

AGE AND NATIONALITY AS FACTORS RELATED TO HOUSING
PREFERENCES AND ATTITUDES EXPRESSED BY
SINGLE GRADUATE STUDENTS AT
OKLAHOMA STATE UNIVERSITY

By

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PREFACE

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CHAPTER I

INTRODUCTION

Colleges and universities in the United States are now providing housing space for more students than ever before. In 1962, enrollments in institutions of higher education numbered four million and the predicted enrollment for 1972, is ten million students. Colleges and universities in the coming decade will have to add about a million and one-half units to their existing residential facilities.¹ With increasing frequency, Administrators, Boards of Regents and other legislative bodies are supporting the philosophy that: ". . . the provision of residence halls is quite as important and as essential a part of the work of the University as is the provision of libraries, laboratories and classrooms."²

Since the residence hall is recognized as an important part of a university the study reported herein is concerned with single graduate students' attitudes toward and preferences for student housing. Housing for single graduate students has been a concern of the Housing Office at Oklahoma State University for a number of years. Although efforts have been made to house undergraduate students and the married graduate,

¹ Harold C. Riker, Planning Functional College Housing (New York, 1956), p. 1.

² Ibid., p. 1.

very little housing has been provided especially for the single graduate.

The responsibility for the housing environment of the graduate student cannot be avoided indefinitely since the importance of graduate training to society, as well as to individuals, demands that academically advanced students be assured reasonably comfortable living quarters. In 1957, the consensus of the National Association of Women Deans and Counselors was: "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."³ Since a student's academic work is affected by his physical environment, and he in turn affects the reputation of the university, consideration should be given to his need for living quarters.

Statement of Problem

What type of housing do single graduate students at Oklahoma State University prefer?

This study seeks to reveal the type of housing preferred by single graduate students at Oklahoma State University. It is designed also to ascertain if differences occur in preferences for and attitudes toward student living quarters according to the age and nationality of the students.

Purposes of the Study

The major purpose of this study is to ascertain as nearly as

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

possible the type of housing desired by single graduate students at Oklahoma State University and their preferences for certain housing features. The writer also hopes to discover if the variables, age and nationality, might be related to the type of housing preferred by single graduate students at Oklahoma State University.

Hypothesis

Preferences and attitudes of single graduate students at Oklahoma State University towards housing vary according to a student's age and nationality.

Assumptions

The study is based on the assumption that single graduate students at Oklahoma State University have preferences for and attitudes toward single graduate housing and that these preferences and attitudes are measurable.

Scope of the Sample

This study is limited to unmarried students, male and female, enrolled in the Graduate College at Oklahoma State University.

Names of students were obtained from the Spring Semester, 1964-65, enrollment cards on file in the Graduate College Office. Only those students living in Stillwater and who indicated they were single were included in the sample. Students who had married since enrolling or who were divorced or widowed were excluded from the sample.

Limitation of the Study

The study was limited to Oklahoma State University because time and monetary resources did not permit extension to other colleges. Conclusions drawn from the study, therefore, will apply only to single graduate students at Oklahoma State University and not to graduate students in general.

Because an individual's responses involved his selecting one response from several alternatives, it is possible that the answer chosen did not accurately reflect his attitude or preference. Moreover, preference is based on an experience in a particular situation. If an individual has not had experience relative to a specific object or event his attitude toward or preference for that object or event may not be clearly defined. Riker says, "for this reason, students are unlikely to be able to give sound advice on alternative possibilities if one of the possibilities has not been a part of their experience."⁴

Another factor which might also present limitations to the study is the fact that for some students this was their last semester to be enrolled at Oklahoma State University. Their interest in student housing and in bettering housing at Oklahoma State University, therefore, may not have been as sincere as was that of students planning further study at the university.

Need for the Study

From the Review of Literature, Chapter II, one can see that little

⁴Riker, p. 207.

has been done to investigate the type of housing that will meet the specific needs of single graduate students. Information pertaining to their housing needs will be necessary, however, if the best housing possible is to be made available.

From a study by the American Council on Education the conclusion reached was that:

American colleges and universities may, and probably should, continue to regard the housing of freshmen as their first responsibility, but the needs of graduate students also merit attention, since living arrangements and extracurricular programs designed for freshmen will not suit them.⁵

Since the needs and activities of the graduate student differ from those of a new freshman student, it appears that housing designed specifically for the graduate would be more satisfactory to him than that designed for the undergraduate student.

New housing built by a university does not have to meet necessarily the specific needs, preferences or activities of graduate students, but the increasing graduate student population demands that some housing be built. Dr. James H. Boggs, former Dean of the Graduate College, Oklahoma State University, has projected that by 1970, the graduate student enrollment will increase by 41 percent.

In order to continue attracting a graduate population and to meet the specific needs of the graduate student, the Housing Office at Oklahoma State University has under consideration a housing unit to be built specifically for graduate students.

A guide concerning the preferences and attitudes of single graduate

⁵Robert M. Strozier et al., Housing of Students (Washington, D. C., 1950), p. 7.

students toward student housing and the features and equipment contained therein could be helpful to university housing officials responsible for the provision of single graduate student housing and to private enterprise interested in contributing to the housing supply of an academic community.

Procedures of the Study

The following procedure was followed in investigating the problem:

1. The problem was defined.
2. An instrument was designed to obtain information desired.
3. The sample was chosen.
4. The instruments were administered.
5. Data were tabulated.
6. Findings were analyzed and reported.

CHAPTER II

REVIEW OF LITERATURE

Since the early days of America, colleges have been faced with the problem of where or how to house students. In the beginning, colleges usually served such a large geographical area, students were not able to live at home. Many universities relied on private residences within communities to fulfill students' housing needs.

Housing arrangements for college students in this country were a carry-over from either the English or European schools. At English universities, housing was provided for students on the premise that association with other students enriches an individual student's education. Influenced by the English traditions, the early colleges of New England followed the models of Oxford and Cambridge.

The European system of housing students was based on practices employed on the continent, particularly those of Germany. Wherever a university existed in that country, students rented rooms or resided in private residences. A number of state supported universities in America which were established during the latter part of the 19th century tended to follow this pattern of regarding residence halls as unnecessary; therefore, housing for students was not provided.

In 1922, President Butler recognized the role of housing in the education process in saying:

It is to be borne in mind that the provision of residence

halls is quite as important and as essential a part of the work of the university as the provision of libraries, laboratories and classrooms. The chief purpose of university residence halls is not one of mere housing, but rather one of education and educational influence.¹

This belief was affirmed in 1932 by Stephen Leacock, then President of McGill University who stated that ". . . students must live together, and eat together, talk and smoke together. Experience shows that that is how their minds really grow."²

Although some of the strongest and greatest universities in the United States did not begin providing housing for more than a small fraction of students until the 1930's, by 1950, only a dozen or more did not have a student housing program of at least some magnitude.

Following the end of World War II in 1946, 1.1 million veterans entered college. This number represented an influx for which most colleges and college communities were ill-prepared. To meet the crisis, wartime barracks were transported from military bases to campuses all over the United States. Initially, this makeshift housing was considered as a temporary solution to the need for housing facilities which faced most colleges. It soon became apparent to college administrators that these second-hand structures were not providing decent adequate housing. Riker, from his studies concerned with student housing, concluded that such words as "worn out," "fire hazards," "firetraps," "unsanitary," "unusable," and "substandard" were descriptive of the "temporary" housing facilities found on college campuses.³

¹Harriet Hayes, Planning Residence Halls (New York, 1932), p. 10.

²Ibid., p. 10.

³Harold C. Riker, Planning Functional College Housing (New York, 1956), p. 29.

The increasing student population not only created great pressures on colleges, it also extended these pressures to college communities and before long the communities had reached their saturation point in providing living accommodations for students. Failure of communities to meet the housing needs of students plus the fact that many colleges and universities had accepted the philosophy that associations which come from students living together are a part of their college education, brought about concern for college sponsored residence halls. According to Strozier, this ". . . change in attitude from complete unconcern to deep concern over extra curricular life developed out of recognition of the fact that the education the student receives in the classroom is greatly affected by the way he lives."⁴

To help alleviate housing problems engendered by an increasing student population and to improve or remove substandard housing, Congress authorized, in 1950, the College Housing Loan Program. Through this program, long-term, low-interest loans enabled colleges and universities to construct housing and related facilities which eventually become self-liquidating, or virtually so, from rentals that are not beyond the modest financial capacity of most students.

Design Trends

Residential construction on college campuses across the nation has reached a new time high. There are at present several trends in housing. Crane classified student housing into three types: (1) British type housing which is designed to accommodate 20-30 students, (2) halls or

⁴R. M. Strozier et al., Housing of Students (Washington, D. C., 1950), p. 3.

complexes which are designed to accommodate 150-300 students and (3) large housing units serving 500-1000 or more students.⁵

In any type of housing for students, whether it be planned by the university or private investors, there are certain matters that are carefully considered before construction begins, such as the special purposes of the institution, the influence of the geographical location. The one factor that sometimes appears to be overlooked is the students' needs. As Hayes points out, "The actual needs of the student body should be given thorough study and no building plans should be approved that fail to consider such needs."⁶

No matter what type of housing a university elects to build, it is believed by many that the design of the structure should be based upon the needs of the occupants. Obata stated that although the architect considers the location, environment, site and program, this does not ensure he will design a residence hall that will "emotionally satisfy" the people who use it.⁷ He maintains that those who live in residence halls are the ones who are important and, therefore, they should be a primary consideration throughout the planning and designing processes. Crane points out that those engaged in planning residence halls must recognize that a building can make an individual's life either "more or very much less confining."⁸ He suggests that consultation with human

⁵R. M. Crane, "Coed and Co-Academic Residence Halls," Journal of the American Institute of Architects, September, 1963, p. 79.

⁶Hayes, p. 12.

⁷Gyo Obata, "All About Residence Halls and Things You Need to Know to Design Them," College and University Business, October, 1962, p. 59.

⁸Crane, p. 81.

relations experts in planning structures might lead to housing designs which are more emotionally satisfying.

Riker believes a residence hall will:

1. . . . help student residents to identify themselves as persons with living groups of significance to them.
2. . . . foster the development or strengthening of important social values, including self-reliance, independent judgment, cooperative action, and cultural appreciation.
3. . . . seek to sharpen student perception of the continuity of learning on the college campus.
4. . . . furnish informal training in the art of human relationships.
5. . . . take a supportive role in assisting the student during the transition from his family environment to that of the broader civic community.
6. . . . endeavor, as an aid to motivation and learning, to maintain open lines of communication between students, between students and staff, and between students, staff, and the college community.
7. . . . provide a physical environment which will contribute to physical and mental health and to the development of interest in a personal standard of living.
8. . . . present an example of efficient administration.⁹

The size and type of residence hall chosen by a particular college or

⁹Riker, p. 57.

university should be the one that best fits the purposes of that particular institution and the needs of the students.

Although few investigations have been focused specifically on college students' needs and wants in regard to housing, the membership of the National Association of Deans of Women believe that the housing needs of students are similar regardless of marital status or age, except for those students with children.¹⁰ Even though these similarities exist, it has been the practice of university administrators to separate students according to age, experience and marital status and provide various kinds of housing for different types of students.

A trend in housing for university students is a type of facility referred to by Crane as "coeducational." He defines this kind of housing as ". . . adjacent buildings with restricted access to single sex living units, but with maximum coeducational use of all public areas such as dining rooms, recreation rooms, and lounges."¹¹ Concern for more and better information prior to the planning of undergraduate residential facilities, particularly coeducational ones, prompted him to survey and determine the plans for housing on approximately 50 college campuses. His information was obtained by a one page questionnaire mailed to 56 institutions. His data revealed an increase in the number of colleges building the kind of coeducational housing described above. Of the 49 responding institutions, the percentages reporting various housing arrangements were:

¹⁰Residence Halls for Women Students (Washington, D. C., 1947), p. 57, 58.

¹¹Crane, p. 48.

- 67.3% - all single and separate male units
- 65.3% - all single and separate female units
- 32.6% - modified coeducational units
- 59.2% - modified coeducational dining
- 20.4% - modified coeducational recreation
- 24.5% - modified coeducational lounges
- 18.4% - planned and presently operating coeducational complexes, units or centers¹²

In response to his question, "Do you plan to consider coeducational complexes, units, or centers in the near future?",¹³ 29 or 59.2 percent of the college officials responded "Yes," while 40.8 percent gave a negative response or failed to respond either way.

The advantages of coeducational housing, as seen by those respondents on whose campuses coeducational residences were provided, are: "up-graded dress and student behavior," "enhanced social programs--more versatility," "improved table manners" and "a more natural setting for meetings between the sexes."

Advantages listed by sixteen of the respondents whose universities were currently operating modified coeducational housing units are:

1. better manners, dress, less tension
2. permits greater educational opportunities
3. enlarges activities program and interest
4. there seems to be a natural way of life in coed sharing
5. multiple use of buildings - better rapport
6. more easily operated food services¹⁴

Disadvantages listed are:

1. harder on the less mature and socially shy students
2. need additional personnel for all areas
3. if residential wings of buildings aren't located properly could have some problems¹⁵

¹²Ibid., p. 48.

¹³Ibid., p. 50.

¹⁴Ibid., p. 51.

¹⁵Ibid., p. 52.

Size of Units

With the increasing student population and the shortage of housing at many college campuses throughout the nation, high rise dormitories are being built in many places. The main reason for the growing popularity of the high rise dormitory is believed to be that of economy. Hayes found that smaller residential units were advantageous to students because attention could be given to individual students while in large units, because of masses, the individual has a tendency to become lost.¹⁶ It was the consensus of the National Association of Deans of Women, meeting in 1947, that if social and educational factors were given primary considerations, smaller residence halls would be preferred.¹⁷ Riker feels that it isn't the over-all size of a hall so much as the size of the various living units within the structure which is most closely related to the quality of living experienced by the students.¹⁸

Hayes reported in her 1932 study that four different types of room arrangements were found to occur most frequently in college housing:

1. A single room 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 students in an arrangement that separated study space from that used for sleeping and dressing
4. A sleeping porch or general dormitory arrangement by which student in small or large groups sleep on porches or in

¹⁶Hayes, p. 67.

¹⁷Residence Halls for Women Students, p. 59.

¹⁸Riker, p. 95.

large ward-like rooms, dressing and studying in separate quarters¹⁹

Her report stated that single rooms were favored for women's halls and were used at institutions that could afford them. Single rooms, however, were not as favorably considered by male as by female students. Reasons given for the popularity of single rooms are that they afford "privacy, quiet, and the most favorable conditions for study."²⁰ The primary disadvantage is the expense involved in constructing single rooms.

The American Council on Education reported that when all aspects were considered except that of economy, single rooms were preferred by most colleges.²¹ Crane found that an increasing proportion of colleges were adopting the belief that there should be some single rooms in all residence halls.²²

Riker's study disclosed that double rooms were the type found most frequently in college residence halls today. From the administrative point of view, double rooms are advantageous because they save space and are less expensive. Moreover, a student receives many advantages from having a roommate. The only real disadvantage of the double room appears to be lack of privacy.²³

Hayes found that suites were favored in men's halls. The suites

¹⁹Hayes, p. 79.

²⁰Ibid., p. 79.

²¹Strozier et al., p. 51.

²²Crane, p. 82.

²³Riker, p. 127.

usually consisted of a study with connecting bedroom or a single bedroom or a study connected with two single bedrooms. Suites with three or more bedrooms were found to be unsatisfactory. She concluded that "the 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."²⁴ The American Council on Education found that suites of two rooms occupied by three people were not satisfactory, mainly "because of the two against one situation"²⁵ which would tend to develop.

Deans of Women agreed that no more than two students should be housed in one room. It was the consensus of the members, however, that "the grouping of rooms about a common social center is a more important consideration than the number of occupants assigned to a room."²⁶

Women deans believe three main kinds of social spaces are needed in a dormitory or residence hall: (1) a somewhat formal area sufficiently large to accommodate the entire household and a number of guests (2) smaller rooms for the reception of callers by individuals (3) small social rooms scattered through the hall for the use of residents only. They feel that if a hall is extremely large a fourth area should be added - one for informal recreation.²⁷ The need for this type of space for social living was also pointed out by Hayes.²⁸

²⁴ Hayes, p. 89.

²⁵ Strozier et al., p. 51.

²⁶ Residence Halls for Women Students, p. 62.

²⁷ Ibid.

²⁸ Hayes, p. 89.

In addition to social rooms and sleeping quarters, the Deans of Women believe that other spaces requiring considerations in the planning of a residence hall are "bathrooms, sleeping quarters for staff, offices, service rooms for students, house-service rooms, storage spaces, dining rooms, kitchens and food storage and preparation facilities."²⁹

It is possible that the nationality of a student or his cultural background may be an important factor to be considered in planning a residence hall. If a large proportion of the student body comes from countries outside the United States, it is likely that their preferences might be different from those of American students.

Williamson of the University of Leeds, England, described the British preference as "largely for residence halls presided over by a warden."³⁰ Each hall has its own kitchen from which meals are supplied. Experiments with different types of housing are now being conducted, however, at a number of British universities. One type of housing that is experimental is the self-contained apartments in which the student looks after himself.

In England, male and female students usually occupy separate houses. There is a tendency, however, toward the modified coeducational housing with the two different groups sharing common catering and social facilities. At present a first year student usually resides in a residence hall. After the first year, he may live in a dormitory block which allows for greater freedom. The social centers of a block are the

²⁹Ibid., p. 63.

³⁰Edmund Williamson, "How European Universities House Their Students," College and University Business, January, 1964, p. 43.

kitchens which are shared by from eight to ten students.

According to Williamson, there is still little or no tradition of residence halls in Scandinavian and other western European universities. A type of housing currently under experimentation accommodates groups of students but without supervision. According to Williamson, European students, particularly those in the Scandinavian countries, play a large role in the planning and administration of student housing. Frequently, a student organization is the owner of a student housing unit. Residence halls are usually for both men and women. Sometimes there is separation of the sexes by assignment but frequently there is no separation. Men and women, therefore, can occupy adjacent rooms. This type of housing is popular particularly in Sweden and Denmark "where students are regarded as responsible people who have reached years of discretion, old enough to know what they are doing and to lead private lives of their own which are nobody else's business."³¹

In the Scandinavian countries, many student houses are operated as hotels in the summer months. Student houses in Uppsala, Sweden, are composed of suites shared by small groups of students. The suites include "a central hall containing hanging space for outdoor clothes and shoes and a kitchen . . . including a three ring cooker, a double sink, a large refrigerator, and a table with fixed seats for three."³²

University housing officials in the United States also are working toward many types of housing being developed. One in particular is being sponsored by outside investors. An independent Louisiana oil man

³¹Ibid., p. 43.

³²Ibid., p. 44.

on taking his daughter to college was quite depressed when he saw the residence hall in which his daughter was to live. It was quite old, noisy and very cramped because of an exceptionally large enrollment. Unlike most, this parent decided to do something about the crowded, uncomfortable conditions that prevailed at this dormitory. As a result, in September, 1965, a new plush, five story dormitory was opened on the campus at the University of Southwestern Louisiana. "Among its amenities: two room suites sharing a private tiled bath, wall-to-wall carpeting, air conditioning, dining room with waitress service, sound proof study rooms, and an underground garage."³³

In the past several years similar projects have been erected. Most of these projects are developed by one or more outside investors, rather than the university. Such projects have benefited many universities trying to keep up with the rising enrollment of students. Private residence halls are not favored by everyone, however. A number of educators feel that student housing is an integral part of the learning experience and should remain a responsibility of the university.

³³"Investors Move Into Dorms," Business Week, November 6, 1964, p. 47.

CHAPTER III

METHODOLOGY

Development of Instrument and Its Use in Obtaining Data

The questionnaire was selected as the instrument to be used in collecting from a fairly large sample, information in which a degree of uniformity in responses was the desired end product.

The instrument was designed to provide the writer with information on the two independent variables, age and nationality, and on the dependent variables, attitudes toward and preferences for student housing. Several questions also were included to elicit information regarding the students' current housing.

Development of the questionnaire was guided by the fact that International students were to be a part of the population sample. Careful consideration was given to designing the instrument so that questions were clearly stated and words unfamiliar to them were defined. Length of the instrument was also given consideration so that the respondents would not be discouraged by what appeared to be a lengthy questionnaire.

The questionnaire was divided into several sections with the first section designed to give information about the student and his present housing situation. The second, third and fourth sections were concerned with his attitudes toward and preferences for dormitory, efficiency- and standard-apartment type housing, respectively. The last part of

the questionnaire contained questions concerning specific preferences for type of student housing and preferences for possible services and for furnishings and accessories.

The majority of questions gave respondents opportunity to choose from several alternative responses the one which most nearly represented his preference. A few questions were of the open-end type. Samples of the two types of questions are as follows:

Instructions:

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

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) _____

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).

Married graduate students living in Stillwater, Oklahoma, were used for pre-testing.

The revised questionnaire (Appendix), which contained 70 questions, was mailed to 580 single graduate students. The students were given three weeks in which to return the completed questionnaire. Approximately 50 percent (286) of the questionnaires were returned. Of the 286 returned, 13 were rejected because of the marital status of the student

and in cases where the student had not responded to all of the questions. The final number of questionnaires analyzed was 273.

Selection of the Sample

As the study is concerned with single graduate student housing, the population sample selected for study was all single students enrolled in the Graduate College at Oklahoma State University in the 1965 spring semester and who had a Stillwater, Oklahoma, address. Names and addresses of those students meeting the above requirements were obtained from the enrollment cards on file in the Graduate College Office.

Treatment of Data

The information received from the 273 respondents was analyzed by the two independent variables, age and nationality. The age of the respondent was dichotomized into: (1) those students who were 23 years of age and younger and (2) those students who were over 23 years of age.

The second independent variable, nationality, was also dichotomized with the sub-groupings being: (1) those students who have spent the majority of their lifetimes living in the United States and (2) those students who have spent the majority of their lifetimes in a country other than the United States.

Statistical Treatment

The information obtained by each questionnaire was recorded on IBM data cards. The Chi-square test was used to determine independence between the independent variables, age and nationality, and the various components of the dependent variables, attitudes toward and preferences

for housing.

Frequency counts, percentages and Chi-square values were determined at the Computing Center at Oklahoma State University.

Description of the Population Sample

Data describing the population sample according to the respondent's sex, age, nationality and means of financing his/her graduate program are shown in Table I. This information is analyzed by the two independent variables, age and nationality.

The present housing situation of the single graduate students at Oklahoma State University and their feelings concerning their present housing conditions are found in Tables II, III and IV. Almost 70 percent of the students live in privately-owned housing. The monthly rental rate paid by a student ranged from less than \$20 to over \$100. Data in Table II show that approximately one-half of the occupants paid \$39 or less per month while only one-eighth of the students paid over \$60 per month.

The results of this study did not show a predominant occupancy pattern. Data in Table III show most students living alone in a room or an apartment or with one roommate.

Less than nine percent of the students are dissatisfied with their present housing (Table IV). Factors identified as operant in the selection of their current housing varied from location, finances, facilities, equipment and type of housing, occupants and owners, to limited choice and amenities. Location was the most frequently mentioned reason for choosing their present type of housing, although finances, facilities, and amenities ranked very close to location. Although less than one-

TABLE I
POPULATION CHARACTERISTICS ACCORDING TO INDEPENDENT
VARIABLES AGE AND NATIONALITY

		AGE		NATIONALITY		TOTALS
		23 and Under	Over 23	American	International	
AGE	23 and Under	119				
	Over 23		154			
NATIONALITY	American	98* (50.52)	96 (49.48)	194		100
	International	21 (26.58)	58 (73.42)		79	194
						100
						79
SEX	Male	86 (41.34)	122 (58.66)	143 (68.75)	65 (31.25)	100
	Female	33 (50.77)	32 (49.23)	51 (78.46)	14 (21.53)	208
						100
						65
MEANS OF FINANCING GRADUATE PROGRAM**	Scholarship, Assistantship or Fellowship	54 (45.38)	80 (51.95)	103 (53.09)	31 (39.24)	
	Others, (i.e. parents, savings, gifts)	43 (36.13)	45 (29.22)	49 (25.26)	39 (49.37)	
	Both of Above	22 (18.49)	29 (18.83)	42 (21.65)	9 (11.39)	

*First number given represents sub-sample size and second is percent.

**N's are not given because students could give more than one response.

TABLE II
SINGLE GRADUATE STUDENTS' PRESENT HOUSING SITUATION

		<u>Number</u>	<u>Percent</u>
Type of Administration	University administered	67	24.5
	Privately owned	190	69.6
	Other	12	4.4
	No response	<u>4</u>	<u>1.5</u>
		N=273	100.0
Rental Rate	\$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	<u>19</u>	<u>7.0</u>
		N=273	100.0

TABLE III
SINGLE GRADUATE STUDENTS' PRESENT OCCUPANCY PATTERN

<u>Type of Housing</u>	<u>Number of Occupants</u>							
	<u>1</u>	<u>2</u>	<u>3</u>	<u>More than 3</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>More than 3</u>
	<u>Number</u>				<u>Percent</u>			
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			

TABLE IV
 SINGLE GRADUATE STUDENTS' REASONS FOR SELECTING AND
 ATTITUDES TOWARD PRESENT HOUSING

		<u>Number</u>	<u>Percent</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
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	<u>1</u>	<u>0.4</u>
		N=273	100.0
Willingness to Move into Better Housing if Available	Yes	177	64.9
	No	85	31.1
	No response	<u>11</u>	<u>4.0</u>
		N=273	100.0

*N=273

tenth were dissatisfied with their present housing nearly two-thirds of the respondents were willing to move into better housing if it were available.

CHAPTER IV

FINDINGS RELATED TO HOUSING PREFERENCES FOR AND ATTITUDES TOWARD HOUSING

Presentation and Analysis of Data

What are the housing preferences of the single graduate students at Oklahoma State University? How do the preferences of American students differ from those of students from foreign countries? How do the preferences of students under 23 years of age differ from those over 23? These are the questions to be answered in this study.

Findings regarding the housing preferences and attitudes of the single graduate student are presented in two parts: (1) attitudes and preferences of the entire group, and (2) attitudes and preferences as analyzed by the two independent variables, nationality and age. The Chi-square test was used to determine significance of differences in the responses. Chi-square values at .05 probability or greater are accepted as significant.

Attitudes and Preferences of Total Group

Preferences Concerning Dormitory Type Housing

Data in Table V show the respondents' preferences and attitudes concerning dormitory type housing. A two room suite occupied by two students is the most frequently preferred occupancy pattern. Over

three-fifths of the students prefer study and sleeping areas in the same room. For two or more occupants, a two room suite with separate sleeping and studying areas is the preferred accommodation.

Lavatories, toilet and a shower-tub combination in a small room to be shared by occupants of adjoining rooms is preferred with slightly greater frequency than the sharing of facilities by occupants in two rooms or than having a lavatory in the room. Two-thirds of the respondents prefer cleaning their own facilities.

A consensus did not emerge in regard to the rental fee for a dormitory room. Slightly more than one-half prefer a rental fee under \$30 and approximately one-fourth indicated preference for a rental of \$40 a month or more. Nearly three-fourths of the students were willing to pay the rental fee they had indicated as their preference for dormitory type housing.

In regard to social areas in a dormitory, the respondents' preferences are for a formal living room on the ground floor and either an informal living room or living and recreations rooms on each floor. Data concerning these preferences are given in Table V.

Attitudes Toward Policies, Occupancy, Furnishings, and Organized Activities for Dormitory

More than one-half of the respondents think alcoholic beverages should be permitted in a dormitory for students who are 21 years of age and over (Table VI). Only two percent of the students want a closing hour.

Generally speaking, the respondents prefer that men and women students be housed in separate dormitories. Over eight-tenths of the

TABLE V

SINGLE GRADUATE STUDENTS' PREFERENCES FOR DORMITORY TYPE HOUSING

	Preferences	Number	Percent
Occupancy Pattern	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 and study areas in same room	170	62.2
	Separate sleeping room and 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

TABLE V (CONTINUED)

	Preferences	Number	Percent
Room Arrangement for Two or More Occupants	Sleeping and study areas in same room	30	11.0
	Separate sleeping room and 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
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
Arrangements for Cleaning Living Unit	Clean my own accommodations	168	61.5
	Have optional maid service	42	15.4
	Have maid service provided within cost of room rent	50	18.3
	No response	<u>13</u>	<u>4.8</u>
		N=273	100.0

TABLE V (CONTINUED)

		Preferences	Number	Percent
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	<u>55</u>	<u>20.2</u>
			N=273	100.0
Willingness to Pay Preferred Rental Rate	Yes		200	73.2
	No		13	4.8
	No response		<u>60</u>	<u>22.0</u>
			N=273	100.0
Location for Formal Living Room		Ground floor	123	45.0
		Room floor	11	4.0
		Both floors	3	1.0
		No response	<u>136</u>	<u>50.0</u>
			N=273	100.0
Location for Reception Room		Ground floor	82	30.0
		Room floor	39	14.3
		Both floors	2	0.7
		No response	<u>150</u>	<u>55.0</u>
			N=273	100.0

TABLE V (CONTINUED)

		Preferences	Number	Percent
Location for Informal Living Room		Ground floor	76	27.8
		Room floor	87	31.9
		Both floors	5	1.9
		No response	<u>105</u>	<u>38.4</u>
			N=273	100.0
Location for Living and Recreation Room		Ground floor	26	9.5
		Room floor	123	45.1
		Both floors	2	0.7
		No response	<u>122</u>	<u>44.7</u>
			N=273	100.0

respondents believe married students whose spouses are not on campus should be permitted to reside in the dormitory. More than two-thirds of the students want their rooms completely furnished. A student activity program was rejected by two-fifths of the group. One-third, however, indicated preference for an activity program.

Preferences Concerning Efficiency Apartments

Data in Table VII show that single graduate students prefer no more than two occupants in an efficiency apartment. Nearly all of the students want their efficiency apartments partially or completely furnished. Over one-third of the respondents feel that the rent should be \$39 or less. Over nine-tenths of the students indicated willingness to pay the rental fee they had identified as the one they would prefer paying for an efficiency apartment.

Preferences Concerning a Standard Apartment

Data concerning preferences for a standard apartment, which are presented in Table VIII, reveal that over three-fourths of the respondents prefer having two people share a standard apartment, want it completely furnished and are willing to pay a rental fee of from \$40 to \$60.

Preferred Spatial Arrangement for a Standard Apartment

Clearly defined preferences for various spatial areas within an apartment did not emerge. As shown by data in Table IX, rooms or combinations of rooms preferred most frequently are a separate living room, a separate study or a living-study room, a kitchen-dining room, one

TABLE VI
 ATTITUDES EXPRESSED BY SINGLE GRADUATE STUDENTS CONCERNING
 POLICIES, OCCUPANCY, FURNISHINGS, ORGANIZED
 ACTIVITIES FOR DORMITORY HOUSING

	Attitudes	Number	Percent
	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
	No closing hour restrictions	258	94.5
Closing Hours	Should have closing hour restrictions	6	2.2
	No response	<u>9</u>	<u>3.3</u>
		N=273	100.0
	Men and women in separate dormitories	105	38.9
Type of Occupancy	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	<u>13</u>	<u>4.8</u>
		N=273	100.0

TABLE VI (CONTINUED)

Attitudes		Number	Percent
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	<u>10</u>	<u>3.7</u>
		N=273	100.0
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	<u>10</u>	<u>3.7</u>
		N=273	100.0
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		
	Neither counselor, nor organized student government, nor organized activity programs	111	40.7
	No response	<u>15</u>	<u>5.4</u>
		N=273	100.0

TABLE VII
SINGLE GRADUATE STUDENTS' PREFERENCES REGARDING
AN EFFICIENCY APARTMENT

Preferences		Number	Percent
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	<u>8</u>	<u>2.9</u>
		N=273	100.0
Furnished Versus Unfurnished	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	<u>5</u>	<u>1.8</u>
		N=273	100.0
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	<u>46</u>	<u>16.9</u>
	N=273	100.0	

TABLE VII (CONTINUED)

Preferences		Number	Percent
Willingness to Pay	Yes	208	76.2
Preferred Rental Rate	No	12	4.4
	No response	<u>53</u>	<u>19.4</u>
		N=273	100.0

TABLE VIII
 SINGLE GRADUATE STUDENTS' PREFERENCES REGARDING
 A STANDARD APARTMENT

	Preferences	Number	Percent
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	<u>8</u>	<u>2.9</u>
		N=273	100.0
Furnished Versus Unfurnished	Unfurnished	3	1.1
	Furnished with stove & refrigerator only	29	10.6
	Completely furnished	<u>241</u>	<u>88.3</u>
		N=273	100.0
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	<u>37</u>	<u>13.6</u>
		N=273	100.0

TABLE VIII (CONTINUED)

	Preferences	Number	Percent
Willingness to Pay Preferred Rental Rate	Yes	204	74.7
	No	23	8.4
	No response	<u>46</u>	<u>16.9</u>
		N=273	100.0

TABLE IX

SINGLE GRADUATE STUDENTS' PREFERENCES REGARDING
SPATIAL AREAS FOR A STANDARD APARTMENT

Preferences	Number	Percent
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
Kitchen-dining-laundry-study	3	1.1
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		

bedroom, two bedrooms or two bedroom-study areas. A separate bath was preferred more frequently than a bath-laundry combination.

Selected Features for an Efficiency Apartment or a Standard Apartment

Air conditioning is the only feature for which one-half of the student respondents were willing to pay additional money. For the other features investigated, less than one-half of the single graduate students were willing to pay additional rent in order to have the feature. Data showing these findings are given in Table X.

TABLE X

FEATURES FOR WHICH SINGLE GRADUATE STUDENTS WOULD OR WOULD NOT PAY ADDITIONAL RENT IN ORDER TO HAVE IN AN EFFICIENCY OR STANDARD APARTMENT

Selected Features	Would Pay Additional Rent	Would Not Pay Additional Rent
Garbage disposal	34.8*	56.4*
Electric dishwasher	8.7	73.3
Electric clothes washer	12.8	69.6
Clothes dryer	7.7	74.3
Air conditioning	50.0	40.6
Facility for storing small supply of frozen food	37.3	51.7
Assigned parking area	41.0	48.7
Enclosed garage	15.8	65.2
Place to enjoy being outside	31.5	58.2
N=273		

*"Would pay" and "would not pay" responses do not total 100 percent because some respondents did not respond to the question.

Preferences for Services and for the Furnishing of Accessories

The graduate students selected a canteen as the service for which they would have the "most use." Data in Table XI show that approximately one-third of the respondents thought they might have "some use" for food service, a delicatessen and a reference library. "Laundry," "delivery of meals," "a maid," "typing" and "answering and waking-up" are the services for which respondents feel they would have "little use."

TABLE XI

SINGLE GRADUATE STUDENTS' PREFERENCES FOR POSSIBLE SERVICES

Services	Much Use	Some Use	Little Use	Don't Know
Laundry service, pick-up and delivery	26.4*	30.4*	35.5*	4.4*
Canteen with groceries, drugs, school supplies, sundries and fountain service located within housing area	40.6	38.1	16.1	1.2
Food service, cafeteria or restaurant located in housing area	31.1	36.3	24.5	4.4
Delicatessen located within housing area	8.8	38.5	32.6	15.3
Delivery of meals to individual living units	0.7	6.2	75.1	13.6
Maid service	12.1	24.5	49.8	8.8
Answering and waking-up service	13.2	21.6	52.8	8.4
Typing service in area available for typing term papers, thesis, reports, etc.	16.1	34.8	40.3	5.1

TABLE XI (CONTINUED)

Services	Much Use	Some Use	Little Use	Don't Know
Reference library	27.8	34.4	30.4	4.1
N=273				

*"Much," "some," "little," and "don't know" responses do not total 100 percent because some respondents did not respond to the question.

Accessories which the students wish to furnish themselves are a typewriter, pictures, a television set, popcorn popper, bedspread and electric blanket. Data in Table XII indicate that over one-half of the single graduate students prefer that the university or their landlord provide a full length mirror, desk lamp, telephone, draperies, carpeting, a vacuum cleaner and a communications system.

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
Full length mirror	89.0*	7.3*
Desk lamp	50.2	48.0
Typewriter	6.6	90.1
Picture for walls	26.3	70.0
Television	41.4	51.3

TABLE XII (CONTINUED)

Furnishings or Accessories	Wish to Have Furnished by University or Landlord	Wish to Furnish Myself
Private telephone	64.1	30.4
Popcorn popper	12.1	75.8
Bedsread	17.2	78.0
Draperies or curtains	77.3	19.0
Electric blanket	6.2	85.7
Carpeting	88.2	8.1
Vacuum cleaner	85.0	12.0
Communication system	62.3	27.5
N=273		

*"Wish to have furnished by university or landlord" and "wish to furnish myself" responses do not total 100 percent because some respondents did not respond to the question.

Type of Housing Preferred

More than eight-tenths of the single graduate students selected either an efficiency or standard apartment as the type of housing preferred. Of the two, the standard apartment was indicated most frequently as the preferred kind of housing. Only one-tenth of the respondents prefer dormitory type housing.

Location Preferred for Housing

More than one-fifth of the students did not have a preference regarding the location of single graduate student housing; however,

respondents prefer an on-campus location more frequently than an off-campus site.

TABLE XIII
SINGLE GRADUATE STUDENTS' PREFERENCES
REGARDING TYPE OF HOUSING

Type of Housing Preferred	Percent
Dormitory	10.3
Efficiency apartment	26.0
Standard apartment	61.2
Other	1.8
No response	<u>0.7</u>
N=273	100.0

TABLE XIV
SINGLE GRADUATE STUDENTS' PREFERENCES
REGARDING LOCATION OF HOUSING

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

Amount of Rent Students Can Afford

The amount of rent students think they can afford ranges from \$29 and less to over \$90. Nearly three-fourths of the students indicated they could not afford a monthly rental fee of over \$60. Data pertaining to these findings are in Table XV.

TABLE XV

AMOUNT OF RENT SINGLE GRADUATE STUDENTS CAN AFFORD

Rental Rate	Percent
\$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	<u>7.0</u>
N=273	100.0

Attitudes Toward Leasing Policies

Nearly one-third of the students expressed objection to being required to sign a lease (Table XVI). If a lease were required, however, none of the respondents prefer signing a 12 month lease over a nine month lease even though the monthly rental rate would be lower for the 12

month lease.

TABLE XVI
SINGLE GRADUATE STUDENTS' ATTITUDES TOWARD LEASING

Attitudes Toward a Lease		Percent
Policy Concerning 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	<u>0.7</u>
N=273		100.0
Policy Concerning 9 or 12 Month Required Lease	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 sub-let my apartment by the university officials	28.9
	No response	<u>5.9</u>
N=273		100.0

Differences in Attitudes and Preferences According
to Independent Variables

Differences Related to Nationality

Data in Table XVII show that in the population sample, International students tend to be older than American students. Whereas, nearly three-fourths of the former group were over 23, only one-half of the latter group were that old.

TABLE XVII

AGE OF SINGLE GRADUATE STUDENTS ACCORDING TO NATIONALITY

Age	American Students	International Students	Total
23 and under	50.52	26.58	44.00
Over 23	<u>49.48</u>	<u>73.42</u>	<u>56.00</u>
	100.00	100.00	100.00
	N=194	N=79	N=273

$\chi^2=13.078 > 7.88$ $p=.005$ $d.f.=2$

American students more than International students were financing their graduate study program by means of a graduate assistantship, scholarship or fellowship. International more than American students financed their studies through loans, parental assistance or by other means (Table XVIII).

A significant difference emerged in regard to the students' willingness to move into better housing. Data in Table XIX show that

International students more than students of this country are willing to move into better housing if it is available. This may be because initially, International students probably do not have housing of as good quality as do American students.

TABLE XVIII

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS'
MEANS OF FINANCING GRADUATE STUDY

Means of Financing Graduate Program	American Students	International Students	Total
Scholarship, fellowship, and/or assistantship only	53.09	39.24	49.00
Others only, i.e., parents, savings, etc.	25.26	49.37	32.00
Both scholarship, fellowship and assistantship and others	<u>21.65</u>	<u>11.39</u>	<u>19.00</u>
	100.00	100.00	100.00
	N=194	N=79	N=273

$$X^2=15.4794 > 10.60 \quad p=.005 \quad d.f.=2$$

Significantly larger proportions of American than International students were paying \$40 or more for a monthly rental and they are willing to pay more than \$40 per month for a dormitory rental.

American and International students differ somewhat in their attitudes toward a university policy permitting alcoholic beverages in university sponsored housing. Whereas, two-thirds of the American students were in favor of this policy only two-fifths of the International students supported it (See Table XXI). This difference might be related

to the fact that a high proportion of the International students are from countries where alcoholic beverages are forbidden by their religions.

TABLE XIX

WILLINGNESS OF SINGLE AMERICAN AND INTERNATIONAL GRADUATE STUDENTS TO MOVE INTO BETTER HOUSING

		American Students	International Students	Total
Willingness to move into better housing if available	Yes	60.54	84.42	64.9
	No	<u>39.46</u>	<u>15.58</u>	<u>31.1</u> I
		100.00	100.00	
		N=185	N=77	N=273

$$X^2=14.1403 > 7.88 \quad p=.005 \quad d.f.=1$$

TABLE XX

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS' PRESENT RENTAL AND PREFERRED RENTAL FOR DORMITORY TYPE HOUSING

		Rate	American Students	International Students	Total
Present monthly rental fee ¹	\$39 or less		50.52	75.95	50.9
	\$40 or more		<u>49.48</u>	<u>24.05</u>	42.1
(Table XX continued on next page)			100.00	100.00	
			N=194	N=79	N=273

¹ Percent does not equal 100 because "no responses" have been omitted.

TABLE XX (CONTINUED)

	Rate	American Students	International Students	Total
Preferred rental fee for dormitory type housing ²	\$29 or less	40.21	59.49	25.7
	\$30 - \$39	27.84	27.85	27.8
	\$40 and over	<u>31.95</u>	<u>12.66</u>	27.3
		100.00	100.00	
		N=194	N=79	N=273

$$^1\chi^2=14.8958 > 7.88 \quad p=.005 \quad d.f.=1$$

$$^2\chi^2=12.4904 > 10.60 \quad p=.005 \quad d.f.=2$$

TABLE XXI

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS'
ATTITUDES TOWARD POSSESSION OF ALCOHOLIC
BEVERAGES IN DORMITORIES

Attitude	American Students	International Students	Total
Should be permitted	65.08	42.47	56.4
Should not be permitted	<u>34.92</u>	<u>57.53</u>	39.6
	100.00	100.00	
	N=194	N=79	N=273

$$\chi^2=11.1143 > 7.88 \quad p=.005 \quad d.f.=1$$

American and International students also responded differently in regard to a policy concerning occupancy of a dormitory. Over one-half

of the International students prefer separate dormitories for men and women, while slightly more than one-third of the American students prefer this arrangement.

TABLE XXII
AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS'
PREFERENCES REGARDING OCCUPANCY PATTERN
IN DORMITORY HOUSING

Occupancy Pattern	American Students	International Students	Total
Men and Women in:			
Separate dormitories	35.83	52.05	38.9
Same dormitory but different floors	34.22	15.07	27.6
Same dormitory and same floor	<u>29.95</u>	<u>32.88</u>	29.7
	100.00	100.00	
	N=187	N=73	N=273

$$\chi^2=10.2485 > 9.21 \quad p=.01 \quad d.f.=2$$

As a whole, International students want dormitory rooms completely furnished. Only about two-thirds of the American students want complete furnishings. The large proportion of International students wanting furnishings provided probably can be attributed to the fact they are a great distance from their homes and, therefore, are limited in what they can bring with them.

Data in Table XXIV show that International more than American students prefer an organized student activity program, a counselor, student government and social and recreational programs.

TABLE XXIII

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS'
PREFERENCES CONCERNING FURNISHINGS
IN DORMITORY TYPE HOUSING

Preference	American Students	International Students	Total
Completely furnished	63.68	91.78	68.8
Option--own furniture or that of university	<u>36.32</u>	<u>8.22</u>	27.5
	100.00	100.00	
	N=190	N=73	N=273

$$X^2=20.4230 > 7.88 \quad p=.005 \quad d.f.=1$$

TABLE XXIV

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS' ATTITUDES
TOWARD A STUDENT ACTIVITY PROGRAM

Student Activity Program	American Students	International Students	Total
Organized student activity program	28.49	55.56	34.1
Counselors only	20.97	20.83	19.8
None	<u>50.54</u>	<u>23.61</u>	40.7
	100.00	100.00	
	N=186	N=72	N=273

$$X^2=19.2929 > 10.60 \quad p=.005 \quad d.f.=2$$

International and American students differ in the amount of rental they feel they can afford for an efficiency apartment. A large percentage

of the International students indicated the rental for such an apartment should be less than \$40 per month; American students, on the other hand, are nearly equally divided between a rental of under \$40 and one over \$40. American students more than International indicated willingness to pay the fee they had identified as the one they were capable of paying.

TABLE XXV

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS' PREFERRED RENTAL AND WILLINGNESS TO PAY PREFERRED RENTAL FOR EFFICIENCY APARTMENT

		American Students	International Students	Total
Preferred rental rate	\$39 or less	48.45	74.68	39.1
	\$40 or more ¹	<u>51.55</u>	<u>25.32</u>	44.0
		100.00	100.00	
		N=194	N=79	N=273
Willingness to pay rental rate ²	Yes	96.43	88.46	76.2
	No	<u>3.57</u>	<u>11.54</u>	4.4
		100.00	100.00	
		N=168	N=52	N=273

$$^1\chi^2=15.6788 > 7.88 \quad p=.005 \quad d.f.=1$$

$$^2\chi^2=4.8874 > 3.84 \quad p=.05 \quad d.f.=1$$

American students more than International students prefer two bedroom-study areas in an apartment and want a separate bath as opposed to a bath-laundry combination.

TABLE XXVI

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS' PREFERENCES
CONCERNING SPATIAL AREAS IN A STANDARD APARTMENT

Preferred Spatial Arrangement	American Students	International Students	Total
Two-bedrooms-study ¹	30.16 (N=57)	17.57 (N=13)	25.6 (N=273)
Bath ²	67.72 (N=128)	45.95 (N=34)	59.3 (N=273)

$${}^1\chi^2 = 4.3164 > 3.84 \quad p = .05 \quad d.f. = 1$$

$${}^2\chi^2 = 10.6632 > 7.88 \quad p = .005 \quad d.f. = 1$$

American and International students also differ in the amount of rental they can pay for a standard apartment. While slightly more than two-fifths of the American students are willing to pay \$50 or more per month for a standard apartment, less than one-fifth of the International students indicated they could pay that rental. The majority of the latter group prefer a rental of \$39 or less.

TABLE XXVII

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS' PREFERENCES
CONCERNING RENTAL FOR A STANDARD APARTMENT

Preference	American Students	International Students	Total
Preferred rental rate ¹	\$39 or less	27.84	21.8
	\$40 - \$49	28.35	27.5
	\$50 or more	43.81	36.3
(Table XXVII continued on next page)	N=194	N=79	N=273

TABLE XXVII (CONTINUED)

Preference		American Students	International Students	Total
Willingness to pay rental rate ²	Yes	92.94	80.70	74.7
	No	7.06	19.30	8.4
		N=170	N=57	N=273

$$\chi^2_{1,2} = 23.8617 > 10.60 \quad p = .005 \quad d.f. = 1$$

$$\chi^2_{2,2} = 7.0228 > 6.63 \quad p = .01 \quad d.f. = 1$$

In response to the question "Would you pay additional rent for an assigned parking area?", only one-third of the International students, while over one-half of the American students, are willing to pay additional rent. This difference probably stems from the fact that fewer International students have cars.

TABLE XXVIII

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS'
ATTITUDES TOWARD AN ASSIGNED PARKING AREA

Assigned Parking Area	American Students	International Students	Total
Desirable but would not pay additional amount	49.72	67.19	48.7
Desirable and would pay additional amount	<u>50.28</u>	<u>32.81</u>	41.0
	100.00	100.00	
	N=181	N=67	N=273

$$\chi^2 = 5.8107 > 5.02 \quad p = .025 \quad d.f. = 1$$

A clear picture did not emerge in regard to possible usage of selected services. One-half or less of the students indicated "much" or "some" use for the services studied. Of the services mentioned, the International students more than the American students thought they would have "much" or "some" use for a laundry service, a typing service and a reference library. American students more than International students indicated they would have "some use" or "little use" for a delicatessen and for maid service. Significantly larger proportions of International students than American students did not know how much use they would have for a delicatessen, maid service and an "answering" and "waking-up" service.

Significantly larger proportions of International students than of American students want the University or a landlord to provide a desk lamp, television, popcorn popper, bedspread and draperies. As a whole American students expect to provide their own typewriter, popcorn popper and bedspreads, and a large proportion prefer furnishing a desk lamp and a television set. International students expect to furnish a typewriter, popcorn popper and bedspread, and most do not expect to provide a desk lamp or a television set.

Data in Table XXXI show that a significantly larger proportion of International than American students prefer that graduate housing be located on campus as opposed to off campus.

Monthly rentals International students indicated they were able to pay tended to be lower than those indicated by American students. Whereas, three-fourths of the latter group indicated they could pay \$40 or more, only two-fifths of the International students could pay that amount.

TABLE XXIX

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS'
POTENTIAL USAGE OF SELECTED SERVICES

Service	Usage	American Students	International Students	Total
Laundry service ¹	Much use	23.16	37.84	26.4
	Some use	30.00	35.14	30.4
	Little use	43.68	18.92	35.5
	Don't know	3.16	8.10	4.4
			N=190	N=74
Delicatessen ²	Much use	7.89	12.86	8.8
	Some use	43.68	31.43	38.5
	Little use	36.84	27.14	32.6
	Don't know	11.59	28.57	15.3
			N=190	N=72
Maid service ³	Much use	13.83	9.72	13.2
	Some use	25.00	27.78	24.5
	Little use	55.85	43.06	49.8
	Don't know	5.32	19.44	8.8
			N=188	N=72
"Answering" and "Waking-Up" service ⁴	Much use	15.26	9.72	13.2
	Some use	21.05	26.39	21.6
	Little use	58.95	44.44	52.8
	Don't know	4.74	19.45	8.4
			N=190	N=72
Typing service ⁵	Much use	16.32	17.81	16.1
	Some use	33.68	42.47	34.8
	Little use	46.32	30.14	40.3
	Don't know	3.68	9.58	5.1
			N=190	N=73

(Table XXIX continued on next page)

TABLE XXIX (CONTINUED)

Service	Usage	American Students	International Students	Total
Reference library ⁶	Much use	26.63	44.59	27.8
	Some use	37.37	31.08	34.4
	Little use	36.84	17.57	30.4
	Don't know	3.16	6.76	4.1
		N=190	N=74	N=273

$$1. \chi^2 = 16.4160 > 12.84 \quad p = .005 \quad d.f. = 3$$

$$2. \chi^2 = 13.8166 > 12.84 \quad p = .005 \quad d.f. = 3$$

$$3. \chi^2 = 13.7306 > 12.84 \quad p = .005 \quad d.f. = 3$$

$$4. \chi^2 = 16.6911 > 12.84 \quad p = .005 \quad d.f. = 3$$

$$5. \chi^2 = 7.9509 > 7.81 \quad p = .025 \quad d.f. = 3$$

$$6. \chi^2 = 17.4639 > 12.84 \quad p = .005 \quad d.f. = 3$$

TABLE XXX

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS' PREFERENCES
REGARDING THE FURNISHING OF ACCESSORY ITEMS

Item	Furnishing Preference	American Students	International Students	Total
	Wish to Have Furnished:			
Desk lamp ¹	by university or landlord	40.84	76.62	50.2
	by myself	<u>59.16</u>	<u>23.38</u>	48.0
		100.00	100.00	
		N=191	N=77	N=273
Typewriter ²	by university or landlord	3.17	16.00	6.6
	by myself	<u>96.83</u>	<u>84.00</u>	90.1
		100.00	100.00	
		N=189	N=75	N=273
Television ³	by university or landlord	36.61	65.71	41.4
	by myself	<u>63.39</u>	<u>34.29</u>	51.3
		100.00	100.00	
		N=183	N=70	N=273
Popcorn ⁴ popper	by university or landlord	6.74	33.87	12.1
	by myself	<u>93.26</u>	<u>66.13</u>	75.8
		100.00	100.00	
		N=178	N=62	N=273

(Table XXX continued on next page)

TABLE XXX (CONTINUED)

Item	Furnishing Preference	American Students	International Students	Total
Bedsread ⁵	by university or landlord	9.63	39.73	17.2
	by myself	<u>90.37</u>	<u>60.27</u>	78.0
		100.00	100.00	
		N=187	N=73	N=273
Draperies ⁶	by university or landlord	75.92	91.67	77.3
	by myself	<u>24.08</u>	<u>8.33</u>	19.0
		100.00	100.00	
		N=191	N=72	N=273

$\chi^2 = 28.1245 > 7.88$ $p = .005$ $d.f. = 1$

$\chi^2 = 13.9015 > 7.83$ $p = .005$ $d.f. = 1$

$\chi^2 = 17.3506 > 7.88$ $p = .005$ $d.f. = 1$

$\chi^2 = 28.5377 > 7.88$ $p = .005$ $d.f. = 1$

$\chi^2 = 32.1221 > 7.88$ $p = .005$ $d.f. = 1$

$\chi^2 = 8.1775 > 7.88$ $p = .005$ $d.f. = 1$

TABLE XXXI

AMERICAN AND INTERNATIONAL SINGLE GRADUATE STUDENTS' PREFERENCES
CONCERNING LOCATION OF GRADUATE HOUSING

Location	American Students	International Students	Total
On campus	31.94	73.08	43.2
Off campus	44.50	12.82	34.8
Do not care	23.56	14.10	20.5
	100.00	100.00	
	N=191	N=78	N=273

$$X^2=39.4888 > 10.60 \quad p=.005 \quad d.f.=2$$

TABLE XXXII

AMOUNT OF RENT THAT CAN BE PAID BY SINGLE AMERICAN
AND INTERNATIONAL GRADUATE STUDENTS

Rental Rate	American Students	International Students	Total
\$39 or less	23.71	60.76	27.6
\$40 - \$59	46.91	31.65	42.4
\$60 or more	29.38	7.59	23.0
	N=194	N=79	N=273

$$X^2=37.0028 > 10.60 \quad p=.005 \quad d.f.=2$$

Differences Related to Age

When the data were analyzed according to the respondent's age, a significant difference emerged in the students' preferences concerning bathroom facilities in a dormitory. A larger proportion of the younger group prefer sharing facilities with occupant(s) in an adjacent room while the older group prefer a private bathroom.

TABLE XXXIII

PREFERENCES REGARDING BATHROOM FIXTURES ACCORDING
TO AGE OF SINGLE GRADUATE STUDENTS

Preference	23 and Under	Over 23	Total
	Percent	Percent	Percent
No plumbing in room	13.04	19.18	15.8
Lavatory only in room	27.83	24.66	24.9
Lavatory, toilet and shower-tub combination in small room shared by occupant of adjacent room	40.87	26.71	31.5
Adjacent bath with sink, toilet, shower-tub combination for my private use	<u>18.26</u>	<u>29.45</u>	23.4
	100.00	100.00	
	N=115	N=146	N=273

$$X^2 = 8.9160 > 7.81 \quad p = .05 \quad d.f. = 3$$

Data in Table XXXIV show a larger proportion of older students than younger students prefer dormitory rooms to be completely furnished (i.e. beds, dressers, draperies, bedspreads, etc.) as opposed to having an

option of furnishing the room themselves.

TABLE XXXIV

PREFERENCES REGARDING FURNISHED OR UNFURNISHED DORMITORY ROOMS
ACCORDING TO AGE OF SINGLE GRADUATE STUDENTS

	23 and Under	Over 23	Total
Room completely furnished	64.10	77.40	68.8
Option of using own furniture or that of university	<u>35.90</u>	<u>22.60</u>	27.5
	100.00	100.00	
	N=117	N=149	N=273

$$X^2 = 5.6316 > 5.02 \quad p = .025 \quad d.f. = 1$$

When questioned about features they might like to have included in an apartment, a larger proportion of older than of younger students indicated they would like a clothes dryer but they would not be willing to pay additional rent in order to have it (Table XXXV).

When questioned about items of furnishings they wished to personally furnish or they wished to have furnished by the university, a significantly larger number of older than of younger students want the university to furnish a desk lamp and draperies while a larger proportion of the younger group prefer furnishing their own bedspread.

A significant difference between the two age groups emerged in regard to a policy concerning the university requiring a student to sign a lease. Of the students 23 and under, most indicated they would sign a lease if it were required but they would not approve of the requirement.

A larger proportion of the older students would not sign a lease,

TABLE XXXV

PREFERENCE FOR CLOTHES DRYER ACCORDING TO
AGE OF SINGLE GRADUATE STUDENTS

Clothes Dryer	23 and Under	Over 23	Total
Desirable--would not pay additional rent	85.00	95.16	74.3
Desirable--would pay additional rent	15.00	4.84	7.7
	N=100	N=124	N=273

$$\chi^2 = 6.7274 > 6.63 \quad p = .01 \quad d.f. = 1$$

TABLE XXXVI

PREFERENCES REGARDING THE FURNISHING OF ACCESSORY ITEMS ACCORDING
TO AGE OF SINGLE GRADUATE STUDENTS

Furnishing	Preference	23 and Under	Over 23	Total
Desk lamp ¹	Furnished by University	44.07	56.67	50.2
	Furnish myself	55.93	43.33	48.0
		N=118	N=150	N=273
Bedsread ²	Furnished by University	12.82	22.38	17.2
	Furnish myself	87.18	77.62	78.0
		N=117	N=143	N=273

TABLE XXVI (CONTINUED)

Furnishing	Preference	23 and Under	Over 23	Total
Draperies ³	Furnished by University	74.58	84.83	77.3
	Furnish myself	25.42	15.17	19.0
		N=118	N=145	N=273

$$^1\chi^2=4.1954 > 3.84 \quad p=.05 \quad d.f.=1$$

$$^2\chi^2=3.9689 > 3.84 \quad p=.05 \quad d.f.=1$$

$$^3\chi^2=4.3100 > 3.84 \quad p=.05 \quad d.f.=1$$

TABLE XXXVII

ATTITUDES REGARDING POLICY CONCERNING REQUIRED LEASE
ACCORDING TO AGE OF SINGLE GRADUATE STUDENTS

	23 and Under	Over 23	Total
Would approve--would sign	13.45	28.95	22.0
Would not approve-- would sign	53.78	36.84	44.0
Would object--would not sign	26.05	21.71	23.3
Would object strongly-- would not sign	6.72	12.50	10.0
	N=119	N=152	N=273

$$\chi^2=14.3381 > 12.84 \quad p=.005 \quad d.f.=3$$

Summary

The majority of single graduate students were found to be living off campus in privately owned housing and paying a rental fee under \$40 per month. Although they indicated satisfaction with their present housing, almost two-thirds are willing to move into better housing if it is available.

Data regarding dormitory type housing show that single graduate students prefer a two room suite to be occupied by two people and prefer study and sleeping areas to be in separate rooms.

The students' responses revealed that they are opposed to closing hours and an organized student activity program. A majority of the students think alcoholic beverages should be permitted in dormitories for those who are 21 years of age and over and they prefer the rooms to be completely furnished. A dominant preference regarding mixed occupancy (i.e. men and women living in the same dormitory) did not emerge.

In relation to an efficiency apartment, those preferences which emerged are: two people to occupy an apartment and that it be a completely furnished efficiency apartment.

For a standard apartment, the students preferences are: two people to an apartment, furnished completely, and with the spatial areas of: a separate living room, separate study, a kitchen-dining area and two bedrooms and bath.

An air conditioner is the only feature for which the graduate students are willing to pay additional rent. Approximately one-third of the students feel they would have "much use" for a canteen and a food service. Over one-third feel they would have "little use" for services

concerning laundry, delivery of meals, a maid, typing and a telephone answering and waking-up. Single graduate students in general prefer furnishing their own typewriters, pictures, television, popcorn popper, bedspread and electric blanket.

Over three-fifths of the students indicated that a standard apartment was their preference for graduate type housing. Although location on campus is preferred most frequently, a consensus did not emerge.

Preferences and Attitudes According to Nationality

International Students

International students tend to be older than American students and many of them are financing their graduate education by means other than a scholarship, fellowships or assistantships. Over three-fourths of the International students were paying less than \$40 per month for rent and from one-half to three-fourths indicated they would not be willing to pay over \$40 per month for rent.

International more than American students appear to be less liberal in their attitudes toward alcohol and toward occupancy of a dormitory by both male and female students. They are, however, interested in having an organized student activity program more frequently than are American students.

In most instances, International students want their housing completely furnished and they particularly want items such as desk lamps and television to be furnished by the university or a landlord. The only services they feel they would have "much use" for are a laundry service and a reference library. They would have "little use" for maid

service or an "answering and waking-up" service. Generally speaking they want their housing located "on campus."

American Students

Students from the United States are younger than International students. One-half are over and one-half are under twenty-three. The majority of American students are receiving financial assistance from a scholarship, fellowship or assistantship.

Although the majority are willing to move into better housing if it is available they are more satisfied with their housing than are International students.

Almost one-half of the American students were paying over \$40 per month for rent and they feel the rental for a dormitory should not be over \$40 per month per occupant; however, a monthly rental of over \$40 per month for an efficiency or standard apartment was acceptable.

American students are more liberal in their attitudes concerning alcoholic beverages for those over 21. They are equally divided in regard to men and women occupying the same dormitory.

A larger proportion of American than International students wish to have the option of using their own furnishings and prefer providing for themselves such items as a desk lamp, typewriter, television, popcorn popper and bedspread.

They are willing to pay additional rent for an assigned parking area. The majority prefer not having a student activity program of any type. They would have "little use" for a laundry, or for maid, "answering, waking-up" or typing services. The largest proportion prefer graduate student housing to be located off campus.

Preferences Related to Age

Age did not appear to be related to preferences of the single graduate students. A larger proportion of those over than under 23 years of age prefer having the university furnish the housing with items such as a desk lamp, bedspread, and draperies.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

Summary

The major purpose of the study is to ascertain as nearly as possible the attitudes and preferences held by single graduate students in relation to housing; and to discover if the variables, age and nationality, are related to their attitudes and preferences.

The hypothesis of the study is: preferences and attitudes of single graduate students at Oklahoma State University towards housing vary according to a student's age and nationality. Ages of the students were divided into two categories: (1) those 23 years and under and (2) those 23 years and over. The independent variable, nationality, was dichotomized into (1) American students, and (2) International students.

A questionnaire was mailed to 580 single graduate students at Oklahoma State University in order to obtain the necessary information. Data obtained from 273 returned questionnaires were procured by an IBM computer giving frequencies, percentages and Chi-square values.

Conclusions

1. An interest in better housing became apparent from the analysis of the data. Although 90 percent of the single students were satisfied

to a degree with their present housing, over 60 percent were willing to move into better housing if it were available.

2. Data indicated that students do not wish to live alone. Possible reasons for this finding might be related to economy or a dislike for living by oneself. For the three types of possible housing investigated, the respondents indicated a preference for two people to occupy either: a two room suite in a dormitory, an efficiency apartment, or a standard apartment.
3. Students prefer to be independent of university restrictions. A majority of students do not want an organized student activity program, are against regulations for closing hours, and feel that alcoholic beverages should be permitted for those who are 21 years of age and over.
4. A standard apartment is the type of housing single graduate students most frequently would like to live in while they are on the campus. A dormitory is the least preferred type of housing.
5. Nationality appears to influence students' attitudes and preferences toward housing more than does age.
6. International students by nature or necessity are more conservative with their money. In no case were they willing to pay more than \$40 per month as a rental fee.
7. American students are more liberal in their attitudes concerning housing. A larger proportion of the American than International students would accept men and women living in the same dormitory and a regulation permitting alcoholic beverages.
8. An International student wants his housing completely furnished with such items as furniture, draperies, desk lamp, and television;

and he definitely wants his housing to be located on campus.

Recommendations

1. In order to establish validity of the findings, and to see if geographical location influences a student's preferences and attitudes, a comparable study should be conducted, but with a larger sample which covers all areas of the United States.
2. A study of this nature should be done more frequently and perhaps periodically so that information obtained pertaining to preferences and attitudes toward housing would be current and up-to-date for use by administrators, building contractors and architects. Also, the data obtained should be compared with that obtained earlier to see if preferences and attitudes of single graduate students change over a period of time.
3. Further study of the specific reasons why two-person occupancy is the preferred pattern, would give administrators and contractors more insights regarding the college housing program.

Implications

The findings concerning students' preferences for and attitudes toward housing should provide bases for designing and building college housing which will meet the needs of this specific type of housing occupant. The findings can be used not only by College Housing Officials but also by local builders in providing more satisfactory housing for students. The findings indicate that if the right kind of housing were built in Stillwater within a price range the students can afford, there would be a ready market for it.

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APPENDIX

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 pages 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, $1\frac{1}{2}$, 2, 3. The cost ratio (CR) per person for each alternative is indicated in parenthesis, e.g. CR 1, CR $1\frac{1}{2}$, CR 2, etc.

For example the rental fee might be as follows:

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

One room occupied by one person only would be \$60 per person or CR $1\frac{1}{2}$.

14. In dormitory type housing, I would prefer an arrangement which provided for:
1. One person to have a room by himself/herself. (CR $1\frac{1}{2}$)
 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 $1\frac{1}{2}$ 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 $1\frac{1}{2}$)
 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 $1\frac{1}{2}$)
 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 $1\frac{1}{2}$ per person)
 4. Other (specify).
-

17. In a dormitory, living room facilities can be on 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 Columns 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 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 pages 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. | 4. Four people. |
| 2. Two people. | 5. Other (specify). |
| 3. Three people. | |
-
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 | 13. Kitchen-dining-laundry |
| 2. Separate study | 14. Kitchen-dining-study-laundry |
| 3. Living-study | 15. One bedroom |
| 4. Living-dining | 16. One bedroom-study |
| 5. Living-kitchen | 17. Two bedrooms |
| 6. Living-study-dining | 18. Two bedrooms-study |
| 7. Living-study-dining-kitchen | 19. Three bedrooms |
| 8. Separate kitchen | 20. Three bedrooms-study |
| 9. Separate dining | 21. Four or more bedrooms |
| 10. Kitchen-dining | 22. Four or more bedrooms-study |
| 11. Kitchen-dining-study | 23. Bath |
| 12. Kitchen-laundry | 24. Bath-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 sub-let 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

Linda Moore Regnier

Candidate for the Degree of
Master of Science

Thesis: AGE AND NATIONALITY AS FACTORS RELATED TO HOUSING PREFERENCES
AND ATTITUDES EXPRESSED BY SINGLE GRADUATE STUDENTS AT OKLA-
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