

HOUSING ATTITUDES AND PREFERENCES AS EXPRESSED
BY SINGLE GRADUATE STUDENTS AT
OKLAHOMA STATE UNIVERSITY

By

HYUN SOOK LEE

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Thesis Approved:

Maire Nygren

Thesis Adviser

Leenera Pepin

Christy J. Johnson

JH Boyce

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

. . . They want to live, live differently, live better, . . . What they mean by this and what they desire from life differs as much as one human being differs from another and as the conditions under which they live differ. . . Often the desires they cherish are apparently simple and reasonable. . . Sometimes it is a better house. . .¹

As human beings instinctly seek for better food, better clothing, and better social position, they also seek for better physical surroundings and an atmosphere for working, living, resting and other activities. Houses, therefore, are closely associated with human life and its progress. Under any circumstances, people dream about and work for more satisfying housing conditions which fit better their values and ideas concerning the type of housing in which they want to live. These values and ideas differ in various degrees from individual to individual, and are changeable depending upon the individual's past and present experiences.

How do college students want to live while they belong to a collective body called school? What do they want from their housing? Especially those who are in graduate school?

The impact which a recognition of the importance of student housing brings to a college or university is briefly suggested in the results of studies conducted in 1950 by the American Council on Education. A report

¹J. V. Ettinger, Toward a Habitable World (New York, 1960), pp. 8-9.

of these studies states:

. . . Student housing at the collegiate level is something much more than a necessary and neglected sideline of higher education. . . If proper recognition of the importance of student housing to higher education ever becomes a universal reality, it will mark not only the greatest change in student personnel administration in the history of higher education in America, but also will represent a basic change in American education philosophy as well. . .

The importance of housing to students was affirmed in 1957 by the National Association of Woman Deans and Counselors which supported the proposition that:

. . . The conditions under which students live have always influenced significantly the quality of academic performance; this quality is the ultimate test of the reputation of a university. . .

Conclusions from a number of other studies, suggest that conditions of housing have much to do not only with students' academic and social lives, but also with physical and personality development. Ricker reports that "concern for better living standards was related to conditions for study and good health."⁴ He describes one administrator who was, "impressed by the improvement in student spirit and enthusiasm after new halls had been occupied and used."

The growing interest in higher education and the rapidly increasing

²R. M. Strozier et al., Housing of Students (Washington, D. C., 1950), p. 7.

³K. H. Mueller et al., The Residence Hall for Students (Washington, D. C., 1957), p. 7.

⁴H. C. Ricker, Planning Functional College Housing (New York, 1956), p. 31.

enrollments in colleges and universities during the last decade⁵ have brought into focus the importance of housing to students. Although residence halls have been constructed,⁶ Baughman states that "only about one-fourth of the college population is presently living in adequate residence halls." A large proportion of this inadequately housed population may be single graduate students for whom little housing has been provided specifically.

Housing research covers a wide scope, yet little study has been done concerning what graduate students desire for their housing. Hardly any investigation has been concerned with single graduate student housing; none has been designed with the intention of identifying their special needs and desires. Although it is easy to recognize the impossibility of complying with the individual whims of each and every student in any large university, it also seems reasonable to expect that various types of college students as a group have mutual needs and preferences in regard to the type of housing which would facilitate their academic endeavors.

⁵Cf. J. B. Rark, Campus Planning and Institutional Development (Washington, D. C., 1962), p. 1: ". . . It was about 1956 when many groups and agencies interested in planning facilities, for higher education attempted to project enrollments ahead to 1970 and discovered a probable enrollment increase of approximately 100 percent. . ."

The total enrollment in the Graduate College at Oklahoma State University in 1960 was 1,251 and in 1964, 1,836. The University estimates around 3,100 students will be in the Graduate College in 1970.

⁶Cf. G. F. Baughman, "The College Loan Program: What It's Done in 11 Years," College and University Business, 34 (March, 1963), p. 63: "As of September 30, 1962, with overall enrollment nearing four million, housing for 335,000 single students, apartments for about 20,000 student families, . . . has been completed or were under construction on more than 950 campuses. . ."

Statement of the Problem

The study is an exploration of: Attitudes toward and preferences for housing which are held by single graduate students at Oklahoma State University, and of factors related to differences in their attitudes and preferences.

Purposes of the Study

The study has three purposes. They are:

1. To specify where and how Oklahoma State University single graduate students live currently.
2. To identify specific attitudes toward and preferences for housing which are held by single graduate students and to ascertain if selected factors may be related to their attitudes and preferences.
3. To present information which can be used in planning future housing for single graduate students at Oklahoma State University.

Hypothesis

The hypothesis of the study is:

Housing attitudes and preferences of Oklahoma State University single graduate students vary according to the student's sex and length of time in employment prior to entering a graduate program.

Assumption

The study is based on the assumptions: There are current needs

for housing which will accommodate graduate students; housing needs and preferences of graduate students differ from those of undergraduate students or married students; and attitudes toward and preferences for housing vary according to certain social characteristics of the student.

CHAPTER II

REVIEW OF LITERATURE

Almost all research studies related to student housing have been concerned with college or university residential halls, especially in regard to how to plan economical and functional halls and how to administer them to fulfill their educational values. There have been comparatively few studies done on student needs and desires as they pertain to housing, either undergraduate or graduate housing. Only married student housing has been given some special attention.

One study on residential halls conducted by the National Association of Women Deans and Counselors identified shelter as one of the essential needs of students.¹ Other needs identified are food, study, companionship and personal growth. These needs are probably satisfied to a large extent in any kind of a housing structure, which may be Colonial or Gothic in style. Neither this particular study, nor any other studies, however, have been undertaken to prove this theory.

Another study concerned with residence halls expressed the belief that student needs in relation to housing are all similar, regardless of the student's status as married or single, younger or older, except for those students with children.² The study did not overlook the fact,

¹K. H. Mueller et al., The Residence Hall for Students (Washington, D. C., 1957), p. 4.

²Residence Halls for Women Students (Washington, D. C., 1947), p. 57.

however, that similarity partially consists of dissimilarity. It pointed out that:

Age, experience, and marital status will form bases for divisions into housing units within a given campus, and viewpoints will vary from one group to the next. But the actual facilities to be provided are for the most part the same throughout.³

The 1957 National Association of Women Deans and Counselors' study revealed that most universities were providing separate graduate housing. Some universities were still avoiding, however, the responsibility of providing housing for graduates, single or married.⁴

After World War II, colleges and universities suffered the problem of having to house great numbers of veterans who returned to school for further education. Emergency shelters were built for them and their families. Although conditions of those buildings were often below desirable standards, the necessity for decent living conditions was, nevertheless, urged. Worn-out facilities need to be replaced, yet they continue to be used by the students.

Ricker described many of these facilities as "fire hazards," "fire traps," "beyond repair," "unsafe," "condemned," "dilapidated," "must be abandoned," "deteriorating," "unsanitary," "unusable," and "sub-standard." He also reported over-crowded conditions in many institutions.⁵ At one university, for example, 270 men were assigned to space ordinarily occupied by 150. In a number of universities, three or four students were occupying space originally designed for two. On this unsatisfactory and crowded

³Ibid., p. 58.

⁴Mueller et al., p. 4.

⁵H. C. Ricker, Planning Functional College Housing (New York, 1956), p. 29.

housing situation, the National Association of Deans Women and Counselors strongly expressed the opinion that:

No college should accept students unless it is prepared to offer them adequate, sanitary and reasonably convenient toilet and bathing facilities and sufficient hot and cold water for basic household needs, also equipment for laundering.⁶

A development resulting from having to house increasing numbers of students has been the tendency to build very large halls and high buildings which may save space and building and operating costs. Crane indicated that the concept of "hall" in many colleges or universities is a building where no more than 300 students live, dine, or study together.⁷ He reported that, more recently, because of the tremendous need for campus housing, large units have been built for from 500 to 1,000 or more students. Such huge buildings have aroused many criticisms. Harold B. Gores, President of Educational Facilities Laboratories, Inc., deplored at a meeting of Housing and Home Finance Agency's Thirty-Member College Housing Advisory Committee, which consisted of university presidents, chancellors and administrative officers, that "bland factory look," and the "sterile antiseptic cubicles" designed as the "cheapest student nocturnal storage unit." Students, in expressing their feelings, described living in such structures as being like living "anonymously in identical boxes along bleak bowling-alley-like corridors." Some college housing was described by students as "hybrids of the standardized municipal public housing development and the luxurious resort hotel, with little relationship

⁶Residence Halls for Women Students, p. 58.

⁷R. M. Crane, "Coed and Co-Academic Residence Halls," Journal of American Institute of Architects, 40 (September, 1963), p. 80.

to the educational enterprise."⁸

Findings from a number of studies support the desirability of residence halls. These findings show that the academic grades of students in college or university housing are higher than the grades of students who live elsewhere. Residence halls also are believed to contribute to the total growth of the individual. Ricker in discussing general points of view which reflect criticisms, of both on-campus and off-campus housing, listed four. They are:

1. Off-campus private lodgings are believed to provide a more home-like environment, easing the transition from home to college, while the communal life of the hall is regarded as a possible threat for the beginning student and as an unnatural situation.
2. Residential living may overemphasize such behavior patterns as conformity, gregariousness, and dependency, and the hall's social life may distort the student's sense of values as well as his perspective of the college and larger community.
3. The physical environment of the hall could expose the student to a standard of living beyond his economic reach and, therefore, lead to eventual dissatisfaction and disillusionment.
4. A residential policy could result in the conversion of the college from an educational to a room-and-board management institution.⁹

Several studies delineated factors that should be given consideration in designs for residence halls. They are:

1. The personal safety and physical welfare of its occupants.
2. Suitable conditions and environment for living, for study, and for management activities.

⁸H. Hews, "The College Housing Program," Journal of American Institute of Architects, 40 (September, 1963), p.76.

⁹Ricker, p. 64.

3. Social and recreational activities, formal and informal, to develop human relationships.

Crane's survey which investigated, in 56 institutions, the prevailing attitudes toward co-educational housing, revealed that increasing numbers of colleges and universities are planning this type housing. In response to his first question concerning present types of housing, he found:

33 institutions (67.3%) - All single and separate male units
 32 institutions (65.3%) - All single and separate female units
 16 institutions (32.6%) - Modified co-educational units
 29 institutions (59.2%) - Modified co-educational dining
 12 institutions (24.5%) - Modified co-educational lounges
 10 institutions (20.4%) - Modified co-educational recreation
 9 institutions (18.4%) - Planned and presently operating
 co-educational complexes, units or
 centers¹⁰

These data show that single sex and separate residential units were the typical kinds of housing provided on most of the campuses surveyed.

For his second question concerning future plans for co-educational complexes, units or centers, the answers were 29(59.2%) in favor of co-educational units and only 16(32.6%) against. Advantages listed by colleges and universities operating one or more co-educational residences were: "Better manners, dress, and less tension," "enlarges activities program and interest," "permits greater educational opportunities. . . promoting a healthier campus climate, socially and intellectually," "seems like natural way of life," "multiple use of buildings," and "more easily operated food services -- better behavior."¹¹

Disadvantages listed were: "Harder on the less mature and socially

¹⁰ R. M. Crane, "More Colleges are Planning Coed Housing," College and University Business, 33 (December, 1962), p. 49.

¹¹ Ibid., p. 51.

shy students," "need additional personnel for all areas," and "not properly located residential wings cause some problem." Crane concluded the co-educational housing is another dimension to be considered in developing future programs for student housing.

In designing co-educational housing, however, some recognition needs to be given the fact that men and women often differ in their preferences for housing features.

Beyer and his colleagues who studied various attitudes of husbands and wives toward certain features of their own houses found that:

More men than women would have preferred a more efficiently heated and ventilated housing.

Women more frequently criticized a lack of dining and storage space.

More men would like more land -- larger house and yard.

More women dislike cooking odors going through the rest of the house.

More women dislike kitchen noises being heard in the living room.

More women dislike sharing the bathroom at the same time with the members of the family.¹²

A number of years ago Hayes found that suites are much favored in men's halls, and they are also used to some extent in women's halls of the more expensive type.¹³ According to her, they usually consist of a study with connecting bedrooms and are often provided with bathrooms. This arrangement could be: (1) a two-room suite consisting of a study and a connecting single or double bedroom, (2) three-room suites which include a study and two single bedrooms, and (3) some suites with three or more

¹²G. H. Beyer, T. W. Mackesey, and J. E. Montgomery, Houses Are For People (Ithaca, New York, 1955), pp. 38-39.

¹³H. Hayes, Planning Residence Halls for Undergraduate Students in American College and University (New York, 1932), p. 89.

bedrooms connected with one study. She regarded the last arrangement as being an unsatisfactory solution. She concluded that a suite functions most successfully as a dormitory unit if it is designed in the form of one study and two single bedrooms, the bedrooms to be separated from the study by doors which can be closed.

The National Association of Deans of Women's study, 1947, predicted a trend toward the provision of more single rooms wherever funds are sufficient. Suggestions in several studies indicated there should be some single rooms in all residence halls.

In regard to planning a residence hall, a study by the National Association of Deans of Women suggested that halls have "social rooms," "sleeping quarters for students and staff," "bathrooms," "offices," "service rooms for students," "house service rooms," "storage space," and "dining rooms," "kitchens," and "food storage and preparation facilities." The study also proposed an infirmary as an additional feature which may be included. For social space, the study endorsed three separated areas as follows:

1. A somewhat formal area sufficiently large to accommodate the entire household and a number of guests.
2. Small rooms for the reception of callers by individuals. Since it is usually impossible for girls to entertain their families and friends in their rooms, some place with a reasonable amount of privacy should be available for this purpose.
3. Small social rooms scattered through the hall for the use of residents only. These are a necessity where numbers go beyond thirty. Often when the main social rooms are in use by others, these upstairs sitting rooms are much needed.¹⁴

Ricker believed two more features were necessary for the educational value of residence hall. They were a house library and a house staff

¹⁴Residence Halls for Women Students, pp. 62-63.

which can give instructional assistance. He explained that "the library should be equipped for both browsing and study. The staff should include a number of teaching fellows or instructors who live in the hall."¹⁵

A sewing room, a music practice room, and guest facilities were considered essential according to the standards recommended by a number of architects.¹⁶

For student rooms, Hayes describes four basic types of spatial organization.

1. Single rooms for one student -- used for sleeping, dressing, and studying.
2. A room shared by two or more students -- used for sleeping, dressing, and studying.
3. A suite of two or more rooms, occupied by from one to four or more students, in an arrangement that separates study space from that used for sleeping and dressing.
4. A sleeping porch or general dormitory arrangement, by which students in small or large groups sleep on porches or in large ward-like rooms, dressing and studying in separate quarters.¹⁷

She stated that single rooms were very much in favor, particularly in women's halls, because of privacy, quiet and favorable conditions for study. This is supported by a study by Strozier and his colleagues who found that in every consideration except economy, single rooms are preferable to the rooms shared by two or more students.¹⁸

¹⁵Ricker, p. 63.

¹⁶"College Dormitory Plan Elements," Architectural Record, 99 (April, 1946), pp. 127-129.

¹⁷Hayes, p. 79.

¹⁸Strozier et al., p. 51.

Rooms for two students are generally in use in college residence halls. Ricker suggested that for undergraduates who have personal needs for intimate companionship, sharing, and support, this type of room arrangement is preferable to one-person occupancy.

Heidrich examined the essential function of college housing and described an hypothetical residence hall.¹⁹ Six students were designated by him as a primary group, living and working together. His design solution included a sleeping area sub-divided into more intimate spaces by low walls. These six students would have a desk in a separate study room, with a bookcase and with a bookshelf on the wall above the desk. A typical floor would consist of five units for six students each, plus one unit for three, giving a floor-community of 33. The larger group would share one library-reading room and one recreation room. A small typing room was provided in his hypothetical design but experience with it raised some questions regarding its worth. A survey revealed that students preferred to do typing in the study room.

The central area of each floor is devoted to facilities and services, including storage space for suitcases and other personal effects that are seldom used. Toilet facilities, showers, stairways, elevators and a service elevator complete the core.

A survey of college students living on eight different campuses in the United States which was conducted in 1953 by House and Garden, revealed what most men and women students who are going to college for

¹⁹R. H. Heidrich, "Project Residence Hall," College and University Business, 32 (June, 1962), pp. 37-41.

the first time take with them.²⁰

52% buy lamps
 47% buy bedspreads
 45% buy ash trays
 44% buy wastebaskets
 43% buy curtains
 35% buy rugs
 32% buy closet accessories
 27% buy alarm clocks
 22% buy typewriter
 20% buy pictures
 19% buy radios

Mueller, director of Housing and Food Service at Pennsylvania State University, recently reported that at his university most of the movable furniture has been replaced by built-in units arranged for the most efficient use of room areas.²¹ He stated further that "the fixed furniture, such as that used in our student rooms, not only reduces breakage but saves a considerable amount of cleaning time." The students of the university are furnished with sheets, bed spreads, blankets, draperies and bed linen. He indicated this can save parents' money and ensure that students change bed linens regularly by providing a linen change each week.

Ricker indicated that sofa-hide-a-bed appears to be the more popular type of furniture in student rooms, since it gives the impression of a sitting room rather than a bedroom; and one lounge chair per room is generally regarded as part of standard equipment. Comfortable chairs and mirrors in the student rooms are revealed as necessities by a number of studies.

Cultural background is one of the factors which influence housing

²⁰"Here's What Students Buy to Equip a College Room," House and Garden, 104 (August, 1953), p. 67.

²¹O. E. Mueller, "How College Housing Meets Changing Customs," College and University Business, 36 (January, 1964), pp. 59-62.

attitudes. Williamson found that attitudes toward students housing vary widely among European countries.²² In England, residence halls are preferred largely, however, European and American influences, as well as economic considerations, have recently directed attention to less formally organized and governed residences in England.

During the first year, English students stay in residence halls where they can be guided and helped by the senior students. After the first year many students prefer to live in a "dormitory block" where they will have greater independence and responsibility and where living costs may be lower. These "dormitory blocks" have kitchens where groups of eight to ten students cook their own meals and eat in an adjacent dining room. Williamson also found, men and women students usually live in completely separated houses, but there is growing tendency to bring these houses together in groups sharing common dining and social facilities.

In Scotland students depend on approved lodging houses. In Scandinavia many communal housing units have been promoted either by student organizations or by private people. In these countries, Williamson found there is little or no tradition regarding residence halls. Students live in small groups without any formality or supervision, and they play an important role, especially in Scandinavian countries, in planning and running the residences. Sometimes the student organization is the owner and administrator of all the student housing. The houses are usually for both sexes, sometimes with some degree of separation by grouping or corridor units or bedrooms suites, but sometimes with no attempt at all at separation, men and women occupying adjacent bedrooms as in a hotel.

²²E. Williamson, "How European Universities House Students," College and University Business, 36 (January, 1964), pp. 43-46.

An insufficient supply of housing on campuses has intensified the need for town housing for students, and some researchers have paid attention to studying those housing conditions. Off-campus housing conditions often are reported in terms of space shortage and undesirable standards. Ricker specifically indicated over-crowded bath facilities, worn-out plumbing, defective wiring, or inadequate dining and social space.²³ He also reported that according to one housing officer, off-campus housing was not preferred by either students or institution staff.

Summary

The review of literature disclosed that investigations done on student housing have been involved chiefly with college or university operated residential halls. These investigations were concerned mostly with architectural details of the buildings or the influences of the halls on student academic, social, and personal development.

Extensive requirement for more student housing has stimulated construction of housing on and off campuses and there will be more and more need for student housing. An assessment of present student housing conditions indicates the necessity for active and careful planning by colleges and universities to provide better conditions.

Needs and attitudes toward housing are changing, keeping pace with mechanical, material and social developments, and they vary from individual to individual according to sex, age, marital status, religion and his financial and cultural background.

How do students want their living spaces arranged? What kind of

²³Ricker, pp. 28-29.

facilities and services do they prefer to have? How do they want their housing administered? The answers to these questions may point to easier and better solutions to student housing that will satisfy both the administrators and students.

CHAPTER III

METHODOLOGY

A questionnaire was used to obtain data for the study. Questionnaires are used extensively for collecting data in research work because they are a less expensive procedure, require less skill to administer, and can be administered to large numbers of population simultaneously.

Development of the Questionnaire

An effort was made to keep the questionnaire as simple and clear as possible. A trial questionnaire was constructed, which contained 71 questions (Appendix A.) Five questions were about present student housing; another five, about the independent variables; and the remaining questions pertained to the dependent variables.

Responses to most of the questions were to be indicated by circling the number to the left of the appropriate alternative response. The remaining were open-ended questions for which a blank was provided where the respondent could record his answer.

The pre-test group was composed of ten married graduate students at Oklahoma State University; nine were students from the United States and one was an international student. After analyzing the pre-test findings, careful study and revisions were made for the final questionnaire (Appendix B.)

The final questionnaire was divided into six parts. Five different

colors of paper were used for easier identification of the various parts of the instrument. The first and the last parts obtained information on the respondents and their present housing situations; the second obtained information regarding preferences for and attitudes toward dormitory housing; the third, preferences for an efficiency apartment; the fourth, preferences for a standard apartment; and fifth, preferences regarding both efficiency and standard apartments.

Cost factors were incorporated with the questions concerning space arrangement for a dormitory and those concerning features which might be included in an efficiency or a standard apartment. These cost factors, which were suggested by Mr. Abe Hesser, Director of Housing and Food Services, Oklahoma State University, were included to give the respondent a realistic basis for determining the desirability of various features.

Selection of the Sample

The sample was limited to single graduate students who were living in Stillwater, Oklahoma, and were attending Oklahoma State University. The 1965 spring enrollment listing of graduate students was used in selecting the sample. Out of the total enrollment of 1,826 graduate students, 580 were eligible in terms of the criteria for the population.

Collection of the Data

All questionnaires were distributed to the students by mail with a covering letter (Appendix B) which explained the purposes of the study and enlisted cooperation. Two hundred and eighty questionnaires were answered and returned within a prescribed three-week period. Thirteen were rejected because the respondents had married or been divorced in the

period between enrollment and receipt of the questionnaire, and two, because the respondents did not completely answer the questionnaire. The responses of 273 remained to be tabulated and analyzed.

Treatment of the Data

Where necessary, responses were coded and the data were recorded on IBM Data Cards. If a student failed to answer a question, gave an inadequate response, or gave several answers to one question, the answer was coded "no response."

The data were analyzed according to both of the independent variables, sex and length of time of employment prior to entering graduate study. Length of time of employment was dichotomized into two classifications: (1) from no experience to three months of experience and (2) more than three months of experience.

Dependent variables were attitudes toward and preferences for type of housing, arrangement of space, features, services, and administrative policies and regulations for dormitory type of housing.

Characteristics of the Sample

Characteristics of the population according to sex, age, nationality, degree aspiration, means of financing graduate study, and employment prior to graduate study are presented in Table I.

TABLE I
CHARACTERISTICS OF THE SAMPLE

Characteristics		Number	Per Cent
Age	23 and under	119	44
	Over 23	154	56
Sex	Male	208	76
	Female	65	24
Nationality	United States	194	71
	Other than the United States	79	29
Degree Working Toward	Education specialist	3	1
	Master's	204	75
	Doctorate	66	24
Means of Financing Graduate Program	Scholarship, fellowship, and/or assistantship only	134	49
	Others only, i.e., parents, savings, etc.	88	32
	Both scholarship, fellowship and assistantship and others	51	19
Employment Prior to Graduate School	Have been employed	174	64
	Have not been employed	98	36

N=273

CHAPTER IV

PRESENTATION OF DATA AND ANALYSIS OF THE FINDINGS

The findings regarding attitudes and preferences are presented in two parts: (1) general attitudes and preferences of the total group, and (2) differences in attitudes and preferences according to the independent variables --- sex and length of time in employment prior to entering a graduate program. The Chi-square test was used to determine significance of differences in the responses. Chi-square values greater than those at the .05 probability are accepted as significant.

General Attitudes and Preferences by Total Group

Present Housing and Feelings about It

The data in Table II reveal that almost three-fourths of the single graduate students were living in housing privately owned. Nine-tenths of the respondents were "very well" or "fairly well satisfied" with their present housing. Less than ten per cent were either "dissatisfied" or "very dissatisfied." Factors which had influenced the students' choices of housing were: Location; type of housing, facilities and equipment; amenities; and financial or monetary considerations. None of these was a predominating factor. More than three-fifths of students indicated willingness to move into better housing if it were available.

TABLE II
PRESENT HOUSING AND ATTITUDES
TOWARD IT

Present Housing and Attitudes Toward It		Number	Per Cent
Type of Administration	University administered	67	24.5
	Privately owned	190	69.6
	Other	12	4.4
	No response	4	1.5
		<u>N=273</u>	<u>100.0</u>
Attitude toward Housing	Very satisfied	76	27.9
	Fairly well satisfied	172	63.0
	Dissatisfied	22	8.1
	Very dissatisfied	2	0.7
	No response	1	0.4
		<u>N=273</u>	<u>100.0</u>
Reasons for Choosing	Location*	107	39.2
	Finances*	90	33.0
	Facilities, equipment and type of housing*	87	31.9
	Occupants and owners*	28	10.3
	Limited choice*	48	17.6
	Amenities*	88	32.2
Willingness to Move into Better Housing if Available	Yes	177	64.9
	No	85	31.1
	No response	11	4.0
		<u>N=273</u>	<u>100.0</u>

* N=273

According to data in Table III, a room or an apartment shared with one other person was the most frequently reported occupancy pattern.

TABLE III
PRESENT OCCUPANCY PATTERN

Type of Housing	Number of Occupants							
	Number				Per Cent			
	1	2	3	More than 3	1	2	3	More than 3
Room	42	40	1		15.4	14.6	0.4	
Apartment	37	58	31	20	13.5	21.3	11.4	7.3
Trailer house	2	1			0.7	0.4		
House	5	8	9	5	1.8	3.0	3.3	2.6
No response				14				5.1
				N=273				100.0

Regarding present rental fee, about one-third of the respondents were paying from \$30 to \$39 for their housing, and it was the most frequently reported amount being paid. The data in Table IV show a little over one-half of the respondents were paying less than \$40.

TABLE IV
PRESENT RENTAL FEE

Rental Fee	Number	Per Cent
\$29 or less	54	19.8
\$30 - \$39	85	31.1
\$40 - \$49	51	18.7
\$50 - \$59	30	11.0
\$60 - \$69	12	4.4
\$70 or more	22	8.0
No response	19	7.0
	N=273	100.0

Preferences Concerning
Dormitory Type Housing

The respondents' attitudes and preferences in relation to dormitory type housing are shown by the data in Table V. Slightly less than one-half of the students preferred a two room suite occupied by two people, and one-third preferred one-person-per-room occupancy. A majority of the total number wanted sleeping and study areas in the same room when the room is occupied by one person, but in the case of two or more occupants, three-fourths of the students desired study and sleeping areas to be separated into two rooms.

A little more than one-third revealed their preferences for bathing accommodations to be a small bathroom which would include lavatory, toilet and shower-tub combination and would be shared by occupants of one adjoining room. Over three-fifths of the respondents preferred to clean their own accommodations. Approximately one-half desired and thought they could afford a rental rate of less than \$40. Approximately one-half of the total group preferred to have a formal living room on the ground floor and combined living and recreation rooms on each floor.

TABLE V
PREFERENCES REGARDING DORMITORY TYPE HOUSING
AS EXPRESSED BY SINGLE GRADUATE STUDENT

	Preferences	Number	Per Cent
Occupancy	One person to one room	92	33.7
	Two people to one room	41	15.0
	Two people to two room suite	126	46.1
	Other	7	2.6
	No response	<u>7</u>	<u>2.6</u>
		N=273	100.0
Room Arrangement for one occupant	Sleeping & study areas in same room	170	62.2
	Separate sleeping room & an assigned study place in large centrally located area on same floor shared by number of dormitory occupants	22	8.0
	Study and sleeping areas to be separated into two rooms	72	26.4
	Other	1	0.4
	No response	<u>8</u>	<u>3.0</u>
		N=273	100.0
Room Arrangement for two occupants or More	Sleeping & study areas in same room	30	11.0
	Separate sleeping room & an assigned study place in large centrally located area on same floor shared by number of dormitory occupants	23	8.4
	Study and sleeping areas to be separated into two rooms	205	75.1
	Other	3	1.1
	No response	<u>12</u>	<u>4.4</u>
		N=273	100.0
Type Bathroom Facilities	No plumbing fixtures in room	43	15.8
	Lavatory only in room	68	24.9
	Lavatory, toilet & shower-tub combination in small room to be shared by occupants of adjoining room	86	31.5
	Adjoining bath with lavatory, toilet & shower-tub combination for my private use	64	23.4
	No response	<u>12</u>	<u>4.4</u>
		N=273	100.0

TABLE V
 PREFERENCES REGARDING DORMITORY TYPE HOUSING
 AS EXPRESSED BY SINGLE GRADUATE STUDENT
 (Cont'd)

Preferences		Number	Per Cent	
Preference for Cleaning Own Facilities	Clean my own accomodations	168	61.5	
	Have optional maid service	42	15.4	
	Have maid service provided within cost of room rent	50	18.3	
	No response	13	4.8	
		<u>N=273</u>	<u>100.0</u>	
Preferred Rental Rate	\$29 or less	70	25.7	
	\$30 - \$39	76	27.8	
	\$40 - \$49	53	19.4	
	\$50 or more	19	7.9	
	No response	55	20.2	
		<u>N=273</u>	<u>100.0</u>	
Willingness to Pay Rental Fee	Yes	200	73.2	
	No	13	4.8	
	No response	60	22.0	
		<u>N=273</u>	<u>100.0</u>	
Formal Living Room	Ground floor	123	45.0	
	Room floor	11	4.0	
	Both floors	3	1.0	
	No response	136	50.0	
		<u>N=273</u>	<u>100.0</u>	
Type of Living Room Facilities	Reception Room	Ground floor	82	30.0
		Room floor	39	14.3
		Both floors	2	0.7
		No response	150	55.0
		<u>N=273</u>	<u>100.0</u>	
Informal Living Room	Ground floor	76	27.8	
	Room floor	87	31.9	
	Both floors	5	1.9	
	No response	105	38.4	
		<u>N=273</u>	<u>100.0</u>	
Living and Recreation Room	Ground floor	26	9.5	
	Room floor	123	45.1	
	Both floors	2	0.7	
	No response	122	44.7	
		<u>N=273</u>	<u>100.0</u>	

Attitudes Concerning Policies, Occupancy,
Furnishings, Organized Activities for Dormitory

Although the majority of students felt drinking alcoholic beverages should be permitted for those who are 21 years and over, a sizeable number were opposed to such a policy. Almost all thought there should not be any closing hours for graduate students.

A clearly defined attitude regarding the occupancy of a dormitory for graduate students did not emerge. The largest proportion of the respondents preferred separate dormitory buildings for men and women over either alternative for mixed housing. More than one-half, however, indicated mixed occupancy, male and female in the same building, would be acceptable. Almost all students felt it was proper to let married students who are on campus without his/her spouse stay in a dormitory for single graduate students. An overwhelming majority wanted their rooms completely furnished. Two-fifths of the respondents did not want an organized student government or organized social and recreational activity program.

TABLE VI

SINGLE GRADUATE STUDENTS' ATTITUDES CONCERNING
POLICIES, OCCUPANCY, FURNISHINGS,
ORGANIZED ACTIVITIES FOR DORMITORY HOUSING

	Attitudes	Number	Per Cent
	Should be permitted for those 21 years and over	154	56.4
Alcoholic Beverages	Should not be permitted anywhere in dormitory	108	39.6
	No response	<u>11</u>	<u>4.0</u>
		N=273	100.0

TABLE VI
 SINGLE GRADUATE STUDENTS' ATTITUDES CONCERNING
 POLICIES, OCCUPANCY, FURNISHINGS,
 ORGANIZED ACTIVITIES FOR DORMITORY HOUSING
 (Cont'd)

Attitudes		Number	Per Cent
Closing Hours	No closing hour restrictions	258	94.5
	Should have closing hour restrictions	6	2.2
	No response	9	3.3
		<u>N=273</u>	<u>100.0</u>
Type of Occupancy	Men and Women in separate dormitories	105	38.9
	Men and women in the same dormitory on separate floors	75	27.6
	Men and women students in the same dormitory on the same floor	80	29.7
	No response	13	4.8
		<u>N=273</u>	<u>100.0</u>
Married Student Occupancy	Married student who is on campus without his/her spouse should be permitted to live in dormitory	235	86.0
	Married student who is on campus without his/her spouse should not be permitted to live in dormitory	28	10.3
	No response	10	3.7
		<u>N=273</u>	<u>100.0</u>
Furnishings for Rooms	Should be completely furnished	188	68.8
	Students should have option of using his/her own furniture or that of university	75	27.5
	No response	10	3.7
		<u>N=273</u>	<u>100.0</u>
Student Activity Program	Organized student activity program including counselors, student government, social and recreation activity programs	93	34.1
	Counselors only, no organized student government or organized social and recreational activity programs	54	19.8
	Neither counselor, nor organized student government nor organized activity programs	111	40.7
	No response	15	5.4
		<u>N=273</u>	<u>100.0</u>

Preferences Concerning Efficiency Apartment

The data in Table VII indicate a unanimous preference for not more than two occupants for efficiency-type apartments. Completely furnished apartments were wanted by a little over one-half of the respondents. One-half of the total number reported the rent could be from \$30 to \$49 and two-thirds of the respondents said they would be willing to pay the amounts they had indicated in answer to the question, "Considering the features you have indicated as your preferences, please estimate what you think the monthly rent should be for each occupant for this type of housing (food not included)."

TABLE VII

SINGLE GRADUATE STUDENTS' PREFERENCES CONCERNING AN EFFICIENCY APARTMENT

Preferences		Number	Per Cent
Occupancy Pattern	One person to an apartment	125	45.8
	Two people to an apartment	131	48.0
	More than two people to an apartment	9	3.3
	No response	8	2.9
		<u>N=273</u>	<u>100.0</u>
Furnishings	Unfurnished(stove, sink & refrigerator)	5	1.8
	Partially furnished(bed, dresser, etc.)	124	45.5
	Completely furnished(equipment plus accessories)	139	50.9
	No response	5	1.8
		<u>N=273</u>	<u>100.0</u>

TABLE VII
 SINGLE GRADUATE STUDENTS' PREFERENCES
 CONCERNING AN EFFICIENCY APARTMENT
 (Cont'd)

Preferences		Number	Per Cent
Preferred Rental Rate	\$29 or less	32	11.7
	\$30 - \$39	75	27.4
	\$40 - \$49	63	23.1
	\$50 - \$59	25	9.2
	\$60 or more	32	11.7
	No response	46	16.9
		<u>N=273</u>	<u>100.0</u>
Willingness to Pay Rental Fee	Yes	208	76.2
	No	12	4.4
	No response	53	19.4
		<u>N=273</u>	<u>100.0</u>

Preferences Concerning A Standard Apartment

Preferences by an overwhelming majority of the respondents for two-person occupancy in a standard apartment is revealed by the data presented in Table VIII. Most of the respondents preferred to have their apartments completely furnished. Almost one-half thought the proper rental fee for an apartment would be from \$40 to \$59, which is \$10 higher than the rent indicated for an efficiency apartment. Two-thirds of the single graduate students showed willingness to pay the amounts of rent for a standard apartment they had indicated in response to the question, "Considering the features you have indicated as your preferences, please estimate what you think the monthly rent should be for each occupant for this type of housing (food not included.)"

TABLE VIII
SINGLE GRADUATE STUDENTS' PREFERENCES
CONCERNING A STANDARD APARTMENT

Preferences		Number	Per Cent
Occupancy Pattern	One person only	35	12.8
	Two people	174	63.7
	Three people	33	12.1
	Four people	16	5.9
	Other	7	2.6
	No response	8	2.9
		N=273	100.0
Furnishings	Unfurnished	3	1.1
	Furnished with stove & refrigerator only	29	10.6
	Completely furnished	241	88.3
		N=273	100.0
Preferred Rental Rate	\$29 or less	16	4.9
	\$30 - \$39	46	16.9
	\$40 - \$49	75	27.5
	\$50 - \$59	48	17.6
	\$60 - \$69	23	8.4
	\$70 or more	28	10.3
		No response	37
		N=273	100.0
Willingness to Pay Rental Fee	Yes	204	74.7
	No	23	8.4
	No response	46	16.9
		N=273	100.0

Preferred Spatial Arrangement
for an Apartment

Clearly defined preferences are not indicated for the spatial arrangement of a standard apartment. Slightly more than one-third

preferred to have a separate living room, but no predominating number desired a separate study. The data in Table IX show a number of students preferred to study in the living room. A separate dining room apparently seemed too luxurious for student apartment housing; the majority of students preferred having a dining and kitchen area combination. Few respondents preferred two bedrooms over one bedroom. It is interesting to note that one bedroom-study was preferred far less frequently than a two bedroom-study. Perhaps this could be interpreted to mean that when there are two occupants per one apartment, one bedroom-study was regarded as too crowded for two people, but in a two-bedroom apartment the preference was for each person to have his/her own bedroom which would also be used for study.

TABLE IX
SINGLE GRADUATE STUDENTS' PREFERENCES
CONCERNING SPATIAL ARRANGEMENT
FOR AN APARTMENT

Preferences	Number	Per Cent
Separate living room	98	35.9
Separate study	62	22.7
Living-study	58	21.3
Living-dining	21	7.7
Living-kitchen	17	6.2
Living-study-dining	12	4.4
Living-study-dining-kitchen	21	7.7
Separate kitchen	39	14.3
Separate dining	4	1.5
Kitchen-dining	116	42.5
Kitchen-dining-study	3	1.1
Kitchen-laundry	10	3.7
Kitchen-dining-laundry	31	11.4
Litchen-dining-laundry-study	3	1.1

N=273

No response=10

TABLE IX
 SINGLE GRADUATE STUDENTS' PREFERENCES
 CONCERNING SPATIAL ARRANGEMENT
 FOR AN APARTMENT
 (Cont'd)

Preferences	Number	Per Cent
One bedroom	67	24.5
One bedroom-study	22	8.1
Two bedrooms	75	27.5
Two bedrooms-study	70	25.6
Three bedrooms	6	2.2
Three bedrooms-study	5	1.8
Four or more bedrooms	1	0.4
Four or more bedrooms-study	2	0.7
Bath	162	59.3
Bath-laundry	54	19.8

N=273
 No response=10

Preferences for Features in an Efficiency
 Apartment or a Standard Apartment

Of the housing features investigated, air-conditioning emerged as the only one for which as many as one-half of the respondents would be willing to pay more rent. Slightly more than two-fifths would be willing to pay more rent for an assigned parking area and as many as one-third indicated they would be willing to pay additional rent for a garbage disposal and some facility for storing a small supply of frozen food.

TABLE X
SINGLE GRADUATE STUDENTS' PREFERENCES
CONCERNING SELECTED FEATURES

Selected Features	Would Not Pay Additional Rent	Would Pay Additional Rent	No Response
Garbage disposal	56.4	34.8	8.8
Electric dishwasher	73.3	8.7	18.0
Electric clothes washer	69.6	12.8	17.6
Clothes dryer	74.3	7.7	18.0
Air conditioning	40.6	50.0	8.4
Facility for storing small supply of frozen food	51.7	37.3	11.0
Assigned parking area	48.7	41.0	10.3
Enclosed garage	65.2	15.8	19.0
Place to enjoy being outside	58.2	31.5	10.3
			N=273 (100.0)

Preferences for Services

A canteen service proved to be the most desirable service among the possible services which might be made available to students. Two-fifths of the respondents thought they would have "much" use, and almost the same number of respondents indicated "some" use for this service. Laundry service, food service, and reference library were the next favored services. Approximately one-third of the graduate students indicated they would have "much" use, and a little more than one-third showed "some" use for those services. Delivery of meals, maid service and an answering and waking-up service were definitely not considered as useful, and delivery of meals emerged as the service for which students would have least use.

TABLE XI
SINGLE GRADUATE STUDENTS'
PREFERENCES FOR SERVICES

Services	Much Use	Some Use	Little Use	Don't Know	No Response
Laundry service, pick-up and delivery	26.4	30.4	35.5	4.4	3.3
Canteen with groceries, drugs, school supplies, sundries and fountain service located within housing area	40.6	38.1	16.1	1.2	4.0
Food service, cafeteria or restaurant located in housing area	31.1	36.3	24.5	4.4	3.7
Delicatessen located within housing area	8.8	38.5	32.6	15.3	4.8
Delivery of meals to indi- vidual living units	0.7	6.2	75.1	13.6	4.4
Maid service	12.1	24.5	49.8	8.8	4.8
Answering and waking-up service	13.2	21.6	52.8	8.4	4.0
Typing service in area available for typing term papers, thesis, reports, etc.	16.1	34.8	40.3	5.1	3.7
Reference library	27.8	34.4	30.4	4.1	3.3
					N=273(100.0)

Preferences for Furnishing
of Accessories

The data in Table XII show that almost nine-tenths of the respondents wanted to have a full-length mirror, carpeting, and a vacuum cleaner furnished by the university or landlord. The provision of draperies or curtains was wanted by a little over three-fourths of the respondents.

The majority wished a private telephone and a communication system furnished by the university or landlord. Almost all students indicated they themselves wished to furnish a typewriter and an electric blanket, and over seven-tenths wanted to furnish pictures for walls, a popcorn popper, and a bedspread. A little over five-tenths of the respondents wanted to furnish a television set themselves, but four-fifths would prefer to have that item furnished by the university or a landlord. Approximately one-half of the total group wanted a desk lamp furnished by the university or landlord and one-half did not.

TABLE XII

SINGLE GRADUATE STUDENTS' PREFERENCES
FOR FURNISHINGS OR ACCESSORIES

Furnishings or Accessories	Wish to Have Furnished by University or Landlord	Wish to Furnish Myself	No Response
Full-length mirror	89.0	7.3	3.7
Desk lamp	50.2	48.0	1.8
Typewriter	6.6	90.1	3.3
Picture for walls	26.3	70.0	3.7
Television	41.4	51.3	7.3
Private telephone	64.1	30.4	5.5
Popcorn popper	12.1	75.8	12.1
Bedspread	17.2	78.0	4.8
Draperies or curtains	77.3	19.0	3.7
Electric blanket	6.2	85.7	8.1
Carpeting	88.2	8.1	3.7
Vacuum cleaner	85.0	12.0	3.0
Communication system	62.3	27.5	10.2
			N=273(100.0)

Other Preferences and Attitudes

Preferred Type of Housing

The majority of respondents preferred standard apartment type housing over efficiency apartment or dormitory housing. Of the three types of housing suggested, dormitory housing was least preferred.

TABLE XIII

SINGLE GRADUATE STUDENTS' PREFERENCES
CONCERNING TYPE OF HOUSING

Type of Housing	Per Cent
Dormitory	10.3
Efficiency Apartment	26.0
Standard Apartment	61.2
Other	1.8
No Response	0.7
	100.0 (N=273)

Preferred Location of Housing

A particular preference for location of housing did not emerge from the findings. Many students indicated they did not have a preference regarding location, but an "on campus" location was more favored than an "off campus" location.

TABLE XIV

SINGLE GRADUATE STUDENTS' PREFERENCES
FOR LOCATION OF HOUSING

Preferred Location	Per Cent
On campus	43.2
Off campus	34.8
Do not care	20.5
No response	1.5
	<u>100.0</u> (N=273)

Amount of Rent Students Can Afford

Seven-tenths of the students indicated they could not afford a rent over \$60 a month and one-half of the total group indicated they could not afford more than \$50. A few students, however, thought they would be able to pay more than \$90 per month. This indicates quite a disparity in the amount of rent single graduate students can afford.

TABLE XV

AMOUNT OF RENT SINGLE GRADUATE
STUDENTS CAN AFFORD

Rent	Per Cent
\$29 or less	8.8
\$30 - \$39	18.8
\$40 - \$49	21.6
\$50 - \$59	20.8
\$60 - \$69	8.4
\$70 - \$79	6.2
\$80 - \$89	4.0
\$90 or more	4.4
No response	7.0
	<u>100.0</u> (N=273)

Attitudes Toward Leasing

One-fifth of the respondents showed willingness to approve and sign a lease, and one-third indicated objection against a policy concerning a 9 or 12 month required lease. A nine-month lease was preferred over a twelve-month lease by two-fifths of students, even though the rental fee would probably be more per month.

TABLE XVI
SINGLE GRADUATE STUDENTS' ATTITUDES
TOWARD LEASING

Attitudes Toward a Lease		Per Cent
Policy Concerning 9 or 12 Month Required Lease	Would approve of the requirement and would be willing to sign a lease	22.0
	Would not approve of the requirement but would probably sign a lease	44.0
	Would object to being required to sign a lease and probably would not sign it	23.3
	Would object strongly and definitely would not sign it	10.0
	No response	0.7
		<u>100.0(N=273)</u>
Required Lease and Rental Fee	Would prefer signing a 9-month lease for graduate housing, although probably the rental fee would be more per month than a lease on a 12-month basis	38.1
	Would prefer signing a 12-month lease for graduate housing, especially if the rental fee would be less per month than a lease on a 9-month basis	27.1
	Would prefer signing a 12-month lease at same monthly fee as 9-month lease if I had the option to sublet my apartment by the university officials	28.9
	No response	5.9
		<u>100.0(N=273)</u>

Differences in Attitudes and Preferences
According to Independent Variables

Differences Related to Sex

The data in Table XVII show that predominantly more male respondents were living in privately owned housing than female respondents.

TABLE XVII

ADMINISTRATION OF HOUSING OCCUPIED
BY SINGLE MALE AND FEMALE
GRADUATE STUDENTS

Administration of Present Housing	Male	Female	Total
University administered	18.9	44.4	24.5
Privately owned and other	<u>81.1</u> 100.0	<u>55.6</u> 100.0	74.0
	N=208	N=65	

$$X^2=17.364 > 9.210 \quad p=.01 \quad d.f.=2$$

According to the data in Table XVIII significantly more male respondents were housed in apartment type housing than were female respondents; and more female than male students were sharing a room with others, however, more male than female student shared their apartments.

TABLE XVIII
 MALE AND FEMALE OCCUPANCY PATTERNS IN
 HOUSING OCCUPIED BY SINGLE
 GRADUATE STUDENTS

Occupancy Pattern	Male	Female	Total
Room alone	17.4	9.4	15.4
Room shared	13.5	26.6	15.0
Apartment alone	12.1	18.8	13.5
Apartment shared	44.9	31.2	40.0
Other	12.1	14.0	11.8
	<u>100.0</u>	<u>100.0</u>	
	N=208	N=65	

$$X^2 = 15.725 > 15.507 \quad p = .05 \quad d.f. = 8$$

A significant difference emerged in regard to male and female attitudes toward a university policy permitting the drinking of alcoholic beverages in housing occupied by graduate students. The data in Table XIX indicate that girls are more strict about drinking of alcoholic beverages than boys. A significantly greater number of male than female respondents thought drinking of alcoholic beverages should be permitted for those who are over 21 years of age.

TABLE XIV
 MALE AND FEMALE ATTITUDES TOWARD PERMITTING
 THE DRINKING OF ALCOHOLIC BEVERAGES

Attitude	Male	Female	Total
Should be permitted	63.5	43.5	56.4
Should not be permitted	<u>36.5</u>	<u>56.6</u>	39.6
	<u>100.0</u>	<u>100.0</u>	
	N=208	N=65	

$$X^2 = 7.775 > 6.635 \quad p = .01 \quad d.f. = 1$$

The data in Table XX show significant differences in the attitudes expressed by male and female respondents regarding having mixed occupancy in dormitory housing. An outstanding number of female respondents preferred separated dormitory buildings for men and women but approximately equal proportions of men students choose each of the three occupancy patterns suggested.

TABLE XX
MALE AND FEMALE PREFERENCES FOR
OCCUPANCY PATTERN IN
DORMITORY HOUSING

Occupancy Pattern	Male	Female	Total
Men and Women in:			
Separate dormitories	31.2	70.5	38.9
Same dormitory but sifferent floors	31.2	21.3	27.6
Same dormitory and same floor	<u>37.6</u>	<u>8.2</u>	29.7
	100.0	100.0	
	N=208	N=65	

$$X^2 = 32.654 > 9.210 \quad p = .01 \quad d.f. = 2$$

Significantly more female respondents chose sharing an apartment with one other person than did male respondents; conversely, significantly more male than female respondents preferred sharing with two or more occupants.

TABLE XXI

MALE AND FEMALE PREFERENCES FOR
NUMBER OF OCCUPANTS IN
AN APARTMENT UNIT

Number of Occupants	Male	Female	Total
One person only	14.3	9.5	12.8
Two people	60.9	81.0	63.7
Three or more	24.8	9.5	20.6
	100.0	100.0	
	N=208	N=65	

$$\chi^2 = 10.076 > 9.488 \quad p = .05 \quad d.f. = 4$$

The data in Table XXII indicate that significantly more female than male respondents desired a living-study-dining-kitchen combination, whereas, male students significantly more often than female chose a kitchen-dining combination. Female students significantly more often indicated preference for kitchen-dining-laundry or bath-laundry combination spatial arrangements than did the male students.

TABLE XXII

MALE AND FEMALE PREFERENCES FOR SPATIAL
ARRANGEMENT IN AN APARTMENT

Preferred Spatial Arrangement	Male	Female	Total	
Living-study-dining-kitchen	6.0	14.1	7.7	1*
Kitchen-dining	47.7	32.8	42.5	2*
Kitchen-dining-laundry	9.1	20.3	11.4	3*
Bath-laundry	16.1	34.4	19.8	4*
	N=208	N=65		

1*	$\chi^2 = 4.252 > 3.841$	$p = .05$	$d.f. = 1$
2*	$\chi^2 = 4.376 > 5.841$	$p = .05$	$d.f. = 1$
3*	$\chi^2 = 5.912 > 5.412$	$p = .02$	$d.f. = 1$
4*	$\chi^2 = 9.933 > 6.635$	$p = .01$	$d.f. = 1$

A significantly larger percentage of female respondents than male indicated they would be willing to pay an additional fee for air-conditioning. This can probably be interpreted to mean that women stay home and do housework, such as cooking, ironing, etc., more than men do, and therefore consider a cool environment as essential. Moreover, a cool environment may facilitate women in dressing and putting on makeup more so than it does for men.

TABLE XXIII
MALE AND FEMALE ATTITUDES
TOWARD AIR-CONDITIONING

Attitude Toward Air-Conditioning	Male	Female	Total
Desirable but would not pay additional amount	51.1	25.0	40.6
Desirable and would pay additional amount	$\frac{48.9}{100.0}$	$\frac{75.0}{100.0}$	50.0
	N=208	N=65	

$$X^2=13.114 > 6.635 \quad p=.01 \quad d.f.=1$$

Significant differences emerged between male and female respondents in their preferences for two of the services which might possibly be made available to graduate students. More male than female students indicated they would have "much" use for food services. Perhaps it is natural that women prefer preparing their own food more than do men.

Significantly more female respondents indicated they would have "much" or "some" use for a reference library, but the male students indicated they would have "little" use for such a service. This finding can be interpreted also as stemming from the different nature of the two sexes.

Men are more out-going and less conscious about how they look than are women; women want to save trouble changing clothes and making a trip to the campus library, while men think this is no trouble to them at all.

TABLE XXIV

MALE AND FEMALE POTENTIAL
USAGE OF SELECTED SERVICES

Services	Usage	Male	Female	Total	
Cafeteria or Restaurant	Much use	35.5	22.2	31.1	
	Some use	33.0	52.4	36.3	
	Little use	26.0	23.8	24.5	*1
		N=208	N=65		
Reference Library	Much use	24.1	43.1	27.8	
	Some use	34.2	40.0	34.4	
	Little use	37.7	12.3	30.4	*2
		N=208	N=65		

*1 $\chi^2 = 7.147 > 5.991$ $p = .05$ d.f. = 2

*2 $\chi^2 = 16.793 > 9.210$ $p = .01$ d.f. = 2

A significantly larger number of male than female respondents wanted to furnish a television for themselves; however, female respondents more than male desired a private telephone and communication system furnished by the university than did the male respondents. Draperies and curtains furnished by the university were desired significantly more often by male than by female students.

TABLE XXV

MALE AND FEMALE PREFERENCES REGARDING
FURNISHING OF ACCESSORY ITEMS

Item	Furnishing Preference	Male	Female	Total
Wish to Have Furnished:				
Television	by university or landlord	40.1	59.0	41.4
	by myself	$\frac{59.9}{100.0}$	$\frac{41.0}{100.0}$	51.3
		N=208	N=65	*1
Private Phone	by university or landlord	64.5	78.7	64.1
	by myself	$\frac{35.5}{100.0}$	$\frac{21.3}{100.0}$	30.4
		N=208	N=65	*2
Draperies and Curtains	by university or landlord	84.4	67.2	77.3
	by myself	$\frac{15.6}{100.0}$	$\frac{32.8}{100.0}$	19.0
		N=208	N=65	*3
Communication System	by university or landlord	65.2	82.8	62.3
	by myself	$\frac{34.8}{100.0}$	$\frac{17.2}{100.0}$	27.5
		N=208	N=65	*4

*1 $X^2=6.699 > 6.635$ $p=.01$ d.f.=1

*2 $X^2=4.317 > 3.841$ $p=.05$ d.f.=1

*3 $X^2=9.067 > 6.635$ $p=.01$ d.f.=1

*4 $X^2=6.395 > 5.412$ $p=.02$ d.f.=1

Differences Related to Length of Time in
Employment Prior to Entering Graduate Study

Students who had had employment experience of less than three months preferred having to clean their own rooms, significantly more often than

did those who had worked more than three months prior to graduate study. It may be reasonable to interpret that those who have more working experience have more ability to afford maid service and recognize the importance of being relieved of housekeeping responsibilities more than do those who have worked a lesser time.

TABLE XXVI
PREFERENCES REGARDING RESPONSIBILITY FOR
CLEANING DORMITORY HOUSING ACCORDING TO
LENGTH OF PRIOR EMPLOYMENT OF
SINGLE GRADUATE STUDENT

Preference	Less than 3 Months	More than 3 Months	Total
Clean my own room	68.8	59.5	61.5
Have optional maid service	11.1	22.4	15.4
Have maid service included in room rent	20.1	18.1	18.3
	<u>100.0</u>	<u>100.0</u>	
	N=154	N=119	

$$X^2=6.073 > 5.991 \quad p=.05 \quad d.f.=2$$

Data in Table XXVII show that length of experience in employment prior to entering graduate study is related to preferences for type of living room. Single graduate students who had had less than three months of prior work experience wanted a completely separate living room, but those who had had more than three-month experience preferred a living-study combination room. This can be explained perhaps by the possibility that those with less experience are likely to entertain friends and have social activities at home more often than those with more experience, and therefore they need a place where they can entertain without being interrupted or without interrupting apartment-mates who may need to study.

TABLE XXVII
 PREFERENCES FOR SPATIAL ARRANGEMENTS
 ACCORDING TO
 LENGTH OF PRIOR EMPLOYMENT OF
 SINGLE GRADUATE STUDENT

Spatial Arrangement	Less than 3 Months	More than 3 Months	Total	
Separate living room	42.6	30.4	35.9	*1
Living-study	17.6	27.8	21.3	*2
	N=154	N=119		
*1	$X^2=4.074 > 3.841$		p=.05	d.f.=1
*2	$X^2=3.961 > 3.841$		p=.05	d.f.=1

Summary

A large proportion of the single graduate students were satisfied with their present housing to some extent, and yet the majority of them showed willingness to move into better housing if it were available. There was not an exceptionally significant factor related to their choices for their present housing, however, location appeared to be the most effective factor. A majority of the respondents were living in an apartment alone or shared with one or more other occupants, and this type of housing was what single graduate students preferred significantly more often than any other type of housing.

In regard to dormitory type housing, two people in a two room suite, one room for sleeping the other for study, was chosen by almost one-half of the total group. A dominant preference for type of bath room facilities did not emerge. Almost one-half of the total group wanted to have a formal living room on the ground floor and living and recreation rooms on

the same floors as are the sleeping rooms. Two-thirds thought a dormitory room should be completely furnished.

A majority of the total group preferred to clean their own rooms themselves. Single graduate students did not wish to have closing hours. They also revealed a liberal opinion relative to students over 21 years of age being permitted to drink alcoholic beverages, and about a regulation which would permit married students who are on campus without their spouses to live in university-sponsored housing. Any type of mixed occupancy pattern, i.e. men and women students living in the same dormitory, was not wanted by the majority, nor did the single graduate students want a student counselor or an organized student activity program included as a part of graduate student housing.

In relation to efficiency apartments as a type of housing for single graduate students, almost one-half of the total group preferred an occupancy pattern of one person to an apartment and to have an apartment partially furnished with bed, dresser, sofa-hide-a-bed, desk and chairs. For a standard apartment two people per an apartment was the occupancy pattern preferred by the majority and most of the total group wanted to have such an apartment completely furnished. The most frequently preferred types of spatial areas which would comprise a standard apartment are a separate living room, a kitchen-dining combination and two bedrooms.

Air-conditioning was chosen by one-half of the total group as a necessity for which they would be willing to pay additional rent. An assigned parking area, a facility for storing a small supply of frozen food, a garbage disposal unit and a place to enjoy being outside are items which approximately one-third of the total group would be willing

to pay an additional amount in order to have.

A canteen and cafeteria or restaurant within the housing area are the only services for which about one-third of the students thought they would have "much" use. Delivery of meals, maid service and an answering or waking-up service were definitely presumed unnecessary. Most of the total group wanted to have a full-length mirror, carpeting, and a vacuum cleaner furnished by the university or landlord, but a typewriter, an electric blanket, a bedspread and a popcorn popper are considered as items which the students would furnish themselves.

Several housing attitudes and preferences of single graduate students vary according to the respondent's sex; only two preferences vary according to length of time in employment prior to entering graduate study.

Preferences and Attitudes According to Sex

Female

More female than male students showed their need to have protective surroundings such as university-administered housing. Also, more female students than male showed preference for sharing rooms with others, and they most frequently chose an occupancy pattern of two people per an apartment. Female students, more than male, were concerned with laundry areas either in combination with a kitchen-dining area or with a bath room; however, a laundry area in the bath room was more preferred than one in a kitchen-dining room.

The greatest difference between female and male preferences emerged in relation to air-conditioning. The distribution of male respondents indicating willingness and unwillingness to pay for air-conditioning was fairly equal, but the greatest portion of female respondents desire and

would pay additional rent for air-conditioning.

In regard to a reference library being incorporated within a housing unit for graduate students, an interesting difference is shown between male and female students. Most of the female students indicated "much" possible use of a reference library, while male students showed an opposite attitude.

Male

Male students have a far more liberal attitude toward a policy which would permit the drinking of alcoholic beverages and toward mixed occupancy pattern of male and female students in the same dormitory building and on the same floor.

Food services are more preferred by male than by female students. An answering and waking-up service is not desired by a very large proportion of either sex, but it is desired more by male than by female respondents.

Male graduate students are less interested in furnishing draperies and curtains for their rooms. A significantly larger proportion of the male group wanted these furnishing items provided by the university or landlord.

Male students appear to own a television set or plan to get one; they more than the women did not want the university or landlord to furnish a set. Also, a smaller proportion of male than did female graduate students showed their desire to have the university or landlord furnish a private phone or communication system.

Preferences and Attitudes According to
Length of Time of Employment
Prior to Entering Graduate Study

This variable does not appear to be related to housing attitudes and preferences of single graduate students.

Significant differences between those who had been employed less than three months prior to graduate study and those who had been employed more than three months emerged only in regard to possible arrangements for cleaning dormitory housing and in regard to preferences for type of living room in a standard apartment. Respondents who had had less than a three-month employment experience more frequently mentioned preference for cleaning their own rooms than those who had had longer employment experiences. The latter group less frequently wanted a separate living room than did the former group.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

Summary

The study is an attempt to identify attitudes and preferences in relation to housing which are held by single graduate students at Oklahoma State University, and to ascertain if sex and length of time in employment prior to entering graduate study are related to their attitudes and preferences.

The hypothesis of the study is that housing attitudes and preferences of single graduate students vary according to the student's sex and length of time in employment prior to entering graduate study. The length of employment was classified into the two categories: (1) less than three months, and (2) more than three months.

Data were obtained by means of a questionnaire distributed by mail to 286 single graduate students at Oklahoma State University. Thirteen returned questionnaires were rejected; 273 remained and were analyzed. The data were processed on a high speed electronic computer at Oklahoma State University. The Chi-square test was used to determine association between independent and dependent variables.

Conclusions

The following conclusions are drawn from the analyses of data:

1. There is a need for better housing, preferably on campus, for single graduate students at Oklahoma State University. Whereas, the majority of respondents were housed in privately owned housing and were "fairly satisfied" with their present housing; the majority were willing to move to better housing if it were available and they preferred it be located on campus.
2. Single graduate students have certain attitudes and preferences in relation to housing and these attitudes and preferences are based on reasonable and practical needs. A canteen, cafeteria, or restaurant were chosen by a number of students as possible services for which graduate students would have "much" or "some" use, but they would have "no use" for maid service, an electric dish-washer, an electric clothes washer and dryer.
3. The most preferred type of housing was a standard apartment to be shared with one other person. Spatial areas preferred are a separate living room, a kitchen-dining room, and two bedrooms. Furnishings which single graduate students prefer that the landlord or university provide are a full-length mirror, a private phone, draperies or curtains, carpeting, a communication system, and a vacuum cleaner.
4. Single graduate students do not want to be restricted by any regulations, such as closing hours nor are they interested in organized student activities.
5. Evidences of association indicate that sex of respondents is more related to an individual's attitudes and preferences for housing than is length of employment prior to graduate study.
6. Male students have more liberal attitudes toward housing than do female students. Significantly larger portions of male students

accept a men and women mixed-occupancy pattern, and permitting the drinking of alcoholic beverages.

7. Female students are especially concerned with air-conditioning, laundry facilities, a reference library within the housing unit and sharing an apartment with not more than one other occupant.

Recommendations

Attitudes and preferences associated with housing are changing and are influenced by various factors. Since this study was limited to single graduate students at Oklahoma State University, a comparison of attitudes and preferences held by single graduate students at other institutions of other states might add validity to the findings or disclose regional differences.

A conclusion of the present study is that sex is more related to housing attitudes and preferences than is length of time in employment prior to graduate study. The data analyzed according to length of employment experience was concerned with the total group. It is recommended, therefore, that this variable be specified according to sex in order to investigate different patterns of housing attitudes and preferences between sexes according to length of work experience.

Implications

In the past, housing has been planned, designed and built on the basis of what builders think occupants might require. In future planning of housing for single graduate students, the occupants' needs and preferences which were studied here should provide a basis for designing more satisfactory housing for this specific group. The findings revealing

differences between men and women students should have special significance in cases of an administrative decision to build separate housing facilities for men and women students.

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APPENDIXES

Schedule No. _____

In answering this questionnaire will you circle the number at the left of the appropriate response or fill in blanks where necessary.

1. Sex

- 1. Male.
- 2. Female.

2. What is your age?

_____ years.

3. By what means are you financing your graduate program? (Be specific such as: Parents, savings, assistantship, etc.)

4. In what year did you receive your Bachelor's degree?

5. What degree are you working toward?

- 1. Master's degree.
- 2. Doctor's degree.
- 3. Neither of the above (explain) _____

6. As a graduate student, what is the total number of regular semesters and summer sessions it has taken or you anticipate it will take to earn your degree?

1	2	3	4	5	6	7	8	9	10	11	12	_____	...	Regular Semester
1	2	3	4	5	6	7	8	9	10	11	12	_____	...	Summer Session

7. Have you ever been employed at a full time position before entering the graduate program at Oklahoma State University?
1. Yes.
 2. No.
8. IF YES, specify:
- A. Length of time _____
 - B. Position of last employment _____
9. Type of present housing:
1. Room in dormitory.
 2. Room in private home.
 3. Apartment -- University housing.
 4. Apartment -- Town housing.
 5. Trailer house.
 6. House.
 7. Other (specify) _____
10. Which of the statements below describes your feelings concerning your present housing?
1. I am very satisfied with my present housing.
 2. I am fairly well satisfied with my present housing.
 3. I am dissatisfied with my present housing.
 4. I am very dissatisfied with my present housing.
11. What are the reasons you chose your present housing?
- _____
- _____
12. If better housing were available, would you move into it?
1. Yes.
 2. No. (If no, why not?) _____
13. As a graduate student what is the maximum amount of money you can afford to pay per month for housing?
- \$ _____ per month.

The questions on this and the following page concern dormitory type housing for single graduate students. Will you please give your preference for each of the alternatives listed below even though dormitory type housing may not be the kind of housing you would most prefer to live in as a graduate student.

14. In dormitory type housing, I would prefer an arrangement which provided for:

1. One person to have a room by himself/herself.
 2. Two people to share one room.
 3. Two people to "share" a two-room suite (one room for sleeping, one room for study and living.)
 4. Other (specify).
-

15. In a dormitory room to be occupied by one person only, I would prefer:

1. The sleeping and study areas to be in the same room.
 2. The study and sleeping areas to be separated into two rooms.
 3. A separate sleeping room and an assigned study space in a large centrally located study area on the same floor which is shared by a number of dormitory occupants.
 4. Other (specify).
-

16. In a dormitory unit to be occupied by more than one person, I would prefer:

1. The sleeping and study areas to be in the same room.
 2. The study and sleeping areas to be separated into two rooms.
 3. A private room for sleeping and an assigned study space in a large centrally located study area on the same floor, which is shared by a number of dormitory occupants.
 4. Other (specify).
-

17. In dormitory type housing, the type of living room facilities, I would prefer most are:

1. One large living room for the entire dormitory on the ground floor.
 2. One large living room on each floor.
 3. Several small living rooms on the ground floor.
 4. Other (specify).
-

18. In a dormitory room to be shared by one or more people, I would prefer to have:

1. No plumbing fixture in my room.
 2. A lavatory(washbasin) only in my room.
 3. A lavatory, and toilet in a half room adjoining my room.
 4. A lavatory, toilet and shower in a half room adjoining my room.
 5. A lavatory, toilet and tub in a half room adjoining my room.
 6. A lavatory, toilet, shower-tub combination in a half room adjoining my room.
 7. Other (specify).
-

19. In dormitory type housing, I would most prefer:

1. Cleaning my room accommodations.
 2. Having optional maid service to do the cleaning -- the student can employ services of maid for a small additional fee.
 3. Having maid service provided within cost of the room rent.
 4. Other (specify).
-

20. List any additional features you would like to have:

The statements that follow pertain to a number of policies concerning graduate student housing which are frequently established by university administrators. Will you indicate which of the statements pertaining to each policy most closely describes your feelings.

21. In a dormitory type housing for single graduate students:
 1. Drinking of alcoholic beverages for those 21 years and over should be permitted within the privacy of the student's quarters.
 2. Drinking of alcoholic beverages should not be permitted anywhere in the dormitory.

22. In dormitory type housing for single graduate students:
 1. Students should be permitted to come and go at any hour as they desire.
 2. Students should be restricted to certain closing hours.

23. In dormitory type housing for single graduate students, I would prefer that:
 1. Men and women students live in separate dormitories.
 2. Men and women students live in the same dormitory but on different floors.

24. In dormitory type housing for single graduate students:
 1. A married man or woman who is on campus without his/her spouse should be permitted to live in the dormitory.
 2. A married man or woman who is on campus without his/her spouse should not be permitted to live in the dormitory.

25. In dormitory type housing for single graduate students:
 1. Rooms should be completely furnished, beds, dressers, etc.
 2. Students should have the option of using his/her own furniture or using that of the university.

The questions on this and the following page concern "efficiency apartment" housing for single graduate students. An "efficiency apartment" is defined herein as one room in which all activities pertaining to a single household take place; the room may be divided by screens or folding doors. Will you please give your preference for each of the alternatives listed below even though an "efficiency apartment" may not be the kind of housing you would like to live in as a graduate student?

26. Concerning occupancy of an efficiency apartment, I would prefer:

1. One person to an apartment.
2. Two people to an apartment.
3. More than two people to an apartment.

27. I would prefer to rent an efficiency apartment:

1. Unfurnished.
2. Furnished with stove and refrigerator only.
3. Completely furnished.

Please indicate your preference for features that might be included in an "efficiency apartment" by circling number 1, 2, or 3, according to how you feel about each feature.

Would expect to find this feature in "efficiency apartment" as standard equipment.	This feature would be desirable in "efficiency apartment" but I would not want it if it meant paying more rent.	This feature would be very desirable in "efficiency apartment" and I would be willing to pay a reasonable amount of additional rent to have it.	Feature
1	2	3	28. Garbage disposal unit in sink
1	2	3	29. Electric dishwasher
1	2	3	30. Gas or electric clothes dryer
1	2	3	31. Air conditioning
1	2	3	32. Facility for storing a small supply of frozen foods
1	2	3	33. Gas or electric stove
1	2	3	34. Carpeting
1	2	3	35. Special lighting for study area
1	2	3	36. Outlet for TV
1	2	3	37. Sound-proofed walls
1	2	3	38. Means of controlling heat within unit
1	2	3	39. Book shelves
1	2	3	40. An assigned parking area (uncovered) for car
1	2	3	41. An enclosed garage
1	2	3	42. Barbecue area (to be shared by all occupants)
1	2	3	43. Recreation area (to be shared by all occupants)
1	2	3	44. Place to enjoy being outside (e.g. private balcony)

The questions on this and the following page concern apartment type housing for single graduate students. An apartment is defined herein as a suite of rooms for living. Will you please give your preference for each of the alternatives listed below even though an apartment may not be the kind of housing you would most like to live in as a graduate student.

45. How many people do you think each individual apartment unit should accommodate?
1. One person only.
 2. Two people.
 3. Three people.
 4. Four people.
 5. Other (specify). _____
46. As a graduate student, would you prefer to rent an apartment:
1. Unfurnished.
 2. Furnished with stove and refrigerator only.
 3. Completely furnished.
47. Listed below are types of spatial areas (rooms) that might be included in an apartment unit to be occupied by one or more graduate student(s). Considering the number of people identified in Question 45, as the number you think should be accommodated by each living unit, which of the separate rooms or room combinations listed below, would you prefer to have in each apartment unit? Circle as many as are appropriate. Please check your responses to see that you do not have duplication in the separate and "combined" listings.

SEPARATE ROOMS

1. Entry
2. Living room
3. Dining room
4. Kitchen
5. Bath
6. Study
7. One bedroom
8. Two bedrooms
9. Three bedrooms
10. Four or more bedrooms

COMBINED ROOMS

11. Living-study
12. Living-dining
13. Living-kitchen
14. Living-study-dining
15. Living-study-dining-kitchen
16. Kitchen-dining
17. Kitchen-dining-study
18. Kitchen-laundry
19. Kitchen-dining-laundry
20. Kitchen-dining-study-laundry
21. One bedroom-study
22. Two bedrooms-study
23. Three bedrooms-study
24. Four or more bedrooms-study
25. Bath-laundry

For features that might be included in an apartment occupied by one or more single graduate students, please indicate your preference by circling number 1, 2, or 3, according to how you feel about each feature.

Would expect to find this feature in the apartment as standard equipment.	This feature would be desirable in the apartment but I would not want it if it meant paying more rent.	This feature would be very desirable to have in the apartment and I would be willing to pay a reasonable amount of additional rent to have it.	Feature
1	2	3	48. Garbage disposal unit in sink
1	2	3	49. Electric dishwasher
1	2	3	50. Gas or electric clothes dryer
1	2	3	51. Air conditioning
1	2	3	52. Facility for storing a small supply of frozen foods
1	2	3	53. Gas or electric stove
1	2	3	54. Carpeting
1	2	3	55. Special lighting for study area
1	2	3	56. Outlet for TV
1	2	3	57. Sound-proofed walls
1	2	3	58. Means of controlling heat within unit
1	2	3	59. Book shelves
1	2	3	60. An assigned parking area (uncovered) for car
1	2	3	61. An enclosed garage
1	2	3	62. Barbecue area (to be shared by all occupants)
1	2	3	63. Recreation area (to be shared by all occupants)
1	2	3	64. Place to enjoy being outside (e.g. private balcony)

65. Of the kinds of housing listed below that might be provided by a university for single graduate students, which one would you most prefer to live in if it were available?

1. Dormitory type housing.
2. Efficiency apartment.
3. Apartment.
4. Other (specify). _____

66. Where would you prefer this housing unit to be located?

1. On campus.
2. Off campus.
3. Do not care.

67. Considering the features you have indicated as your preferences for each of the kinds of housing listed below, please estimate what you think the monthly rent should be for each occupant.

- A. Dormitory room: \$ _____ monthly rent per occupant.
 B. Efficiency apart.: \$ _____ monthly rent per occupant.
 C. Apartment: \$ _____ monthly rent per occupant.

68. If the rentals were the amount you have indicated in Question 67, could you afford to rent each of these?

- A. Dormitory room: 1. Yes. 2. No.
 B. Efficiency apart.: 1. Yes. 2. No.
 C. Apartment: 1. Yes. 2. No.

69. How much does your present housing cost you per month, including the utilities?

\$ _____ per month.

70. If graduate students were required to sign a lease for university housing, which of the statements below describes your feelings about such a requirement?

1. Would approve of the requirement and would be willing to sign a lease.
2. Would not approve of the requirement but would probably sign a lease.
3. Would object to being required to sign a lease and probably would not sign a lease.
4. Would object strongly to being required to sign a lease and definitely would not sign it.

71. If signing a lease were a requirement, which of the alternatives listed below would you most prefer?

1. I would prefer signing a nine-month lease for graduate housing, although probably the rental fee would be more per month than a lease on a twelve-month basis.
2. I would prefer signing a twelve-month lease for graduate housing, especially if the rental fee would be less per month than a lease on a nine-month basis.
3. I would prefer signing a twelve-month lease at the same monthly as a nine-month lease if I had the option to sublet my apartment for one or two months to occupants approved by the university officials.

Assume that each of the services listed below could be made available to occupants of a graduate student housing unit. Charges for these services would not be included in the rent, but they would be reasonable. Will you indicate how much you think you would use these services as a graduate student living in the housing unit?

Much Use	Some Use	Little Use	Don't Know	Possible Services
1	2	3	4	72. Laundry service, pick-up and delivery within housing area
1	2	3	4	73. Grocery-sundry canteen located within graduate housing area
1	2	3	4	74. Food service, cafeteria or restaurant in which to eat meals
1	2	3	4	75. Delicatessen located within graduate student housing area
1	2	3	4	76. Delivery of meals to individual living unit
1	2	3	4	77. Maid service
1	2	3	4	78. Answering and "waking-up" service to take calls for you while you are out of living unit and to wake you up
1	2	3	4	79. Typing service in housing unit available for typing term papers, thesis, reports, etc.

APPENDIX B

GREETINGS ! ! ! To one graduate student from two,
Jill and Linda:

We hope your graduate study and thesis research are going so well you can take 20 minutes right now and help us with ours -- and if it isn't going so well, take time off anyhow.

We are doing a study in cooperation with the Oklahoma State University Housing Department to obtain information which can be used in planning future student housing. You can help us by filling out the attached questionnaire and returning it in the enclosed envelope, immediately (but not later than April 25).

The questionnaire looks long, but 20 minutes is about all of the time needed to answer it. We believe you will enjoy thinking about housing which would facilitate your life as a graduate student.

Being a graduate student yourself, you can well imagine how grateful we will be to have a completed questionnaire from you. In advance we say thank you for helping us and wish you luck on your thesis study.

Sincerely,

Jill Lee

Linda Regnier

P. S. Don't forget -- not later than April 25, please.

Schedule No. _____

Name: (optional) _____

Degree being sought (circle number): 1. Education 2. Master's 3. Doctor's
specialist

Marital Status (circle number): 1. Single 2. Married 3. Divorced 4. Widowed

INSTRUCTIONS:

In answering this questionnaire will you please circle the number at the left of the appropriate response or fill in blanks where necessary.

1. Sex

1. Male.
2. Female.

2. What is your age?

_____ years.

3. In what country have you spent the major portion of your life?

4. By what means are you financing your graduate program? (Be specific such as: Parents, savings, assistantship, etc.)

5. As a graduate student, what is the total number of regular semester and summer sessions it has taken or you anticipate it will take to earn your degree?

1	2	3	4	5	6	7	8	9	10	11	12	___	...	Regular semester
1	2	3	4	5	6	7	8	9	10	11	12	___	...	Summer session

6. Have you ever been employed at a full time position before entering the graduate program at Oklahoma State University? (Summer job included)

1. Yes.
2. No.

7. IF YES, specify:

- A. Length of time _____
- B. Position of last employment _____

8. Which of the following describes your present housing?
1. University administered.
 2. Privately owned.
 3. Other (specify). _____
9. Which of the following describes your present housing and its occupancy?
1. Room - alone.
 2. Room - shared (specify number including yourself. _____)
 3. Apartment - alone.
 4. Apartment - shared (specify number including yourself. _____)
 5. Trailer house - alone.
 6. Trailer house - shared (specify number including yourself. _____)
 7. House - alone.
 8. House - shared (specify number including yourself. _____)
10. Which of the statements below describes your feelings concerning your present housing?
1. I am very satisfied with my present housing.
 2. I am fairly well satisfied with my present housing.
 3. I am dissatisfied with my present housing.
 4. I am very dissatisfied with my present housing.
11. What are the reasons you chose your present housing?
- _____
- _____
12. As a single graduate student the maximum amount of money I can afford to pay for housing is:
- \$ _____ per month.
13. If better housing were available, would you move into it?
1. Yes.
 2. No. (if no, why not?) _____

The questions on this and the following page are concerned with dormitory type housing. Will you please give your preference for each of the alternatives even though this may not be the kind of housing you would most prefer.

Dormitory room rentals are usually based upon the number of beds per room and therefore the rentals vary. For each of the alternatives listed below, we have indicated a cost ratio per person by using the numbers 1, 1½, 2, 3. The cost ratio (CR) per person for each alternative is indicated in parenthesis, e.g. CR 1, CR 1½, CR 2, etc.

For example the rental fee might be as follows:

1 room shared by 2 people would cost \$40 per person or CR 1.

1 room occupied by 1 person only would be \$60 per person or CR 1½.

14. In dormitory type housing, I would prefer an arrangement which provided for:

1. One person to have a room by himself/herself. (CR 1½)
 2. Two people to share one room. (CR 1 per person)
 3. Two people to "share" a two-room suite (one room for sleeping, one room for study and living.) (CR 1½ per person)
 4. Other (specify).
-

15. In a dormitory room to be occupied by one person only, I would prefer:

1. The sleeping and study areas to be in the same room. (CR 1½)
2. A separate sleeping room and an assigned study space in a large centrally located study area on the same floor which is shared by a number of dormitory occupants. (CR 1½)
3. The study and sleeping areas to be separated into two rooms. (CR 2)
4. Other (specify). _____

16. In a dormitory unit to be occupied by two or more people, I would prefer:

1. The sleeping and study areas to be in the same room. (CR 1 per person)
2. A room for sleeping and an assigned study space in a large centrally located study area on the same floor, which is shared by a number of dormitory occupants. (CR 1)
3. The study and sleeping areas to be separated into two rooms. (CR 1½ per person)
4. Other (specify). _____

17. In a dormitory, living room facilities can be of one type only or of a combination of types. The possibilities are:

1. Formal living only.
2. Reception only.
3. Informal living only.
4. Living and recreation.

These living room facilities can be located as follows:

1. All on one floor (usually ground floor).
2. A living room on each resident floor.
3. Some types on the ground floor and other types on resident floors.

Please indicate by circling in the chart below the appropriate number on the left which represents your preference for:

1. The type or types of facilities which you would prefer (see Column C).
2. Where each type you prefer should be located, i.e., ground floor or room floor (see Column A and B).

A	B	C
GROUND FLOOR	SAME FLOOR AS ROOM	TYPE OF LIVING ROOM FACILITIES
1	1	1. Formal living room Dress - campus, street, formal. Function - receive guests, entertain large group for tea, open house, etc.
2	2	2. Reception room Dress - campus, street, formal. Function - receive and entertain individual guests.
3	3	3. Informal living room Dress - sport, campus, street, formal. Function - receive guests, study, recreation.
4	4	4. Living and recreation room Dress - nightwear, sport, campus, street, formal. Function - study, recreation.

18. Assume each type of particular facility listed below would increase the monthly rental, that is No. 1 would be least expensive and No. 4 would be most expensive. Which would you prefer to have in a dormitory room to be shared by one or more people?

1. No plumbing fixture in my room.
2. A lavatory (washbasin) only in my room.
3. A lavatory, toilet, and shower-tub combination in a small room to be shared by occupant of adjoining room.
4. Adjoining bath with a lavatory, toilet, and shower-tub combination for my private use.

19. Assume that a room provided with plumbing fixture or with a shared or private bath would have only weekly cleaning by a maid included in the rental, which of the following would you prefer for daily cleaning?

1. Cleaning my own accommodations. (CR 1)
2. Having optional maid service to do the cleaning -- the student can employ services of maid for a fee of. (CR 2)
3. Having maid service provided within the cost of the room rent. (CR 1 $\frac{3}{4}$)
4. Other (specify).

20. List any additional features you would like to have:

The statements that follow pertain to a number of policies concerning graduate student housing which are frequently established by university administrators. Will you please indicate which of the statements pertaining to each policy most closely describes your feelings.

21. In a dormitory type housing for single graduate students:
1. Drinking of alcoholic beverages for those 21 and over should be permitted within the privacy of the student's quarters.
 2. Drinking of alcoholic beverages should not be permitted anywhere in the dormitory.
22. In dormitory type housing for single graduate students:
1. Students should be permitted to come and go at any hour as they desire.
 2. Students should be restricted to certain closing hours.
23. Dormitory housing for single graduate students should be designed so that:
1. Men and women students live in separate dormitories.
 2. Men and women students can live in the same dormitory but on different floors.
 3. Men and women students can live in the same dormitory and on the same floor if they choose.
24. In dormitory type housing for single graduate students:
1. A married man or woman who is on campus without his/her spouse should be permitted to live in the dormitory.
 2. A married man or woman who is on campus without his/her spouse should not be permitted to live in the dormitory.
25. In dormitory type housing for single graduate students:
1. Rooms should be completely furnished, beds, dressers, etc.
 2. Students should have the option of using his/her own furniture or using that of the university.
26. In dormitory type housing for single graduate students there should be:
1. An organized student activity program -- including counselors, student government, social and recreation activity programs.
 2. Counselors only, no organized student government or organized social and recreation activity programs.
 3. Neither counselor, nor organized student government, nor organized activity programs.

The questions on this and the following page concern "efficiency apartment" housing for single graduate students. An "efficiency apartment" is defined herein as one room in which all activities pertaining to a single household take place; the room may be divided by screens or folding doors. Will you please give your preference for each of the alternatives listed below even though an "efficiency apartment" may not be the kind of housing you would like to live in as a graduate student?

27. Concerning occupancy of an efficiency apartment, I would prefer:

1. One person to an apartment.
2. Two people to an apartment.
3. More than two people to an apartment.

28. I would prefer to rent an efficiency apartment:

1. Unfurnished (furnished with stove, sink and refrigerator only).
2. Partially furnished (with bed, dresser, sofa-hide-a-bed, desk, etc.)
3. Completely furnished (with equipment furnishing and accessories, such as draperies, lamps, pictures, etc.)

The questions on this and the following page concern apartment type housing for single graduate students. An apartment is defined herein as a suite of rooms for living. Will you please give your preference for each of the alternatives listed below even though an apartment may not be the kind of housing you would most like to live in as a graduate student.

29. How many people do you think each individual apartment unit should accommodate?
1. One person only.
 2. Two people.
 3. Three people.
 4. Four people.
 5. Other (specify). _____
30. As a graduate student, would you prefer to rent an apartment:
1. Unfurnished.
 2. Furnished with stove and refrigerator only.
 3. Completely furnished.
31. Listed below are types of spatial areas (rooms) that might be included in an apartment unit to be occupied by one or more graduate student(s). Considering the number of people identified in Question 29, as the number you think should be accommodated by each living unit, which of the separate rooms or room combinations listed below, would you prefer to have in each apartment unit?
- | | |
|----------------------------------|---------------------------------|
| 1. Separate living room | 15. One bedroom |
| 2. Separate study | 16. One bedroom-study |
| 3. Living-study | 17. Two bedrooms |
| 4. Living-dining | 18. Two bedrooms-study |
| 5. Living-kitchen | 19. Three bedrooms |
| 6. Living-study-dining | 20. Three bedrooms-study |
| 7. Living-study-dining-kitchen | 21. Four or more bedrooms |
| 8. Separate kitchen | 22. Four or more bedrooms-study |
| 9. Separate dining | 23. Bath |
| 10. Kitchen-dining | 24. Bath-laundry |
| 11. Kitchen-dining-study | |
| 12. Kitchen-laundry | |
| 13. Kitchen-dining-laundry | |
| 14. Kitchen-dining-study-laundry | |

Listed below are features that might be included in an efficiency apartment or an apartment occupied by one or more single graduate students. Please indicate your preferences by circling number 1 or 2 according to how you feel about each feature if having the feature would mean an increase in monthly rental the amount indicated at the right.

This feature would be desirable in the apartment but I would not be willing to pay the additional rent indicated for it.	This feature would be very desirable to have in the apartment and I would be willing to pay the additional rent indicated to have it.	Feature	Additional rent per month per apartment
1	2	32. Garbage disposal unit in sink	\$2.00
1	2	33. Electric dishwasher	\$7.50
1	2	34. Electric clothes washer	\$7.50
1	2	35. Gas or electric clothes dryer	\$7.50
1	2	36. Air conditioning	\$25.00-30.00
1	2	37. Facility for storing a small supply of frozen foods	\$5.00
1	2	38. An assigned parking area (uncovered) for car	\$5.00
1	2	39. An enclosed garage	\$10.00-15.00
1	2	40. Place to enjoy being outside (e.g. private balcony)	\$5.00-10.00

41. Of the kinds of housing listed below that might be provided by a university for single graduate students, which one would you most prefer to live in if it were available.
1. Dormitory type housing.
 2. Efficiency apartment.
 3. Apartment.
 4. Other (specify) _____
42. Where would you prefer this housing unit to be located?
1. On campus (close to library).
 2. Off campus.
 3. Do not care.
43. Considering the features you have indicated as your preferences for each of the kinds of housing listed below, please estimate what you think the monthly rent should be for each occupant for each type of housing (food not included).
- A. Dormitory room: \$ _____ monthly rent per occupant.
- B. Efficiency apartment: \$ _____ monthly rent per occupant.
- C. Apartment: \$ _____ monthly rent per occupant.
44. If the rentals were the amount you have indicated in Question 43, could you afford to rent each of these?
- A. Dormitory room: 1. Yes. 2. No.
- B. Efficiency apartment: 1. Yes. 2. No.
- C. Apartment: 1. Yes. 2. No.
45. How much does your present housing cost you per month, including the utilities (gas, electricity, water, and garbage collection)?
- \$ _____ per month (per person if housing is shared).
46. If graduate students were required to sign a 9 or 12 month lease for university housing, which of the statements below describes your feelings about such a requirement?
1. Would approve of the requirement and would be willing to sign a lease.
 2. Would not approve of the requirement but would probably sign a lease.
 3. Would object to being required to sign a lease and probably would not sign a lease.
 4. Would object strongly to being required to sign a lease and definitely would not sign it.

47. If signing a lease were a requirement, which of the alternatives listed below would you most prefer?

1. I would prefer signing a 9-month lease for graduate housing, although probably the rental would be more per month than a lease on a 12-month basis.
2. I would prefer signing a 12-month lease for graduate housing, especially if the rental would be less per month than a lease on a 9-month basis.
3. I would prefer signing a 12-month lease at the same monthly rental as a 9-month lease if I had the option to sublet my apartment for one or two months to occupants approved by the university officials.

Assume that each of the services listed below could be made available to occupants of a graduate student housing unit. Charges for these services would not be included in the rent, but they would be reasonable. Will you indicate how much you think you would use these services as a graduate student living in the housing unit?

Much use	Some use	Little use	Don't know	Possible Services
1	2	3	4	48. Laundry service, pick-up and delivery within housing area.
1	2	3	4	49. Canteen with groceries, drugs, school supplies, fountain service, and sundries located within housing area.
1	2	3	4	50. Food service, cafeteria or restaurant in which to eat meals located within housing area.
1	2	3	4	51. Delicatessen located within graduate student housing area.
1	2	3	4	52. Delivery of meals to individual living unit.
1	2	3	4	53. Maid service.
1	2	3	4	54. "Answering" and "waking-up" service to take calls for you while you are out of living unit and to wake you up.
1	2	3	4	55. Typing service in housing area available for typing term papers, thesis, reports, etc.
1	2	3	4	56. Reference library (dictionary, encyclopedia, and other reference materials).

For accessories that might be included in a dormitory, efficiency apartment, or an apartment occupied by one or more single graduate students, please indicate your preference by circling number 1 or 2 according to how you feel about each accessory.

Would like to have accessory furnished by university or landlord.	Would want to furnish accessory myself.	Accessories
1	2	57. Full-length mirror
1	2	58. Desk lamp
1	2	59. Typewriter
1	2	60. Pictures for walls
1	2	61. Television
1	2	62. Private telephone
1	2	63. Popcorn popper
1	2	64. Bedspread
1	2	65. Draperies or curtains
1	2	66. Electric blanket
1	2	67. Carpeting
1	2	68. Vacuum cleaner
1	2	69. Communication system with intercom system and taped music
1	2	70. Other (specify)

VITA

Hyun Sook Lee

Candidate for the Degree of

Master of Science

Thesis: HOUSING ATTITUDES AND PREFERENCES AS EXPRESSED BY
SINGLE GRADUATE STUDENTS AT OKLAHOMA STATE UNIVERSITY.

Major Field: Housing and Interior Design.

Biographical:

Personal data: Born in Kaesung, Korea, June 28, 1935,
the daughter of Dong Koo and Bok Hae Lee.

Education: Attended Kyunggi Girls' Junior and Senior High
School in Seoul, Korea, graduating in 1954; attended
Ewha Womans University, Seoul, Korea, and received The
Bachelor of Art with a major in English Literature in
March, 1958; completed requirements for the Master of
Science Degree with a major in Housing and Interior
Design in May, 1966.

Professional experience: Employed in Office of ex-
President Syngman Rhee, 1958-1960; employed in World
Vision, Inc., 1960-1963.

Professional organizations: Member of Omicron Nu Home
Economics Honor Society.