional orientation toward college life, and also towards society in general.

When the male and female mean scores on the Interpersonal Trust Scale were combined to arrive at an all-student mean score, it was found that there was no significant difference in mean scores according to orientation toward college, with the exception that between the students choosing the Vocational orientation and those choosing the Non-Conformist orientation, there was a significant difference. The Vocational orientation towards college was chosen by 18.9% of the students, and the Non-Conformist orientation by 15.4%. The difference in the interpersonal trust level of these two student groups was significant at the .05 level of confidence. Contrary to the second hypothesis, students in the Non-Conformist group have the highest interpersonal trust level of the students.
sampled. According to the results of the analysis done in this study, students in the Vocational orientation had the lowest interpersonal trust level whereas the highest interpersonal trust level was indicated by students in the Non-Conformist orientation. This latter result is significant because the theory that was formulated relating interpersonal trust level with orientation toward college indicated that students in the Non-Conformist group would have the lowest interpersonal trust level. This could mean that students in the Non-Conformist group are indeed more trusting than the theory had indicated. Further research needs to be done in this area to ascertain what the actual motivation of students is who choose a Non-Conformist orientation toward college.

The theory that was formulated also stated that students who choose the Vocational orientation toward college would have a high interpersonal trust level; however, these students were found to have the lowest interpersonal trust level according to the sample that was used. This indicates that some revision may need to be done with the theory in reference to the manner in which students in this group are viewed.

The composition of the sample is one factor that limits the amount of revision that can be made in the formulated theory. From approximately 3700 students who will enter as freshmen at the University of Massachusetts at Amherst in September, 1971, only
740 were surveyed. The fact that these students were self-selected and were not chosen at random, could have a significant effect on the validity of the study. This, in itself, could give an indication of the interpersonal trust level of these students as well as their orientation toward college. If a more random sample were used in the study the theory itself could possibly appear more valid. Therefore, it can be suggested that before the theory of the relationship of interpersonal trust in orientation towards college is revised or validated, either a more random sample of students or the entire freshman class be surveyed in a study of this type. This would allow for a more diverse sample.
CHAPTER FIVE
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of the Study

This study was designed to investigate the relationship between interpersonal trust level and orientation toward college of entering freshman students at the University of Massachusetts at Amherst. A theory for this relationship was formulated and a questionnaire was given to the students in order to test this theory. It was also the purpose of this study to see if there was a significant difference in the interpersonal trust level of entering freshman men and entering freshman women. In addition, the study was designed to see if the interpersonal trust level of students would vary significantly according to the orientation toward college that they chose.

Summary

Subjects

The subjects for this study were 740 entering freshman students who attended freshman orientation during the summer of 1971 (June 13 - June 29, 1971). These students were entering freshman students who have received no previous college credit except by advanced placement examination and will enroll in the University of Massachusetts at Amherst for the first time in the fall, 1971. There was a somewhat equal distribution of male students (379) and female students (361).
The students used in this study were students who attended the Library Introduction program during their freshman orientation period. These students were given a brief introduction to the services and facilities of the University Library and were then given a questionnaire administered by the researcher. Therefore, the number of students used in the study was not the total number of students who attended freshman orientation during this period.

**Instruments**

The means by which all data in this study were compiled is a multiple choice questionnaire. This questionnaire consisted of 40 items on the Interpersonal Trust Scale and one item to indicate the student's chosen orientation toward college. The purpose of the Trow Orientation Toward College measure was to help determine whether the subjects differed in their basic orientation toward college; the Rotter Interpersonal Trust Scale was used to measure the student's level of interpersonal trust. No instrument was designed as a means of determining the general characteristics of the students since they were administered a questionnaire earlier in the orientation period to collect this type of information.

The Interpersonal Trust Scale is a Likert-type scale containing 25 trust items, of which some are reverse scored, and 15 filler items. It is designed to measure a person's generalized expectancy that promises of other individuals or of groups with regard to future behaviors can be relied on. Items included in the test deal with
the trust variable in a variety of situations involving a number of different social agents, for example, political figures or institutions, news media, parents, salesmen, people in general, etc. Most items deal with the believability of social agents, some tap optimism about the procedure of society here and elsewhere in the world.

The Trow Orientation Toward College measure is a four-part topology of student role orientation. The rationale in this instrument is explained such that students may be expected selectively to participate in and to value experiences available in their college setting which are in keeping with their personal aim and purpose in seeking a college education. This instrument is designed to determine the student's responses and goals in coming to college. These beliefs are reflected in the student's responses to the philosophy or orientation for college as presented in this measure. The instrument presents four alternative philosophies to orientation toward higher education.

Procedure

In order to assess if there is any interaction between interpersonal trust level and orientation toward college, the students were given the Trow Orientation Toward College measure and the Rotter Interpersonal Trust Scale. The student's responses were recorded by the student on a standard IBM answer sheet. The students were first asked to record their orientation toward college by choosing
one of the Trow philosophies, then to proceed to complete the Inter-
personal Trust Scale. The answer sheets were collected and an anal-
ysis of the responses was processed. In addition to a simple anal-
ysis of variance, a Duncan's Multiple Range was computed to determine
any significant interaction among the student's responses. The
students in each Trow philosophy were compared according to male and
female responses and an F-ratio was computed to identify the level
of confidence at which the responses were significantly different.
The students were given this instrument during the Library Intro-
duction meeting held during their freshman orientation session during
the time indicated. The answer sheets were collected immediately
after the students had completed them.

After the questionnaires were returned, they were processed
and an analysis was computed. A report was given of the relationship
between total female mean scores and total male mean scores on the
Interpersonal Trust Scale, a comparison of male mean scores and female
mean scores on the Interpersonal Trust Scale according to orientation
toward college, a comparison of mean scores for male students on the
Interpersonal trust Scale according to orientation toward college,
a comparison of mean scores for females on the Interpersonal Trust
Scale according to orientation toward college, and a comparison of
total male and female mean scores on the Interpersonal Trust Scale
according to orientation toward college.
Hypothesis One

This hypothesis was concerned with a comparison of the total mean scores for male students and female students on the Interpersonal Trust Scale regardless of their chosen orientation toward college. Female students tended to have a slightly higher interpersonal trust level then male students, however, this difference is not a significant difference at the .05 level of confidence. This would tend to indicate that there is no significant difference in the interpersonal trust level of male students and female students used in this study who will enter the University of Massachusetts at Amherst for the first time in September of 1971. This analysis does not imply, however, that there is no significant difference in the interpersonal trust level of male and female freshman students who plan to enter the University of Massachusetts at Amherst in September of 1971, since the total entering freshman class was not used in this study. It can only be stated that the sample of students used in this study showed no significant difference in interpersonal trust level.

Hypothesis Two

As a means of determining if there was any significant relationship between interpersonal trust level and orientation toward college with the sample of students used in this study, a number of analyses were computed. There was no significant difference found when a comparison was made of male versus female mean scores on the
Interpersonal Trust Scale according to orientation toward college.

However, a very slight trend was noted in that the level of interpersonal trust for males decreased according to the following order:

- Non-Conformist orientation
- Academic orientation
- Collegiate orientation
- Vocational orientation

A somewhat similar trend was found by the mean scores for female students on the Interpersonal Trust Scale. This decrease in interpersonal trust level was slightly altered, however. Females tend to decrease in interpersonal trust level according to the following order:

- Non-Conformist orientation
- Collegiate orientation
- Vocational orientation
- Academic orientation

Although a trend was noted, no significant difference was noted in the mean scores on the Interpersonal Trust Scale either within female or male groups, or any relationship between male and female groups according to orientation toward college.

In order to determine if there was any significant difference between interpersonal trust level and orientation toward college of all students tested, a comparison of total male and female mean scores on the interpersonal trust level according to orientation toward college was calculated. According to the analysis of variance that was computed, there was no significant difference either within sex groups (male-female) or when groups (orientation
toward college) relationship noted. In order to determine which groups differ significantly, a Duncan's Multiple Range was calculated. This calculation revealed that there was a significant relationship at the .05 level of confidence between the mean scores of all students on the Vocational orientation and the mean scores of all students on the Non-Conformist orientation. This significant difference would indicate that students in the Vocational orientation differ significantly in interpersonal trust level from students in the Non-Conformist orientation, and that students in the Non-Conformist group had a significantly higher interpersonal trust level from students in the Vocational group.

It should also be noted that a trend was demonstrated in interpersonal trust level according to orientation toward college of the total students used in this sample. Interpersonal trust level for all students tested tends to decrease in the following order:

- Non-Conformist orientation
- Collegiate orientation
- Academic orientation
- Vocational orientation

**Conclusions**

The purpose of this study was to investigate the relationship between interpersonal trust level and orientation toward college of students entering the University of Massachusetts at Amherst in September of 1971. Based on the data used in this study, it was found that there was a somewhat significant difference at the .05 level of confidence between total male and female students who chose the
vocational orientation toward college and the total male and female students who chose the Non-Conformist orientation toward college when it comes to their interpersonal trust level. However, no within orientation group, within sex group, or relationships among orientations and sex groups were demonstrated to have any significant differences. It is interesting to note that a trend was determined in the level of interpersonal trust according to orientation toward college of male students, female students, and total students sampled. However, no significant differences were noted except for the one exception mentioned previously.

Problems of the Study

The Sample

The sample used in this study may present problems in considering the validity of the study. Out of approximately 3700 students who will enter as freshmen at the University of Massachusetts at Amherst in September of 1971, only 740 students were used in this study. This fact should bring to mind some questions as to the possible make-up of the sample of students who were used in this study.

Although the orientation program is encouraged, students are not required to attend orientation, therefore, the sample is very limited. Also, out of those students who do attend orientation, all of these students do not attend the Library Introduction meeting. This would further bias the sample. This in itself could give indication of the interpersonal trust level of these students as well
as their orientation toward college. It was noted that most of the students (374 out of 740) chose the Collegiate orientation toward college. It was also noted that the mean score for male students on the Interpersonal Trust Scale and the mean score for female students on the Interpersonal Trust Scale were very close and not significantly different.

The Questionnaire

Certain problems were noted in the composition of the questionnaire which could also affect the results of this study.

The length of the questionnaire (40 Interpersonal Trust Scale items) plus a lengthy four-part topology of philosophy toward college could have an effect on the number of students who would complete such a measure. The time involved (approximately 15 minutes) and the amount of reading necessary for a questionnaire of this length, were both important factors. In addition, the students were given a questionnaire earlier in their orientation session to compile certain demographic information.

Some of the choice responses on the questionnaire and particularly on the Rotter Interpersonal Trust Scale were not properly defined and were instead left to the students' judgments. For example, on the Interpersonal Trust Scale the students were asked to rate each item according to "strongly agree", "mildly agree", "agree and disagree equally", "mildly disagree", and "strongly disagree". This leaves a question in the mind of the student as to
the meaning of each response. Also, some items could not be measured quantitatively; for example, two students may react identically to one response except that one student may respond "strongly agree" and the other may respond "very strongly agree".

One other possible factor that could affect the validity of this study is the degree of honesty the students exhibited in answering the questions. However, since returns were anonymous, candid answers might more easily be made. A number of students commented that the items on the Rotter Interpersonal Trust Scale were too general and they had some difficulty dealing with the generalization presented on this particular instrument. Also, a number of students commented that the four choices on the Trow Orientation Toward College measure were not sufficient for them to make an accurate choice and should be "broken down" even further.

When looking at the results of the study, it is noted that the students in the Non-Conformist orientation had the highest interpersonal trust level, which is contrary to the theory that was developed. As mentioned in the theory, students in this group could either be very trusting of individuals and institutions of society, or could be very trusting of individuals but generally non-trusting of institutions of society. However, the results of this study indicate that these students are indeed more trusting than originally hypothesized. This could mean that these students are very trusting of both individuals and institutions in general.
The Interpersonal Trust Scale developed by Rotter makes it impossible to distinguish if students in any category can be separated according to their trust level of individuals, or their trust level of institutions and society in general. It can be recommended that sub-scales be included in Rotter's Interpersonal Trust Scale to make this differentiation. Since this differentiation is not possible, it is difficult to establish whether students in specific categories are responding to trust of individuals or trusts of society without an item analysis being performed. Also, students in the Non-Conformist group may be responding on a trust level to an ideal institution or organization of society as opposed to the actual structure of the organization or institution as it is presently. The change in the position of the students in the Vocational orientation could also be due to this same occurrence. Therefore, while the theory is not supported, it cannot be rejected.

*Applications of Research Data*

In this section I will discuss the practical applications of the results found in this study. However, I am assuming that these results can be validated by other studies and that the results found in these studies agree with results found in this particular study.

I would like to discuss how the results of this study can be used in four areas:

1. Developmental Psychology
2. Student Affairs, i.e., Student Activities
3. Admissions: Procedures and Policies
4. Counseling of College Students

DEVELOPMENTAL PSYCHOLOGY

As mentioned in this study, interpersonal trust has already been indicated by various writers as an important variable in the development of adequate family relations and of healthy personalities in children. Failure to develop such trust, particularly to trust representatives of society, has frequently been an important determinant in delinquency. Although the definition for interpersonal trust as defined in this study is somewhat different from Erikson's broad use of the concept of basic trust, we can still reflect on this particular concept. If this study shows that some students are less trusting than other students, it can be safely assumed that there was a difference in the development of basic trust concepts during childhood development. One concept under question could be the faulty development of basic trust in childhood. As Erikson points out, each step in his trust hierarchy must be mastered before the individual is able to successfully complete the next higher trust level. This, however, is determined by the individual's environment (parents, relatives, siblings, etc.). If an individual has faulty development in these areas, it can be expected that his trust level of others which would include institutions of higher learning as well as institutions within society, would be affected.

A study was done by Katz and Rotter (1969) that investigated
the relationship of parents' trust level to the trust level of their children. It was found that there was a positive correlation between fathers and sons with high trust level. However, the relationship between children and parents in other combinations were found to be insignificant. This in itself could show that interpersonal trust level can have a developmental origin that could stem from the relationship the child has with his parents. Perhaps a further study could be done taking each group of students in the four Trow topologies and seeing what the relationship is between their trust level and the trust level of their parents. Perhaps some significance can be found in this area.

STUDENT AFFAIRS:

University and college student personnel administrators may be able to use some of the data found in this study. The primary information they will be able to use with the demographic material concerning the orientation of the various students that would attend the university. They could easily tell that if most of their students have a collegiate orientation that the university could expect a number of students to participate in student activities, fraternities, sororities, student government, etc. The university could, therefore, plan activities around the type of student who would enter the university. If they found that a majority of the students were more academically oriented, then the university could determine if more adequate library facilities, laboratory facilities, etc.
would be needed. If, on the other hand, the university found out that most of the students had vocational orientations, the university could, therefore, expect an increase in enrollment in the more vocationally oriented disciplines.

By using the information in this study, the student personnel administration staff of the university would be able to plan activities and services that are directly related to the type of student that is present at the university.

ADMISSIONS:

Admissions officers would be able to use the results of this study in selecting students who are to be admitted to that university. By having a knowledge of the orientations of students who plan to attend the university, the university admissions officers would be able to admit students who would be able to conform and accept the goals of the university. If the university, for example, is vocationally oriented, there would be very little need to admit students who are academically or collegiately oriented. On the other hand, if the university is an "Ivy League" university then the ideal student would be those students who are interested in the collegiate orientation toward college. Similarly, if the university is primarily structured for the academic pursuit of knowledge then the student with the academic orientation would be the student to be selected to attend the university. Also, in conjunction with student personnel staff, the admissions officers would be able to
plan activities and facilities which would help to enrich the students that were selected for admission purposes. In other words, admission officers would be able to use the results of this study for admission screening purposes.

COUNSELING OF COLLEGE STUDENTS:

In order for counseling centers and other mental health services to become more effective, it is necessary to know more about the characteristics of the target population. By using the results of this study, mental health workers would be able to know not only the orientation toward college of the student population, but also the interpersonal trust level of the target population.

Considering the orientation toward college of the students at a university, the counseling center and other mental health services would know the orientation of these students in order to assist in vocational counseling. In addition, course planning could be an area in which the counseling services would be of some assistance. If the counseling center is to provide career and occupational information, it needs to know in which areas the student population is concerned. By having this information the counseling center would be better able to meet the career and occupational needs of the student population.

In reference to interpersonal trust level, the counseling center should have a knowledge of the interpersonal trust level of the total population in order to have an idea as to what assistance
the students will be requesting. Since interpersonal trust can be the basis for a number of student problems and especially transit situational disturbances (e.g. adjustment reaction of adolescence and adjustment reaction of adult life). With this knowledge the counseling center and other mental health workers would be better equipped to handle the type of problems which the students present. If they know the general interpersonal trust level of the students is somewhat low, they know they can expect more of this type of problem. If, on the other hand, the interpersonal trust level is quite high they could expect possibly a decrease in this type of problem in the student population.

It is hoped that the above applications will give the reader some idea as to the possible uses of the results of this study. However, before these ideas can be implemented, a validation study needs to be done.

Recommendations for Further Study

In view of some of the problems presented, the following can be recommended for further studies of this nature:

a) The questionnaire could be shorter in length including only questions which are important to the study. There are only 25 actual trust items on the Interpersonal Trust Scale. It may not be necessary to use the 15 filler items that are listed on this particular instrument. This could cause problems in the standardization of this instrument.

b) A more heterogeneous sampling of the students could be obtained if the questionnaires were distributed in required courses such as Introductory
Psychology and Introductory Sociology. This would prevent the sample from being as biased as the sample used in this study.

c) Another alternative would be to administer this instrument to the students attending freshman orientation in a location where all of the students would be present and not just a certain segment of the students.

d) Item responses could be more clearly defined.

e) The Interpersonal Trust Scale should be divided into sub-scales to measure interpersonal trust towards individuals, and interpersonal trust towards institutions, organizations, and society in general.

It is hoped that these recommendations would facilitate a further study in this area of research with the hope of validating the present study.
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APPENDIX I
APPENDIX I

FRESHMAN ATTITUDE SURVEY
SUMMER 1971

General Directions

Do not put your name or identification number anywhere on the questionnaire or answer sheet. Feel free to omit any question which you consider unduly personal or objectionable.

Marking your responses on the answer sheet: Each item in the questionnaire is followed by a set of alternative responses. You are to indicate your response to each item by blackening the space between the dotted lines on the answer sheet under the letter which corresponds to the alternative you have chosen. Responses marked on the questionnaire itself will not be tallied.

Use a No. 2 pencil; do not use an ink or ballpoint pen. Be sure that your responses to each item are firm and black and completely fill the spaces between the dotted lines. If you erase, do so completely. Do not make any stray marks on the front side of the answer sheet. Please note that there are questions to be answered in longhand on the back of the answer sheet. Mark no more than one response per item.

PART I
PHILOSOPHY TOWARD COLLEGE

Directions: On every college or university campus, students hold a variety of attitudes about their own purposes and goals while at college. Such an attitude might be thought of as a personal philosophy of higher education. Below are descriptive statements of four such "personal philosophies" which there is reason to believe are quite prevalent on American college campuses. As you read the four statements, attempt to determine how close each comes to your own philosophy of higher education.
PHILOSOPHY A: This philosophy emphasizes education essentially as preparation for an occupational future. Social or purely intellectual phases of campus life are relatively less important, though certainly not ignored. Concern with extracurricular activities and college traditions is relatively small. Persons holding this philosophy are usually quite committed to particular fields of study and are in college primarily to obtain training for careers in their chosen fields.

PHILOSOPHY B: This philosophy, while it does not ignore career preparation, assigns greatest importance to scholarly pursuit of knowledge and understanding wherever the pursuit may lead. This philosophy entails serious involvement in course work and independent study beyond the minimum required. Social life and organized extracurricular activities are relatively unimportant. Thus, while other aspects of college life are not to be forsaken, this philosophy attaches greatest importance to interest in ideas, pursuit of knowledge, and cultivation of the intellect.

PHILOSOPHY C: This philosophy holds that besides occupational training and/or scholarly endeavor, an important part of college life exists outside the classroom, laboratory, and library. Extracurricular activities, living-group functions, athletics, social life, rewarding friendships, and loyalty to college traditions are important elements in one's college experience and necessary to the cultivation of the well-rounded person. Thus, while not excluding academic activities, this philosophy emphasizes the importance of the extracurricular side of college life.

PHILOSOPHY D: This is a philosophy held by the student who either consciously rejects commonly held value orientations in favor of his own, or who has not really decided what is to be valued and is, in a sense, searching for meaning in life. There is often deep involvement with ideas and art forms both in the classroom and in sources (often highly original and individualistic) in the wider society. There is little interest in business or professional careers; in fact, there may be a definite rejection of this kind of aspiration. Many facts of the college-organized extracurricular activities, athletics, traditions, the college administration are ignored or viewed with disdain. In sort, this philosophy may emphasize individualistic interests and styles, concern for personal identity, and often, contempt for many aspects of organized society.
Now that you have read the philosophies, indicate the ONE which is CLOSEST to your own point of view. Mark your answer on the answer sheet in the space provided under "FORM OF THIS TEST IS: A, B, C, D". Go on to Part II.

PART II
GENERAL OPINION SURVEY

This is a questionnaire to determine the attitudes and beliefs of different people on a variety of statements. Please answer the statements by giving as true a picture of your own beliefs as possible. Be sure to read each item carefully and show your beliefs by marking the appropriate number on your IBM answer card (or answer sheet).

If you strongly agree with an item, fill in the space numbered one. Mark the space numbered two if you mildly agree with the item. That is, mark number two if you think the item is generally more true than untrue according to your beliefs. Fill in the space numbered three if you feel the item is about equally true as untrue. Fill in the space numbered four if you mildly disagree with the item. That is, mark number four if you feel the item is more untrue than true. If you strongly disagree with an item, fill in the space numbered five.

1. Strongly agree
2. Mildly agree
3. Agree and disagree equally
4. Mildly disagree
5. Strongly disagree

Please be sure to fill in the spaces completely and to erase completely any marks to be changed. Make no extra marks on either the answer card or the questionnaire.

1. Most people would rather live in a climate that is mild all year round than in one in which winters are cold.
2. Hypocrisy is on the increase in our society.
4. Mildly disagree 5. Strongly disagree

3. In dealing with strangers one is better off to be cautious until they have provided evidence that they are trustworthy.

4. This country has a dark future unless we can attract better people into politics.

5. Fear of social disgrace or punishment rather than conscience prevents most people from breaking the law.

6. Parents usually can be relied upon to keep their promises.

7. The advice of elders is often poor because the older person doesn't recognize how times have changed.

8. Using the Honor System of not having a teacher present during exams would probably result in increased cheating.

9. The United Nations will never be an effective force in keeping world peace.

10. Parents and teachers are likely to say what they believe themselves and not just what they think is good for the child to hear.

11. Most people can be counted on to do what they say they will do.

12. As evidenced by recent books and movies, morality seems on the downgrade in this country.

13. The judiciary is a place where we can all get unbiased treatment.

14. It is safe to believe that in spite of what people say, most people are primarily interested in their own welfare.

15. The future seems very promising.

16. Most people would be horrified if they knew how much news the public hears and sees is distorted.
4. Mildly disagree  5. Strongly disagree

17. Seeking advice from several people is more likely to confuse than it is to help one.
18. Most elected public officials are really sincere in their campaign promises.
19. There is no simple way of deciding who is telling the truth.
20. This country has progressed to the point where we can reduce the amount of competitiveness encouraged by schools and parents.
21. Even though we have reports in newspapers, radio and television, it is hard to get objective accounts of public events.
22. It is more important that people achieve happiness than that they achieve greatness.
23. Most experts can be relied upon to tell the truth about the limits of their knowledge.
24. Most parents can be relied upon to carry out their threats of punishment.
25. One should not attack the political beliefs of other people.
26. In these competitive times one has to be alert or someone is likely to take advantage of you.
27. Children need to be given more guidance by teachers and parents than they now typically get.
28. Most rumors usually have a strong element of truth.
29. Many major national sport contests are fixed in one way or another.
30. A good leader molds the opinions of the group he is leading rather than merely following the wishes of the majority.
4. Mildly disagree  5. Strongly disagree

31. Most idealists are sincere and usually practice what they preach.
32. Most salesmen are honest in describing their products.
33. Education in this country is not really preparing young men and women to deal with the problems of the future.
34. Most students in school would not cheat even if they were sure of getting away with it.
35. The hordes of students now going to college are going to find it more difficult to find good jobs when they graduate than did the college graduates of the past.
36. Most repairmen will not overcharge even if they think you are ignorant of their specialty.
37. A large share of accident claims filed against insurance companies are phony.
38. One should not attack the religious beliefs of other people.
39. Most people answer public opinion polls honestly.
40. If we really knew what was going on in international politics, the public would have more reason to be frightened than they now seem to be.

PLEASE MARK YOUR SEX IN THE SPACE PROVIDED ON THE ANSWER SHEET
VITA

John David Robinson was born in Houston, Texas on August 24, 1946, the son of Olivia Sawyer Robinson and John David Robinson. After completing his work at Phillis Wheatley Senior High School, Houston, Texas, he entered The University of Texas at Austin in September, 1964. He received the degree of Bachelor of Arts with a major in Zoology in May, 1968. In September, 1968, he entered the Graduate School of The University of Texas at Austin, majoring in Educational Psychology with emphasis in Counseling Psychology and received the degree of Master of Arts in August, 1969. In January, 1970, he entered the Graduate School of the University of Massachusetts at Amherst, majoring in Education with emphasis in Counseling Psychology.

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