

AN INVESTIGATION OF INTERPERSONAL STANCE OF
COLLEGE WOMEN LIVING IN RESIDENCE HALLS
AS MEASURED BY THE FIRO-B

By

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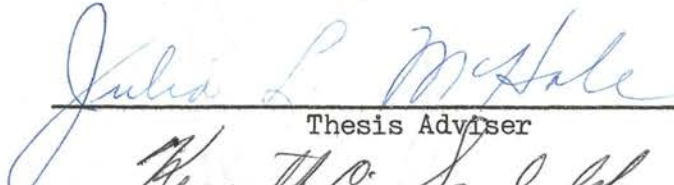
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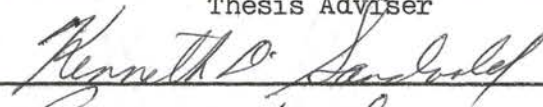
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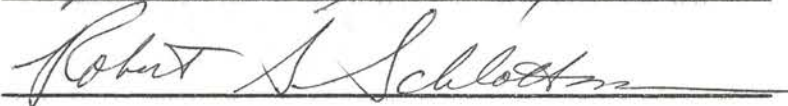
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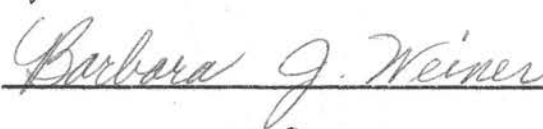
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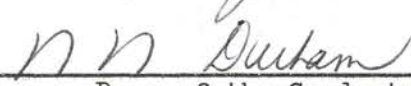


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CHAPTER I

INTRODUCTION

Traditionally, most American College students have "gone away" to college, following the model of English Schools and Universities. Traditionally too, the American college and University has provided on-campus housing for students coming to their campuses for an education. These residence halls or dormitories originally had as a primary mission the physical well being of the student--providing him with shelter, food, study area, and activities. They also served as protectors of the students' morals, etc. In short, until very recently the residence hall personnel were seen as serving "in loco parentis" for the students. Even in the fifties, a graduate woman student under 25 years of age had to live in the dormitories and be subject to hours, activity pressures, etc.

Since about 1960, however, the residence hall has been changing its focus--partly due to student demand and partly due to the change in the structure of American society toward greater freedom of choice in living conditions for young, single adults. The traditional concern with sheltering, feeding, and morally guiding students is still present to some extent--but the pressure for the residence hall to provide life education, opportunities for greater social interaction and in general to aim more toward self growth has been increasing. Today's students will not tolerate the "lock step" regimes of earlier

days and if the residence hall is to survive as a part of higher education experience, it must begin to serve the psychological and sociological needs of the student as well as his physical needs. One of the psychological needs expressed by most students is the need for friendship--for interaction with others. The present study is an attempt to look at just how the structures and interactions within University residence halls meet this need.

One of the main concerns of student housing everywhere is how to balance student needs with good administrative practices. It appears that some residence hall floors or groups are more successful than others in living together and in being judged as successful or "good" groups. Others seem to be in constant friction with one another and with the administration of the hall. The present study will look at four major factors that may contribute to these differences in performance. These areas are: (1) student characteristics, (2) personnel characteristics and compatibility with student personality, (3) sources of criteria on which the floors are judged "good" or "bad", and (4) agreement or disagreement of these sources on criteria given.

Head Residents of four women's residence halls were asked to designate the "worst" floor and the "best" floor in their halls. The students from each of these floors and the Student Assistant from each floor were given the FIRO-B to test Interpersonal Stance. This test encompasses six areas: Inclusion, Control, and Affection, each divided into Wanted and Expressed behavior.

A Student's t -test was used to compare (1) "good" and "bad" floor residents within and across halls, and (2) "good" and "bad" floor Students Assistants within and across halls. Differences were

considered to be statistically significant at the .10 level. The .10 level was used in place of the traditional .01 level because of the exploratory nature of the study and the necessity for leaving sufficient leeway for the discovery of all possible behavioral trends.

Two other facets of student residential life were investigated: (1) compatibility and (2) criteria for selection of floors as "good" or "bad". A Compatibility check was made between student mean Expressed scores and Student Assistant Wanted scores for each floor in each Hall. A second check was made of the match between student mean Wanted scores and Student Assistant's Expressed scores.

Housing Administrators, Head Residents, Student Assistants, and Students were each asked to list their criteria for "good" and "bad" floors. These criteria were classified in terms of the areas of the FIRO-B involved (Inclusion, Control, and Affection), and checked for agreement among the four groups.

It was hypothesized that:

1. there will be a difference in the FIRO-B scores (Interpersonal Stance) between the "good" floors and the "bad" floors;
2. there will be a difference in the FIRO-B scores (Interpersonal Stance) between the Student Assistants of the "good" group and the Student Assistants of the "bad" group;
3. there will be a difference in the FIRO-B scores (Interpersonal Stance) between the Student Assistants and students on their floors;
4. the criteria, when classified according to FIRO-B area

for "good" and "bad" floors, will differ for the following groups:

- a. Administrators
- b. Head Residents
- c. Student Assistants
- d. Students.

CHAPTER II

THE LITERATURE REVIEW

The Literature Review will discuss (1) general factors involved in social interaction in the halls, (2) the role of the Head Resident and Student Assistants in fulfilling student needs, (3) student characteristics and possible management of these toward better interaction, (4) studies on group cohesiveness, and finally (5) the use of the FIRO-B as a measure of Interpersonal Stance and how it might be used to bring about greater understanding of the social interaction in residence halls.

Among the physical factors aiding or hindering social relations is distance. Menne and Sinnett (1971) state that the relationship of physical proximity to friendship within the halls depends upon the total amount of distance between the resident and his neighbor. In other words, Menne and Sinnett found that a larger number of mutual friendships were made with those residents who lived closest together in physical area. He also found that both males and females chose more friends from within their floor than from another floor. Newcomb (1961) concludes that "other things being equal, people are most likely to be attracted toward those in closest contact with them".

Titus' (1972) study of student expressed housing needs showed that the highest percentage of students at the University of Virginia listed convenience, freedom, quietness and privacy, and use of room

for study as their primary needs in choosing housing.

Marks (1972) feels that housing in most universities is not providing all the needs required for the students. He states that:

the fundamental dilemma of housing is brought about by forcing a structured, austere life style upon students who may lack the motivation to accept such restrictions as the price of an education they regard as an obligation and a right. When these standards are set as the precondition for remaining in the university the feeling of oppression is genuine.

Menne and Sinnett (1971) state that:

many high rise residence halls have been constructed without a scientific basis for evaluating their effects on the social-psychological well-being of students.

Housing seems to have recognized this fact, and feels that there are many areas to focus on in trying to maintain the student's satisfaction with his schoolwork, social environment and himself. Housing, in most universities, concerns itself with three basic areas. These are (1) the employment of competent staff members to operate and manage the halls and to aid the residents in implementing an appropriate life style; (2) the physical atmosphere in which the individual will live; and (3) the encouragement of both social and educational activities related to student personal growth.

Kilbourn (1960) stated that the Head Resident in housing plays an essential role in establishing an effective program. His study was focused on determining how the conditions in a residence hall were affected by the Head Resident, and what criteria most universities used in the selection of a Head Resident. Kilbourn sent a questionnaire to the Housing Offices at 28 schools that had an enrollment in excess of 10,000; 35 universities with an enrollment of 5,000 and

10,000; 34 schools whose enrollment were less than 5,000; and 27 colleges with less than 2,000 students. A total of 788 Head Residents responded to the questionnaire which asked for the title, age, marital status, professional training, faculty rank, and salary of Head Residents. Following are the results of the questionnaire analysis:

1. The Head Residents should be a professionally trained person, having at least a Bachelor of Science plus specialized training in counseling and guidance.
2. The Head Resident should be accorded pay and professional status equal to that of members of the academic faculty with comparable training and tenure.
3. The median salary for Head Residents, employed on a 10-month basis, was \$230 a month plus food and lodging. The median salary was found to be approximately \$1,000 per year less than the average income of an Assistant Professor.
4. The roles of a Head Resident should be responsible for room assignments, room maintenance, residence hall programming, and interpretation of certain policies and regulations.
5. Housing officials generally agreed on the counseling role of the Head Resident. She was to handle only the minor counseling cases and to act as a referral agent on the serious ones.
6. Housing administrators wanted the Head Resident to have some authority for enforcement of the regulatory processes, but for what and to what extent was not determined (Kilbourn, 1960, pp. 204-205).

Another important member of the staff is the Student Assistant, whose role is that of floor counselor. Biggs (1971) studied applicants for the position of Student Assistant and how interpersonal attitudes and job viewpoints affected job performance. He concluded that job loyalty, role activity, attitudes toward interpersonal differences, and attitudes toward authority were most closely related to

job success as a Student Assistant.

Johnson (1958) reports that students brought many major problems to the resident counselors. The most typical problems in the women's halls were:

housing and dormitory information, interpersonal adjustment, academic adjustment, and discussion and questions of basic values and issues. The least frequent were financial problems and family relationships (Johnson, 1958, p. 297).

The importance of the Student Assistant in the Halls is further stressed by Lynch (1970). She refers to the students who act as hall advisers as playing the role of "peer leadership". This study provides information about the relation between the number of times the student came in contact with the advisor and the amount and degree of influence the advisor had on the student, both socially and personally. The students who were more influenced by the advisor entered into more social events in the hall and on campus. This study focuses on the role the advisor has in the housing program as a whole. The Advisor seemed to mediate between the students and the professional staff.

Since the Advisor was considered helpful in academic matters, this encourages the new student to seek help from others, including the residence hall staff and her professors (Lynch, 1970, p. 205).

The Student Assistant is the only staff member who is consistently involved with the student and the student's needs. The Student Assistant is the liason between the students and housing. The Student Assistant informs students about new programs, rules and regulations, or innovations in housing. The Student Assistant also speaks to the Housing staff informing them about student needs and desires.

Another familiar and difficult problem for the Housing staff and

for the Student herself, is the problem of roommate compatibility. The difficulty of knowing which student will be compatible with which student is an almost impossible task. To imagine a hall that has 300 or more students and the difficulty of trying to arrange for complete satisfaction between any two students who have never seen one another before but expect absolute compatibility, is more than anyone could hope for. More information is needed in how to determine roommate compatibility.

Lozier (1970) attempted to determine whether students would be more compatible and less likely to ask for a room change if they were paired according to their "educational goals and extra-curricular plans". Subjects in two experimental groups were matched using the ACT Profile Reports. One experimental group was further matched according to stated educational goals and the other was matched according to stated extracurricular plans. The control group was not selected by the ACT Profile but paired according to an alphabetical roster. The study showed no significant differences between the experimental groups and the control group in total number of roommates changed. However, when compatibility as measured by a questionnaire was considered, significant differences were found between the experimental groups and the control group in the number of roommate changes made because of incompatibility. Lozier suggested that possibly information on the background of the students, such as socioeconomic position, intelligence, etc., could be added and might provide a more effective method of pairing roommates.

Gehring (1970) paired student roommates according to the following five variables: (1) educational level of the subject's father, (2)

size of the enrollment of the subject's high school, (3) whether or not the subject attended church regularly, (4) the subject's smoking habits, and (5) the subject's predicted grade point average. He found no significant differences in the number of roommate changes between his paired group and the control group.

The problem of detecting roommate compatibility is a major one for housing in most universities, not only in terms of the student's living experience but also in terms of the financial cost involved in hall and room changes. Roommate dissatisfaction directly effects student, academic, and social performance.

Pace (1970) found that:

the highly dissatisfied roommate pairs had significantly lower academic achievement than roommate pairs characterized by little roommate dissatisfaction (Pace, 1970, p. 145).

Pace further stated that on the Awareness and Propriety Scales of the CUES, the pairs who were dissatisfied viewed the college environment as significantly less satisfying than did the less satisfied roommates.

If there is a strong possibility of dissent between two individuals who are roommates, how much greater is the possibility of group dissent among 15-60 students that live on a Residence Hall floor. One of the tasks of the Student Assistant is to aid in producing compatibility on her floor.

Schutz (1961) states that:

group composition presents an ultimate challenge to any theory of human interaction. If the theory is valid, it must predict certain outcomes when particular people interact (Schutz, 1961, p. 275).

Schutz also feels that there are two kinds of compatibility within

groups.

One is based on a notion of need complementarity called reciprocal compatibility and one based on a notion of need similarity called interchange compatibility (Schutz, 1961, p. 275).

Moos and Speisman (1962) express a viewpoint on compatible groups which is similar to Schutz's theory. They discuss two possible ways of achieving compatibility. A compatible pattern occurs in a group when one individual expresses a type of behavior that another individual in the group wants or when one individual reaches out for the type of behavior another individual is expressing.

...It is clear that compatibility--not the variable of dominance-submission--is considered the crucial determinant of group interaction, since presumably compatibility can be established on individual personality variables other than dominance. The dominance variable should be considered as one important determinant of group interaction and thus of group productivity.

The effectiveness of group problem solving is thought to be a function of group skills on the particular problem selected, the interaction of the personality patterns of the individual members of the group, and the degree that the situation allows for compatible interactions... (Moos and Speisman, 1962, p. 190).

Schutz (1955) states that behavior is basically a series of behavior decisions made for the sole purpose of self gain, which he calls psychological need. When individuals select criteria to use in making decisions, they use what is characteristic of their personalities. The compatibility of a group, therefore, depends on how group personality characteristics match and the ability of the leader to provide a group atmosphere conducive to compatibility. In residence halls the leader of each floor (group) would be the "appointed" leader, the Student Assistant.

Carter, Haythorn, Shiver, and Lanzetta (1951) studied two different types of leaders. One type of leader was chosen by the group members. The other type of leader was "appointed" by the staff. They hypothesized that the appointed situation would be more structured and that the leader would be more authoritarian. However, when group ratings and observation results were considered, it was found that instead the appointed leader viewed his role as that of a co-ordinator. In interviews with group members and leaders this role (co-ordinator) seemed to be what the majority of group members and the appointed leader expected of the leader. Therefore, the Student Assistant, who plays the co-ordinator role should have a compatible group.

Schutz (1966) performed many experiments in an attempt to construct a technique which would yield scores indicative of Interpersonal Stance and the outcome of his work is the present FIRO-B (Fundamental Interpersonal Relations Orientations-Behavior) test. The FIRO-B test is based on a three-dimensional theory of interpersonal behavior. This paper-and-pencil test consists of 54 multiple choice items (six nine-item Guttman scales) that measure three interpersonal dimensions (Inclusion, Control, and Affection) which are assumed to be important personality variables. Inclusion refers to the need of an individual to be included, involved or associated with people and how many people he would usually like to be associated with. Control refers to the amount of control, influence, or power an individual wants to exert over others or how much he wants exerted over him. Affection refers to the close relationship expressed between two individuals and to what extent the emotional relationship is desired. This need

can only be expressed in a dyadic relationship.

Each of the three dimensions are divided into two scales-- Expressed, the person's actual behavior toward others and Wanted, the behavior desired from other people (the scores range on each dimension is from 0-9, 0 being the lowest and 9 the highest).

Schutz (1955) stated that his primary purposes for developing the FIRO-B were (1) to construct a measure of how an individual acts in interpersonal situations, and (2) to construct a measure that will lead to the prediction of interaction between people, based on the data from the measuring instrument alone.

Several studies have attempted to relate rating scales, performance on other tests or behavioral criteria to the FIRO-B scores. Kramer (1967) investigated the relationship of self ratings on Inclusion, Control and Affection to FIRO-B scores among students enrolled in an evening school psychology class. Rank order correlations were calculated for each of the six categories between the obtained FIRO-B scores and the self rating score. Results showed that five of the six correlations reached a .01 level of significance. The Author concludes that the FIRO-B dimensions share significant common variance with the behavior which normal subjects can perceive in themselves. He sees his study as a contribution toward validation of the FIRO-B test.

Vodacek (1961) investigated the relationship of role consensus and compatibility to teacher satisfaction. He hypothesized that work groups consisting of teacher with high role consensus (agreement on teacher role) and high compatibility levels would show higher job satisfaction and be more productive. Consensus was measured by a

Role Expectation Inventory; compatibility by the FIRO-B and job satisfaction by a six point teacher satisfaction scale.

Results indicated no significant relationship between the FIRO-B compatibility scales and role consensus scores and led to the conclusion that job satisfaction for teachers was not a product of the relationships between these variables. In other words, there was no evidence that staffs with higher consensus had higher compatibility scores than those with lower consensus scores.

Hightower (1969) studied Principal effectiveness as judged by colleagues, teachers and superintendents. Judges rated the principals in a wide variety of areas such as (1) communication, (2) discipline, (3) school management, etc. Principals' Interpersonal Stances were measured by the FIRO-B with the six area scores being tested as separate variables. Findings were inconclusive due partly to low inter-judge reliability. The author concludes that no statement can be made concerning the effectiveness of the FIRO-B as a measure of Interpersonal performance.

McAdams (1970) studied the classroom behavior of college music teachers. The purpose of the study was to determine the relationship between self perceived interaction (FIRO-B) and interaction actually occurring in the classroom (Flanders System of Interaction Analysis). The Flanders system was used in recording student-teacher verbal behavior and classifying interactions as direct or non-direct influence behavior.

Results indicated that there was no significant difference between ratio of direct to indirect behavior, and any of the FIRO-B scales. The author concludes that the FIRO-B scales do not predict

classroom climate when that climate is measured by the Flanders system.

Haines (1969) studied roommate compatibility among students in a men's residence hall at the University of Utah. The FIRO-B and the EPPS (Edwards Personal Preference Scale) were compared with the results of criteria measures (a sociogram and a compatibility questionnaire). Results of the study did not support the hypothesis that either or both the FIRO-B or the EPPS are valid predictors of compatibility between roommates. Nor did it support the presence of specific personality trait combinations in compatible roommates. On the FIRO-B only the control factor showed a significant relationship to compatibility. There was some indication that several scales on the EPPS might be related but even these factors did not show a high level of relationship. The author hypothesizes that present day students may be effective at relating to people different from themselves and may be able to achieve compatibility with a wide variety of individuals. He does, however, suggest further research in this area.

The present study attempts to investigate a somewhat different facet of residence hall life; the possibility that differences in Interpersonal Stance (as measured by the FIRO-B) may account for at least some of the behavioral differences between college residence halls designated by hall administrators as "good" or "bad".

CHAPTER III

METHODOLOGY

Subjects

Subjects were female students at a midwestern university resident in four Women's Residential Halls designated as Hall I, Hall II, Hall III and Hall IV.

Each Women's Residence Hall consisted of several floors, each of which has approximately 25-65 occupants. Each hall had a Head Resident (HR) and an Assistant Head Resident (A-HR). Each floor had a Student Assistant (SA) who resided on that floor and was in charge of it.

One floor from each Residence Hall was designated as a "good" floor and one was designated as a "bad" floor. Nominations of floors were made by the Head Resident of each hall. The Head Residents of each Hall were given a typed sheet of paper asking them to nominate what each felt to be the three "worst" and the three "best" floors; number one being the first choice, number two being the second choice, and three being the third choice in each category. Following the nominations, each Head Resident was asked to list at the bottom of the page, what criteria she had used in making them. Prior to this meeting, the Housing Administrators had been asked to give their criteria for selecting "good" and "bad" floors.

Ten subjects were selected from each floor--making a total of

eight groups (four "good"--four "bad") and 80 subjects (40 "good" and 40 "bad"). "Good" floor subjects are herein referred to as Group X. "Bad" floor subjects are referred to as Group Y. The eight Student Assistants were tested. Student Assistants were divided into two equal groups (four Student Assistants in Group X and four Student Assistants in Group Y). Methods of nominations and selection of subjects will be more completely discussed in the procedure section.

Instrument

The FIRO-B (Fundamental Interpersonal Relations Orientation-Behavior) was given to the subjects. This paper-and-pencil test consists of six nine-item scales that measure three dimensions: (Inclusion-I, Control-C, and Affection-A). For each dimension, there are two scales, one for the person's actual behavior toward others (Expressed) and one for behavior desired from other people (Wanted). For example, within the dimensions of Control, a person may express his behavior by indicating that he actively controls others (Expressed), or he may indicate that he would like others to control him (Wanted).

Schutz chose the Guttman technique for measuring the six interpersonal aspects. Schutz felt that this scaling technique was the most appropriate technique for measuring specific orientations, as opposed to techniques more appropriate to exploratory studies (Schutz, 1966). The interpersonal variables studied and the techniques employed appear relevant to the content and nature of this study and hence the FIRO-B was chosen as the measuring instrument.

Procedure

The subjects were chosen by a room roster that was obtained at the main desk in each hall. This was a room roster which listed the room residents in the sequential order of the room location. Rooms were either double, single or empty.

If there were two occupants in a room they were listed alphabetically by their last name (example: Room 201, roommate #1-Jones and roommate #2-Smith). The experimenter placed in a small cup two different colored balls, one red and one black. Red was for roommate #1 and black was for roommate #2. No two roommates were chosen, in order to use the other roommate as an alternate choice. In case of an empty room or if a Student Assistant's room was chosen, the room number just below was chosen as a substitute.

The subjects were chosen randomly through a systematic procedure. Each floor consisted of 25-65 residents depending on the occupancy of the hall itself. The floor was divided equally into tenths in order to obtain equal proportions from each floor. There is reason to believe that since most residents may choose their own rooms and/or roommates, there may be some significance in the choice of certain "areas" (corner rooms, middle, near bathrooms, etc.) of the floor. It was therefore important that subjects chosen by representative of the several floor areas.

Students were sent a typewritten message signed by the Associated Director of Single Student Housing. This message invited the student to attend a "special" floor meeting (a specific time, date, and place were designated for each hall). The message further

stated:

1. that the "special" meeting was for the purpose of participation in an experimental study,
2. that the study was to take approximately 15-30 minutes,
3. that the student was particularly chosen to aid in the experiment.

The message was signed by the Associate Director of Single Student Housing since it was felt that this would impress the student with the importance of the project and her attendance.

An individual message was sent to the Student Assistant along with the names and room numbers of the subjects selected from that Student Assistant's floor. The Student Assistant was asked to go to each room designated on the typewritten list, prior to the designated time of the "special" meeting, and to remind the subject to attend the meeting. In case the selected subject could not attend, the Student Assistant was asked to request that the subject's roommate attend the meeting in her place. If neither resident of that specific room could attend, the experimenter would later test the subject individually. Only two subjects in Hall II, Group Y, were later tested individually.

At each meeting the experimenter checked off the name and room number, of each subject as they came into the floor lounge. The experimenter gave the subject the FIRO-B and a sheet of colored paper with X and Y on the right hand corner of each sheet (X was to signify the code for the "good" floor and Y for the "bad" floor. Subjects were then asked if they considered their floor "good" or "bad" by their own criteria. Student Assistants were also tested at this time

on the FIRO-B and given criteria lists. At the end of the meeting the tests and papers were collected.

Since the experimenter was a member of the staff of one of the residence halls, she personally collected data from only three halls. The data on the fourth hall was collected by a Graduate Assistant in Psychology, who was familiar with the FIRO-B. The Graduate Assistant used the same directions and procedures as the experimenter.

A criteria list consisting of all criteria for "good" and "bad" floor designations was compiled. This included criteria collected from Housing Administrators, Head Residents, Student Assistants and Students. Five judges were asked to classify each of the criteria according to which area of the FIRO-B (Inclusion, Control, and Affection) was involved in the criteria judged. Judges were clinical psychologists, Masters level and above, who were familiar with the FIRO-B test. A consensus of three judges was necessary for a criteria to be classified under a given category (see Appendix E).

CHAPTER IV

RESULTS

The means and standard deviations on the six areas of the FIRO-B (Expressed Inclusion, E^I ; Expressed Control, E^C ; Expressed Affection, E^A ; Wanted Inclusion, W^I ; Wanted Control, W^C ; and Wanted Affection, W^A) of Group X ("good") and Group Y ("bad") for each Residence Hall and for the total student Group X and total student Group Y are shown in Table I.

The Student's t -test was used to calculate the differences in the mean scores on the six areas of the FIRO-B between total Group X and total Group Y. This comparison of total Groups X and Y showed no significant differences. See Table II.

The comparison of within hall differences showed no significant differences between X and Y Groups in Hall II and Hall III. Comparison of differences within Hall I yielded three significant differences in the areas of Expressed Inclusion ($p < .10$), Wanted Control ($p < .10$), and Wanted Affection ($p < .10$). These differences indicated higher scores on these dimensions for the Y ("bad") floor. Comparison of differences within Hall IV yielded two significant differences in the areas of Expressed Inclusion ($p < .10$) and Wanted Inclusion ($p < .05$). Both of these differences indicated higher scores for the X ("good") floor. See Table II.

Six separate Student t scores comparing Student Assistant Group

TABLE I

MEANS AND STANDARD DEVIATIONS IN SIX AREAS OF THE
 FIRO-B FOR GROUP X ("GOOD" FLOOR STUDENTS)
 AND GROUP Y ("BAD" FLOOR STUDENTS)

HALL		HALL I		HALL II		HALL III		HALL IV		TOTAL	
VARIABLE		N=10 X	N=10 Y	N=10 X	N=10 Y	N=10 X	N=10 Y	N=10 X	N=10 Y	N=10 X	N=10 Y
E ^I	\bar{X} S.D.	4.6 2.59	6.6 2.37	4.1 4.32	4.6 2.68	4.9 2.28	4.4 2.91	6.0 1.76	4.3 1.89	19.6	19.9
E ^C	\bar{X} S.D.	2.1 1.85	3.2 1.81	1.9 1.91	2.6 1.96	2.3 2.26	2.3 1.34	3.2 2.3	2.1 1.73	9.5	10.2
E ^A	\bar{X} S.D.	3.7 2.41	5.8 3.05	3.6 2.46	4.0 3.74	3.9 2.02	4.2 2.78	5.7 2.67	3.8 2.74	16.9	17.8
W ^I	\bar{X} S.D.	4.2 3.82	6.8 1.81	5.3 3.34	4.8 3.55	3.2 3.01	4.2 4.05	6.3 3.34	3.1 2.73	19.0	18.9
W ^C	\bar{X} S.D.	3.2 1.55	4.9 2.54	4.0 2.36	4.2 2.30	4.1 2.23	3.6 2.22	4.2 2.1	3.0 2.0	15.5	15.7
W ^A	\bar{X} S.D.	4.5 2.01	6.5 2.51	5.4 2.88	5.9 1.05	4.6 1.71	5.5 3.44	6.2 2.35	5.0 3.27	20.7	22.9

TABLE II

A COMPARISON OF THE MEAN FIRO-B SCORES OF GROUPS
X (GOOD) AND GROUP Y (BAD) WITHIN EACH OF
FOUR RESIDENCE HALLS AND OF TOTAL GROUP
X (GOOD) AND TOTAL GROUP Y (BAD)

VARIABLE	HALL I	HALL II	HALL III	HALL IV	TOTAL
E ^I	-2.0855*	-.4109	.4274	2.0802*	-.1389
E ^C	-.5673	.8095	0.	1.2092	-.4124
E ^A	-1.7104	.2825	-.2757	1.5709	-.3602
W ^I	-.1943	.3449	-.6266	2.3495**	.03769
W ^C	-1.80889*	-.1921	.5020	1.3093	-.1029
W ^A	-1.9685*	-.5166	-.7406	.9434	.0085

* significance at the .10 level
 ** significance at the .05 level
 df = 18 for each hall
 df = 78 for total hall

X and Student Assistant Group Y yielded a significant difference only in the area of Wanted Affection. Significance was at the .10 level and indicated a higher Wanted Affection level for the Student Assistants on the X ("good") floors. Means, standard deviations, and t scores for Student Assistants are shown in Table III.

A compatibility match was made between each Student Assistant's Expressed scores and the average Wanted score of the students on her floor. A second compatibility check was made between the Student Assistant's "Wanted" scores and the average "Expressed" scores of the students on her floor. Results are given in Tables IV and V and indicate that Student Assistants tend to show higher Inclusion, Control, and Affection scores than their students in both Expressed and Wanted behavior. Inspection of scores shows this pattern to hold for both "good" and "bad" floors.

Lists of criteria for "good" and "bad" floors were obtained from Housing Administrators, Head Residents, Student Assistants, and Students (Appendix D). These criteria were classified, by five experienced judges, under the three areas of the FIRO-B (Inclusion, Control, and Affection). See Appendix E. Agreement of at least three judges was necessary for the placement of a criteria in a given category. Percentages of the criteria of each of these groups falling into each of these categories are shown in Table VI.

The groups varied quite widely. Administrators allotted the highest percentage of their criteria to Control factors (48 percent); Head Residents and Student Assistants allotted their highest percentage to Inclusion (36 percent and 44 percent respectively) and students allotted an approximately equal percentage to all these areas.

TABLE III

MEANS AND STANDARD DEVIATIONS ON THE FIRO-B OF
STUDENT ASSISTANTS GROUP X AND STUDENT
ASSISTANTS GROUP Y AND t SCORES OF
DIFFERENCES BETWEEN THEIR MEANS

VARIABLE		N=4	N=4	t SCORES
E^I	\bar{X}	6.5	5.0	.7579
	S.D.	2.9	6.4	
E^C	\bar{X}	5.75	2.5	1.6645
	S.D.	3.3	2.1	
E^A	\bar{X}	6.5	5.0	.8918
	S.D.	2.4	2.2	
W^I	\bar{X}	8.2	5.5	1.3873
	S.D.	1.2	3.4	
W^C	\bar{X}	5.25	4.25	.5368
	S.D.	2.9	2.1	
W^A	\bar{X}	8.25	5.0	2.099*
	S.D.	.96	2.9	

* significant at the .10 level

$p < .10$

df = 6

two-tailed

TABLE IV

COMPATIBILITY TABLES OF STUDENT ASSISTANT'S
"EXPRESSED" SCORES IN RELATION TO
STUDENT'S "WANTED" SCORES

		HALL I (X)		
S.A.		E ^I	E ^C	E ^A
		4	2	7
		4.2	3.2	4.5
Student		W ^I	W ^C	W ^A

		HALL I (Y)		
S.A.		E ^I	E ^C	E ^A
		7	5	8
		6.8	4.9	6.5
Student		W ^I	W ^C	W ^A

		HALL II (X)		
S.A.		E ^I	E ^C	E ^A
		9	8	9
		5.3	4.0	5.4
Student		W ^I	W ^C	W ^A

		HALL I (Y)		
S.A.		E ^I	E ^C	E ^A
		6	2	4
		4.8	4.2	5.9
Student		W ^I	W ^C	W ^A

		HALL III (X)		
S.A.		E ^I	E ^C	E ^A
		4	4	5
		3.2	4.1	4.6
Student		W ^I	W ^C	W ^A

		HALL III (Y)		
S.A.		E ^I	E ^C	E ^A
		1	3	5
		4.2	3.6	5.5
Student		W ^I	W ^C	W ^A

		HALL IV (X)		
S.A.		E ^I	E ^C	E ^A
		9	9	8
		6.3	4.2	6.2
Student		W ^I	W ^C	W ^A

		HALL IV (Y)		
S.A.		E ^I	E ^C	E ^A
		6	0	3
		3.1	3.0	5.0
Student		W ^I	W ^C	W ^A

TABLE V

COMPATIBILITY TABLE OF STUDENT'S "EXPRESSED"
SCORES IN RELATION TO STUDENT
ASSISTANT'S "WANTED" SCORES

		HALL I (X)		
Student		E ^I	E ^C	E ^A
		4.6	2.1	3.7
		7	3	7
S.A.		W ^I	W ^C	W ^A

		HALL I (Y)		
Student		E ^I	E ^C	E ^A
		6.6	3.2	5.8
		9	4	8
S.A.		W ^I	W ^C	W ^A

		HALL II (X)		
Student		E ^I	E ^C	E ^A
		4.1	1.9	3.6
		9	3	9
S.A.		W ^I	W ^C	W ^A

		HALL II (Y)		
Student		E ^I	E ^C	E ^A
		4.6	2.6	4.0
		5	7	5
S.A.		W ^I	W ^C	W ^A

		HALL III (X)		
Student		E ^I	E ^C	E ^A
		4.9	2.3	3.9
		7	6	8
S.A.		W ^I	W ^C	W ^A

		HALL III (Y)		
Student		E ^I	E ^C	E ^A
		4.4	2.3	4.2
		1	2	1
S.A.		W ^I	W ^C	W ^A

		HALL IV (X)		
Student		E ^I	E ^C	E ^A
		6.0	3.2	5.7
		9	9	9
S.A.		W ^I	W ^C	W ^A

		HALL IV (Y)		
Student		E ^I	E ^C	E ^A
		4.3	2.1	3.8
		7	4	6
S.A.		W ^I	W ^C	W ^A

TABLE VI
PERCENTAGE OF CRITERIA FALLING UNDER
SPECIFIC FIRO-B HEADINGS

VARIABLES	ADMINISTRATORS	HEAD RESIDENTS	STUDENT ASSISTANTS	STUDENTS
Inclusion	31%	64%	44%	33%
Control	48%	36%	31%	33%
Affection	31%	0%	25%	34%

CHAPTER V

DISCUSSION

Hypothesis I stating that there would be differences in Interpersonal Stance between total student Group X ("good") and total student Group Y ("bad") was not supported. In examining the data further it appeared that there might be significant differences between the "good" and "bad" floors within each hall and that these differences might occur in such a way that they were not visible when the combined groups were being considered. Significant differences were found in Halls I and IV. Hall I showed significant differences ($p < .10$) between "good" and "bad" floors in the areas of Expressed Inclusion, Wanted Control, and Wanted Affection--the "bad" floor obtaining the higher scores. Hall IV showed significant differences between "good" and "bad" floors in the areas of Expressed Inclusion ($p < .10$) and Wanted Inclusion ($p < .05$) with the "good" floor obtaining the higher scores. These findings although admittedly minimal, suggest several possibilities.

One such possibility is that there may be different social climates in these two Halls, especially in the Inclusion area. It would seem that a higher activity level may be considered "good" behavior in Hall IV but either "bad" or neutral behavior in Hall I. Thus high social participation may reward the student in one setting (Hall IV) but be unrewarding in the second setting (Hall I).

Since Student Assistants, to some degree, set policy for their floors, the next step might be to find out whether Student Assistants on "good" and "bad" floors show differences in Interpersonal Stance and how these differences relate to the differences found within Halls I and IV.

Hypothesis III stating that there would be significant differences between Student Assistants X ("good") and Student Assistants Y ("bad") was not supported. Only one significant difference (Wanted Affection, $p < .10$) was found. Student Assistants on "good" floors scored higher in this area than those on "bad" floors.

A compatibility check between Interpersonal Stance of Student Assistants and the students on their floors revealed that Student Assistants tend to score higher in all areas of the FIRO-B than the average of the students on their floors. In the Inclusion area which is the area of difference shared by Halls I and IV, this may mean that both "Express" and "Want" high social participation from students. Students may be more inclined to express and want low to medium participation. If the social climate of the floor is set by the Student Assistants, then the Student Assistant in Hall I on the floor showing highest Inclusion scores ("bad" floor) and the Student Assistant in Hall IV on the floor showing the highest Inclusion scores ("good" floor) should have similar patterns and should be more compatible with their students than the Student Assistants on their opposite floors. There appears to be no conclusive trend in these directions.

One other aspect of the problem of environmental climate remains to be discussed--the criteria used to choose these floors in the first place. Criteria lists gathered from Housing Administrators,

Head Residents, Student Assistants, and Students were classified under the three FIRO-B headings. There was considerable disagreement among the four groups. Housing Administrators showed greatest concern in the Control area (48 percent); Head Residents and Student Assistants showed greatest concern in the Inclusion area (64 percent and 44 percent respectively); and students showed equal concern for all areas. Thus a "good" floor to Housing Administrators may mean one that is controllable; to Head Residents and Student Assistants it may be one that is socially active (student participation is scored as "success" for staff); and to the student it may mean a place where she should be free to act as she chooses in all of these areas. This confusion in the criteria of "good" and "bad" floors probably accounts for at least some of the failure of this study to support the hypotheses. Until some agreed upon criteria can be utilized, most of the questions raised here can probably not be answered conclusively, since there can be no meaningful communication of what is "good" and "bad" floor behavior.

One important innovation suggested by the data considered, is a need for greater student input in the determination of policy and social climate in the Halls and on the floors. Within limits, the same concern should be shown for meeting "customer" needs as in any other residential business.

A second change that appears to be needed is in the area of personnel training--especially with Student Assistants. Student Assistants may be somewhat "too helpful" in that they may attempt to push students to express more Inclusion, Control, Affection, than the student really wants to express. It may be that in the training of

Student Assistants more efforts should be made to show them that the development of greater student independence is just as much a part of their jobs and just as highly altruistic as strong nurturing behavior. Student Assistants also seem to need constructive opportunities to share their disappointment when students do not behave the way they would like them to. Since this problem of "being helpful" is a common one among all individuals dealing with the personal welfare of others, training techniques might be borrowed from clinical psychology, counseling, and/or social work programs.

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APPENDIXES

APPENDIX A

HOUSING ADMINISTRATOR'S QUESTIONNAIRE FOR
LISTING CRITERIA FOR "GOOD" AND
"BAD" FLOORS

APPENDIX B

HEAD RESIDENT'S QUESTIONNAIRE FOR NOMINATIONS
OF "GOOD" AND "BAD" FLOORS

Please nominate as to your choice, which floor is the "best" or "worst". Please do not discuss your choices with anyone. Thank you very much for your co-operation.

HALL _____

NAME _____

1st "best" floor _____

2nd "best" floor _____

3rd "best" floor _____

1st "worst" floor _____

2nd "worst" floor _____

3rd "worst" floor _____

Mention some criteria for your decisions, please.

use back if needed

APPENDIX C

FUNDAMENTAL INTERPERSONAL RELATIONS

ORIENTATION-BEHAVIOR TEST

FIRO-B TEST¹

For each statement below, decide which of the following answers best applies to you. Place the number of the answer at the left of the statement. Please be as honest as you can.

1. usually 2. often 3. sometimes 4. occasionally
5. rarely 6. never

1. I try to be with people.
2. I let other people decide what to do.
3. I join social groups.
4. I try to have close relationships with people.
5. I tend to join social organizations when I have an opportunity.
6. I let other people strongly influence my actions.
7. I try to be included in informal social activities.
8. I try to have close personal relationships with people.
9. I try to include other people in my plans.
10. I let other people control my actions.
11. I try to get close and personal with people.
12. I try to have people around me.
13. When people are doing things together I tend to join them.
14. I am easily led by people.
15. I try to avoid being alone.
16. I try to participate in group activities.

¹The following test is a list of the questions on the FIRO-B. The test can be obtained from Consulting Psychologists Press, Inc., Palo Alto, California.

For each of the next group of statements, choose one of the following:

1. most people 2. many people 3. some people 4. a few people
 5. one or two people 6. nobody
17. I try to be friendly to people.
 18. I let other people decide what to do.
 19. My personal relations with people are cool and distant.
 20. I let other people take charge of things.
 21. I try to have close relationships with people.
 22. I let other people strongly influence my actions.
 23. I try to get close and personal with people.
 24. I let other people control my actions.
 25. I act cool and distant with people.
 26. I am easily led by people.
 27. I try to have close, personal relationships with people.
 28. I like people to invite me to things.
 29. I like people to act close and personal with me.
 30. I try to influence strongly other people's actions.
 31. I like people to invite me to join in their activities.
 32. I like people to act close toward me.
 33. I try to take charge of things when I am with people.
 34. I like people to include me in their activities.
 35. I like people to act cool and distant toward me.
 36. I try to have other people do things the way I want them done.
 37. I like people to ask me to participate in their discussions.
 38. I like people to act friendly toward me.
 39. I like people to invite me to participate in their activities.

40. I like people to act distant toward me.

For each of the next group of statements, choose one of the following:

1. usually 2. often 3. sometimes 4. occasionally
5. rarely 6. never

41. I try to be the dominant person when I am with people.

42. I like people to invite me to things.

43. I like people to act close toward me.

44. I try to have other people do things I want done.

45. I like people to invite me to join their activities.

46. I like people to act cool and distant toward me.

47. I try to influence strongly other people's actions.

48. I like people to include me in their activities.

49. I like people to act close and personal with me.

50. I try to take charge of things when I'm with people.

51. I like people to invite me to participate in their activities.

52. I like people to act distant toward me.

53. I try to have other people do things the way I want them done.

54. I take charge of things when I'm with people.

APPENDIX D

STUDENT ASSISTANTS AND STUDENT'S QUESTIONNAIRE
FOR LISTING CRITERIA OF "GOOD"
AND "BAD" FLOORS

AGE: _____ CLASSIFICATION: _____

TOTAL TIME SPENT LIVING IN A RESIDENCE HALL AT ANY TIME: _____

Please give what you may consider criteria for establishing or evaluating a "good" floor and a "bad" floor. List, itemize, etc. for both types of floors.

Which type ("good" or "bad" would you consider your floor to be?

APPENDIX E

LIST OF CRITERIA FOR "GOOD" AND "BAD" FLOORS
GIVEN BY FOUR LEVELS OF SINGLE
STUDENT HOUSING

GROUP A - HOUSING ADMINISTRATORS

- | | | | |
|----|---|----|-----------|
| 1 | group activities | 12 | flexible |
| 2 | getting along | 13 | sensitive |
| 3 | liking each other | | |
| 4 | group cohesion | | |
| 5 | respect for each others needs
and privacy | | |
| 6 | variety of activities of
interest | | |
| 7 | have neighbor to talk to about
personal problems | | |
| 8 | informed about activities | | |
| 9 | atmosphere condusive to
studying | | |
| 10 | uncontrolled noise level | | |
| 11 | participate in functions | | |

GROUP B - HEAD RESIDENTS

- 1 group activity
- 2 amount of discipline problems
- 3 academics
- 4 volunteering for odd jobs
- 5 student identity with their
particular group
- 6 united
- 7 do things together
- 8 inefficient
- 9 programming

- 10 enthusiasm
- 11 supportive to hall activities
and hall government

GROUP C - STUDENT ASSISTANTS

- 1 active in dorm programs
- 2 friendly
- 3 considerate
- 4 do things together
- 5 togetherness
- 6 interaction
- 7 respect for others
- 8 trust
- 9 interest in each other
- 10 active
- 11 discipline
- 12 common goals
- 13 disorganized
- 14 isolation
- 15 live and let live
- 16 open discussion

GROUP D - STUDENTS

- 1 participation
- 2 quiet hours
- 3 friendly
- 4 considerate

5	cohesive	30	overbearing
6	sincerity	31	antisocial
7	honesty	32	no one to turn to
8	respect	33	nosy
9	group activities	34	thefts
10	good Student Assistant (no strict, but disciplined)	35	strict enforcement on too many rules
11	closeness	36	concerned
12	understanding	37	not extraverted
13	active	38	respect privacy
14	no trouble	39	care
15	no pushyness	40	too aggressive
16	trust	41	never go to floor meetings
17	involved	42	stay in rooms
18	people to turn to	43	self centered
19	respect for personal affairs	44	indifferent
20	apathy	45	involved
21	no loyalty	46	individuals
22	screaming in halls	47	like each other
23	inconsiderate	48	individualism but group participation
24	excessive profanity	49	one big family
25	open hostility	50	no dominate Student Assistant
26	no sensitivity	51	no open house*
27	Student Assistant picking on you	52	no interaction
28	rude	*open house---certain hours are established in the hall in which guests of the opposite sex may come into the resident's room	
29	unsympathetic		

APPENDIX F

JUDGE'S LIST OF SCORING OF THE FOUR DIFFERENT
LEVELS OF CRITERIA GIVEN BY SINGLE
STUDENT HOUSING

Level	No.	J ₁	J ₂	J ₃	J ₄	J ₅	TOTAL
Group A - Administrators	1.	I	I	I	I	I	I
	2.	I	A	C	C	A	A
	3.	A	A	A	A	A	A
	4.	I	I	I	I	I	I
	5.	C	C	C	C	I	C
	6.	I	I	I	C	I	I
	7.	A	A	A	C	A	A
	8.	I	C	C	I	C	C
	9.	C	C	C	C	C	C
	10.	C	C	C	C	C	C
	11.	I	I	I	I	I	I
	12.	C	C	C	C	C	C
	13.	A	A	A	A	A	A
Group B - Head Residents	1.	I	I	I	I	I	I
	2.	C	C	C	C	C	C
	3.	C	C	C	C	C	C
	4.	I	C	I	I	I	I
	5.	I	I	I	I	I	I
	6.	A	I	I	A	I	I
	7.	I	I	I	I	I	I
	8.	C	C	C	C	C	C
	9.	C	C	C	C	I	C
	10.	I	A	I	I	A	I
	11.	I	A	I	C	I	I
Group C - Student Assistants	1.	I	I	I	I	I	I
	2.	A	A	A	A	A	A
	3.	A	A	A	C	A	A
	4.	I	I	I	I	I	I
	5.	A	I	I	I	A	I
	6.	I	I	I	I	I	I
	7.	C	A	C	C	A	C
	8.	A	A	A	A	A	A
	9.	I	A	A	A	A	A
	10.	I	C	I	I	I	I
	11.	C	C	C	C	C	C
	12.	I	I	I	C	I	I
	13.	C	C	C	C	C	C
	14.	I	I	I	I	I	I
	15.	C	I	C	C	A	C
	16.	C	I	I	C	C	C

Level	No.	J ₁	J ₂	J ₃	J ₄	J ₅	TOTAL
Group D - Students	1.	I	I	I	I	I	I
	2.	C	C	C	C	C	C
	3.	A	A	A	A	A	A
	4.	C	A	A	A	A	A
	5.	I	I	I	I	I	I
	6.	A	A	A	A	A	A
	7.	A	C	C	C	C	C
	8.	C	A	A	A	C	A
	9.	I	I	I	I	C	I
	10.	C	C	C	C	C	C
	11.	A	I	A	A	A	A
	12.	A	A	A	A	A	A
	13.	I	C	C	C	C	C
	14.	C	C	C	C	C	C
	15.	C	C	C	C	C	C
	16.	A	A	A	A	A	A
	17.	I	I	I	I	I	I
	18.	A	A	A	A	A	A
	19.	C	I	I	I	C	I
	20.	I	I	I	I	I	I
	21.	I	I	I	I	I	I
	22.	C	C	C	C	C	C
	23.	C	C	C	C	C	C
	24.	C	C	C	C	C	C
	25.	A	A	A	A	A	A
	26.	A	A	A	A	A	A
	27.	C	C	C	C	C	C
	28.	A	C	C	C	A	A
	29.	A	A	A	A	A	A
	30.	C	C	C	C	C	C
	31.	I	I	I	I	I	I
	32.	A	A	A	A	A	A
	33.	C	I	I	I	C	I
	34.	C	C	C	C	C	C
	35.	C	C	C	C	C	C
	36.	A	A	A	A	A	A
	37.	I	I	I	I	I	I
	38.	C	I	I	I	C	I
	39.	A	A	A	A	A	A
	40.	C	C	C	C	C	C
	41.	I	I	I	I	I	I
	42.	I	I	I	I	I	I
	43.	I	A	A	A	A	A
	44.	I	A	A	A	A	A
	45.	I	I	I	I	I	I
	46.	I	I	I	I	I	I
	47.	A	A	A	A	A	A
	48.	I	I	I	I	I	I
	49.	I	I	I	I	I	I
	50.	C	C	C	C	C	C

Level	No.	J ₁	J ₂	J ₃	J ₄	J ₅	TOTAL
	51.	C	C	C	C	I	C
	52.	I	I	I	I	I	I

VITA

Sandra Lynn Pacheco

Candidate for the Degree of

Master of Science

Thesis: AN INVESTIGATION OF INTERPERSONAL STANCE OF COLLEGE WOMEN
LIVING IN RESIDENCE HALLS AS MEASURED BY THE FIRO-B

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