

**A Study of the Relationship between
Socialization Tactics, Motives to Study and Mental Health
in Chinese College Students**

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ABSTRACT

College students constitute a particular social group that carries hopes and expectations from both parents and society. However, in recent years there have been reports about increasing problems in many universities in China: students suspension from school, skipping classes, or even committing suicide,. As social isolation, anxiety, fragility etc are possible reasons, the importance of university student's mental health has been taken seriously more and more. University students' socialization refers to the process in which college students grow up into independent and mature individuals by learning social and culture knowledge. From social perspective, on one hand, they still need to learn professional knowledge, on the other hand, they have to construct a good philosophy for themselves, a correct world outlook and value conception. This study mainly explores undergraduate students' mental health in relation to socialization tactics and motives to study. That means that the focus of this survey is not on the degree of socialization, but on the tactic the students have chosen to get into the university society.

In this study totally 120 students were examined via two questionnaires, the University Personality Inventory(UPI) introduced from Japan, and the combined Motives to Study and Socialization Tactics questionnaire from Israel. Both of them passed homogeneity testing. The 120 students were from four universities, two located in Hangzhou city and two in Beijing. Statistical analysis including correlation analysis, multiple regression and t-test, showed that motives to study had little to do with students' mental health, while scholastic and collegiate socialization tactics were associated with good mental health of the students. There was no big difference in study motives and socialization tactics between the male and the female students in this study.

Key Words Socialization tactic, Motives to study, Undergraduate students, Mental health

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DECLARATION

This thesis contains no materials published elsewhere, except where due reference is made in the text of the thesis.

Signature :

Date:

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A Study of the Relationship between Socialization Tactics, Motives to Study and Mental Health in Chinese College Students

Introduction

Socialization is the process through which an individual learns to adopt the values, skills, attitudes, norms, and knowledge needed for membership in a given society, group, or organization (Austin, 2002; Bragg, 1976; Merton, 1957; Tierney, 1997; Van Maanen, 1984; Weidman et al.,2001). University students' socialization refers to the process that college students grow up into independent and mature individuals by learning social culture knowledge. From a social perspective, on one hand, they still need to learn professional knowledge, on the other hand, they have to construct a good philosophy for themselves, a correct world outlook and value conception.

A person cannot be healthy without having good mental health. Psychological illness is an important cause of disease and early death. It also brings 13% global burden of disease. According to a classical quotation from W.H.O “mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” There are many factors that could affect the mental health: social, psychological, biological factors. In addition, rapid social change, stressful work environment, gender discrimination and so on can play a negative role in an individual's mental health¹

¹ W.H.O: Mental health: strengthening our response
. <http://www.who.int/mediacentre/factsheets/fs220/en/index.html>

College students constitute a particular social group that carries hopes and expectations from both parents and society. However, in recent years there have been reports about increasing problems in many universities in China: students suspension from school, skipping classes, or even committing suicide. As social isolation, anxiety, fragility etc are possible reasons. Gradually, the importance of university student's mental health has been taken seriously. In Guang Zhou, China, a series of mental health tests carried out in six major universities. Around--300 students were randomly chosen as objects, and, the researchers used 12 aspects to analyze mental health situation among these students: emergencies, health, finance situation, interpersonal relationship, auto-gnosis, employment, competition, studying, major, appearance, love and family. It was concluded that auto-gnosis stress of male students outnumber that of female students.² Furthermore, compared with female counterparts, male students were more sensitive to stress. In Ri Zhao University Town of Shan Dong province study investigated the stress of sports students. The researchers used questionnaire data from 2690 students trying to explore whether exercise would have impact on mental health or alleviated stress to some degree. Out of the conclusion was that sports students have less sensitive towards stress compared with students in other regular higher institutions³.

Thus, the experiences in college are very important. and we will study this problem from the view of student's process of socialization. It is obvious that problems existing in this process will lead to different degree of social "unfit", which could further have a negative influence on students' mental health. Besides, their social capacity and continual contributions to the society are also determined by the extent of socialization. Thus, college students' socialization has a significant impact on social civilization progress, the supply for talented people in the society, as well as college students' mental health. The socialization process includes many aspects, and this thesis mainly explores students' mental health from the view of the socialization

² Study results and detailed information can be found at: <http://news.sohu.com/20050330/n224943758.shtml>

³ Study results and detailed information can be found at:
<http://www.cnki.com.cn/Article/CJFDTotal-HLKB200901028.html>

tactics they have chosen in their college life. I am trying to research the relationship between Socialization Tactic, Motives to study and Mental health.

In this paper, the first several sections will be an introduction of college student's socialization process and socialization-related topics like measure criteria, influence factors, previous study, illness, etc. The heart part will focus on analyzing questionnaire data from two universities in each Beijing and Hangzhou, China, with the aim of finding out whether a relationship exists among male and female students' Mental health, Socialization Tactics, Motives to Study and analyzing it explicitly and respectively. Analyzed studies have concerned doctoral students and career choosing, mental health situation of students have seldom been touched. In this thesis work, students' mental health situation will be tested and analyzed.

1. Introduction to socialization

Trying to describe what socialization is, we might begin from the place where the process takes place. School is such a place where young people are becoming someone performing their social roles, because school is society's important constituent and society's miniature. Frønes points out that "The school provides a good example of the modern mechanisms for social integration. Everyone is required to go to school, but successful school integration requires achievement and proficiency, and for some the school is an arena for marginalization. That applies as well to central aspects of organizational life: integration demands engagement and active effort. When mobile persons make a choice of friends, friendship and social contacts become something that is to be achieved, rather than something that in large measure follows family ties or is a natural consequence of being neighbors."(Frønes,1995,p150)

In a broad sense, socialization includes cognitive and affective dimensions, and it is easy to understand socialization process when we combine curricular (knowledge and skills), graduate's normative (dispositions) aspects with student's experiences in college. For example, personality plays an important role in the process of socialization. For most undergraduate students aged between eighteen to twenty-three years old, they are in the group of adolescent and youth. It could be assumed that a mutual relationship exists between personality and socialization process. Which characteristic play important roles in the process? How do these characteristics influence college students' integration into society and performing their roles in adult world? Many factors will affect socialization process for young people in universities. Accordingly, personality aspect especially has been reflected in identification's development with a particular profession, involving its ethical practice. Besides, understanding the process also needs through students' professional fields.

Socialization can also be characterized metaphorically. It can be thought as "a train

leaving the station” for a particular destination, that is, from matriculation to licensure. It becomes a continuum of experiences, with some experiences being commonly and uniformly felt by students and others perceived differently by students with different characteristics. Each step along the journey has particular significance, becomes a key rite of passage, or adds important people and information to the mix. (Weidman, et al. 2001)

Metaphorically speaking, socialization process is just like “an upward-moving spiral” carrying catechumen through recurring processes toward the target of professionalization. It might be a process through which makes students get access to a higher platform of personal and professional maturity. For the most part, in the socialization process graduate students must acquire new information through communication strategies that move them from stability to insecurity and uncertainty and then back to stability again as they maneuver in their new environments (Cahn, 1986; Staton, 1990). Thus, each program follows a serial pattern (entry, advancement, and exit) as the student passes through the formal and informal processes (Coombs, 1978). Again metaphorically, just as bullfrogs and butterflies undergo physical transformation during their life cycle, graduate students must also experience their own particular kind of metamorphosis to move into their postgraduate careers. (Weidman, et al. Stein, 2001)

1.1 Concept of socialization

Just as its name implies, socialization is “the process by which we learn to become members of society, both internalizing the norms and values of society, and also by learning to perform our social roles(as worker, friend, citizen and so forth)” (Marshall, 1998, p624)

University is an open environment. Students always maintain connection with such

people who are not in schools as friends, parents, employers during their studies. Therefore, socialization in universities can be regarded as a series of processes students are going to through:

- (1) Enters a higher education institution with certain values, aspirations, and other personal goals;
- (2) is exposed to various socializing influences while attending, including normative pressures exerted via (a) social relationships with faculty and peers, (b) family pressures, and (c) involvement with reference groups outside the institution;
- (3) assess the salience of the various normative pressures encountered for attaining personal goals; and
- (4) changes or maintains those values, aspirations, and personal goals that were held at entrance.

which can be summarized briefly as anticipatory, formal, informal, and personal. (Weidman, 1989) Two characteristics in this process are quite important for understanding: it is a developmental process; the development of commitment and role identity are always connected with three core elements—knowledge acquisition, investment, and involvement. Besides the four stages and three core elements, socialization reflecting structural engagement leads to commitment and professional role identity's development. According to Kanter, there are three types of commitment—cognitive, cohesion and control. These four stages reflect, for graduate students, a preparation for the professional roles which involve different levels of understanding and commitment. Each stage involves a process of engagement through the core elements of socialization that leads to increasingly more advanced knowledge acquisition, involvement in the culture of the academic program, especially with faculty through mentoring and supervision of graduate students' work. (Weidman, et al, 2001). Table 1 summarizes the relationships among core socialization elements, socialization stages and fundamental results of professional socialization.

Table 1 Core Elements and the Functional Approach to Professional

Socialization

<i>Stages</i>	<i>Core Elements</i>			<i>Collaborative Engagement</i>
	<i>Knowledge Acquisition</i>	<i>Investment</i>	<i>Involvement</i>	<i>Nature of Identity and Commitment</i>
Anticipatory	Simulations, Web sites, CD-ROMs, videos of institution or profession.	Matriculation, financial investment, tolerance of diversity, inclusiveness.	Shadowing professionals, preprofessional experiences, insider versus outsider, self-assessment.	Evaluate mental models of the profession, identify with the professional role.
Formal	Transformative projects, learning communities, incorporate technology in the curriculum, adaptive evaluation strategies, new instructional delivery methods, distance learning courses, new learning paradigms.	Team learning; clear, realistic guidelines.	Shared vision; cohort groups; experiential activities; collaborative communities of faculty, students, and practitioners; reflective journals; mastery learning.	Conference presentations, professional development, joint research projects, acceptance of ideologies, professional community of learners, mutual evaluations, professional collaboration, advancing the profession through research.
Informal	Studenthood role, academic interactions, role learning, cyber competence, cyber receptivity.	Mutual sharing, group maturity, embrace diversity in class, faculty/student bonding, sociocultural activity, social interactions, collaborative dialogue, study groups.	Collaborative communities of faculty, students, and practitioners; group cohesiveness.	Professional interaction, practitioner interaction, appreciate diverse colleagues, networking, role identification, self-reflection.
Personal	Listserv, Internet, chat rooms, bulletin boards, personal mastery, personal vision, faculty and students become familiar with new technologies that affect teaching and learning.	Formal mentoring, sponsorship.	Formal mentoring by faculty and practitioners, clerkships, field experiences, practica, internships, assistantships, role identification.	Internalize professional role, connectedness to professionals, independent thinking, self-evaluation, ethical practice, role transformation.

Source: Thornton & Nardi, 1975

According to the theory of Weidman's model, both groups or memberships and individuals have important influence on individuals. From the angle of the individual, socialization has entailed learning the proper behaviors and attitudes of the group. This happens in the interaction process whereby exemplifying the rules of the particular group. From the different feedback of group members—positive or negative—the individual learns how to behave in an appropriate way in a group. Once socialized into a group, the individual has internalized the rules of the group. This entails norms concerning how to act in college, for university students, as well as preparation or “anticipatory socialization” for further life after graduation. However, before coming to college, students have already been socialized, they must figure out the norms they are experiencing in college and those they already know. The

differences between the two will be different with the students' situation and university experiences. Likewise, student's values, attitudes, career options and mental health situation will vary depending on their background and characteristics. Students who have a successful socialization process would be ready to accept norms of the groups and adapt condition smoothly and quickly. On the contrary, a failed socialization process will lead to a rejective attitude and unchanged individual beliefs and develop an unhealthy mental situation eventually. During the whole process, students driven by different motives will choose different socialization tactics to access their accomplishments. In my thesis, I assume that a disharmony in the relationship may cause psychological disease . That is also I am trying to figure out in this survey.

1.2 Review of Previous Research

As it has been mentioned above, the object of this research are adolescents and young people who are going to through the socialization process. During the whole process, they will meet and communicate with different persons such as teachers, friends, parents, etc. At the same time, students themselves will be expected to perform social roles.

Based on the model of undergraduate socialization proposed by Weidman, many researches have focused on specific socialization process, especially peer influences and student-faculty interactions. Peer interactions and frequent student-faculty, according to research, have been the two primary influential factors for students' learning and development. Student-faculty interactions, "that reinforce or extend intellectual echos of the classroom...have positive implications for general cognitive development during college" (Pascarella&Terenzini,2005,p189), while peer interactions provide encouragement and act as academic and personal support networks that positively influence students' development (Tierney, Corwin,&Coylar,2005).

In Ku and Hu's (2001) extensive analysis of student-faculty interactions in the 1990s, they found interact-actions substantially increased student's satisfaction with their college experience, a replication of one of Endo&Harpel(1982) findings. Additionally, they found that the extent of student-faculty interactions does not significantly vary among institutional types, but is influenced by students' academic preparation; those students with a stronger academic background reported higher level of student-faculty interactions (Ku&Hu,2001) Finally, in a study examining the extent and impact of student-faculty interactions across racial and ethnic groups, faculty interaction was found to contribute to students' learning and personal development for all racial and ethnic groups, but it contributed more for students of color than white students (Lundberg & Schreiner, 2004).

Also, it is positively for students' development to interact with peers. The peer group has been described as "the single most important environmental influence on student development" (Astin, 1993, p. xxii). Whitt, Edison, Pascarella, Nora, and Terenzini (1999) concluded that peer involvement in- and out-of-the classroom resulted in increased cognitive development. When asked to describe what had the greatest impact on their learning and personal development, college seniors frequently responded it was interactions with their peers (Kuh, 1995).

Likewise, SES (social economic situation) also occupies an important position in student's socialization process. Walpole(2007) highlights three trends in the literature on low SES students: they are less involved in campus activities, they spend more time working for pay, and they choose different types of majors/have different educational goals. In a study primarily examining low SES, Grayson (1997) found that these students report spending less time on cultural involvement and student activities than their peers. Further, low SES students receive lower grades, spend less time on student activities and studying, and work more when compared to high SES students (Walpole, 2003). Low income students (one indicator of low SES) work more than higher income students and are less likely to attend private institutions

(Paulsen & St. John, 2002). Students from higher SES backgrounds were more likely to participate in students' senior year activities, including cooperative learning, tutoring others, and discussing course content. Clearly, low SES has negative impact on student's socialization process.

Besides Weidman's model of undergraduate socialization, Chickering and Gamson created the conceptual model—Good Practices—to explore the socialization process. Scholars have utilized the good practices as a framework which examines how often college students experience the good practices and the impacts brought by those practices on students. Good practices in general, and cooperative learning with peers in particular, were positively associated with self-reported gains in college, such as general education, intellectual development, and personal/interpersonal development (Kuh, Pace & Vesper, 1997). Good practices such as faculty-interactions with students and peer involvement have also been positively associated with cognitive development, plans to attend graduate school, and attitudes toward learning (Cruce, Wolniak, Seifert, & Pascarella, 2006). It has been accepted widely that good practices indicate a positive socialization experience.

1.3 Impact Factors and Criteria

1.3.1 Impact Factors

Prior to Weidman, Bragg (1976) has published a monograph about the graduate and professional student's socialization. According to Bragg, it is tri-fold avenues socialization occurs through: (a) the interaction of students with the structures of the educational setting, (b) the interaction among students in the same educational program (i.e., discipline or department), and (c) the interaction between students and faculty members (p.14). The structure of the educational setting “[a]ffect[s] or facilitate[s] change in the student's attitudes and values because they reflect the attitudes and values of the profession itself” (p.14). These structural elements involve the student selection process, the isolation of students from outside influences, the consistency of program goals, the explicitness of values and role models, the

provision of opportunities for practicing responses (i.e., coursework, examinations, internships, or practics), and the provision of both positive and negative sanctions as feedback to students. Interactions with peers also serve to promote the socialization process, particularly as newer students interact with more veteran students in “learning the ropes” of the program. (Gardner,2010) The last element proposed by Bragg – the interaction between students and faculty members – can be explained by Bragg that “The faculty members transmit their attitudes, values, and behavioral norms both formally – through the structures they establish and through the courses they teach – and informally – through individual advising and supervising of study and through social activities” (p. 19-20). Together, these three elements have important impacts on students’ socialization progress.

There are also three socializing influences based on the model of undergraduate socialization raised by Weidman. The first one is also the most common one—collegiate experience itself—impacting the student’s socialization process. Specifically, collegiate experience refers to academic characteristics like mission, major and selectivity, etc. Why students choose this major? How they finish their academic mission? Students with different professional background have different socialized results. For example, law students have been socialized to distance themselves from clients, to consider matters of justice and precedent rather than the context of current relationships and not to take emotional or personal matters into account when deciding cases. But for pharmacy students, they have changed communication abilities and professional ethics, they have been instilled with a professional identity and pride in the profession. This socialization has been integrated throughout the curriculum.(Page,2004)

The second includes socializing influences, which mainly reflected in interactions with peers and faculty. The peer group has been described as “the single most important environmental influence on student development” (Astin, 1993, p. xxii). Besides, Weidman makes a further supplement in this respect, he adds parents and non-college reference

groups into socializing influences. He also points out that family SES such as parents' income and occupational prestige have a continuous impact on students' socialization.

From another perspective, adolescent and young people's identity also plays an important role in the socialization process. It is quite significant to understand young people from their identities. From social perspective, the individual develops through experience with and reflection over social relations. Experience from social interaction generates conclusions about identity, which in turn influences interpretations of social action.(Frønes,1995) Furthermore, the social changes that have occurred in last few years in China have had a great influence on the lives of young people. What the young people have experienced and how they have structured the life can be affected by individualization, thus affecting their socialization process further.

1.3.2 Criteria

How do we identify and judge a socialization process effective and helpful for students? What we expect from a socialization process? It is no doubt that through a successful graduate and professional socialization process, students will expand and enhance knowledge in their field of study, improve moral and values, be able to work under pressure and satisfy the need for social change.

According to Stark (1998), "faculty in the preparation programs teach academic content, necessary professional skills, and the context of the profession, thus preparing the graduate to enter practice at a basic competency level" (p. 355). At the culmination of the socialization process, students should be able to answer three key questions: (1) What do I do with the skills I have learned? (2) What am I supposed to look like and act like in my professional field? and (3) What do I as a professional look like to other professionals as I perform my new roles? (Daresh and Playko,

1995).

1.4 Socialization-related illness

1.4.1 Socialization and mental illness

From a social view, individual has to perform within social ritual norms for the purpose of acting in social and interacting with others. It appears that socialization has been seen as a process of training and fashioning. Through a successful socialization, one will be able to maintain a maximum of meaningful self-confidence and a minimum of anxiety-inducing bungling. A properly socialized individual whose self-system would be secure enough to maintain interaction with others besides the people involved in his socialization process.(professor, teachers, classmates etc) Conversely, the socially awkward person is one who is not "successfully" socialized from roughly two points of view: (1) His reaction-sensitivity prevents effective communication, and the forward motion of social action in a situation. (2) He has not learned to use with facility the social ritual rules for interaction. We can ask of an individual in this context: "How much 'reaction-sensitivity' is present in his social presentation of face (of his positive-self valuation)?" "To what extent do his needs and susceptibilities risk contaminating the smooth flow of face-saving ritual that the culture needs in order to function?"(Becker,1962)

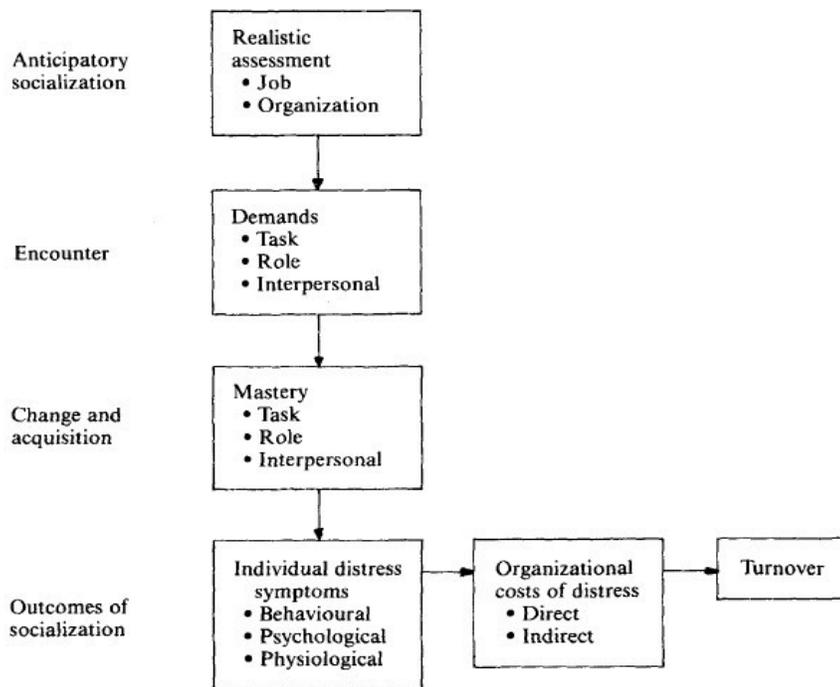
1.4.2 Stress and Socialization

Besides the four socialization process stages, three core elements, researchers also confirm that it is stressful for newcomers for the process of socialization and adjustment. Organizational socialization has been defined as the process by which newcomers are transformed from outsiders to participating and effective member(Feldman,1976). Organizational stress has been defined as the general patterned, unconscious mobilization of the individual's energy when confronted with any organizational demand.(Quick and Quick,1984)

It is necessary for entering into an organization with certain positive stressors like

challenges, opportunities, potential rewards, etc, but negative stressors also exist in this transition. For a novice, it is also a tension-producing transition. They have to face loneliness and social isolation when they try to establish an identity in a new condition(university, class, dormitory). In addition, performance anxiety interferes with newcomers' efforts toward mastering the task.(Schein,1971) The mismanaged stress will not only affect the mental health status of new students themselves but also have a directly impact on organization outcomes(absenteeism, flunk out). Accordingly, coping socialization stress is important for both individual and organization. Along with the stages of socialization process, the Stress of Socialization model describes a sequential representation in this transition process.

Stages of socialization



The stress of socialization model

Source: Debral,N 1987

In the first stage—anticipatory socialization, two variables—realistic assessment of the organization and realistic assessment of the role—are key factors affecting stress. Realistic portrayal of the role will benefit the novice in alleviating anxiety; while by

assessing organization correctly newcomers will be able to construct a scheme for accepting useful information and culture about the organization.

Three activities proposed to comprise the encounter stage of socialization are task, role, and the interpersonal activities.(Feldman,1976) There are also three similar demands: task demands, role demands, and interpersonal demands. Constraints on these demands can lead to frustration and eventually to distress. The three demands are important constitute part of organizational stress for newcomers, and during the socialization process, they coincide with the three activities.

Copying and mastery processes are major source of stress in the third stage. Novice will try to master the demands of the new condition. Welford (1973) argues that there is an optimal demand level resulting in maximum efficiency of performance, and that stress can exist because of too high or too low demands. In this stage, change and acquisition, completes the transition as the newcomer 'learns the ropes' or becomes proficient in the performance of task role, and interpersonal requirements (Becker and Strauss, 1956; Berger and Luckman, 1966; Van Maanen, 1977).

As mentioned earlier, stress from socialization process, if mismanaged, will have negative influences on individual and further affect organizational outcomes. At the individual level, manifestations of distress are behavioral, psychological or physiological. It has been also found that role stress relates to psychological respect. Poor relationships between peers and supervisors will lead to psychological symptoms such as depression and anxiety, as well as to poor physiological conditions like headaches, insomnia, etc. Socialization failures leave the novice with feelings of alienation, discomfort, and possibly hamper his/her performance, eventually causing the newcomer to leave the organization.(Schein,1985) Socialization process is a transition process which has been influenced by contextual factors and corresponding stress from the beginning to the end. Only those who cope with the stress in this process can grow up into a mature individuals.

1.4.3 Problems in Socialization Process

In fact, problems of university students' socialization present the following two aspects: the first is lack of socialization. It means that the degree of socialization doesn't reach an ideal level. This group of students are generally uncommunicative, social isolation and hard to work with others. These characteristics will have negative impacts on their self-esteem, leading to a further ego close and unwilling to communicate with others are even appear as behavior deviation.

The second is called over-socialization. It embodies on two sub-groups. The first sub-group pays too much attention to social behavior learning and experience, showing an over mature on psychological aspects. The second sub-group over-emphasizes the society and others, thus loses their own individuality. Students with over-socialization will have hard to establish a good relationship with others and to obtain genuine friendships. This will lead to a suspicious, anxious and sensitivity personality, which may result in mental unhealthy. (Jinping Mao,P80,2004)

2. Study Design

After reviewing the literature and going through the major aspects about socialization process, it is clear that the transition process plays a very important role in college student's daily routines. In addition, we have already understood the stress resulting from unsuccessful socialization, which may have a negative impact on student's mental health situation. Thus, the following part will be related with my research plans.

2.1 Study Motivation

Socialization process cannot occur in a vacuum. Since the moment students enter into the school gate, they have started their transition process. Relationships with faculty, peers, and even with external people like employers and families are all significant influences on the process. Besides, university students are a special group who shoulder expectations and responsibilities from themselves, family and society. Therefore, during the whole process, the pressure are coming from here and there. All of these will naturally affect students' mental health status. Accordingly, I choose a practical way to explore the relationship between socialization and mental health among college students, my subjects are students from four comprehensive universities in Beijing and Hangzhou cities.(two of each city) Specifically, the purpose is to find the relationship between the socialization tactics, motives to study and mental health; and also to see if there is a gender difference , as well as to find what is the biggest mental problems during the process; particularly from the view of Chinese students themselves.

Why did I choose this topic to research? The reasons are listed below. From the previous researches, it is obvious that most of them focused on a very specific aspect of socialization, such as the relationship between socialization success and peers, as well as how faculty impacts student's socialization process, etc. There are also studies

concerning about impacts on individual and organization resulting from stress in socialization process, as well as how to cope with these stressors to ensure a successful transition process. There are very few research publications concerning the students' mental health situation during the socialization process, though it is a very important part in students' development. The subject in present study, with different academic background, come from four universities in both south and north of China. The specific research questions will be discussed later.

2.2 Study Method

According to the nature of the study object, quantitative study method is considered to be the most appropriate. From the essence of quantitative method and the type of data needed to be collected, this study employed a questionnaire method. Considering it is a quantitative research, sampling size should be ensured. But also thinking about the practical limitation, the ultimate sample size was set to 120, including students from four universities in Beijing and Hangzhou city with thirty of each. Besides, before the full-blown study, I tested the questionnaire in a small scale—the pilot study (with a sample of 20) for the purpose of checking the feasibility and improving the design of the research. Besides, considering the convenience of investigation, the questionnaire were sent through internet. Freshmen, sophomores and juniors are still in the socialization process, while seniors can show the results of the transition process, so they were the major subjects in this study.

Relevant method -- The Questionnaire

This survey includes two questionnaires. Both of them are self-reported. The first one focuses on undergraduate students' motives to study and corresponding socialization tactics; the second is a psychological questionnaire about undergraduate student's mental health.

Specifically, the first questionnaire is consisted of two facets of students' university life—motives to study and socialization tactics. Of which, measuring

motives to study is based on Shapira and Etzioni-Halevy's scale(1973)(See Appendix 1). It is a 9-item scale, three items has been listed after every motive: scholastic, instrumental, and collegiate. The second facet which has been designed by Bogler and Somech(2002) measuring socialization tactics, in line with our conceptualization of socialization tactics as related to the three motives to study. The questions focused on the students' actions and reflect their actual behavior and adjustment to the university life. The 6-point Liker-type scale are used to rate each item:

- 1=not important at all,
- 2=basically not important
- 3=seems not important
- 4=seems important
- 5=basically important
- 6=very important.

The results were evaluated through averaging scores of each item for each type of study motive and socialization tactic, respectively.

The second questionnaire concerning mental health is called University Personality Inventory(UPI)(See Appendix 2). The aim of the questionnaire is to find students with psychological problems in early stage and provide effective treatment. There are three parts in this personality inventory: personal information, sixty items(the questionnaire itself) and four auxiliary questions. This study will eliminate the first part—the personal information for protecting subjects' individual privacy. The core part is consisting of 60 simple questions or items covering experiences and subjective feelings of students over the past year. An affirmative answer scores 1 point, whereas a negative answer scores zero. Fifty-six items involve psychosomatic problems such as stress, anxiety, dissatisfaction, perplexity and conflict on the unhealthy scale(UHS). The score distributes from 0 to 56. The higher the score, the poorer the mental and/or physical condition. Total scores of subjective symptoms are adopted for the assessment of subjects with problems.(M. Kajita et al,2002) Among of these 56 UHS,

items concerning about neurosis, depression and schizophrenia trend are listed as below:

Items for identify neurosis: 16、 19、 23、 27、 31、 32、 36、 38、 39、 45、 47、 51、 52、 53、 55、 57、 58、 60

Items for identify depression: 11、 12、 13、 14、 15、 16、 22、 25、 28、 43、 44、 45

Items for identify schizophrenia trend: 10、 11、 14、 16、 23、 24、 26、 27、 28、 36、 40、 41、 43、 51、 56、 57、 58、 59

Among of those, item 16 “difficult to sleep” and 25 “I feel living uninteresting” are regarded as especially significant, because both of them probably reflect neurosis and trend of suicide respectively. Accordingly, these two items are concluded into categorizing criteria.

The rest four items, namely, 5. “I am in good condition”, 20. “I am always energetic”, 35. “I am in a bright mood”, and 50.“I am get along well with others” are healthy scale(HS) and also called the “lie scale”, which are used to check the validity of the investigation. The four items are scored as zero also. For example, if one chooses all the four items, which presents a good physically and mentally condition, but also get a high score of UHS items. Thus, the high scores on both the UHS and HS are clearly contradictory and belong on the falsehood scale.(Yamada KUPI,1975;Matsubara T,1993) It is widely accepted that a questionnaire with over 3 affirmative responses to lie scale and over scored 20 points of UHS needs to be refilled.

Besides the core part of UPI, there are four auxiliary questions numbered 61,62,63 and 64.

61. “Have you feel anything wrong with your health so far?”

62.“Did you feel anything wrong with psychological health?”

63.“Have you accept any psychological consultation so far?”

64.“Do you have any physiological or psychological problems for consultation?”

These four questions receive no scores but they are important for classifying the

results. Generally speaking, the greater the UPI score, the worse student's mental health situation.

Assessment standards of UPI are listed as below:

Students meet one of the following conditions should be classified as the first group:

- a. The final scores are more than(or equal to 25);
- b. Response "yes" in the twenty-fifth question;
- c. More than two "yes" among the four auxiliary questions;
- d. Make a clear requirement for psychological counsellings.

Students with one of the following conditions should be classified as the second group:

- a. The final scores is between 20 and 25(including 20, excluding 25);
- b. Response "yes" among any one of the question of 8,16,26;
- c. Only one "yes" among the four auxiliary questions.

Students who are neither group one nor two should be classified as the third group.

Among the first group, students who are diagnosed with psychological illness by further check-up will be called group A. They need continuous psychological consultation. The second group is called B, they have no significant psychological illness but still need specific attention. The third group is C group who are in good mental health.

Before begins to research formally, I did a pilot study of twenty senior students face to face and made some modifications, then I updated the final questionnaire and sent the network linker to the teachers in four comprehensive universities(two in Beijing, and two in Hangzhou) in China. Considering the accuracy and efficiency, senior students will answer the questionnaire in college's computer room in a scheduled time under the supervision of teacher. But there will be still incomplete questionnaires even if I set up the rules. But the results should be available for further analysis with the help of teachers.

2.3 Questions

2.3.1 Theory Foundation

When admitted to university, students would begin their undergraduate socialization process. Socialization is a broad concept that may encompass motives to study.(Bush&Simmons,1981) Students' motives to study drive them to participate in academic institutions. According to Aittola(1995), these motives may be classified by different typologies by the extrinsic-intrinsic principle. Extrinsic motives impel students to work for the final goal of examinations, while intrinsic motives orient the students toward expanding their professional knowledge. Based on Aittola's description, today's students are more instrumentally oriented, motivated by extrinsic incentives, and interested "in receiving their degrees with the minimum of effort"(p 38).

Besides Aittola's principle, preceding researchers have raised different typologies about study's motives. In examining students' motivations to study at institutions of higher education, Douvan and Kaye(1967) described four types of motives: vocational preparation, intellectual broadening, attractive social life, and release from parental control. Clark(1962) and Clark and Trow(1966) characterized the student subcultures according to the forgoing distinctions. The vocational subculture corresponds to students interested mostly in job preparation; the academic subculture is oriented toward " serious students"(Clark,p.208) who seek to broaden their knowledge and to be associated with prominent intellectuals and scholars; and the collegiate subculture stresses the importance of student life on campus(i.e., sports, dating) as well as students' wishes to be released from their parents' control. Shapira and Etzioni-Halevy(1973) also adopted that typology and created Etzioni-Halevy's scale. I will show some specific items of three motives and tactics in the following part, respectively.

The first questionnaire I applied for this study consists of two parts. The first part, based on Etzioni-Halevy's scale, is about students' motives to study, using the

typology of subcultures to examine the motives of undergraduate students. There are, therefore, three types of motives: scholastic, which refers to students driven by intellectual stimulation and purely academic reasons; instrumental, which applies to students who attend institutions of higher learning to acquire degrees that pave the way to social and occupational mobility; and social, or collegiate, which corresponds to students' aspirations for their social life on campus.(Bogler&Somech,2002) The second part refers to another variables—socialization tactics, which employed for examining students' socialization relating with their motives to study. Some examples are listed as below:

scholastic motive: The will to expand my knowledge, etc

instrumental motive: The will to expand my knowledge, etc

collegiate motive: The desire to be publicly and politically active, etc

According to Brim(1966, as cited in Weidman, 1989), socialization is “the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society”(p 293) Crow and Glascock(1995) described three mechanisms of socialization to a new role: “exploration, giving up the previous role, and adjusting self and new role to each other”(p 25). Students always explore and collect all kinds of information concerning their new status and roles. Giving up their previous role might involve either “divesting of the old role or investing in a new role”(Crow&Glascock, p25) Besides, Weidman(1989) also confirmed that “undergraduate socialization can...be viewed as a process that results from the student's interaction with other members of the college community in groups or other settings characterized by varying degrees of normative pressure”(p.304). That interaction results in different forms of socialization that may lead to various types of newcomer adjustments to organizations.(Jones,1986)

Attinasi(1989) defined two process stages of college students: one is getting ready, which refers to “behaviors and attitudes of...students prior to college matriculation(p.255); the other is getting in, which involves the behaviors and

attitudes after matriculation. This study mainly focuses on the getting-in stage. Therefore, it is easy to understand that students with different personal and education characteristics will have different socialization results and there is no single best socialization standard or tactic for all students. So we can assume that different motives would determine relevant tactics reflected in the process. The congruence between one's motives to study and one's socialization tactics is rooted in the self-consistency explanation, which refers to the desire to sense and experience coherence and congruence between one's identities and their behaviors.(e.g.,Markus&Wurf,1987) Gecas(1982) argued that individuals are motivated to act in accordance with the values and norms implied by the identities to which they have become committed. Another similar theoretical basis comes from the functionalist tradition, which is related with the “motivational foundations of people's actions, and with the agendas that they set for themselves and that they act out in pursuit of their goals”(Snyder&Cantor, 1998, p.642) Accordingly, a match should exist between motives to study and socialization tactics. Likewise, based on Gecas, the same pattern of behavior can be applied to study's motive and socialization tactics—that is, students will be socialized based on their motives to study.

Consequently, the socialization tactic part of the questionnaire is in line with three motives to study. This part is designed by Bogler and Somech, especially for matching three motives. They confirmed the final version through semi-structured interview among senior undergraduates. That was also an important reason for choosing this questionnaire in present study. Some examples are listed as below:

- scholastic tactic: I review my comprehensive class notes regularly, etc
- instrumental tactic: I appeal any low grade that I receive, etc
- collegiate tactic: I am active in various social activities on campus, etc

UPI

The mental health questionnaire used in this survey is called University Personality Inventory (UPI). It has been developed for determining mental health status of

students since 1966 in Japan. The reliability of this screening test has been studied extensively.

Isoda reported that UPI alone was not very sensitive, (Ogata F.,1986) but several reports have shown that UPI has higher reliability when used simultaneously with other psychological tests. (Oguchi T,Takamidou M,1986; Tsujimoto T.1978; Yoshioka T,1985; Matsunami S,1992; Inanami M,1975; Nagao K,1990) Yamada reported that the use of UPI scores for checking psychological problems of students was reasonable, because students with higher UPI scores exhibited more psychological problems in their post-UPI interviews, and many students with UPI scores of more than 30 points had some psychiatric problems. (Yamada K,1975) Hirayama also reported that UPI results were also sometimes useful for recognizing varying degrees of neurosis of university students.(T.Yoshida et al., 1998) This questionnaire has been widely used in Japan and introduced by professor Fumin Fan of Tsinghua University and put into practice since 1993 in China.

2.3.2 Homogeneity testing

Before results analysis, homogeneity of the items should be tested for the reason that questionnaire of motives to study and socialization tactics was developed and validated in Israel undergraduate students but the present study concerns for Chinese students. Theoretically, we need the scale to be homogeneous no matter what we are measuring. The purpose of doing so is to assure two implications: the items should be moderately correlated with each other, and each should correlate with the total scale score.(Norman&Streiner,2008) Besides, in this test, I will use regression analysis. This “linear model” method works only if the homogeneity of items are ensured. If the items were measuring different attributes, it would not be logical to add them up to form one total score. On the other hand, if one item were highly correlated with a second one, then the latter question would add little additional information. Hence there is a need to derive some quantitative measure of the degree to which items are

related to each other; i.e. the degree of “homogeneity” of the scale. (Norman & Streiner, 2008) I will use Cronbach’s alpha technique to do the test, the higher alpha would be the better, but not exceeding 0.9. Results have been listed below.

Table 2.1 Homogeneity test among subscales of each item

	Motives			Socialization Tactics		
	Scholastic	Instrumental	Collegiate	Scholastic	Instrumental	Collegiate
N	3	3	3	11	15	6
α	0.796	0.722	0.644	0.877	0.835	0.847

The results in table 2.1 show high homogeneity among all subscales, supporting that this questionnaire is also suitable for Chinese undergraduate students.

2.3.3 Questions

According to analysis and theoretical basis above, I am trying to explore the following questions:

Question I: The relationship between students’ psychological health condition and socialization tactic driven by study’s motive.

Question II: The correlation between study motives and mental health condition.

Question III: The correlation between socialization tactics and mental health condition.

3.Results

Excluding the incomplete ones, there were 108 valid questionnaires and a returning rate of 90.0%. The total number distributed were 120, 30 for each university. Table 3.1 list the situation of questionnaires' distribution and collection.

Table 3.1 Number of questionnaires

University	Distribution	Collection
Beijing A	30	25
Beijing B	30	28
Hangzhou A	30	27
Hangzhou B	30	28

3.1 General situation for male and female students

Study's motives in this survey have been categorized into three types: scholastic, instrumental and collegiate. There were 108 valid questionnaires, from 42 male and 66 female students. Scores has been averaged for each type and final results are shown in the table 3.2.

Table 3.2 Degree of recognition of the three types of study's motives (mean score)

	Scholastic	Instrumental	Collegiate
Male	4.54	4.67	3.72
Female	4.70	4.59	3.64

The average score describes the degree of recognition from high to low, the higher means it is more important for students, and vice versa. A score over 4 means advocated attitude of corresponding study's motive, while below 4 shows the opposite. It is obvious that the status of collegiate motive is relatively low compared with the other two motives in both sexes.

Likewise, socialization tactics in this survey also have been categorized into three types: scholastic, instrumental and collegiate. There are 108 valid questionnaires, with 42 male and 66 female. The averaged scores according to corresponding subscales one described in.

Table 3.3 Degree of recognition of the three types of socialization tactics (mean score)

	Scholastic	Instrumental	Collegiate
Male	4.08	3.62	3.89
Female	4.07	3.46	3.69

It is obvious that the scholastic socialization tactic plays a more important role in senior students' life for both sexes. Mean scores shows that instrumental socialization tactic occupies the smallest part, while the collegiate tactic has an intermediate position. Compared with the scores of corresponding study's motive, socialization tactics' means represents a narrower scope of approving. The mean exists between 3.46 to 4.08, which presents an attitude between seems not important and seems important. Besides, the gaps among three socialization tactics are also smaller, which shows a similar attitude towards three socialization tactics for both male and female students.

Based on the raised questions, it is also needed to do a simple description about student's mental health as given from the answers of the second questionnaire.(UPI) According to the standard of UPI, there are three results of categories concerning student's mental health. Group A represents students who are diagnosed with psychological illness by further check-up. They need continuous psychological consultation. Group B represents students who have no significant psychological illness but still need specific attention. The third group is C, who are in good mental health. Table 3.4 shows a basic distribution among the three groups.

Table 3.4 Basic distribution among three groups of UPI score between sexes

	Group A(poor)	Group B(middle)	Group C(healthy)
Male	15	12	15
Female	24	14	28

The results are unexpected. Both sexes show a similar distribution in that the number of students who need continuous psychological consultation is almost equal to the number presenting a good mental health. From this result, students who are totally in a healthy psychological status only occupies a small part—35.7% for male and 42.4% for female. The major aim of this study was to find the impacts on students' mental health brought by motives to study, socialization tactics. I will discuss the results specifically according to sex, and finally I will make a comparison between genders.

Another point should be discussed specifically is that in spite of UPI criteria, many relevant studies choose a more simple way of evaluating UPI scores, namely, the higher the poorer, they don't categorize students further based on criteria. In this study, I will test partly results according to group.

3.2 Among male students

Among male students, there are 42 valid questionnaires excluding 3 invalid ones. The statistical method used here for both sexes is Multiple Regression.

I will describe specific motives to study in group A, B and C. Table3.5 gives summary results for the three motives to study among three groups.

Table 3.5 Motives to study score among male students by mental health groups

	Mean		
	Group A(poor)	Group B	Group C(healthy)
Scholastic	4.16	4.33	4.73

Instrumental	5.00	4.42	4.55
Collegiate	3.60	3.47	4.04

Group A students (poor mental health) shows a bigger gap between three motives, while group C describes a relevant balanced development. Horizontal comparison suggests an increasing order for scholastic study's motive from group A to C. Students in group A hold an intense instrumental motive (5.00) than the other two groups.

Likewise, table 3.6 describes a general situation about three socialization tactics among three groups.

Table 3.6 Socialization tactics score among male students by mental health groups

	Mean		
	Group A (poor)	Group B	Group C (healthy)
Scholastic	3.72	3.97	4.55
Instrumental	3.74	3.45	3.63
Collegiate	3.82	3.44	4.31

This distribution is quite different from that in motives to study. Vertically view, group A shows the smallest gap among three tactics, while group C has the biggest differences. Besides, there is an ascending order from scholastic to collegiate tactic in group A and a same decreasing order exists in group B, but no principle can be found in group C. Horizontal perspective, scholastic and collegiate tactics are the highest in group C and lowest in group A and group B, respectively.

Based on my prior questions, I will use multiple regression to test whether students who choose corresponding socialization tactic to motive would be a good psychological condition. Before multiple regression, I will test the basic correlation

between single motive or single tactic's impacts on UPI score. Correlation analysis(Pearson Coefficient) will be employed. Table 3.7 shows the respective correlation between motives, tactics UPI score among male students.

Table 3.7 Correlation of motives and tactics and UPI score among male students ($\alpha=0.05$)

	Motive		Tactic	
	R*	P**	R	P
Scholastic	-.013	.933	-.346 [#]	.025
Instrumental	.224	.154	.043	.787
Collegiate	-.199	.206	-.328 [#]	.034

* correlation coefficient: between -1 and 1. As the strength of the relationship between two issues increases so does the correlation coefficient. When $R > 0$, it means a positive relationship; when $R < 0$, it means a negative relationship.

** :significance P-value

[#]:significant related($\alpha=0.05$)

Results from above illustrate that there was no correlation between any motive to study and UPI score among male students. However, both scholastic tactic($R=-.346$) and collegiate tactic($R=-.328$) show a strong negative relationship with UPI score for male students. This indicates that the higher scores of both, the lower score of UPI, namely, the better psychological condition for male students.

After the basic correlation analysis, I will use multiple regression to test whether students who choose corresponding socialization tactic to motive would be a good psychological condition . Table 3.8 shows the regression results for male students.

Table 3.8 Multiple regression of motives, corresponding tactics and UPI scores among male students

	Coefficient	P*	P** F
Scholastic Motive	2.082	.248	.034

Scholastic Tactic	-5.890	.013	
Instrumental Motive	3.075	.151	.339
Instrumental Tactic	-.553	.825	
Collegiate Motive	.001	.999	.109
Collegiate Tactic	-3.941	.090	

*significance P-value test for regression coefficients

** significance P-value test for regression equation

From these figures, it is obvious that no explanations can be given by instrumental motive and instrumental tactic for UPI score, because from P_F we can see that the linear correlation doesn't exist significantly between UPI score and other two factors. collegiate motive and collegiate tactic explain very little either. Although scholastic motive cannot be an suggestive factor, this analysis illustrates that scholastic tactic under scholastic motive can be an important influential factor for male students' UPI score. Their relationship can be described in a liner equation:

$$Y=32.575-5.890X$$

Y:UPI score, X: Scholastic tactic

After the basic correlation analysis and simple multiple regression, it seems that motives and socialization tactics have quite different impacts on UPI score, furthermore, different tactics also present different correlation with UPI score. In spite of these, I will still use multiple regression to test all motives, all tactics, and all motives plus tactics in order to reduce random error as little as possible.

Table 3.9 Multiple regression of three motives and UPI scores, three tactics and UPI scores among male students

		Coefficient	P	P_F
Motives	Scholastic	-1.170	.498	
	Instrumental	5.735	.015	.054

	Collegiate	-4.358	.026	
Tactics	Scholastic	-4.558	.042	
	Instrumental	7.013	.012	.005
	Collegiate	-5.411	.017	

This table also shows that the socialization tactics were quite relevant for UPI score, which indicates that tactics are important factors for male students' mental health. Among three tactics, only instrumental tactic showed a positive relation with UPI score (coefficient=7.013), which suggests an adverse influence on students' psychological condition. Except this, scholastic (coefficient= -4.588) and collegiate (coefficient=-5.411) tactics show a negative relation with UPI score, which confirm a positive impact on male students' mental health. Motives showed little relation to UPI score. Their relationship can be described in a linear equation:

$$Y=32.257-4.588X_1+7.013X_2-5.411X_3$$

Y:UPI score, X1: Scholastic socialization tactic
X2:Instrumental socialization tactic
X3:Collegiate socialization tactic

The last table shows multiple regression of both three motives and three tactics together and UPI score.

Table 3.10 Multiple regression of both three motives and three tactics together and UPI score for male students

		Coefficient	P	P_F
Motives	Scholastic	1.139	.555	.006
	Instrumental	3.920	.075	
	Collegiate	-2.349	.273	
Tactics	Scholastic	-5.885	.027	.
	Instrumental	6.234	.029	

Collegiate	-3.766	.133
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Among the six factors, motives still cannot be as explainable factors. Scholastic socialization tactic is still beneficial factor for male students' psychological condition, while instrumental tactic suggests a bad influence on students' mental health. Their relationship can be described in a liner equation:

$$Y=19.297-5.885X_1+6.234X_2$$

Y:UPI score, X1: Scholastic socialization tactic

X2:Instrumental socialization tactic

3.3 Among female students

Among female students, there are 66 valid questionnaires excluding 9 invalid ones. Just as the analytical steps of male students, I will describe specific motives to study in group A, B and C. Table3.11 gives a summary situation about the three motives to study among three groups.

Table 3.11 Motives to study scores among female students

	Mean		
	Group A	Group B	Group C
Scholastic	4.70	4.55	4.79
Instrumental	4.42	4.48	4.68
Collegiate	3.40	3.60	3.90

Figures show clearly that collegiate mean score is the lowest among three groups, though there is an ascending order from group A to group C. The same trend also exists in instrumental motive. Vertically view, group C holds the highest score in every motive and the gap among three motives is the smallest. Like in male students, biggest gap among three motives appears in group A, group B just locates in a middle

level.

The following table 3.12 gives a description about three socialization tactics among three groups.

Table 3.12 Socialization tactics score among female students

	Mean		
	Group A	Group B	Group C
Scholastic	4.01	3.67	4.34
Instrumental	3.32	3.38	3.64
Collegiate	3.58	3.43	4.31

Scores in group C are still the highest, just like that of motives. By comparison, instrumental tactic score is always the smallest no matter in which group. For students in group C, collegiate tactic has an obvious higher score, while scholastic tactic seems get more attention from students in group A.

For female students, I will also test the basic correlation between single motive or single tactic's impacts on UPI score before multiple regression. Correlation analysis(Pearson Coefficient) will be employed. Table 3.13 shows the respective correlation between motives, tactics UPI score among female students.

Table 3.13 Correlation of motives and tactics and UPI score among female students

	Motive		Socialization	Tactic
	R*	P**	R	P
Scholastic	-.170	.171	-.333 ^{##}	.006
Instrumental	-.204	.101	-.230	.063
Collegiate	-.227	.067	-.284 [#]	.021

#:significant related($\alpha=0.05$)

##:significant related($\alpha=0.01$)

The results are similar with male students. Motives to study relate nothing with UPI score for female students. On the other side, scholastic socialization tactic appears strong negative relationship with UPI-score($\alpha=0.01, R=-.333$), collegiate tactic also shows negative relationship with UPI-score($\alpha=0.05, R=-.284$), which illustrate that both scholastic and collegiate tactics are good for female students' psychological condition.

Then is the multiple regression to test whether students who choose corresponding socialization tactic to motive would be a good psychological condition . Table 3.14 shows the regression results for female students.

Table 3.14 Multiple regression of motives, corresponding tactics and UPI scores among female students

	Coefficient	P[*]	P^{**}_F
Scholastic Motive	.107	.956	.025
Scholastic Tactic	-4.308	.018	
Instrumental Motive	-2.274	.161	.067
Instrumental Tactic	-3.849	.100	
Collegiate Motive	-2.818	.078	.040
Collegiate Tactic	-1.655	.291	

*significance P-value test for regression coefficients

Except scholastic socialization tactic, no other tactics with corresponding motives has influence on UPI-score for female students. Also, coefficient(-4.308) presents scholastic tactic appears negative relation with UPI-score, which proves it a helpful factor for female students' mental health. Regression equation provides a more simple way to explain their relationship.

$$Y=34.736-4.308X$$

X:scholastic socialization tactic

Just as male students' analysis, after the basic correlation analysis and simple multiple regression, I will still use multiple regression to test all motives, all tactics, and all motives plus tactics in order to reduce random error as little as possible.

Table 3.15 Multiple regression of three motives and UPI scores, three tactics and UPI scores among female students

		Coefficient	P	P_F
Motives	Scholastic	-1.346	.462	
	Instrumental	-1.258	.507	.198
	Collegiate	-1.892	.261	
Tactics	Scholastic	-3.497	.064	
	Instrumental	-3.016	.226	.021
	Collegiate	-.710	.712	

Results are quite different from male students'. Neither motives nor socialization tactics can be explainable factors for UPI-score among female students.

The final table shows multiple regression of both three motives and three tactics together and UPI score.

Table 3.16 Multiple regression of both three motives and three tactics together and UPI score for female students

		Coefficient	P	P_F
Motives	Scholastic	-.500	.808	.128
	Instrumental	-.680	.717	

	Collegiate	-.433	.806
Tactics	Scholastic	-2.826	.214
	Instrumental	-2.945	.262
	Collegiate	-.685	.730

The situation is the same with above. All the six factors cannot be as explainable factors.

3.4 Gender comparison

From above analysis, it can be concluded that for male students, scholastic socialization tactic is always advantageous for students' mental health; collegiate socialization tactic alone has positive impacts on students' psychological condition. Besides, when put all three tactics together into one regression equation, instrumental tactic is bad for male students' psychological condition. For female students, scholastic and collegiate socialization tactic sometimes become beneficial factors for mental health. Motives to study did not show any relationship with UPI-score for male or female students. These results suggest some differences between female and male students, thus, a gender comparison is necessary. In this part, t-test is used for statistical tool.

3.4.1 Comparison among motives to study

Table 3.17 describes a comparison about scholastic motive between genders.

Table 3.17 A comparison between genders—scholastic motive

	Male	Female
Group A(poor)		
S_M	4.16	4.70

S_{Max}	6.00	6.00
S_{Min}	2.00	3.67
Group B(middle)		
S_M	4.33	4.55
S_{Max}	6.00	5.67
S_{Min}	2.00	4.00
Group C(healthy)		
S_M	4.73	4.79
S_{Max}	6.00	6.00
S_{Min}	3.00	3.33
Total		
S_M	4.54	4.70
S_{Max}	6.00	6.00
S_{Min}	2.00	3.33

S_M : the mean score of scholastic motive

S_{Max} : the maximum score of scholastic motive

S_{Min} : the minimum score of scholastic motive

This table shows a comparison between genders according to UPI groups. From this table, it is clear that the mean scores of scholastic motive for female are always higher than that of male students no matter in which group. Besides, gaps in female students between maximum and minimum are also smaller than that in male students among three groups. In spite of these, whether or not the results have significant statistical differences is something I can't see until it is tested by t-test. According to t-test, there is no significant differences between male and female. ($\alpha=0.05$)

Then I will check instrumental and collegiate motives. Table 3.18 and 3.19 show a comparison between males and females, respectively.

Table 3.18 A comparison between genders—instrumental motive

	Male	Female
Group A		
I_M	5.00	4.42
I_{Max}	6.00	6.00
I_{Min}	3.33	3.67
Group B		
I_M	4.42	4.48
I_{Max}	5.67	6.00
I_{Min}	2.00	2.67
Group C		
I_M	4.55	4.68
I_{Max}	6.00	6.00
I_{Min}	3.00	2.67
Total		
I_M	4.67	4.54
I_{Max}	6.00	6.00
I_{Min}	2.00	2.67

I_M : the mean score of instrumental motive

I_{Max} : the maximum score of instrumental motive

I_{Min} : the minimum score of instrumental motive

It seems that instrumental motive is literally important to female senior students. The mean score shows an ascending order from group A to group C. Except for this, seemingly, similar rules are hard to find. According to the results of t-test, there was no statistical significant difference for instrumental study's motive between sexes.

Table 3.19 A comparison between genders—collegiate motive

	Male	Female
Group A		
C_M	3.60	3.40

C_{Max}	6.00	5.00
C_{Min}	1.67	1.33
Group B		
C_M	3.47	3.60
C_{Max}	5.00	5.33
C_{Min}	2.00	1.67
Group C		
C_M	4.04	3.90
C_{Max}	5.33	5.33
C_{Min}	2.00	3.00
Total		
C_M	3.72	3.65
C_{Max}	6.00	5.33
C_{Min}	2.00	1.33

C_{Max} : the maximum score of collegiate motive

C_{Min} : the minimum score of collegiate motive

An ascending order of mean score in female students suggests that collegiate motive is of importance for maintaining psychological health. According to t-test, there is no significant differences between male and female students. ($\alpha=0.05$)

In summary, there was no significant statistical difference between male and female regarding study motives.

3.4.2 Comparison among socialization tactics

As analysis above, major difference between genders refers to socialization tactics. Table 3.20 lists the general situation about scholastic socialization tactic between genders. T-test will be used to check whether or not the results have significant statistical differences.

Table 3.20 A comparison between genders—scholastic socialization tactic

	Male	Female
Group A		
S_M	3.72	4.01
S_{Max}	5.82	5.55
S_{Min}	2.09	2.55
Group B		
S_M	3.97	3.67
S_{Max}	5.45	5.09
S_{Min}	3.09	1.27
Group C		
S_M	4.55	4.34
S_{Max}	6.00	5.73
S_{Min}	3.64	3.18
Total		
S_M	4.08	4.07
S_{Max}	6.00	5.73
S_{Min}	2.09	1.27

S_M : the mean score of Scholastic socialization tactic

S_{Max} : the maximum score of Scholastic socialization tactic

S_{Min} : the minimum score of Scholastic socialization tactic

The degree of importance for scholastic socialization tactic appears to ascend from group A to group C among male students, while it fluctuates among female students. Besides, the maximum score(6.00) appears in male students of group C, while in female group B appears the minimum score(1.27). Such two polarization indicates quite opposite attitude. According to t-test, there is no significant statistical differences between male and female.($\alpha=0.05$)

In the following the results for instrumental and collegiate socialization tactics are reported. Table 3.21 and 3.22 show a comparison between males and females, respectively.

Table 3.21 A comparison between genders—instrumental socialization tactic

	Male	Female
Group A		
I_M	3.74	3.32
I_{Max}	5.00	4.33
I_{Min}	2.47	2.20
Group B		
I_M	3.45	3.38
I_{Max}	4.27	3.93
I_{Min}	2.27	2.47
Group C		
I_M	3.63	3.64
I_{Max}	5.33	4.66
I_{Min}	1.67	2.53
Total		
I_M	3.62	3.47
I_{Max}	5.33	4.66
I_{Min}	1.67	2.20

I_M : the mean score of instrumental socialization tactic

I_{Max} : the maximum score of instrumental socialization tactic

I_{Min} : the minimum score of instrumental socialization tactic

As seen from this table, the mean score of instrumental socialization tactic shows an ascending order among female students and fluctuates among male students. Both maximum(5.00) and minimum(1.67) score appear among the male students in group A and C. By comparison, gap between the highest and lowest score among female

students is much smaller than that among male students in all three socialization tactics. According to the results of t-test, there was no statistical significant difference ($\alpha=0.05$).

Table 3.22 A comparison between genders—collegiate socialization tactic

	Male	Female
Group A		
C_M	3.82	3.58
C_{Max}	6.00	5.67
C_{Min}	2.33	2.00
Group B		
C_M	3.44	3.43
C_{Max}	4.50	5.50
C_{Min}	1.83	2.00
Group C		
C_M	4.31	4.31
C_{Max}	6.00	6.00
C_{Min}	2.67	2.17
Total		
C_M	3.89	3.71
C_{Max}	6.00	6.00
C_{Min}	1.83	2.00

C_M : the mean score of collegiate socialization tactic

C_{Max} : the maximum score of collegiate socialization tactic

C_{Min} : the minimum score of collegiate socialization tactic

It is quite interesting that the mean score and the highest score in group C were equal in both genders. The lowest score(1.83) appeared in male students. Besides, for both sexes, the highest and lowest mean scores were in group B and C, respectively. According to t-test, there was no significant differences between male and female

students either. ($\alpha=0.05$)

In summary, there was no significant statistical differences between male and female in the view of socialization tactic either.

4. Discussion

This research aims at exploring the relationship between students' socialization tactics, study's motives and mental health status. This survey included two questionnaires. Both of them were self-reported. The first one was based on Shapira and Etzioni-Halevy's scale(1973), and focuses on undergraduate's motives to study and corresponding socialization tactics; the second—UPI, is a psychological questionnaire about undergraduate student's mental health. Study subjects were senior students from four universities two in Hangzhou, and two in Beijing. Originally distributed number was 120, while the number of valid questionnaire was 42 for male and 66 for female students. Multiple regression analysis and t-test are the major statistical tools.

4.1 Results by researched questions

Question I: The relationship between students' psychological health condition and socialization tactic driven by study's motive.

According to regression test, scholastic socialization tactic, driven by scholastic study's motive, had a positive impact on senior students' psychological health condition for both sexes. Except for this, there was no explainable relationship between UPI score and the rest two tactics driven by corresponding motives, respectively.

Question II: The correlation between motives and mental health condition.

This question was resolved by the basic correlation analysis. From results, it is clearly that there was no relationship between motive to study and UPI-score for both male and female students, which suggests that study motive has nothing to do with undergraduate students' psychological condition.

Question III: The correlation between socialization tactics and mental health condition.

For both female and male students, scholastic and collegiate socialization tactics alone do have a favorable influence on mental health. What’s more, when we put tactics into one regression equation for male students, besides helpful impacts by scholastic and collegiate tactics, instrumental socialization tactic appears to have an negative effect on male students’ psychological development.

Therefore, it cannot be said simply that students’ good mental health depends on both socialization tactic and their corresponding motive to study. From this survey, both collegiate and scholastic socialization tactic almost always benefits for students’ mental health, whereas instrumental tactic seems bad for male students. Motives showed little association with mental health for both sexes. Table 4.1 gives a summary description.

Table4.1 Summary of motives and tactics’ relationships with UPI score.

	Motives	Tactics		
		Scholastic	Instrumental	Collegiate
Male				
Correlation with UPI-score	/	-	+	-
Impacts on mental Health	/	+	-	+
Female				
Correlation with UPI-score	/	-	/	-
Impacts on mental Health	/	+	/	+

-:negative relationship

+:beneficial impact

/:no relationship

4.2 Gender differences

Although instrumental socialization tactic appears to have an adverse impact on male students' mental health, t-test showed no significant statistical difference between the genders.

Instrumental motive relates to career-seeking closely, so corresponding tactic is of clear utilitarianism. In the questionnaire, the subscale of instrumental motive were:

The desire to acquire a profession;

The desire to achieve a high-status job and social class

The desire to acquire an academic degree

In our social life, men are expected to be breadwinners, and it is particularly important for Chinese men. They were taught since childhood that they have to pay for their family in the future. On the other side, social reality has also told them that material base is always a precondition and guarantee for a happy marriage. Accordingly, for male students, entering into a college and getting a satisfactory job would be a successful first step. Senior students are facing looking for a job, it is especially important for male students. Thus, for male students, instrumental socialization tactic probably becomes an adverse factor for their psychological condition even though no statistical significance exists between genders.

5. Conclusion

Socialization is the process through which an individual learns to adopt the values, skills, attitudes, norms, and knowledge needed for membership in a given society, group, or organization (Austin, 2002; Bragg, 1976; Merton, 1957; Tierney, 1997; Van Maanen, 1984; Weidman et al., 2001). Metaphorically speaking, socialization process is just like “an upward-moving spiral” carrying catechumen through recurring processes toward the target of professionalization. It might be a process through which makes students get access to a higher platform of personal and professional maturity. For the most part, in the socialization process graduate students must acquire new information through communication strategies that move them from stability to insecurity and uncertainty and then back to stability again as they maneuver in their new environments (Cahn, 1986; Staton, 1990)

The university stage therefore, is the critical period of the university students’ socialization. University students’ socialization refers to the process that college students grow up into independent and mature individuals by learning social culture knowledge. From the perspective of society, on one hand, they still need to learn professional knowledge, on the other hand, they have to construct a good philosophy for themselves, a correct world outlook and value conception.

College students constitute a particular social group that carries hopes and expectations from both parents and society. They have also the leading role in the whole transition process. Problems existing in this process lead them to express different degree of unfit for society, which would further have a negative influence on their mental health.

Psychological health is crucial for undergraduate students, especially for this test subject—senior students. Experiencing four-year college socialization, how does this effect on their psychological status? Whether or not the socialization process has a

positive on students' mental health is just what this research have explored.

According to the regression test, scholastic socialization tactic, driven by scholastic study's motive, has a positive impact on senior students' psychological health condition for both sexes. Except for this, there is no apparent relationship between UPI score and the other two tactics impulsed by corresponding motives, respectively. Besides, scholastic or collegiate socialization tactic alone also plays an important role in students' psychological health condition.

However, only for male students, instrumental socialization tactic appears to have an adverse effect on students' mental health but t-test showed no significant difference between genders. Possible reason could be the limited sample size. In brief, from this survey, scholastic or collegiate socialization tactic alone benefits for students' mental health, whereas motives to study seems to have nothing to do with mental health.

According to Bragg (1976): socialization occurs are tri-fold. (a) the interaction of students with the structures of the educational setting, (b) the interaction among students in the same educational program (i.e., discipline or department), and (c) the interaction between students and faculty members (p. 14). The structure of the educational setting "[a]ffect[s] or facilitate[s] change in the student's attitudes and values because they reflect the attitudes and values of the profession itself" (p. 14). These structural elements include the student selection process, the isolation of students from outside influences, the consistency of program goals, the explicitness of values and role models, the provision of opportunities for practicing responses (i.e., coursework, examinations, internships, or practices), and the provision of both positive and negative sanctions as feedback to students. (Gardner,2010). Therefore, for improving socialization process and supervising students' mental status simultaneous, we should play more attention to the three avenues, respectively. Besides, often communicating with peers also beneficial for both socialization process and psychological health. However, different student shows different result. Based on these theories, choosing the right

method, especially for the student who shows a certain strong study's motive or an certain over sophisticated socialization tactic, is quite important for keeping a healthy psychological development.

Another problem with this survey topic is that most people, including some teachers , don't understand the meaning of undergraduate socialization, neither the importance of this process.(I found this in pilot study and prepare work for teachers) Because of this, students cannot get adequate help from their teachers and supervisors. Much more attention should be directed to this problem. Students will get more guidance during this important transition process only if people around them, including themselves understand the socialization process. In this paper, I only explore the relationship between undergraduate socialization and mental health. There are, in fact, more problems in this process are waiting for people's exploring and research.

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Appendixes

Appendix 1 Questionnaire-(Shapira and Etzioni-Halevy's scale)

Guidelines: Above listed subscales related with corresponding motives to study or socialization tactics, please read through carefully and give your answers accordingly.

Here are six levels with the correspondent numbers:

1.not important at all 2.basically not important 3.seems not important
4.seems important 5.basically important 6.very important.

Motives to Study

Scholastic

1. The will to expand my knowledge.
2. Intellectual challenge and interest.
3. The desire for self-fulfillment.

Instrumental

1. The desire to acquire a profession.
2. The desire to achieve a high-status job and social class.
3. The desire to acquire an academic degree.

Collegiate

1. The desire to be associated with a high-status group of people.
2. The desire to be publicly and politically active.
3. The desire to meet a boyfriend/girlfriend.

Socialization Tactics

Scholastic

1. I review my comprehensive class notes regularly.
2. I prefer courses that provide an intellectual challenge.
3. I read bibliography beyond what is required for the course.
4. At the end of the class, I usually ask the professor for clarifications.
5. I choose a subject for my term paper that is interesting and exciting, regardless of whether I have any previous material on it.
6. It is important for me that my term paper expresses my academic skills.
7. I tend to take advantage of the library and the computer services.
8. I meet with professors after class and discuss academic issues with them.
9. I am trying to get a job as a research assistant for professors in my

department.

10. I tend to take an active role during class(ex. ask questions, express my opinion).
11. I tend to take classes that provide me with challenge, even if I don't need to study them.

Instrumental

1. I appeal any low grade that I receive.
2. I tend to copy class notes from other students.
3. I prefer to copy assignments from other students instead of doing my own work.
4. I tend to learn the university's procedures in general, and the departmental ones specifically.
5. I make an effort to get acquainted with the secretary of the department.
6. I choose to study classes in which students receive good grades.
7. I schedule my study plan according to my free time.
8. I will use any means to succeed in examinations.
9. I usually try to get Chinese translations of the English reading material.
10. I tend to consult with senior students.
11. I will choose the subjects for my term paper according to the ease of getting material on it.
12. I prefer classes in which I feel sufficiently confident of receiving high grades.
13. I will choose a subject for my term paper that requires the least investment.
14. I choose only those "practical" courses that will be relevant to my professional career.
15. I attend only those classes that will assist me in achieving high grades.

Collegiate

1. I am active in various social activities on campus.
2. I am an active member of the student union.
3. I develop social relationship with other students.
4. I prefer to study in a group. It allows me to get acquainted with other students.
5. I usually spend time on campus, even beyond my formal studies.
6. I am involved in political activities on campus.

Appendix 2 Questionnaire- University Personality Inventory(UPI)

Guideline: Above listed items related with your physical and psychological health, please read through carefully and give your answers accordingly. If you always experience the symptom in the recent one year, please choose "yes". If not, choose "no".

Number	Symptom	Answer
--------	---------	--------

1	Inappetence	Yes	No
2	Vomit, uncomfortable stomach, collywobbles	Yes	No
3	Loose bowels or constipation	Yes	No
4	Palpitations	Yes	No
5	In good condition	Yes	No
6	Lots of complaints	Yes	No
7	Too much expectations from parents	Yes	No
8	Consider the past and family are unfortunate	Yes	No
9	Over worry about the future	Yes	No
10	Don't want to see people	Yes	No
11	Sometimes hypocritical	Yes	No
12	Lack of enthusiasm	Yes	No
13	Pessimism	Yes	No
14	Always absent-minded	Yes	No
15	Moody	Yes	No
16	Difficult to sleep	Yes	No
17	Headache	Yes	No
18	Neck and shoulder hurts	Yes	No
19	Chest pain and chest stuffy	Yes	No
20	Always energetic	Yes	No
21	Petty	Yes	No
22	Always worry about something	Yes	No
23	Antsy	Yes	No
24	Irritable	Yes	No
25	Feel living uninteresting	Yes	No
26	Have interests on nothing	Yes	No
27	Forgetful	Yes	No
28	Lack of patience	Yes	No
29	Bad judgment	Yes	No
30	Over dependent on other people	Yes	No
31	Easy to blush	Yes	No
32	Stammer	Yes	No
33	Sometimes feel cold and sometimes feel hot	Yes	No
34	Curiosity of sex	Yes	No
35	In a bright mood	Yes	No
36	Inexplicable anxious	Yes	No
37	Feel anxious when alone	Yes	No
38	Lack of confidence	Yes	No
39	Shrinking violet	Yes	No
40	Easy to be misunderstood	Yes	No
41	Don't trust others	Yes	No
42	Over skeptical	Yes	No
43	Not sociable	Yes	No

44	Feel inferior	Yes	No
45	Fears are baseless	Yes	No
46	Exhausted	Yes	No
47	Give cold sweats when worry about something	Yes	No
48	Stand up with giddy	Yes	No
49	Experienced loss consciousness and cramp	Yes	No
50	Get along well with others	Yes	No
51	Over rigid	Yes	No
52	Always hesitate on making decisions	Yes	No
53	Fanatic for cleanliness	Yes	No
54	Always focuses on meaningless ideas	Yes	No
55	Consider himself/herself smelling strange	Yes	No
56	Think others talking negatively about himself/herself behind back	Yes	No
57	Always pay attention to others	Yes	No
58	Care about other people	Yes	No
59	Think others look upon himself/herself	Yes	No
60	Easy to be destroyed mood	Yes	No
61	Have you feel anything wrong with your health so far?	Yes	No
62	Did you feel anything wrong with psychological health?	Yes	No
63	Have you accept any psychological consultation so far?	Yes	No
64	Do you have physiological or psychological problems for consultation?	Yes	No

Appendix3 Tables

Table1 Reliability test for subscales of scholastic motive

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded ^a	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Standardized Cronbachs Alpha	N
.796	.800	3

Table2 Reliability test for subscales of instrumental motive

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded ^a	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Standardized Cronbachs Alpha	N
.722	.724	3

Table3 Reliability test for subscales of collegiate motive

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded ^a	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Standardized Cronbachs Alpha	N
.644	.647	3

Table4 Reliability test for subscales of scholastic socialization tactic

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded ^a	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Standardized Cronbachs Alpha	N
.877	.878	11

Table5 Reliability test for subscales of instrumental socialization tactic

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded ^a	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Standardized Cronbach's Alpha	N
.835	.834	15

Table6 Reliability test for subscales of collegiate socialization tactic

Case Processing Summary

		N	%
Cases	Valid	108	100.0
	Excluded ^a	0	.0
	Total	108	100.0

a. Listwise deletion based on all variables in the procedure

Reliability Statistics

Cronbach's Alpha	Standardized Cronbach's Alpha	N
.847	.853	6

Table7 Multiple regression test for scholastic motive, scholastic tactics and UPI-score for male students

Anova^b

Model		Sum of Squares	df	Mean Squares	F	Sig.
1	Regression	799.075	2	399.537	3.426	.043 ^a
	Residual	4547.902	39	116.613		
	Total	5346.976	41			

a. Predictors: (Constant), tatic1, motive1

b. Dependent Variable: UPI-score

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.575	9.099		3.580	.001
	Motive1	2.082	1.774	.196	1.174	.248
	tatic1	-5.890	2.251	-.437	-2.617	.013

a. Dependent Variable: UPI-score

Table8 Multiple regression test for instrumental motive, instrumental tactic and UPI-score for male students

Anova ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	288.309	2	144.154	1.111	.339 ^a
	Residual	5058.667	39	129.709		
	Total	5346.976	41			

a. Predictors: (Constant), tactic2, motive2

b. Dependent Variable: UPI-score

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.592	11.020		.507	.615
	motive2	3.075	2.099	.242	1.465	.151
	tactic2	-.550	2.471	-.037	-.223	.825

a. Dependent Variable: UPI-score

Table9 Multiple regression test for collegiate motive, collegiate tactic and UPI-score for male students

Anova ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	573.944	2	286.972	2.345	.109 ^a
	Residual	4773.032	39	122.385		
	Total	5346.976	41			

a. predictors: (Constant), motive3, tactic3

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33.299	7.754		4.294	.000
	tactic3	-3.941	2.264	-.328	-1.741	.090
	motive3	.001	2.126	.000	.001	.999

a. Dependent Variable: UPI-score

Table10 Multiple regression test for scholastic motive, scholastic tactic and UPI-score for female students

Anova^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	707.007	2	353.504	3.893	.025 ^a
	Residual	5720.932	63	90.808		
	Total	6427.939	65			

a. Predictors: (Constant), tactic1, motive1

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.736	8.264		4.203	.000
	motive1	.107	1.922	.008	.056	.956
	tactic1	-4.308	1.778	-.336	-2.423	.018

a. Dependent Variable: UPI-score

Table11 Multiple regression test for instrumental motive, instrumental tactic and UPI-score for female students

Anova^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	529.480	2	264.740	2.828	.067 ^a
	Residual	5898.459	63	93.626		
	Total	6427.939	65			

a. Predictor: (Constant), tactic2, motive2

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.369	10.027		4.126	.000
	motive2	-2.274	1.605	-.173	-1.417	.161
	tactic2	-3.849	2.304	-.204	-1.671	.100

a. Dependent Variable: UPI-score

Table12 Multiple regression test for collegiate motive, collegiate tactic and UPI-score for female students

Anova^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	622.291	2	311.145	3.376	.040 ^a
	Residual	5805.648	63	92.153		
	Total	6427.939	65			

a. Predictor: (Constant), motive3, tactic3

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	34.186	6.524		5.240	.000
	tactic3	-2.818	1.573	-.232	-1.791	.078
	motive3	-1.655	1.554	-.138	-1.065	.291

a. Dependent Variable: UPI-score

Table13 Correlations between scholastic motive to study and mental health for male students

Correlations

		Scholastic motive	UPI-score
Scholastic motive	Pearson Correlation	1	-.013
	Sig. (2-tailed)		.933
	N	42	42
UPI-score	Pearson Correlation	-.013	1
	Sig. (2-tailed)	.933	
	N	42	42

Table14 Correlations between instrumental motive to study and mental health for male students

Correlations

		UPI-score	Instrumental motive
UPI-score	Pearson Correlation	1	.224
	Sig. (2-tailed)		.154
	N	42	42
Instrumental motive	Pearson Correlation	.224	1
	Sig. (2-tailed)	.154	
	N	42	42

Table15 Correlations between collegiate motive to study and mental health for male students

Correlations

		UPI-score	Collegiate motive
UPI-score	Pearson Correlation	1	-.199
	Sig. (2-tailed)		.206
	N	42	42
Collegiate motive	Pearson Correlation	-.199	1
	Sig. (2-tailed)	.206	
	N	42	42

Table16 Correlations between scholastic socialization tactic and mental health for male students

Correlations

		Scholastic socialization tactic	UPI-score
Scholastic socialization tactic	Pearson Correlation	1	-.346*
	Sig. (2-tailed)		.025
	N	42	42
UPI-score	Pearson Correlation	-.346*	1
	Sig. (2-tailed)	.025	
	N	42	42

*. Significant at the 0.05 level.

Table17 Correlations between instrumental socialization tactic and mental health for male students

Correlations

		UPI-score	Instrumental socialization tactic
UPI-score	Pearson Correlation	1	.043
	Sig. (2-tailed)		.787
	N	42	42
Instrumental socialization tactic	Pearson Correlation	.043	1
	Sig. (2-tailed)	.787	
	N	42	42

Table18 Correlations between collegiate socialization tactic and mental health for male students

Correlations

		UPI-score	Collegiate socialization tactic
UPI-score	Pearson Correlation	1	-.328*
	Sig. (2-tailed)		.034
	N	42	42
Collegiate socialization tactic	Pearson Correlation	-.328*	1
	Sig. (2-tailed)	.034	
	N	42	42

*. Significant at the 0.05 level.

Table19 Correlations between scholastic motive to study and mental health for female students

Correlations

		scholastic motive	UPI-score
scholastic motive	Pearson Correlation	1	-.170
	Sig. (2-tailed)		.171
	N	66	66
UPI-score	Pearson Correlation	-.170	1
	Sig. (2-tailed)	.171	
	N	66	66

Table20 Correlations between instrumental motive to study and mental health for female students

Correlations

		UPI-score	Instrumental motive
UPI-Score	Pearson Correlation	1	-.204
	Sig. (2-tailed)		.101
	N	66	66
Instrumental motive	Pearson Correlation	-.204	1
	Sig. (2-tailed)	.101	
	N	66	66

Table21 Correlations between collegiate motive to study and mental health for female students**Correlations**

		UPI-score	Collegiate motive
UPI-score	Pearson Correlation	1	-.227
	Sig. (2-tailed)		.067
	N	66	66
Collegiate motive	Pearson Correlation	-.227	1
	Sig. (2-tailed)	.067	
	N	66	66

Table22 Correlations between scholastic socialization tactic and mental health for female students**Correlations**

		Scholastic socialization tactic	UPI-score
Scholastic socialization tactic	Pearson Correlation	1	-.333**
	Sig. (2-tailed)		.006
	N	66	66
UPI-score	Pearson Correlation	-.333**	1
	Sig. (2-tailed)	.006	
	N	66	66

** . significant at the 0.01 level.

Table23 Correlations between instrumental socialization tactic and mental health for female students

Correlations

		UPI-score	Instrumental socialization tactic
UPI-score	Pearson Correlation	1	-.230
	Sig. (2-tailed)		.063
	N	66	66
Instrumental socialization tactic	Pearson Correlation	-.230	1
	Sig. (2-tailed)	.063	
	N	66	66

Table24 Correlations between collegiate socialization tactic and mental health for female students

Correlations

		UPI-score	Collegiate socialization tactic
UPI-score	Pearson Correlation	1	-.284*
	Sig. (2-tailed)		.021
	N	66	66
Collegiate socialization tactic	Pearson Correlation	-.284*	1
	Sig. (2-tailed)	.021	
	N	66	66

*. Significant at the 0.05 level.

Table25 Multiple regression test for three motives and UPI-score for male students

Anova^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	956.556	3	318.852	2.775	.054 ^a
	Residual	4366.229	38	114.901		
	Total	5322.786	41			

a. Predictors: (Constant), Motive1, Motive2, Motive3

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.652	9.892		1.279	.209
	Motive1	-1.170	1.710	-.110	-.684	.498
	Motive2	5.735	2.262	.452	2.536	.015
	Motive3	-4.358	1.879	-.387	-2.319	.026

a. Dependent Variable: UPI-score

Table26 Multiple regression test for three motives and UPI-score for female students**Anova^b**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	460.778	3	153.593	1.603	.198 ^a
	Residual	5941.889	62	95.837		
	Total	6402.667	65			

a. Predictors: (Constant), C, scholastic motive, I

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.617	9.516		3.848	.000
	scholastic motive	-1.346	1.819	-.097	-.740	.462
	Instrumental motive	-1.258	1.886	-.096	-.667	.507
	Collegiate motive	-1.892	1.669	-.158	-1.134	.261

a. Dependent Variable: UPI-score

Table27 Multiple regression test for three tactics and UPI-score for male students**Anova^b**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1521.226	3	507.075	5.037	.005 ^a
	Residual	3825.750	38	100.678		
	Total	5346.976	41			

a. Predictors: (Constant), Tactic1, Tactic2, Tactic3

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	32.257	9.002		3.583	.001
	Tactic1	-4.558	2.161	-.339	-2.109	.042
	Tactic2	7.013	2.656	.468	2.640	.012
	Tactic3	-5.411	2.177	-.450	-2.486	.017

a. Dependent Variable: UPI-score

Table28 Multiple regression test for three tactics and UPI-score for female students**Anova^b**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	923.421	3	307.807	3.483	.021 ^a
	Residual	5479.246	62	88.375		
	Total	6402.667	65			

a. Predictors: (Constant), Tactic1, Tactic2, Tactic3

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	44.998	9.227		4.877	.000
	Tactic1	-3.497	1.853	-.273	-1.887	.064
	Tactic2	-3.016	2.464	-.160	-1.224	.226
	Tactic3	-.710	1.917	-.058	-.370	.712

a. Dependent Variable: UPI-score

Table29 Multiple regression test for three tactics, three motives and UPI-score for male students**Anova^b**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2052.602	6	342.100	3.661	.006 ^a
	Residual	3270.183	35	93.434		
	Total	5322.786	41			

a. Predictors: (Constant), Tactic1, Motive2, Motive3, Tactic2, Motive1, Tactic3

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.297	10.742		1.796	.081
	Motive1	1.139	1.910	.108	.596	.555
	Motive2	3.920	2.135	.309	1.836	.075
	Motive3	-2.349	2.108	-.209	-1.114	.273
	Tactic1	-5.885	2.543	-.438	-2.314	.027
	Tactic2	6.234	2.738	.417	2.277	.029
	Tactic3	-3.766	2.449	-.314	-1.538	.133

a. Dependent Variable: UPI-score

Table30 Multiple regression test for three tactics, three motives and UPI-score for female students

Anova^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	962.252	6	160.375	1.739	.128 ^a
	Residual	5440.414	59	92.210		
	Total	6402.667	65			

a. Predictors: (Constant), Tactic1, Motive1, Motive2, Tactic2, Motive3, Tactic3

b. Dependent Variable: UPI-score

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	48.946	12.149		4.029	.000
	Motive1	-.500	2.044	-.036	-.244	.808
	Motive2	-.680	1.867	-.052	-.364	.717
	Motive3	-.433	1.755	-.036	-.247	.806
	Tactic1	-2.826	2.248	-.221	-1.257	.214
	Tactic2	-2.945	2.600	-.156	-1.133	.262
	Tactic3	-.685	1.974	-.056	-.347	.730

a. Dependent Variable: UPI-score

Table31 Gender comparison on scholastic motive

Independent Sample Test

		Levene Test		T-test						
		F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std. Error	95% Confidence Interval	
									Lower bound	Upper bound
Scholastic motive	Equal variances assumed	9.782	.002	.926	106	.357	.15959	.17240	-.18221	.50139
	Equal variances not assumed			.849	64.183	.399	.15959	.18803	-.21602	.53520

Table32 Gender comparison on instrumental motive

Independent Sample Test

		Levene test		T-test						
									95% Confidence Interval	
		F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std.Error	Lower bound	Upper bound
Instrumental motive	Equal variances assumed	.911	.342	-.831	106	.408	-.13361	.16070	-.45222	.18499
	Equal variances not assumed			-.800	76.597	.426	-.13361	.16692	-.46601	.19878

Table33 Gender comparison on collegiate motive

Independent Sample Test

		Levene test		T-test						
									95% Confidence Interval	
		F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std.Error	Lower bound	Upper bound
Collegiate motive	Equal variances assumed	4.196	.043	-.397	106	.692	-.07078	.17831	-.42430	.28274
	Equal variances not assumed			-.380	74.842	.705	-.07078	.18640	-.44212	.30056

Table34 Gender comparison on scholastic socialization tactic

Independent Sample Test

		Levene Test		T-test						
									95% Confidence Interval	
		F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std.Error	Lower bound	Upper bound
Scholastic tactic	Equal variances assumed	.064	.801	-.075	106	.941	-.0118615	.1586675	-.3264353	.3027124
	Equal variances not assumed			-.073	81.571	.942	-.0118615	.1619251	-.3340075	.3102846

Table35 Gender comparison on instrumental socialization tactic

Independent Sample Test

		Levene Test		T-test						
									95% Confidence Interval	
		F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std.Error	Lower bound	Upper bound
Instrumental tactic	Equal variances assumed	3.638	.059	-1.223	106	.224	-.1517749	.1241148	-.3978446	.0942948
	Equal variances not assumed			-1.129	65.883	.263	-.1517749	.1343826	-.4200872	.1165374

Table36 Gender comparison on collegiate socialization tactic

Independent Sample Test

		Levene Test		T-test						
									95% Confidence Interval	
		F	Sig.	t	df	Sig.(2-tailed)	Mean difference	Std.Error	Lower bound	Upper bound
Collegiate tactic	Equal variances assumed	1.212	.273	-1.059	106	.292	-.18208	.17191	-.52290	.15875
	Equal variances not assumed			-1.024	77.876	.309	-.18208	.17774	-.53594	.17178