

First Generation College Students: Motivations and Support Systems

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Abstract

The number of first generation college students enrolling at universities is on the rise. These students often struggle with the transition into university life because of the lack of knowledge about this new environment. Some do not have support systems that are needed to be successful. Understanding how to assist these college students to improve retention is extremely important. A case study was conducted to determine the motivations and support systems of first generation college students within the College of Agricultural Sciences and Natural Resources (CASNR) at Texas Tech University (TTU). Nine respondents from different departments in CASNR and one representative of the TTU's first generation college student program were interviewed. It was determined that three factors led to their enrollment: parental/family support, teacher encouragement, and self-motivation. The researchers also found most participants were involved in at least one department/college organization, religious group, or other university program. It was also determined these students depended upon three major support groups and systems, such as parents, friends, and advisers/professors. The researchers concluded the students were very satisfied with their experiences within the college and university as a whole.

Keywords: First generation college students, retention, agricultural education and communications, recruitment

As universities work to increase enrollment and retention, they are actively recruiting different sub-populations of students. Specifically, the number of first generation college students is on the rise. One in six (15.9 %) students fit into the definition of a first generation college student (Pryor, 2005), which is often defined as a student whose parents have earned a high school diploma or less (Chen, 2005). This population is realizing that in order to gain equal footing with their peers, earning a college degree is crucial.

First generation students must weld together two separate worlds: their home life and their academic life. These students enter new situations with limited knowledge of the jargon, traditions, and expected behaviors, with little-to-no family connection to the collegiate lifestyle

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(University of Illinois, 2007). These students typically come from working class families with a variety of cultural and ethnic backgrounds. They are likely to begin their college career at a community college, attend college part-time, live off campus, delay entering college after high school, and/or work full time (Gibbons & Shoffner, 2004; Inman & Mayes, 1999).

It is important to recruit students from non-traditional audiences, such as first generation college students, to ensure an available workforce in the agriculture industry. The agriculture industry is offering exciting and plentiful opportunities for college graduates, challenging assignments, and opportunities for growth in an industry that combines local work with global impact (Byrum, 2012). As the population of first generation college students rises, so does the need for knowledge about them, not only within TTU but also within CASNR.

Because support in the form of basic information about college survival and success may not be readily available from families of first generation students, there is a need for more extensive research to determine the nature and type of academic support systems needed for this population's successful adjustment to college (Hicks, 2002, p.1).

Hopkins (2011) found that when a first generation college student comes to college it really is a different cultural experience. They are not just entering a school; they are entering an academic, cultural environment that often has unspoken rules and a variety of cultural norms. Studies (Hicks, 2002; Flury, 2007) have indicated that first generation college students may not model the idea of a traditional student by being well-prepared, having the self-esteem or self-efficacy to succeed, familial support that understand the rigors of college, and financial support to dedicate themselves full-time to becoming a well-rounded graduate.

Prior researchers (Ishitani, 2003; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996) demonstrated that college enrollment and retention rates vary significantly depending on parents' educational levels. First generation college students are usually less prepared to make informed decisions about institutions and involvement that could potentially maximize their educational development and benefits (Pascarella, Pierson, Wolniak, & Terenzini, 2004). If both parents are college graduates, their children tend to have higher grade point averages in college than students who are considered first generation (Pascarella et al., 2004).

As a group, first generation college students have a more difficult time with the transition to college than their peers (Pascarella et al., 2004). They often lack important study and time management skills and experience more difficulty navigating the administrative aspects of academic life due to the lack of college experiences in their families (Richardson & Skinner, 1992). These could include tasks such as choosing a major, meeting with advisers, and registering for classes. Park and Rudd (2005) found that many students rely on their high school agri-science teachers to help them make decisions about college.

Gibbons and Shoffner (2004) found that first generation students may be less involved in campus activities, due to busy work schedules and a tendency to live at home. They typically work more hours, have lower incomes, and may sometimes have financial dependents (Inman & Mayes, 1999). Because first generation college students often support themselves, financial need may limit their involvement on campus, which may hinder their academic success (Lundberg, Schreiner, Hovaguimian, & Miller, 2007).

First generation students typically received less encouragement from their parents to attend college (Choy, 2001; Terenzini et al., 1996). Parents with a college education usually have stronger financial resources than those who did not attend college (Hertel, 2002). The students are "breaking, not continuing, family tradition" (p. 63) by attending college, (Terenzini et al., 1994). After the child is in school, some parents have difficulty relating to their students (London, 1992; Rosas & Hamrick, 2002).

Developing relationships "with faculty and other university personnel may be especially beneficial for first generation students as those people can provide the necessary information, perspective, values, and socialization" (Lundberg et al., 2007, p. 59). Richardson and Skinner (1992) found that faculty and peer advising, tutoring, and mentoring can help maintain needed

support throughout the college years. However, first generation students are less likely to use student support systems on campus (Pascarella et al., 2004; Richardson & Skinner, 1992; Terenzini et al., 1996). Instead, they tend to focus more on academics, finding social interaction unimportant (Inkelas, Daver, Vogt, & Leonard, 2007; Terenzini et al., 1996).

First generation students are more than twice as likely as non-first generation students to leave four-year institutions before the second year and are less likely to complete a bachelor's degree in five years (Pascarella et al., 2004; Choy, 2001). Almost one quarter of first generation college students were concerned about financing their college education (Gohn & Albin, 2006). Paying for college was once seen as a parental responsibility, usually met to some extent by a combination of income, savings, and borrowing (Choy & Berker, 2003). Rising tuition has created bigger obstacles for students, especially those charged with financing their own education. Other researchers (Lohfink & Paulsen, 2005; Somers, Woodhouse, & Cofer, 2004) found that increases in financial aid improved the likelihood that first generation students will persist in college, but increases in loan debt make it much more likely that they will depart without graduating.

National Research Agenda

This study fits into the National Research Agenda Priority Area 5: Efficient and Effective Agricultural Education Programs (Doerfert, 2011). This research priority area addresses with developing highly effective educational programs that meet the academic, career, and developmental needs of diverse learners in all settings and at all levels. Evaluating the satisfaction of this unique group of learners, first generation college students, is an important to determine if all students are receiving the quality of education they needed an expected.

Theoretical Framework

This study used Astin's involvement theory and the Input-Environment-Outcome (IEO) Model to examine the motivations and support systems of first generation college students (see Figure 1). The basis of this model is that educational evaluations are not complete unless information on student inputs (I), the educational environment (E), and student outcomes (O) are included in the measurement (Astin, 1993).

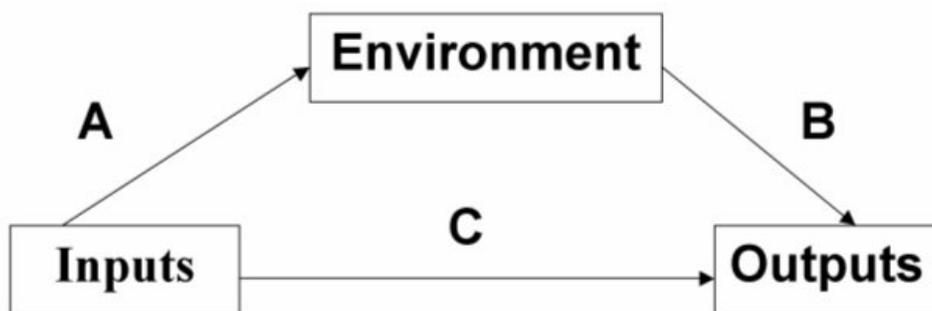


Figure 1. Astin's I-E-O Model.

Inputs (previous circumstances), *environments* (current experiences), and *outcomes* (satisfaction with the college and university) can help discover what first generation college students need and want to be successful. Inputs are the personal qualities a student brings to the

education program: demographics, family characteristics, prior academic experiences, cultural background, financial status, major field of study, and reasons for attending college (Astin, 1993). Environment is the student's authentic experiences during the educational program, or everything that occurs during the program course that might affect the student, and therefore, the outcomes. Outcomes include students' characteristics, knowledge, skills, attitudes, values, beliefs, and behaviors as they leave college (Astin, 1993).

Purpose and Objectives

The purpose of this study was to determine the various academic, social, and professional development needs of first generation students in CASNR at TTU. By understanding how first generation college students perceive their college experience, faculty and staff can assist them in achieving a more successful and fulfilling academic career and do a better job of recruiting this sub-population of students. This study was guided by four research questions:

1. What factors led to the first generation students' enrollment at TTU?
2. In what programs/organizations/activities were students involved?
3. On what support groups and/or support systems do they depend?
4. How satisfied are they with their experience at the TTU and within CASNR thus far?

Because this study focused on first generation college students within one college of agriculture at one university, the results of this study should be taken with caution when applying to other situations.

Methodology

For the purpose of this study, in-depth opinions and perceptions were sought to provide rich and detailed information about a specific group of people; therefore, a case study method was employed. Case studies present a thick description and analysis of the circumstances and individuals involved in the phenomenon studied (Smith, 1978). Any method of gathering data, such as testing, interviews, observation, or others can be utilized (Merriam, 1998). Smith (1978) said a case is a single entity, or bounded system, selected because it is intrinsically interesting. The bounded system for this study was first generation college students in CASNR and Texas Tech's program geared toward first generation students.

TTU asks students to designate themselves as first generation on their application. The CASNR dean's office accessed this information for the researchers and helped identify possible participants for this study. One student from each classification level and each of the six departments within the college was selected to participate. The initial email request to these students yielded two interviews. The researcher accessed a new sample through the dean's office, which generated 24 new potential participants. Because the dean's office already had an established relationship with these students, they were asked to make the initial contacts. Subjects who agreed to be interviewed were then sent an e-mail message requesting to set a time to complete the interviews.

Nine participants from the six academic departments in CASNR and one representative of the first generation student program at TTU were interviewed. A small sample size can be used for interview research if the topic is clear and the information gathered from interviews is robust enough to answer the research questions (Morse, 2000). Before the interviews began, participants were provided with an IRB-approved consent form and information sheet. By meeting with each participant separately, the researcher was able to adjust the questions and interview process to fit the individual (Merriam, 1998). The researcher conducted semi-structured interviews, in which the questions were scripted, but flexible to suit individual

participants. The procedure also allowed for questions from the participant, and clarifications from the researcher if needed (Berg, 2009).

The face-to-face interview sessions were conducted at a convenient time and location for the participants and lasted from 30 to 75 minutes each. Two of the 10 participants were away from campus during the semester of data collection for various reasons; therefore, telephone interviews were conducted, which lasted about 30 minutes each. Berg (2009) stated telephone interviews are acceptable, as long as the interview consisted of precise and preconceived questions.

All interviews were digitally recorded and notes were taken to help denote particularly interesting parts of the interview. The recordings were transcribed by the lead researcher. The participants' names and majors were not attached to their interview transcript; all transcripts and digital recordings were kept on a password-protected computer. Data analysis was conducted using QSR NVivo 8.0. Transcripts were labeled according to the participants' pseudonyms and were analyzed individually using open and axial coding.

Research results are trustworthy "to the extent that there has been some accounting for their validity and reliability" (Merriam, 1998, p. 198). Using the basics provided by Lincoln and Guba (1985), every attempt to achieve trustworthiness was made. Credibility was enhanced through the researcher establishing and monitoring any biases throughout the research process (Bloomberg & Volpe, 2008). Similar to the subjects, the researcher was classified as a first generation college student. Although the researcher had no direct ties to any first generation college student organizations, she had strong feelings concerning parental support and financial aspects of being a first generation college student.

"Transferability...is about how well the study has made it possible for the reader to decide whether similar processes will be at work in their own settings" (Bloomberg & Volpe, 2008, p. 78). The researcher made every effort to provide thick descriptions of the data in transcripts and field notes. An audit trail, which included the recordings of the interviews, notes taken during the interviews, the transcriptions of the interviews, NVivo files of coding, and printouts of the data achieved dependability. In addition, participants' identities were known only by the lead researcher. If anyone reviews the audit trail and can confirm that the research findings represent the realities of the participants, then confirmability has been achieved.

Findings

Findings for Research Question 1

Research Question 1 sought to determine what factors led to the first generation college students' enrollment at TTU. Three main themes emerged from the data: parental and family encouragement, teacher encouragement, and self-motivation. Many of the participants said their parents were a big influence on their decision to go to college. Steven's father went to school through second grade; his mother finished high school. They moved to the United States for their children to have a better education.

Steven: My parents came from El Salvador and I mean they've always wanted me to have a better education and stuff. So just in the United States, college is the big thing, so that is why they wanted me to pursue a degree.

Theresa first attended a community college, and later transferred to TTU. Despite her parents' preference for her to select a college closer to home, Theresa transferred to TTU anyway. Theresa: My parents were going through some marital troubles... My parents were not supportive at all. Actually they tried to bribe me to stay, in several ways, like offered me a car that they couldn't pay for. But I didn't let that influence me, 'cause I really wanted to do what was best for me, and that was to come to Tech.

Several participants cited teachers as additional supporters of higher education, and some specifically mentioned their high school agri-science teacher as a big influence. Theresa worked mainly with her FFA advisor, because she said she was most comfortable with him. “He [ag teacher] had more experience in getting his high school students off to college. Even if it was just a technical school or university, he had been really successful at doing that, so he was my best adviser.”

Three participants specifically mentioned being self-motivated toward higher education. Ashley became motivated at a very young age when her father died and her mother had trouble coping. She said she essentially raised herself until an aunt and uncle adopted her.

Ashley: I’ve always been determined and had my own initiative to do things, even since I was a little kid, because I had to take care of myself. I was like, ‘I need to wake up and go to school.’ I’m a kindergartener telling myself to set an alarm and go to school in the morning. You don’t get very many people like that.

Clarissa mentioned that college was never really an option for her, and no one suggested it as a future path. She said she got lost amidst the students at her school. Despite never being encouraged, she made the decision to go to college on her own.

Clarissa: I don’t know what made me decide to... I graduated in December, I had a baby that May and I went back [to college] that August... Everyone thinks, when you have a baby in high school your life is over and you can’t do anything and you never will do anything.

Findings for Research Question 2

Research Question 2 sought to determine what programs the first generation college students utilized to aid in success. Two themes emerged: at least one departmental/college organization and religious groups. Adam chose to join a departmental organization and really enjoyed it. He said he was drawn to the organization because of a desire to meet new people. It fostered several friendships because it provided a place for him to interact with students outside the classroom.

Adam: My first semester was pretty rough, but after I got into the [departmental organization] it kind of started to click. It was just tough to make friends with a bunch of young kids that wanted to party all the time, instead of focus. It was a good experience; there are a lot of good people there. I made a lot of good friends.

Steven worked as the leader in the college ministry with a church. He met several student members at a university event and slowly got involved. Thomas got involved with a church organization after the minister invited him. He soon fell in love with the ministry and really enjoyed how much the church catered to its college students. Steven was the only participant who had been active in the university’s program for first generation college students. They recruited him into the program his freshman year.

Steven: That group actually helped me out to just learn what it is to be in college and stuff. They would host different social events and workshops that we’d go to just to learn how to work in a college environment and different topics... It just taught you as a first generation how to deal with college.

Clarissa was the only participant who was not currently involved on campus. “I work 45 hours a week, I have two kids and a husband, and I’m taking 13 hours,” she said.

Findings for Research Question 3

Research Question 3 sought to explore what types of support systems on which the first generation college students depended. Four major themes of support emerged from the data: parental, financial, friend, and adviser/professor. Clarissa said her family was very supportive. Her husband was gone frequently, so her parents helped her. They understood that she could not

always be at family functions, but bragged about her dedication. “They are very proud...They [parents] don’t give me any trouble even when I need them to watch my kids when I am at school or work or anything,” she said.

Parental lack of knowledge was a common theme with several participants. Despite her first generation status, Abby said her parents made an effort to understand her life at college. She credits her parents with her ability to adjust despite being a first generation college student.

Abby: I think that my parents know things that I am struggling with at school. I’ve heard some people that are first gen and they say that their parents just don’t understand how hard it is. ‘They don’t understand why I am still here, and they don’t understand that after I fail this class, why I don’t just quit?’ My parents know, and my parents understand that school is hard and it takes a lot of failure to be successful.

Steven: With my parents not having gone to college it’s like everything is a learning experience. I don’t have a planned way of how to do stuff in college so I just take it as it comes and just try to learn from each mistake. Just the whole experience is a learning process.

Thomas’ parents have been able to help him financially, and he has received multiple scholarships to help with the total cost of college. He developed a system to pay tuition and have money left over for books, fraternity dues, and other expenses. Adam had no financial support, even though his parents were proud of his decision to go to college. He spent six years working full time before returning to school, so he learned to budget. He saved money during his summers off and used it during the semester.

Adam: Every summer I would work as much as I could and stockpile my money. I actually came in with some money when I first came back to school. I was working, so I was putting money away because I knew eventually I was going to go back to school. I am pretty frugal because I knew how much college cost.

Although Theresa said her parents were supportive emotionally, she occasionally helped them financially. She said she understood that her parents were struggling; however, she said she hopes to never let her family interfere with her academic goals.

Theresa: I occasionally help my dad. My parents are going through bankruptcy and maybe foreclosure on their house, and occasionally, I have to loan him money. It’s really something that I just do. It’s sad to say, but I would hope not to let my family really interfere, unless they were dying or physically ill, really interfere with my academic goals at all. Because that’s one thing I worked so hard for, and no one can take away from me.

Angie, the director of the university’s program for first generation college students, said that finding the available means to pay for courses and other necessities is extremely difficult. Most students are able to rely on their parents, and many do not have a part-time job.

Supportive friends was an important factor for the success of the participants. Several noted that organizations within the college of agriculture made it much easier to fit in. Friends from church, fraternities, or other on-campus organizations helped create a support system. Angie said that first generation college students are likely to perceive they are out of the norm because they are not familiar with collegiate activities and life.

Four students specifically mentioned professors or academic advisers when talking about whom they confided in concerning school problems or issues.

Findings for Research Question 4

Research Question 4 sought to determine how satisfied the first generation college students were with their experiences at TTU. All nine students said they had a good experience within the college of agriculture. Lily said the college of agriculture was like one big family. She said that most of the students know their professors and she felt like the faculty were watching out for her. Theresa said staff were great about helping her with financial paperwork and making

her feel at home. "I love my department. I have met some wonderful people and connections through there that I will probably be able to relate to the rest of my life," Theresa said.

"The [agriculture] people are definitely top in the university, as far as being friendly and accepting of their own. They are like a family," Thomas said.

Clarissa said that her professors really made a strong impact on her academic success. She credits her satisfaction to the fact that she is part of a smaller department.

Clarissa: Two of the professors that really made a big impact are [name] and, of course, [name]. I learned so much from them and how hard they are on you to achieve, which you need to do. They are really awesome teachers, versus the teachers that are like, 'here's the material, I don't really care if you know it, and you're responsible for it on a test.'

Ben cited the many opportunities available through the college of agriculture as one of the numerous selling points of the college. He was presented with many scholarship and internship opportunities that he said he would have missed out on in any other college. Steven was the only participant who did not show an immense amount of support toward CASNR or TTU, although he was mostly satisfied with his education.

Conclusions and Recommendations

The participants in this study contradicted much of the literature (Hopkins, 2011; Flury, 2007; Gibbons & Shoffner, 2004; Hicks, 2002; Inman & Mayes, 1999) on first generation college students, yet many similarities emerged. Other research has shown first generation students perceive their parents to be less supportive about the decision to pursue higher education (Choy, 2001). The participants of this study did not fit with these findings, as they noted they had supportive families. All but one participant said their parents strongly encouraged them to go to college.

Park and Rudd (2005) found that inspiration from local agriculture teachers was a strong influence on students' career choices. Many of the participants in this study turned to their agri-science teachers when looking for information about higher education, some even preferred their agri-science teachers to their high school counselors.

The three participants who labeled themselves as self-motivated aligned with previous studies, due to the fact that they all cited a better future as a major reason for going to college. Parental/family encouragement, teacher encouragement, and self-motivation were the three major themes that combined to create the factors leading to the participants' enrollments in higher education.

Previous researchers (Lohfink & Paulsen, 2005; Pascarella et al., 2004) stated that first generation college students are less likely to participate in extracurricular activities on campus, socialize with faculty or students, and therefore, less likely to develop friendships with other students. The participants of this study were the opposite. Eight of the nine participants of this study actively sought involvement with a variety of organizations through church, a departmental club, or a university organization.

First generation students are less likely to use student support systems on campus (Pascarella et al., 2004; Richardson & Skinner, 1992; Terenzini et al, 1996). Findings of this study supported the literature. Steven was the only participant who had been active in the on-campus program for first generation students, but he participated only during his freshman year. The students sought other forms of support: friends, church or other on-campus organizations.

Parental support is important to the success of any student, not specifically first generation students. After a student is enrolled in college, their commitment to achieving a degree and their level of success is affected by the levels of parental support and confidence (Hackman & Dysinger, 1970). Angie said the parents of the students involved in the first generation college student program were not necessarily unsupportive, but often lacked the knowledge to connect with their student in that regard. Despite the fact that some parents are

very supportive of their students' academic goals, and often make significant sacrifices to allow their students to go to college, they often perceive they cannot relate to their children after they go to college and vice versa (London, 1992; Rosas & Hamrick, 2002). This was true for the participants of this study. Most stated their parents were very supportive of their academic goals, but many said a lack of knowledge existed.

Almost one-quarter of first generation college students worried about financing their education (Gohn & Albin, 2006), and these participants were no different. Some depended on their families, but several were on their own financially and depended on federal aid and scholarships. Choy and Berker (2003) determined that paying for college was once seen as a parental responsibility, usually met by a combination of income, savings, and borrowing; however, Choy (2001) stated parents of first generation students are perceived as less supportive financially. Smith and Zhang (2010) said financial aid, in the forms of grants, scholarships, and loans helps with enrollment and retention of first generation college students. This study supported the research in that all participants were aware of the importance of financial security during college, and many were concerned about the impact of finances on their future academic plans.

According to Angie, many first generation students likely perceive themselves as out of the norm because they are not familiar with collegiate activities and life. This was not true for the participants of this study, which could be due to the fact that they had built support systems of friends. Although Inkelas et al. (2007) suggested that casual peer interactions and other outside involvements did not significantly ease first generation college students' academic or social transitions, numerous studies (Astin, 1993; Tinto, 1993) suggested that peer support may be extremely important for the academic adjustment of college students. The participants of this study said interaction with friends was an important part of their environment in college. Terenzini et al. (1996) found that first generation students tend to focus their college experiences more exclusively on academics than on social interactions. This was only true for one participant of this study. She did not mention a specific outside friend support system, but instead depended more on herself and her immediate family.

Richardson and Skinner (1992) found that faculty and peer advising, tutoring, and mentoring can help maintain needed support throughout the college years. Four participants in this study mentioned professors or academic advisers when discussing where they received advice concerning school problems or issues. Lundberg et al., (2007) found that the cultural capital that tends to be lacking in first generation college students can be compensated for by relationships developed with faculty and other university personnel, because these relationships help provide important information, perspectives, values, and socialization skills.

The researchers used Astin's (1993) input-environment-outcome model to guide the study by choosing inputs (previous circumstances), environments (current experiences), and outcomes (satisfaction with the college and university) to discover what students need and want to be successful. The researcher was able to place the major themes that emerged from the data into the model, as seen in Figure 2. The inputs the researchers found in this study were the factors that led to the participants' enrollment in college, specifically at TTU: parental/family, high school faculty and staff encouragement, and self-motivation. For the participants, the environment, or current experiences, consisted of extracurricular activities, organizations, teams, social and living groups, departmental/college/university organizations, religious groups, and first generation student groups. The outputs were satisfaction with both the college and university.

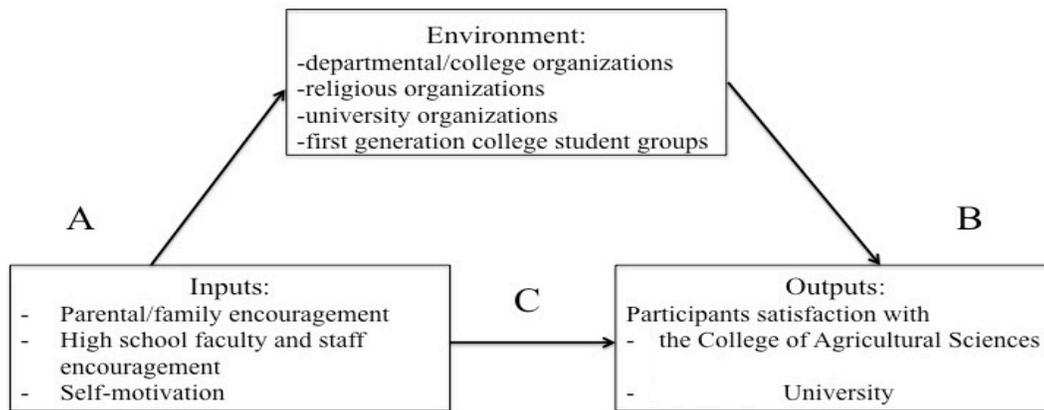


Figure 2. Astin's (1993) I-E-O Model specific to this study.

By combining all the factors the researcher was able to conclude that first generation students are enrolling in college because they know an education is important to future career success. These students were also active in many organizations, such as departmental/college clubs, religious/church organizations, and university organizations and had developed multiple support systems, including parents, friends, and professors, to assist them during their time in college.

Recommendations for University Faculty and Staff

The information gained from this study provides insight into the academic and social worlds of first generation college students. The conclusions drawn suggest the participants in this study were succeeding both academically and socially. The findings of this study indicated that parental lack of information is an issue for first generation college students. Even if parents are supportive of their children's academic goals, they are sometimes not able to assist them in adapting and understanding important aspects of their new environments. This lack of information could be addressed in orientation programs for parents during the regularly scheduled new student orientations that include parental packets with materials that address admissions and applications, housing and dining, tuition and financial aid, and other important information specific to the university.

Despite the previous research that first generation students were less likely to be involved in extracurricular activities, the participants in this study realized that organizations can smooth the transition into college life. This type of information would be helpful to an incoming first generation student, and could be disseminated during new student orientation or in information sessions throughout the semester that also included time management, budgeting, opportunities to get involved, study skills, and other appropriate topics.

The findings of this research indicate that agri-science teachers have a large impact on their students' future academic aspirations and their goal setting abilities. It is important these teachers realize their impact. The university or college of agriculture could send recruitment packages to agri-science teachers across the state so the teachers could assist the prospective student with admissions, scholarship applications, housing, and other information about the university. By creating these relationships, the teachers are able to communicate more information to the students concerning each university and especially their agriculture programs.

This flow of information will assist not only the universities in their recruitment efforts, but also be an important service to the students.

Recommendations for Future Research

Future research would, ideally, include more participants. It would be interesting to duplicate this study at other universities to determine if any differences exist. To further understand these students and their collegiate lives, an investigation into the financial aspect of their worlds should be included in future research. This information would be beneficial in the process of understanding how first generation college students are thriving in collegiate environments and how they are funding their educations.

An investigation into the effects of high school agri-science teachers on their students should be conducted. The information from this study provides a strong implication that these teachers are able to assist their students with college decisions; therefore, research into this relationship could result in the ability of the university and the college to assist their students in more ways.

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