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Acquiring Adulthood: Transition Experiences of First-Year Deaf College Students

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Transitioning from secondary to postsecondary education is a big step in a young person's life, as they move toward greater independence and responsibility. Within marginalized groups there is a negative correlation between the number of students who enter college and the number of students who graduate. Research demonstrates that a high percentage of students who are deaf matriculate to postsecondary institutions. However, a much lower percentage graduate from college or university. Using grounded theory, this study investigated how first-year deaf college students perceived their transition to postsecondary education. This research identifies how students described their college preparedness and how they managed challenges in their first year. Results show that participants talked mostly of acquiring adulthood and the challenges of gaining independence.

Keywords: Transition, deaf, college, grounded theory, qualitative

Introduction

Students who are deaf or hard-of-hearing (hereafter, deaf)¹ in the United States (US) attend postsecondary institutions at high rates (Newman, et al., 2011), but only one-third of those who start college persist through graduation within six years (Newman, Madaus, & Javitz, 2016, Newman et al., 2011). There is a significant gap between deaf and hearing students who complete postsecondary degrees (Garberoglio, Palmer, Cawthon, & Sales, 2019), although both enter college at high rates. Thus, it is critical to examine what deaf students experience when they enter college.

College readiness can be examined by starting with the process of transitioning from secondary to postsecondary education. Prominent transition models focus on what secondary schools do to prepare students for postsecondary life (Kohler, 1996; Punch & Duncan, 2020; Test et al., 2009) or what factors influence a student's departure from postsecondary education (Tinto, 2012). Transition research in deaf education often focuses on how transition variables influence postsecondary outcomes (Cawthon et al., 2015) or examines factors of successful deaf people in their careers and considers how to map those skills onto deaf education (Hintermair, Cremer, Gutjahr, Losch, & Strauß, 2018). This body of research describes how to prepare for postsecondary

education or key variables influencing the outcomes, but misses the actual transition process itself.

Schlossberg's (1981) model for transition attempts to capture the process of change for adults, because "adults continuously experience transitions...[and] all we know for certain is that all adults experience change and that often these changes require a new network of relationships and a new way of seeing oneself" (p. 3). Schlossberg begins from the premise that adaptation to transition is the key to understanding the outcomes of change, and that different variables will be in play depending on the context. This is relevant to the present study, where context is a critical aspect to understanding deaf student transition to college, particularly in an environment where communication barriers are intentionally removed.

Schlossberg's (1981) model begins with a transition event that is influenced by three factors ultimately leading to a successful or unsuccessful result: characteristics of the individual, characteristics of the pre- and post-transition environment, and characteristics of the transition itself. Characteristics of the individual considers the intersectional identities and previous transition experiences of the person. Characteristics of the pre- and post-transition environment considers the physical environment as well as support systems

¹ In deaf-related research, a distinction is made between Deaf and deaf. The term Deaf is used to refer to a person who is culturally Deaf and participates in the larger Deaf Community, as this presents a highly unique outlook on school and life and interactions. The term deaf refers to any individual with a hearing loss, which is the primary term used in this paper since cultural identity cannot be assumed.

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such as family, friends, or institutions. Finally, characteristics of the transition itself include change of role, the source of the transition (internal or external), timing, duration, degree of stress, and positive and negative effects. This model offers a guide for thinking about transition as a process.

Characteristics of Individuals

According to Schlossberg (1981), individual characteristics influencing adaptation to transition include factors such as age, physical health, race, ethnicity, socioeconomic status, coping strategies, value orientation, and previous experience with the transition. Students' hearing status is a critical characteristic for this study because deaf students' attrition is far greater than the general college student population.

A 2011 survey of deaf students explored the connection between personal factors and achievement in the first semester of college (Albertini, Kelly, & Matchett, 2012). Albertini et al. found that, generally, participants showed below average "general coping skills," which includes social skills, and relatively weak time management, concentration, motivation, self-discipline, anxiety, and worry about school. Students' primary strength was using support strategies such as using the tutoring center, studying with a friend, or seeking help from the course instructor.

Similarly, Hintermair et al. (2018) interviewed 32 deaf professionals in Germany to identify factors that helped them succeed. They asked participants about success factors, and participants frequently named personal traits such as self-confidence, self-discipline, independence, and problem-solving skills. While the participants' college experiences are not reported, the skills to be successful in professional life can be evaluated in terms of skills needed for success in college. Problem-solving and self-advocacy are areas of weakness for deaf college students (Albertini et al., 2012), thus they should be part of transition planning (Punch & Duncan, 2020).

Characteristics of the Environment

The second part of Schlossberg's (1981) model identifies the environment as having three major components: interpersonal support systems, institutional supports, and the physical setting. Interpersonal supports consist of the relationships with family and friends. While family support may be helpful in transitions (Hintermair et al., 2018), there is research that suggests that it may not be a significant factor for deaf students (Convertino, Marschark, Sapere, Sarchet, & Zapan, 2009).

However, interpersonal support systems while transitioning to college are important. Social integration of students, particularly students with disabilities, on campus has been shown to be a factor affecting persistence through graduation (Mamiseishvili & Koch, 2011; Tinto, 2012; Wintre

& Bowers, 2007). Connections, formal and informal, improve student retention (Tinto, 2012). Particularly for deaf students, social skills developed in high school are essential. The ability to form social connections relies on language and communication, both of which are affected by being deaf. Social challenges may be compounded. Cawthon et al. (2015) found that postsecondary graduation is predicted by social skills, and recommended that Individualized Education Plan (IEP) teams incorporate social development and advocacy skills. Punch and Duncan (2020) included similar recommendations in their model for transition planning for deaf students.

In the US, *The Individuals with Disabilities Education Act* (IDEA) requires that all students receiving special education services be provided with a transition plan at age 16 which is the primary source of institutional support for transitions. The transition plan prepares the student for life after exiting secondary education and covers independent living, postsecondary education, and vocational plans. This critical tool is supposed to help schools prepare students upon exiting high school.

Transition planning has positive effects on postsecondary education outcomes (Newman et al., 2016; Test et al., 2009). Test et al. reviewed correlational literature of secondary transition. Transition programming during the last year of secondary education was one of four factors that showed at least a moderate positive effect on postsecondary education enrollment. Punch and Duncan (2020) suggest that transition programming include collaboration between the school and external agencies.

Finally, the physical environment plays a key transition role. Transition literature on college students with disabilities often discusses disclosure of disability and receipt of accommodations (Newman et al., 2011). In our study, participants were from a university designed for deaf people. While most deaf college students do not attend a college for the deaf, our study investigates deaf students' transition experiences without the significant communication barriers at traditional universities. Our study is not intended to be generalized to the entire deaf population, but rather to open perspectives on what it means to be a first-year deaf college student.

Characteristics of the Transition

The final part of Schlossberg's (1981) model discusses the characteristics of the transition itself using these variables: role change, affect, source, timing, onset, duration, and degree of stress. These elements are part of the postsecondary transition. Going to college is regarded as a positive, temporary step between high school and career for which students can prepare.

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Much research on first-year college students focuses on academic preparedness (Adelman, 2006) and persistence (Mamiseishvili & Koch, 2011; Wintre & Bowers, 2007). Adelman asserts that, “the academic intensity of the student’s high school curriculum still counts more than anything else in pre-collegiate history in providing momentum toward completing a bachelor’s degree” (p. xvii). High school academic preparation may show a predictive value of the postsecondary academic achievement for deaf students (Convertino et al., 2009). While academic preparedness and persistence can be indicators of college success, they may not be good predictors for transition to college (Wintre & Bowers).

Luft (2014) surveyed programs providing transition preparation services to deaf secondary students. The results indicated that programming focused on pre-college experiences like entrance requirements and applying to schools. However, there was less attention to other factors such as site visits or orientation programs, and there was no discussion of longer-term transition experiences that would facilitate adjustment to college.

Significance

Our research review revealed that most of the transition literature uses large-scale datasets that neither probe nor capture the personal experiences of students who are deaf. One qualitative study by Hetherington et al. (2010) included a single hard-of-hearing student in their exploration of transition-planning experiences of students and their parents. As such, this study provides deeper insight into the lived experiences of deaf students as they transitioned to college. Our research describes how deaf college students at one university experience the transition process and how they view their preparation experiences. Personal perspectives of the transition experience provide a nuanced understanding of what it means to transition to college.

This study also affords us an opportunity to examine the transition experiences of deaf college students when communication challenges are minimized. Because deaf students face barriers in just getting access to courses, professors, and social events on traditional college campuses, it can overshadow the other aspects of transition. Thus, the study location at a university for deaf students enables us to focus on deaf students’ transition experiences without the complicating factor of communication challenges.

Methods

We used an exploratory qualitative design to learn how first-year deaf college students describe their transition to college. Specifically, we sought to uncover factors that

students identified as barriers or facilitators of a successful college transition. All participants attended the same university in the US, a university designed for deaf individuals. All classes are taught in ASL, and almost everyone on the campus is able to sign. New buildings are designed to use concepts of “deaf space,” and communication barriers are actively minimized as much as possible.

Participants

A purposive convenience sample of eight first-year deaf college students was identified. All of the participants attended high school in the US, because we wanted participants who experienced the IDEA transition planning requirements. An overview of the participants can be seen in Table 1.

Participants varied along gender, racial, parents’ hearing status, and educational experiences. Participants were asked about parental hearing status: three participants indicated they had two deaf parents, one participant had one deaf and one hearing parent, and four had two hearing parents. During high school, six participants attended a school for the deaf and two attended mainstream programs. Deaf school attendees received instruction in ASL and had teachers who were deaf. The two participants who attended mainstream programs reported using interpreters for classes.

Data Collection

We collected three types of data for this study: demographic questionnaires, semi-structured interviews, and participant journals. This approach allowed for data triangulation which enhanced the trustworthiness of the overall study (Charmaz, 2014). First, the questionnaire provided data regarding participants’ background information and doubled as a sample criterion screening. Second, the interviews provided data pertaining to participants’ preparation for college, their expectations of university life, and how their expectations correlated with reality. All the interviews were conducted in ASL with two researchers (one deaf and one hearing). Interviews were recorded and lasted 26 minutes on average; after which researchers debriefed together and wrote memos in their notes. Third, the journals allowed participants to provide weekly insight into their experience of college life over the period of 5 weeks after the interview. Journal submissions varied among participants (see Table 1), with a total of 16 logs collected, and all of the logs ranged from a half a page to a full page in length. Participants were given the option to communicate in their preferred language for journals; all participants chose to write in English.

Data Analysis

Data were analyzed using grounded theory. Initial coding was used to identify early analytic ideas while also remaining

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Table 1. *Participant overview*

Participant	Gender	Ethnicity	Dorm In HS	Type of HS	Parent Hearing Status	Region of US	# of Journals
1	F	White	No	S/D	Deaf	East	0
2	F	White	No	MS	Hearing	East	0
3	F	POC	Yes	S/D	Hearing	South	2
4	F	POC	Yes	S/D	Hearing	South	2
5	F	White	No	S/D	Deaf	Midwest	1
6	M	White	No	S/D	Deaf	Midwest	4
7	M	POC	Yes & No	S/D	1 Hearing 1 Deaf	South	3
8	M	White	No	MS	Hearing	Midwest	4

Note: F=female, M=male, POC = person of color, MS = mainstream, S/D = school for the deaf

close to the data (Charmaz, 2006). The research team watched one interview together and coded it in English line-by-line to calibrate our thinking and approaches. Remaining interviews were coded independently then discussed as a team. We watched sections of the interviews as needed to agree on initial codes. As the videos were not translated into English prior to coding, time-stamps were used to identify location. All the quotes in this study have been translated into English by the researchers, who are fluent in ASL.

Theoretical sampling was used to obtain additional data that shaped the final categories (Charmaz, 2006). This process led us to saturation, where no new insights or properties of the categories were obtained (Charmaz, 2006).

While continuing to collect and initially code data, the research team used a recursive process common to grounded theory methodology and simultaneously used focused coding to begin looking at the codes more analytically and begin categorization (Charmaz, 2006). This process made extensive use of memowriting, comparative analysis, and diagramming as analytic tools to help develop the “story” of the data.

Charmaz (2014) provides a set of criteria for establishing trustworthiness and credibility in grounded theory. The research team used the following strategies to establish

trustworthiness; 1) employing systematic procedures and protocols; 2) collecting multiple sources of data; 3) conducting member checks with participants regarding the resulting grounded theory; and 4) among the research team, working as inquiry auditors to keep track of theoretical processes and challenging each other’s biases or hidden assumptions. For member checks, the resulting grounded theory was sent to participants twice for their feedback. Two participants responded in the affirmative, and one had an additional question that was answered.

Results

Data analysis resulted in the development of a grounded theory with one core category, *Acquiring Adulthood*, which is central to the phenomenon under study and underpins each of the three key categories: *Balancing*, *Growing*, and *Capitalizing*.

Acquiring Adulthood

The notion of *Acquiring Adulthood*, evokes the action that is transition, an active process where change is occurring. *Acquiring* derives from the Latin words *ad + quaerere* which means literally “to seek to obtain.” This movement is

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manifested in the participants who are *seeking to obtain* their place in the adult world. Though seeking to obtain adulthood may not have been the initial goal during the transition, each participant appreciated the freedom to exercise agency by making decisions affecting their own lives.

For instance, participants were asked about what surprised them about college, which they invariably responded by discussing their new-found independence. Some participants directly signed FREEDOM, others signed INDEPENDENCE and others offered situations as examples to better illustrate the ideas.

I like having freedom in college...In the dorm, I don't have to wake up at a specific time to go to the cafeteria like I did in high school...I can sleep in if I want. I don't have to go to sleep at a specific time.

Dorm life for high school students in residential schools is highly structured, as is the school day, so moving to the less structured college life was a welcome change. It is a new feeling to have control over one's time and schedule, but it is entirely different to take on additional responsibilities and realize what was taken for granted. Participants were overwhelmed at just how much their parents did for them. For example, one participant shared that while she was ready for college and had the requisite "adulting" skills, she was not used to managing her own affairs:

I'm less reliant on my family here. I can't go asking them for help, I have to do it myself. Like I just got sick so I had to drag myself over to the student health center. Or if I need to mail something, I have to go do it myself. I would have never gone to the post office myself before! My mom always took care of that for me.

Participants appreciated the freedoms that came with college, but they also wrestled with finding motivation to do things they did not want to do. For example, homework is not always the most enticing activity, especially when parties or other social events are happening: "even if I block time to do my homework, there are distractions like my phone or getting caught up in social media. But I need to drag myself back to my homework." This participant recognized that she needed to manage time and motivation better, but had yet to develop the strategies to promptly complete the task.

This greater autonomy and self-determination is highly valued, but it also means that there are more responsibilities that participants were not always prepared to tackle, even if they had already experienced living in a dorm. Acquiring adulthood means that with the freedom to make one's own choices comes the responsibility of doing things one does not necessarily want to do.

Balancing

Becoming an adult includes learning to balance competing demands, such as social events, extracurricular activities, health, finances, and academics. One participant shared an early mistake he made by overcommitting and how he learned to prioritize homework:

During my first semester, I joined three organizations, which ate up my time. So between classes, friends, and organizations, I was a bit stressed out. That was my first taste of college life... So I've learned to balance life [this] semester. Things have been going well.

Journal entries demonstrated that a lack of time management took a toll on this participant's academic performance and emotional well-being. During his second semester, he was still involved in three organizations, but his weekly logs showed that in efforts to keep up with homework, he regularly missed at least one meeting a week. This participant was not the only person to struggle with balancing social and work time. Another participant observed, "It's easy to become distracted. In high school we had our little group of friends, but here [college] there are so many people everywhere. It's so easy to become distracted...So you have to know when to do homework and when to hang out." Participants had to find an equilibrium between work and fun.

Some participants were not prepared for the amount of juggling required in college. One participant wrote in their journal: *I started to track EVERYTHING I was obligated to do, from homework to projects from work. This helped get me on task and actually complete them. I did this in the beginning of the semester, but I relapsed and forgot to do that.*

And another participant shared, "One thing I was not expecting time management...I had to manage laundry, homework, socializing, going off campus." Balancing competing demands is overwhelming sometimes, and this participant noted that he called his mom who would help to calm him down and move on.

Time was not the only limiting factor participants had to manage. Money played a role in determining whether to go out with friends or stay in. Participants had to balance available funds with their desires. Even if participants arrived at college knowing how to manage money, the cost of living on their own was still a surprise to more than one of them. "I have to buy my own food, do more on my own. I've done my laundry for a while, but I didn't buy soap, and...those other added costs. It requires careful planning." Taking care of all the minor details could no longer be taken for granted.

Balancing competing demands, prioritizing what one wants to do versus what one should do, and managing time

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effectively were all challenges faced as part of the transition. Participants largely shared the feeling of being overwhelmed with new responsibilities, but they also felt confident that they were able to find ways to balance those responsibilities and continue to enjoy their independence.

Growing

College is a time of great growth. Participants expressed that they had to learn to do things “*the college way*.” They grew in their understanding of adult life and learned to shift expectations for socializing, adjust support networks away from families to on-campus networks, and change how they studied. For example, though there may have been more social opportunities in college, finding friends was not always easy. Here two participants highlight the shifted expectations of socializing in college:

College is different from what I imagined. I thought I would have a lot of friends and we would all go party together and study together. But I arrived here, and I only have a few friends. And we don't do everything together. One friend has their own group and I'm not really a part of that group so I'm alone a lot.

Participants had to change their expectation of academics as well. As high school students, the participants were accustomed to receiving ample reminders about upcoming assignments, and they could ask their teachers for help at any time. In college, the expectations of professors were quite different as these two participants noted:

I had to find out my homework on my own. In high school, teachers would say ‘remember your homework is due...’. But in college, they tell you one time and that's it. The rest is online...If you don't look at Blackboard, you miss homework. If I needed help with my homework, my [high school] teachers were willing to help me...However, in college they won't give you the answer and expect you to do everything yourself. If you don't understand, then you have to go to the tutoring center.

Thus, college is a time of growing into the independence that they have been granted. This transition requires participants to grow in their interactions with others, especially in building social networks, and of self, when it comes to adjusting expectations for classes.

Capitalizing

Participants capitalized on college life by taking advantage of university offerings and leveraging networks. One participant noted how she utilized tutoring services: “*I go to [tutoring] for help... After some wrestling with the content,*

I understand it better. I pick up concepts better...and it's free!” Though not all participants capitalized on tutoring services, they did appreciate the plethora of options for academics and socialization, and several had already joined extracurricular activities.

In addition to formal offerings, participants recognized that being at a bilingual (ASL/English) campus was something unique, and they took advantage of the opportunities that open access to communication presented:

It's a different world...I have access, complete access. If I need anything, I know people can talk to me in my language...Some people don't think that's a big deal, but it is. If I'm passing someone on campus, I know that person can sign!

Some participants built networks within the deaf community during high school then capitalized on them during college. One participant shared how participating in a high school event helped pave the way for a smooth college transition. “*I was involved in the Academic Bowl since freshman year of high school...so when I came here, it was easy to get a job. I work there now...That made it easier coming into college.*” Where this participant met campus employees, another participant had opportunities to get to know other deaf students through sports tournaments in high school. “*I know a lot of people in [the freshman dorm], most of whom I've met before. It's easy to interact. Instead of not knowing anyone, I know many people. That helps a lot.*”

Capitalizing on university resources and social opportunities is something that every participant discussed, whether they felt successful or not. The participants who attended residential deaf schools had an easier time finding their way on campus due to already having pre-existing relationships that they used to leverage jobs and social groups.

Discussion

What happens in the first year of college makes a difference in whether a student persists to a second year and ultimately, to completion of a college degree (Tinto, 2012). Schlossberg (1981) theorizes that change is inevitable and often demands individuals to develop new networks and a new sense of self. That is present in this study as the participants, first-year deaf college students, presented to us a model of acquiring adulthood; a process marked by three actions: balancing, growing, and capitalizing. Schlossberg's model captures the process of transitioning, which is helpful in understanding the transition phenomenon from a deaf perspective. Balancing is aligned to Schlossberg's transition characteristics as participants had to cope with the changes they were experiencing, growing is aligned to individual

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characteristics as participants had to re-orient their perspectives, and capitalizing is aligned to environmental characteristics as participants took advantage of social and institutional support systems.

The perspectives shared by participants were sometimes expected and sometimes surprising. Most interesting was what the participants did not discuss - their IEP transition plans. Transition research in deaf education and special education emphasizes the importance of a transition plan (Luft, 2014, Newman et al., 2016, Test et al., 2009), although compliance with federal mandates may be uneven (Ballenger, 2016; Luft, 2014). However secondary students are not actively engaged in the process (Hetherington et al., 2010), which is not surprising if they are only provided generic transition services (Luft, 2014).

This may partially explain why participants did not mention their transition plans during the interviews, even when asked directly about preparing for college. Transition plans simply may not have been relevant nor specific-enough to have been meaningful to the participants (as observed in Ballenger, 2016). Thus, it is important that students receive student-centered planning with an individually tailored transition curriculum to prepare for post-secondary transitions (Hetherington et al.; Kohler, 1996; Punch & Duncan, 2020).

This disconnect with transition planning and engagement may help to explain why participants started college with expectations that were incongruous with reality. Even participants who had lived in dormitories in high school had to adjust. Of note is that the participants discussed how independence came with additional responsibilities they were not always prepared for, but they were able to figure out ways to keep moving forward.

Multiple participants mentioned that time management and balancing competing demands of their time were challenges. Albertini et al. (2012) found that students who are deaf reported lower confidence in managing time than their hearing counterparts, a skill that is predictive of academic success during the first year of college. Hintermair et al. (2018) also observed that these skills - self-determination, problem-solving, optimism, and flexibility among others - were identified as essential to professional success by deaf adults. Again, this is accounted for in the model of transition planning put forth by Punch and Duncan (2020).

Participants in this study did not report many academic struggles. When they did describe a challenge, it was presented as not too serious, as participants expressed they felt academically prepared for college. Where they expressed surprise was around the expectations of college professors as opposed to high school teachers. In college, the students were expected to maintain their own schedules and keep up with

assignments without a lot of additional prompting from the instructor. In high school, teachers provided reminders of when things were due and offered more individualized support. This would be another area where secondary transition teams could fade support gradually so that students have an opportunity to practice those self-management skills. On the postsecondary level, instructors working with first-year students could provide additional scaffolding initially and wean them away as students become accustomed to working independently.

Another factor that facilitated participants' successful transition to college was leveraging networks. Schlossberg's (1981) model also highlights how transitioning often requires adults to develop "new relational networks" (p.3) and even a new way of seeing themselves. Students who had participated in deaf extracurricular programs before arriving at college were able to develop networks and as a result experienced an easier transition into the social fabric of the campus. Punch and Duncan (2020) particularly highlight the importance of deaf role models being included in the transition process to help build the social capital for navigating post-secondary spaces. Mentoring programs such as this can connect students to the institution and develop a feeling of belonging, while also sharing ways to navigate the system (Tinto, 2012).

Limitations and Implications for Future Research

This exploratory qualitative study looked at the experiences of first-year deaf college students as they transitioned to college. The limitations of the present study are notably the small sample from a specific population in a particular context. However, our attempt was to explore what the transition experience was like for deaf students at a deaf university where communication barriers are minimized. This is not the college experience that most deaf students have, but it gave an opportunity to explore transition without being mired in communication frustrations.

Additionally, participants volunteered to participate in this study, thus results cannot be applied to all students who are deaf. Finally, since not all participants completed the journals, the triangulation of data was not as consistent as would have been preferred.

Future research could expand the sample size and recruit participants from various colleges with sizable deaf student bodies. This study can provide a foundation on which to include the communication barriers that likely exist in other universities and build a fuller picture of the experiences of deaf first-year college students.

Implications for Practice

Secondary schools preparing students for college may use this study to inform transition planning. Participants in this

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study did not mention their transition plans even when asked about specific transition preparation, which raises questions about whether the process is meaningful to them. Transition planning needs to be more impactful and target practical skills. For example, participants experienced the most struggle in learning how to manage time and set priorities independently, both of which require strong executive functioning skills. Development of transitioning skills is not the sole responsibility of high schools; colleges can also build in systematic support for new students. These skills are so important to adult life, it is hard to imagine a scenario where they are not relevant. Thus, it is imperative that college students continue to build on their ability to make decisions, manage projects, and self-monitor for understanding.

Additionally, dual enrollment programs would allow students to take college courses while still in high school, thus learning how college classes and professors function. It is a good way for high school students to have support in the transition to more independence, and students can adjust their expectations for college based on these earlier experiences. On their end, colleges can provide the academic and social mentoring that students need to make this transition smoother.

Conclusion

We explored the transition experiences of deaf freshmen at a deaf university. Participants described factors related to adulting more than academics. Participants found ways to mitigate and overcome the challenges they faced, which made them feel optimistic about their independence. This is an exploratory study with an emerging conceptual framework that requires further testing. However, present results correlate or parallel previous research.

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