A NATIONAL STUDY OF RESIDENCE HALL STUDENT LEADER ATTITUDES TOWARD COLLEGE AND UNIVERSITY RESIDENCE HALL FACILITIES, PROGRAMS, STAFF, RULES AND STUDENT GOVERNMENT

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CHAPTER I

INTRODUCTION

Statement of the Problem

In recent years it has become increasingly evident that learning in the higher educational environment does not take place exclusively within the confines of the classroom. Education is a total process which effects and involves students in a multitude of settings. The longitudinal studies on the impact of college upon students by Chickering (24), Katz and Associates (60), and Trent and Medsker (118) empirically substantiate this view.

One of the out-of-classroom environments in which student learning can take place is the residence hall. However, the learning that takes place there currently may be either positive or negative, is seldom neutral (92, p. 5) and is most probably left to chance (104). As a result residence halls are largely still held to be of questionable value, both in terms of financial investment and educational consequences (75, p. 92).

The performance record of college and university student housing is marred by theory that is far apart from application and a shallow concept of its role as an educational facility. In addition, residence halls suffer as a result of

administrators paying only lip service to its uses as a part of the total institutional program and frequently bears the brunt of limited initiative or creativity in the development of an educational housing program (92, p. 1).

This study is specifically concerned with determining attitude similarities and differences among and between a national sample of residence hall student leaders toward five college and university student housing concepts.

Differences of opinion exist as to how the residence hall can best fulfill its functions as part of an academic environment (33). However, few people would deny that more research is required if answers are to evolve from the somewhat chaotic mixture of views that exist currently. As in decisions regarding curriculum innovations, only when housing programs and policies can be grounded upon sound educational principles, developed as a result of research, will stability and progress in terms of positive student learning outcomes result.

This investigation attempts to shed light on how students view their college housing facilities, the residence hall. The study is concerned with residence hall student leader attitudes toward five residence hall concepts which are deemed important by housing personnel workers. These concepts are residence hall: (1) physical facilities; (2) programs; (3) rules and regulations; (4) professional staff roles and functions; and (5) student government.

It is felt that data from students is needed to formulate sound and relevant goals and objectives for residence halls. Such "input" should be helpful in evaluating the current state of college and university housing. If differing views are found to exist it is hoped that they can be analyzed and evaluated. Such information should be helpful to housing administrators in developing future plans for programs, facilities, policy formulation, and student government and staff roles.

In summary, this investigation attempts to determine attitude differences among and between a national sample of residence hall student leaders toward five important, as administrators value them, concepts. As a result it is hoped that some evidence will evolve which will confirm or refute residence halls policies and aims as they presently exist.

Need for the Study

Higher education has always been concerned with the effect of program and planned objectives upon its clientele, the student. However, it is only recently that educators and administrators have given careful thought to the part residence halls can play in the academic community (112). Faculty, administration, and students are beginning to realize that the classroom is not the exclusive demarcation line of learning; continuing social research on college students and learning processes support this view (75; 37). Increasing information has finally caused residence hall objectives

to be brought into closer coordination with their schools' over-all mission (111; 75).

This trend has not evolved without difficulty or criticism. In the late nineteenth century, the prevailing sentiment about how and where undergraduate students lived was one of relative unconcern (16, p. 335). However, near the turn of the century this philosophy changed. Under the leadership of Henry Phillip Tappan and William Rainy Harper, colleges and universities began to consider housing for students as part of their institutions' responsibility (16, pp. 335-336).

Reflecting this new attitude, Tappan suggested: "Good housing contributes to academic success, and the securing of proper housing is as important as providing classroom instruction" (16, p. 335). After becoming president of the University of Chicago in 1892, Harper, despite heavy criticism, assigned over one-half of the cubage of the campus buildings to dormitories (16, p. 336). As early as 1893, Harper had established a house system with professional staff, counselors, and student house committees (16, p. 335).

Other institutions of higher education followed the leadership of the University of Chicago. Columbia University built its first dormitory in 1893. Cornell followed suit by opening a residence hall in 1914. Minnesota, Michigan, and Illinois serve as examples of large midwestern universities that boasted residence halls on their campus prior to the start of World War I (16, p. 337).

By 1939, the accrediting teams of the North Central Association had found that three-fourths of the institutions examined reported that, "They were making an effort to vitalize their student housing facilities" (16, p. 337). Residence halls had clearly become

> . . . a nation-wide trend, but the problems remained, to which Harper and Wilson (Woodrow) had called attention, of finding a way to integrate more closely American provisions for the living arrangements of college students with the educational objectives of higher learning (16, p. 337).

To contend that the early development of residence halls went without its critics would be erroneous (104).

> One critic has pointed out that the mere expenditure of vast sums on American student housing after 1918 did not of itself ensure that the full educational benefit of this program would be realized. Thus, many 'collegiate Gothic' residence halls built in this era might impress visitors with their expensive exteriors, while inside were small, cramped, poorly-lighted rooms--gloomy, vaulted, darkly paneled. Here, in truth, was an educational embodiment of Veblen's theory of 'capricious consumption." Or was it conspicuous waste (16, p. 339)?

Still another professor, writing in 1930, suggested that the residence hall was the complete embodiment of that which is anti-intellectual. This stand was reflected in these settings because most residential buildings on American campuses showed no understanding for the learning process.

> Students were herded together two, three, or four in one set of rooms. That these rooms were still primarily sleeping quarters was attested by the appellation 'dormitory' commonly applied to them. . . . the spirit was always predominant in this setting, and a profoundly noisy, anti-intellectual herd spirit at that (16, p. 339).

This brief historical narration on the development of residence halls in the United States can best be summarized

as reflecting cyclical trends. College housing had evolved from a place of primary importance to an era of neglect, to a current position of being an important facet in our present extracurriculum (104).

Proponents of the value and purpose of residence halls have been as vocal as those considered critics. Mueller's stand may well represent some of the "classic" benefits which frequently are reflected by student personnel administrators. Terms such as practice in "human relations," "friendships," "conversation skills," "exploration of attitudes," "security," and "opportunity for self-expression" encompass that which is believed to be of value in living in residence halls. Mueller's view is the facts are still mounting to support the impact of residence hall living as positive, but as yet they are inconclusive (72, p. 176).

With respect to what is theorized, a residence hall should, or could be, fertile ground in which learning can be facilitated. A student spends 65 to 70 percent of his time in his living center and, as recent studies indicate, does 50 to 60 percent of his studying in his room (48).

One study suggests that of 168 hours in one week, students in the higher educational setting typically spend about 22% in academic activities and 33% in sleep, leaving 45% (77 hours) for all other activities. Of these 77 hours, 20% is spent in "bull" sessions, 13% in dating, and 15% in various extracurricular, nonacademic, intellectual and body-maintenance activities. Finally, about 52% of the 77 hours

(40 hours) was devoted to sundry personal behaviors such as casual talk, room-hopping, daydreaming, "horsing around" and snacking. The investigators in this particular study regarded this last block of time, which at first appears unsystematic and trivial, as quite important in according students the precious opportunities for learning to live with their peers (39, p. 2; 11).

In an age of mass education, and in relation to where the student spends the majority of his time, increasing attention is being given to the many questions which are related to the individual student's growth. How can a student benefit intellectually and emotionally as he lives in the sizable residence halls of today? What are the objectives of the residence hall programs and how do these objectives relate to the goals of our colleges and universities? Can we influence, in a positive way, an individual's educational growth in residence halls? In an attempt to better understand these and related questions, this study was conceived.

Nearly three out of every ten students in institutions of higher education live in college owned and operated housing (100, p. 29). "During the 1960's alone, enough housing was built on college campuses to provide living space for the entire populations of Boston and Cleveland" (47, p. 65). "For each of several recent years, colleges and universities have allocated over 30 percent of their capital outlay to student housing projects" (92, preface).

By the year 1980 there will be 12 million college students in the United States (97, p. 190). Looking toward the year 2000, with the general population and commensurate college population increases considered, there will be a demand for 250,000 new residence spaces each year. The cost for these facilities will total over four and one-half billion dollars, or three thousand dollars per student (108, p. 2).

Despite this potential as a supplement to classroom learning "doubt still exists about the real value of residential learning since studies can be found to support conflicting views. As is so often the case, much depends upon whose views are being expressed" (75, p. 92). The educational role of college housing has often been largely left to chance (104; 92; 47).

College housing, as differentiated from other types of housing, has two major functions. First, residence halls are constructed to provide a satisfactory place for students to live. Second, since college and university housing is part of an educational environment, it should also serve to enable students to learn and to grow (72, pp. 176-179; 92).

Although each institution will define and implement these functions according to their own needs, there are three elements specific to residence halls which are of direct concern to housing administrators. The elements essential to facilitating learning in residence halls are: (1) programs; (2) staff; and (3) physical facilities. All three are closely interrelated and dependent upon one another in the

effective ideal of what should exist in a residence hall for optimum outcome (92; 18).

Residence halls programs are becoming an increasingly larger and more significant aspect of the personnel program on college campuses across the nation (92; 75).

As opposed to an all-encompassing view, much of the research related to residence halls has considered some one particular aspect of the total residence hall program. Pace (81), Lazier (65), Pierce (87), Murray (76), Gehring (41), Hall and Willerman (50), and De Coster (28) have all researched the effects of various methods of assigning roommates to residence hall rooms. The effects, roles, and purposes of student staff in residence halls have been explored by Dixon (30), Horle and Goyda (54), Murphy (73), Wyrick (132), and Powell, Plyer and Dickson (89).

The area of impact of rules and regulations has been researched by Elton and Bate (36), White and Rayder (127), MacKay and Nelson (68), Paddock (82), Buckner (19), and White (126).

The construction and desirability of certain physical facilities in residence halls have been reflected in the work of Allen (5), Centra (23), Goltz (43), Kooiman (63), Thompson (116), and Hiatt (53).

> The existing research is, therefore, somewhat segmented, and few researchers have attempted to deal with the total residence hall program, particularly as it is viewed in the broad sense as a living-learning center capable of providing a meaningful educational experience for the student (15, p. 52).

This paucity of research in the area of housing students is stated another way by Stoner and Yokie:

> Residence halls can only be of maximum support to the total educational process, if the basic sociological and educational relationships among student groups within a living situation are fully understood and accounted for in the design and administration of the hall (112, p. 74).

As previously stated, college and university housing facilities have a mixed performance record. As a result, students resist living in these halls (47; 54). Common factors which contribute to this problem are unwanted and untimely interruptions, lack of personal freedom, inflexibility in room design, rules and regulations, and lack of privacy (47; 99).

In a much cited residence hall survey done at the University of California at Berkeley, students reported their greatest complaints to be: (1) unwanted and untimely interruptions in their personal way of life with the opportunity for privacy and solitude virtually nonexistent; (2) an uncomfortable feeling that their room and possessions were not secure during their absence; (3) the inability to be creative with their rooms because of built-in inflexibility; and (4) the institutional atmosphere caused by regulations that robbed them of their personal identification (121).

> The idea of residence presupposes certain basic decisions for students. He is told where to live, who to live with, when, where, and what to eat. His privacy is limited. With the advent of fixed furniture, it becomes increasingly hard for him to make his room reflect his own distinct personality. Then there are the rules which delimit in some cases how he shall decide when he comes and when he may visit members of the opposite sex (96, p. 2).

For the above reasons, college-operated residence halls are under attack as an unproductive, peripheral educational activity (78). "University owned and operated housing is not yet a dinosaur, but in the next decade or two it may well become a whooping crane--still around but disappearing" (56, p. 17).

In this day and age colleges and universities throughout the country are alive with issues which reflect our society at large. Programs and operations related to the housing of students, once arbitrarily and solely defined by administrators, are being challenged by students, faculty, and administration alike. On nearly all campuses, students are requesting and even demanding an opportunity for greater freedom and a voice in decision-making (104; 34). "A strong resistance to accepting present patterns of campus living may develop among students in years to come" (114, p. 368).

"Yet despite the trend by students away from housing, much of the education we think is important actually occurs in the students housing situation" (114, p. 369). Riker in College Housing as Learning Centers states: "In the past this informal and haphazard learning has been positive or negative, seldom neutral and more often negative in terms of stimulating intellectual growth" (92, p. 5).

Current research on the total impact of the college experience on students is helping to shed light on the importance of the place of residence while attending institutions of higher education.

In The Impact of College on Students (38), Feldman and Newcomb summarized four decades of research on the college student. Based on this compilation of empirical evidence they concluded:

> There are few observers of undergraduate education in America who doubt that college impacts insofar as they occur at all, are in one way or another mediated, enhanced, or counteracted by peer group influence. Students in close association in residences and dining halls would seem, therefore, to provide a likely setting for influence upon one another.
>
> The fact is, however, that impacts from such sources have been little studied, except for static comparisons (at one point in time) of fraternities and sororities with other kinds of residences. . . .
>
> Although the phenomenon has been inadequately studied, the particular residential arrangements in which students locate themselves have ongoing impacts upon them quite apart from the effects of initial selection. In some cases, this takes the form of forces promoting attitude change on the part of certain members; in other cases, the reciprocal influences of members on one another reinforce and strengthen orientations (38, p. 223).

The American Council on Education cited Education and Identity (24) as the outstanding book of the year 1969. In it the author, Arthur Chickering, wrote of six major conditions (vectors) that cause higher education to have an impact on students. Residence halls is one of these six critical vectors. Chickering hypothesized that:

> Residence hall arrangements either foster or inhibit development of competence, purpose, integrity, and freeing interpersonal relationships; depending upon diversity of backgrounds and attitudes among the residents, the opportunities for significant interchange, the existence of shared intellectual interests, and the degree to which the unit becomes a meaningful culture for its members (24, pp. 151-152).

> Development in residence settings stem from two major sources: close friendships and concomitant reference groups, and the general attitudes and values carried by the house as a cultural entity. Well-considered action can call on these forces to amplify several vectors of change. Students who live together learn together--when studies overlap sufficiently to permit. Stephens College pioneered "Living and learning centers," putting books, classes and instructors and cultural programs in the residence context. Experimental units sprouting at Berkeley, Michigan State, and the University of Michigan take pains to establish residence units where their students can continue discussion of an issue raised in class and where cooperative study is possible. Without such pains, in a large university, there is little chance that a fellow member of Freshman English, Section 32, or History of Western Civilization, Section 10, or Advanced Calculus will be encountered outside of class. And in a small college such encounters as do more frequently occur, will be sporadic and superficial, if other settings do not provide a context for more substantial interaction. Thus, judicious allocation of students to residences and curricular coordination can boast intellectual competence (24, p. 152).

Chickering summarizes the current status of college and university run housing with:

> The developmental value of residence hall settings has received little careful thought. Both the magnitude of institutional investment in such facilities and the potential they offer for important aspects of student development warrant much more systematic attention. Research to date suggests that well-considered action can yield significant return (24, p. 231).

Jencks and Reisman, the authors of The Academic Revolution, also direct themselves to the values of the residence settings. Like Chickering, Jencks and Reisman see residence halls as an opportunity for students to emancipate themselves from the inevitable limitations of home and neighborhood. By living in college housing, or at least away from home, college students are given a chance to think about questions

their parents feel are unimportant or even dangerous, and to change their lives before it is too late (58, p. 182).

In another perspective of the residence hall, Jencks and Reisman state that faculty members frequently tell incoming freshmen that what happens outside the classroom is as important as what happens inside. But, at the same time, these professors stand bitterly opposed to translating these outside involvements by students into a grading-credit system (58, p. 184).

> . . . most professors will say residential college is preferable to a community college. But they seldom give such a choice very high priority in their institution. New departments, new graduate programs, better qualified faculty, and other improvements in the formal curriculum almost always take precedence in their minds over building dormitories. . . . The professional ethic dictates that 'performance is what really counts' and that 'what the students do outside the classroom is their own business' (58, p. 184).

The recommendation section of the Hazen Foundation Committee on the Student in Higher Education report states:

> We recommend that the college take a hard look at its housing and eating facilities, and ask whether they promote or retard the formation of human community and a style of life that is conducive to the development of respect for the good and beautiful. Unless physical structures of the university are drastically reformed, it will be quite impossible for the kinds of student communities which facilitate rather than impede the serious work of higher education to emerge on campus (115, p. 63).

Riker (91), Adams (1), and Blackman (10), have also commented on the state of residence halls today and what should evolve if they are to fulfill their function in the future. The themes of peer group influence, living and learning, the need for environmental arrangements with a purpose, and

facilitated intellectual climate seem to serve as a continuous thread of unity.

Differences of opinion exist as to how to improve the lot of college and university residence halls (33). Most housing administrators would agree with Riker in his criteria of what elements are needed if residence halls are truly to serve as educational facilities to enrich student learning (93; 47). They include

> (1) initiative on the part of the president; (2) faculty support and involvement; (3) emphasis on multiple association between staff and students; and (4) reliance on housing units as a vehicle for student learning (92, p. 47).

In discussing the question of how residence halls can be improved, Adams has presented several relevant considerations. Student peer culture is a powerful influence on the total intellectual life of the college. This influence must be taken into account. With this information, housing administrators can arrange the environment in such a way as to reflect an understanding of the peer culture. As an outcome, student personnel professionals can anticipate the residence halls becoming important focuses for the creation of intellectual climate (1).

From the preceding authorities one perspective on the problem seems to become evident. If residence halls are to survive, changes will need to be made. These changes will succeed or fail depending, in part, on the willingness of students to believe in the value of the residence hall concept.

On this basis, it would seem that the student must help to decide the state of residence halls as they exist and move toward the future (21). The place of students in the success or failure of residence halls has now been recognized (126; 120; 47; 75; 53). More specifically, ". . . despite recent strong emphasis on integration of living and learning, educational programs in residence halls on most campuses are ineffective because they lack sufficient student support. . . ." (47, p. 65). "In the dynamics of residence hall educational programs student government involvement is fundamental" (75, p. 63). "The process of creating residence hall buildings includes students and residence hall staff" (53, p. 37).

In the future, programs will:

> . . . be justified on the premise that they do, in fact, contribute to environmental learning. Student personnel administrators must make more effective use of existing research and promote additional studies to prove that the residence hall provides something other than a place to sleep and spend spare time in the academic environment (34, p. 95).

As suggested by Chickering in Education and Identity, the residence hall can provide a student with close associations with many types of individuals, contribute to increased ease and freedom in interpersonal relationships, facilitate assessment of the impact of his behavior on others and encourage the development of values, as he tests his attitudes in relationship to peers in living groups (24, p. 221). How these kinds of purposes can be achieved seems to be open to debate. Students can play a part in developing and implementing such objectives.

Adding to the dilemma is the unknown impact of a changing society in the future. Perhaps Gores' (44) depiction of campus residence halls in Campus 1980 will illustrate this added variable.

> In the future, then, when we talk of college housing, we will no longer be referring only to those boxes traditionally set up on campus for the housing of students. Rather the residential component of the college environment will be understood to take in the whole complex of services and facilities, on campus or off, which support the extra-academic life of the academic community.
>
> . . . the consequent admission to the college purview of areas of student life, long considered peripheral to the institutional housing program, will in itself contribute much to that diversity of living patterns which will be the key to characteristic of student housing in 1980 and beyond (44, p. 291).

It seems evident that if residence halls are to maintain their current position while in the future move toward progressive new ends, that evaluation and reevaluation must be undertaken. Such important components as physical facilities, programs, rules and regulations, role of staff, staffing patterns, and counseling services in residence halls must change (47, p. 71). Administrators need to: (1) research, (2) substantiate, and (3) evaluate the needs of students, involve them in the decision-making process and sell the "residence halls concept" to students (47).

As student personnel administrators enter the decade of the 1970's serious problems relating to residence halls must be resolved if residential living is to contribute to, rather than detract from, the goals of education. It should be the role of all interested educators to insure that residence

halls are not simply accommodations for students, but rather become centers for learning and challenge (47).

Purpose

The purpose of this study is to examine the attitudes of a national sample of residence hall student government leaders toward residence hall: physical facilities, programming, effect of rules and regulations, related student personnel services, and the function of individual students and student government in decision-making.

The study is designed to: (1) supplement recent research on student learning; (2) determine the effects of planned programs; and (3) specify future needs and directions for residence halls on college and university campuses. It is hoped that by relating a national, regional, and cross-regional student view to what housing administrators are currently reporting in the literature, a clearer picture of the present and future status of residence halls should evolve. The Residence Halls Attitude Scale was developed to serve as the instrument for data collection.

An analysis of the data obtained from the 657 student leaders comprising the survey group facilitated drawing conclusions which will be applicable by region and across the nation to the present and future status of college and university housing facilities.

It was the overall contention of this study that student "input" is needed to formulate sound and relevant goals and

objectives for residence halls. Such data will be meaningful when related to the university and residence hall environment as it stands, and in the future, help in shedding light on decision-making policy formulation, reexamination of university housing rules and regulations, future residence hall construction, and in meeting student programming needs.

Research Questions

Since the research instrument will, to varying degrees, contain statements relating to five succinct residence hall related areas, (i.e., physical facilities, students and student government roles in residence halls, activities and programming, residence hall staff, and rules and regulations) the research questions can be grouped into categories. Questions to be answered are:

I. What are the student leaders' attitudes toward the physical structures and internal equipment and facilities within residence halls?

   1. What are the students' attitudes toward the physical facilities and furnishings found in residence halls?
   2. Do students generally agree that residence hall living is beneficial to them in terms of efficiency, time saved, and convenience of location?
   3. Are residence halls conducive to an "academic atmosphere" within the facilities?

4. What benefits are derived by students from living in residence halls?
5. What differences in student leader attitudes toward physical facilities exist from region to region across the nation?

II. What are the student leaders' attitudes toward residence halls activities and programs?
   1. Are activities and programs in residence halls, currently being implemented, sufficient to meet student needs?
   2. What programs and activities should be implemented to improve the value of residence halls as a "learning environment"?
   3. What differences in programs exist from region to region across the nation?
   4. Does an extensive program within residence halls tend to help retain students within residence halls?
   5. What regional differences exist among student leaders' attitudes toward residence hall programs?

III. What are the student leaders' attitudes toward rules and regulations which relate to residence halls?
   1. Do rules and regulations, as they exist today, serve as a negative force in meeting student needs and permitting student freedom?

2. Do student leaders feel that other students desire housing other than in residence halls because of rules and regulations?
3. Which rules and regulations do students most desire to have modified?
4. Do students feel some rules and regulations in residence halls are necessary and needed?
5. What regional differences exist among student leader attitudes toward residence hall rules and regulations?

IV. What are the student leaders' attitudes regarding the role and functions of professional residence hall staff?

1. How are residence hall staff members currently being perceived, i. e., disciplinarian, counselor, maintenance man, etc.?
2. Ideally, what roles do the students see professional staff members as playing in the residence hall setting?
3. Do students feel that staff members are a help or hindrance in making residence halls an improved place to live?
4. Do the student leaders want or expect staff members to aid in developing and implementing programs?
5. Do different attitudes toward the role of staff members in residence halls exist from region to region?

V. What are the student leaders' attitudes toward the role of students and student government in planning and implementing residence hall programs?

1. Are programs currently being implemented in residence halls the exclusive responsibility of residence hall government?
2. Do the students feel the need for increased help and support from faculty members, residence halls' staff, and administrators in developing programs?
3. Do individual student leaders feel student government is generally representative of students' opinion in residence halls?
4. Are there areas of programming in residence halls that students feel are within the exclusive realm of staff or faculty members?
5. What differences in student leader attitudes toward student government exist from region to region across the nation?

Definition of Terms and Concepts

1. Residence hall: Includes all buildings found on a college or university campus where undergraduate student members of NACURH live during the academic school year.
2. Residence hall programs: Refers to programs and activities related to college and university residence halls which further the intellectual development and personal growth of students.

3. Residence hall student leader: Any student in attendance at one of the regional conferences of the National Association of College and University Residence Halls in the summer and fall of 1970.

4. National Association of College and University Residence Halls (NACURH): Refers to a fifteen year old national student residence halls association composed of 125 dues paying member institutions of higher education.

5. Residence hall student government. Includes any formally organized student group in residence halls involved, in any way, with recommending rules and regulations changes for students in campus housing, judicial procedures, implementing programs, making decisions about fees or dues, or assisting staff in maintaining the residence hall activities programs.

6. Residence hall staff: Refers to professional people employed by a college or university to supervise and advise on matters of student government, activities and programs, and administrative matters within residence halls.

7. Attitude: Entails an existing predisposition to respond to social objects which, in interaction with situational and other dispositional variables, guides and directs the overt behavior of the individual.

8. Physical Facilities: Buildings, and all internal furniture and fixtures, constructed on or near a college or university campus, with the primary function of housing students while attending an institution of higher education.

9. Rules and Regulations: Written codes of standards and conduct, including policies and procedures, governing student housing and behavior while attending an institution of higher education.

10. Residence Halls Attitude Scale: (RHAS), an instrument comprised of 100 items developed for this study to gather student leader attitude responses to residence hall related concepts.

Limitations of the Study

The study is limited to: (a) student residence hall leaders attending a NACURH regional conference in the summer and fall of 1970; (b) the data collected by the designed instrument; and (c) students holding elected positions in residence hall government during the regular school year.

Since the respondents were residence hall student leaders, they constitute a unique group. Generalization to other groups, particularly the non-leader in residence halls, will be precarious, at best. As a result the study should be used cautiously when generalized to a population found at any one specific campus or when generalized to the national residence halls population.

The basis for the sample regional groups, and inclusion in the study, was dependent upon many uncontrollable factors. Source of funds to attend conference, conference time and location, and conference agenda are only a few of these variables. On this basis the possibility of sample bias must be taken into consideration.

Assumptions

With the measurement of attitudes, certain assumptions must be made. These include the assumption that attitudes can be measured, that attitudes can be found to vary along a linear continuum, and finally, that attitudes are held by many people. In addition, it is also assumed that attitudes may be temporary and therefore changeable. Attitudes, too, are subject to rationalization and manipulation (90, p. 7).

This study assumes that the instrument used will be an accurate reflector of student leader attitudes. Further, the investigation is based on the assumption that residence halls vary from campus to campus, each having a unique and differing atmosphere from which students will have developed their attitudes.

The final assumption is that student input into the problem of the current state of residence halls is needed. Such information should be of interest to housing administrators in evaluating the current state of college and university residence halls.

CHAPTER II

REVIEW OF LITERATURE

Since this study is designed to provide data of five residence hall concepts, the review of literature is divided into five sections. Thus, the review should embrace studies providing information concerning college and university residence halls in the areas of: (1) physical facilities; (2) programs; (3) rules and regulations; (4) staff; and (5) student government.

Studies of Physical Facilities

Of the five areas being investigated, the impact and effect upon students of the physical facilities of residence halls has been empirically studied most often.

After reviewing several studies on residence halls done during the 1960's, Arthur Chickering concluded:

> The findings from these different studies documents two major points: first, that friendship and membership in various groups or subcultures influence development; and second, that interior design and architectural arrangements involving the placement of living units and their location in relation to one another influences the students choice of friends, the groups joined, and the diversity of persons with whom he may have significant encounters. Thus, there is good evidence that resident hall arrangements have powerful implications for student development (24, p. 225).

Chickering adds: ". . . attention to the size, the design, and the location of lounges in residence halls can yield developmental dividends" (24, p. 223).

Finally, Chickering has extracted data from his thirteen college project to consider the value of colleges and universities in funding or building college housing facilities. To the student, does the residential experience add anything substantial to the college experience? Based on his research, he states:

> I think the answer is yes, in some areas. As usual, I think the case then for college residence halls comes down to the question of values. It looks to me as though if your principal objective as an institution is professional or vocational preparation, or simply the development of intellectual competence, you don't need any residential component, at least the way the majority of institutions are operating. If, however, your concern is for other values and for broader aspects of personal development, if you are concerned with the development of autonomy, with freeing interpersonal relationships, with the development of integrity; with the whole questions of values, if an institution is concerned with helping student changes in those areas; then a residential components (that's a residential experience) seems to me to be a very important ingredient (25, p. 3).

What seems best from a theoretical and architectural point of view has been studied by: Geddes and Osmond (40), Kooiman (63), and Riker and Lopez (94). These studies of residence halls structures have been completed from an architectural frame of reference.

Students themselves have been asked about what physical arrangements in residence halls best meet their needs. The evidence is inconclusive, and definitive answers seem difficult for even students to express. For example, Smith

reports that a study raising just such a question was completed at the University of Wisconsin in 1964. He found that he could get less than one-third of his sample to agree. Thirty and one-half percent favored single rooms with board, and most interesting was the fact that 33.9 percent preferred "other" if offered (108, p. 6).

Sommer (109), over a four-year period, studied the impact of four different types of residences on students. Physical structures included: (1) apartment units for undergraduates; (2) small cluster halls housing 40 to 60 students; (3) two high-rise halls connected to a high-rise complex; and (4) three reconverted army barracks where students lived in single rooms. All four varieties were for undergraduates; all were owned and supervised by the same university.

Using a survey questionnaire the students reported the apartments to be very satisfactory in terms of living space, privacy, lack of noise and study arrangements. Contrary to these aspects, it was found that the apartments were unsatisfactory in social contact, school spirit, and organized activities.

Social relationships were reported to be the strongest attribute of the cluster-type residence halls. Four bed suites were criticized for their lack of privacy, while two bed suites were more satisfactory. Since the reconverted barracks were developed as one person rooms, they were reported as being highest in privacy. The high-rise units were generally described by students as being box-like, impersonal,

and institutional. When compared to the cluster-type structures, the students reported the high-rises as less able to afford one the development of social relationships with others.

Though giving no conclusive evidence as to what type of physical structures are deemed best by students, clues are given concerning what students find important in residence hall facilities. They include: organized activities, privacy, quiet, and an opportunity to make social acquaintances.

Van der Ryn and Silverstein (121) completed an environmental analysis of the residence halls at the University of California at Berkeley. From an architectural point of view, the students reported their residence halls to be "institutional," inflexible, insecure, noisy, and massive to the extent that one loses his identity while living in them.

Duvall (33) used the Residence Halls Environmental Index to study whether certain desirable conditions existed in the residence halls at Indiana University. The student responses to the Index section on facilities resulted in over 70 percent of the students and staff reporting that student rooms and adjacent hallways were inadequately soundproofed.

In a related study on sound, Feller (39) used an electric sound-level meter in measuring the relationship of light and noise in corridors. Using a variety of light intensities over a two-week period, it was concluded that noise can be noticeably reduced by lower corridor illumination.

Living-learning centers, such as those found at Michigan State University, are residence halls which contain in the basic hall structure, space for faculty offices and classrooms. Centra (23) used the College and University Environment Scale (CUES) to compare student perceptions of living-learning centers and conventional residence halls.

Despite the popular idea that faculty offices and classrooms in residence halls provide more for students than simply to serve as a convenience, Centra's study found that students living in these centers did not see them as more academic than those students living in residence units without classrooms. Students did perceive the normally large living-learning centers as being as friendly and cohesive as those students living in smaller conventional units.

Students at Indiana University were asked whether faculty offices and classrooms built into living areas were desirable; Duvall (33) reports that 72 percent of the students responded unfavorably to the idea.

In speculating about the future, Gores suggests that the student in the residence halls of the 1980's will enjoy single-person rooms as the rule rather than the exception, moveable furniture and an opportunity to hang pictures on the walls will be common, and multi-media console equipment will beam taped class lectures into the living areas. A significant change will be increased faculty involvement in the living areas. Classes in residence halls will be common at that time (44, pp. 293-294).

> We have come to the beginning of the end of that time-hallowed approach to campus planning which dictates, through a series of tidy zones, that the student works "downtown" in the academic "suburb," with something vaguely labeled "activities" taking place in the interstices (44, p. 283).

Evidence is now mounting to substantiate the view that physical arrangements in living areas can and do make a difference. Stover (113) used a modified College and University Environment Scale (CUES) to gather data on student perceptions of their residence hall environment. Both male and female students were asked to evaluate five different residence hall facilities on one campus.

The researcher found that differences primarily had to do with the sex of the residents, their peer group norms, patterns of social behavior, the approach and ideals of hall staff members, the size and pattern of hall physical structure, floor and wing traffic patterns, and to some extent, the age, decor, and the condition of the building (113, pp. 29-30).

Perhaps the statement by Gifford and Summer is prophetic. They state:

> Research into educational space from the standpoint of the user is long overdue. This research is necessary since many theories have been codified into educational and architectural programs (42, p. 876).

Studies of Programs

Diversity in residence halls objectives is found from campus to campus. With respect to this diversity, however, residence halls seem to be striving to fulfill their purposes

in three major realms. The most obvious one is simply to provide a place for a student to sleep and eat, i. e., when residence hall facilities are built, there is a desire to accommodate the physical well-being of the student. A second purpose is the desire to supplement academic learning. In this function, the halls may be perceived as a place where peer interaction can lead to intellectual discussion (98).

A third purpose is

> . . . to assist in the student maturation process, i. e., to provide programs and environmental conditions that will enhance his personal development. In this respect, the residence hall performs a specific educational function because it is seen as a social laboratory where the student can experiment both with his own feelings and traits and with those of others.
>
> The first objective is accepted and well fulfilled on all campuses, and the second no longer arouses great debate in theory, only in practice. However, the third objective--providing formal programs which facilitate the students personal development--is still a critical issue. It is an area of vital interest to student personnel faculty, since the residence halls are the principal classrooms in which they function.
>
> Most institutions are presently experiencing a student migration from residence halls. In an attempt to reverse this trend, the educational function of residence halls is being promoted, resulting in numerous variations and staff organizations (98, p. 35).

Although the evidence is not yet conclusive, students themselves feel that out of class programs are important.

> . . . More and more beginning collegians saw social and vocational objectives as having greater significance than intellectual ones. A survey made by Dr. Henry Chauncey of the Educational Testing Service in 1964, revealed this to be the case. His study of 13,000 freshman entering a broad cross-section of American Colleges, indicated that social life, extracurricular activities, and the formation

> of new friendships were for 50 percent their major interests in college. Some 26 percent gave top priority to vocational goals, and only 18 percent listed the cultivation of intellect as their primary goals (16, p. 332).

Dressel and Lehman used a combination of standardized tests and interviews to determine the changes in attitudes, values and critical thinking of undergraduates at Michigan State University. With an initial sample of 3,000 students, "this study was the most extensive one of its kind carried on by any single institution" (31, p. 250).

Two implications of the Dressel and Lehman study add insight to the student notion of the value of programs which are extracurricular in nature. They report that the majority of those students studied, regardless of sex and amount of college education, felt that a college education should place emphasis on both the academic and social aspects of development (31, p. 255).

> The most significant reported experience in the collegiate lives of these students was their association with different personalities in their living unit. The analysis of interview and questionnaire data suggested that discussions and bull sessions were a potent factor in shaping the attitude and values of these students (31, p. 245).

"Although courses and instructors do seem to have some impact on students attitudes and values--especially in the last two years--peer group contacts and nonacademic experiences are regarded by students as being more important" (31, p. 245). In the final analysis, these researchers have concluded that "the scholarly approach of the classroom must be

paralleled by a deliberative approach to all other phases of campus activities" (31, p. 245).

Ester (37) did a specific study to examine the location of where issues related to higher education are discussed. Her conclusion adds support to the importance of residence hall programs, i. e., significant learning must frequently occurred in the residence hall setting as compared to any other setting, including the classroom.

Chickering, reporting on a study by Heath (1968),

> reports that for both undergraduates and alumni, relations with roommates and friends were the principal experience that transformed ethnocentrism into greater acceptance and affection for others. . . . For all three groups, freshman, seniors, and alumni, roommates ranked second or third, after friends or specific faculty members, in a list of seventeen determinates of personality maturing (24, p. 222).

Regarding the matter of simply assigning students to residence hall rooms, the student personnel administrator has an opportunity to facilitate or retard student opportunity for growth.

> It seems clear, then, that even simple groupings can have substantial consequences, and further, that the consequences are not always predictable nor always desirable. So, whenever room, floor, or dormitory assignments are made, certain kinds of changes are fostered and others inhibited. The issue can be dodged by random assignment; unguided by any systematic conceptions concerning relationships between likely outcomes and institutional objectives. But accountability is not thereby cast off. As evidence accumulates, responsible action requires intelligent application (24, p. 222).

Research relating to room assignment programs is mounting. Elton and Bate (36) used the Omnibus Personality Inventory and first semester grade-point averages of engineering

freshmen to determine if advantages existed for similar vocationally-oriented students living in close proximity. They concluded that there is little justification for reserving floors in residence halls for students enrolled in specific colleges. These results are limited and may not hold true at other institutions and with students enrolled in other colleges.

Hall and Williamson (50) support this evidence by concluding that grade point averages of roommates are not related. The final answer, however, cannot be decided as studies by Carter (22), Dexter (29) and Murray (76) have shown that the academic achievement of students who room together are positively correlated.

Nasatir (79) also studied academically and nonacademically oriented groups of students and types of residence halls. His results contradict those of Elton and Bate (36).

Using questionnaire responses of 2,782 students, it was found that dropout rates were almost twice as great when orientations of individuals and residence halls were different than when they were the same, whether academically or nonacademically oriented. Dropout rates were also higher for those students who felt a lack of being integrated into the environment of their residence hall.

As previously mentioned, residence hall roommates have been studied frequently. Pace (81) studied residence hall roommate dissatisfaction and related this factor to:

scholastic achievement, psychological perception of the college's environment, freshmen and non-freshmen, and male-female differences. Using student grade point average, the College and University Environment Scale, and the Roommate Checklist with 148 roommate pairs (78 female and 70 male), the researchers found that when one roommate is dissatisfied it affects the other roommate in his scholastic achievement and perception of the university environment. On this basis he concludes: "The assignment of roommates assumes important proportions" (81, p. 147).

Lozier (65) studied whether more satisfying roommate pairings could be made on the basis of student educational goals and extracurricular activities. Using ACT scores and questionnaire information, the author found no significant differences, but the trend appeared to support matching roommates by some criteria as opposed to random methods. Pierce (87) studied the satisfaction of students assigned to rooms on the basis of demographic, personality, and interest variables. His conclusion was that conflictual relationships may be more growth-promoting than if care is taken to reduce the chance of conflict.

Brown (14) and Morishima (71) studied the effect of roommate assignments on the basis of academic major in college. Morishima found that roommates with similar majors showed increased scores on the Omnibus Personality Inventory in Thinking Introversion, Theoretical Orientation, Estheticism, and Complexity over the control group where random

selection was the basis for assignment. Brown's results support the importance of peer influence in the living area.

Gehrig studied five variables which "may be necessary but not sufficient" (41, p. 61) as a basis for roommate assignment. His study concerned itself with the educational level of the subject's father, high school size, church attendance, smoking habits, and predicted grade point average. No significant differences were found in any of the five factors between experimental and control groups (41).

Overassignment to residence halls rooms was studied by Severinsen, Viviano, and Hopkins (102). There were no significant differences found between grade point averages, discipline and enrollment over a one semester period.

De Coster (26, 27) examined the effects of high ability students being assigned rooms together in residence halls. High ability students who were grouped together in residence halls found their living arrangements to be more conducive to study, their fellow students more considerate and respectful, and generally felt more positively about their residence hall. Also of interest is the finding that academic achievement of their less talented housemates suffered as a result of this concentration of high ability students.

In closing on the matter of housing assignments Feldman and Newcomb (38) mentioned an experiment in student assignment at the Pennsylvania State University. Davison, as reported by Feldman and Newcomb, researched the effects of four voluntary interest-living groups in a large women's

residence hall. Two became language "houses" and the other two were composed of education students exclusively. A control group was developed and comparisons were made on the basis of academic accomplishments, including achievement tests. The findings warranted the author to conclude that this procedure was clearly advantageous over completely random residence hall assignments (38, p. 212).

The results of roommate influence criteria examined by Feldman and Newcomb led them to conclude:

> Roommates who are taking the same course or who are in the same curriculum do tend to discuss their studies more often with one another and receive more help from each other than do roommates who do not have courses in common; but it is not clear from present evidence whether or not the first group does any better academically than the second (38, p. 214).

Boyer (12) studied the influence of peer group on student behavior and college academic performance. His findings imply that peer groups can either enhance or detract from a student's success in college. The results indicate that sometimes the peer group cultures which emerge help students adapt to and cope with the academic demands of the school; sometimes they do not. His results indicate that universities should consider ways in which to influence the development of peer group cultures.

Grant and Eigenbrad (46) researched the question of whether or not specific behavioral changes occur when peer group memberships and activities are structured. Using the Myers-Briggs Type Indicator on students at Michigan State University, the researcher asked the respondents to complete

the instrument twice; as they see themselves (actual self) and as they would like to be (ideal self). His results were tentatively concluded on the basis of significant findings. The findings indicated that students change behavior regardless of what one does to them, or for them. This study was of limited strength; for example, included was a full page of needed modifications before any attempt at replication should be attempted.

Vreeland and Bidwell (123) found that student norms tended to exert greatest influence on individual residence hall students when they lived with close friends and classmates. While having implications for the present research, the study centered on the Harvard University Houses, and since the Harvard Houses are unique, caution must be used in generalizing the results to an entire population.

Based on theories of career development Alfert (3) used the Omnibus Personality Inventory to study student developmental stages and choice of residence. Student development was measured by the dimensions of social maturity and impulse expression, as measured by the O.P.I. Alfert concluded that these factors do play a part in choice of living situations. The results seem to indicate that as students mature, the direction is away from home and toward living independently in off-campus apartments. However, few students move directly from home to apartment. College serves as a transition period which partially provides parental supervision functions, while helping to facilitate the growth of

friendships, experimentation with new roles and redefinition of values.

As a result of a sociometric study by Menne and Sinnett (70), the researchers found that both friendships and helping choices are significantly correlated with one another and are stable over time. The implications for residence hall programs are: if most close relationships develop in the residence halls perhaps an air for intellectual stimulation, along with maximal opportunity for personal-social growth can be the result of direct involvement by interested people.

A study by Brown (14) sought to determine: (1) the effects of living on a residence hall floor dominated by similarly oriented students in regard to academic-vocational goals; and (2) the effects of a program of intellectual discussions on the residence hall floor. The second question directed itself to whether an informal intellectual program can and does effect student attitudes toward college.

Brown used the O.P.I., sociometric techniques, and a questionnaire in his research. The study shows that such an intellectual program in the residence halls can have an impact on student attitudes. He concludes that "the effectiveness of the program treatment suggests that the residence halls can be viewed as an educational unit as well as a living unit" (14, p. 559).

Specific programs have been studied with varying results. Lynch (67) studied the results of a "Big-Sister--Little-Sister" program at the University of Florida. In this

situation peer leadership (upperclass women) had a positive correlation with freshmen women's adjustment to the academic and social aspects of college.

Residence halls housing all freshman women have also been investigated. Schoemer and McConnell (98) concluded that based on the factors of academic achievement, attitudes about the campus environment, and conduct, that no case can be built in support of housing women in an all-freshman hall.

Nudd (80) evaluated the value of educational programs in residence halls. Primarily a source of ideas, the author supports the value of such things as faculty associates and/or tutor programs, student and faculty lunches for open topic discussions, community and campus speakers on all topics, distinguished visitors living in the halls with students, language tables, leisure-time music, art, reading, movies and radio stations. Empirical study of the impact of such activities is limited.

Living-learning centers are a unique and near-total program for residence hall students. Adams (2) reported several studies, with mixed results, on the impact of living-learning centers at Michigan State University. He has concluded that these differences are a problem of attitudinal differences; attitudes on money, administration, faculty-staff selection, and how much quality. From his personal research, 90 percent of the students in the first living-learning center recommended the concept as superior to the conventional curriculum, course offerings, and residence halls (2, pp. 118-119).

Katz and Associates, cited previously, found a large portion of their research sample to enjoy dating, but to be shy and hesitant in asking for dates. They summarized this impression by saying that residence hall men "need guidance and education in social interaction and in gaining respect for themselves as people" (65, p. 310).

"In general, the dormitory men were not at ease in social situations, nor could they verbalize their needs as well as others. These handicaps serve to make their isolation that much deeper" (65, p. 311). Structured programs, through residence halls staff or student government initiative, may perhaps serve this type of student in a particularly beneficial way.

There seems to be a case for college and university student personnel professionals to do more. Graff and Cooley (45) compared commuter students with residential students. Sample size was 185 residence hall students and 116 commuters. These findings reflected no significant differences on academic achievement after one semester of work. However, the two groups did differ on several of the adjustment scales. Commuter students had poorer mental health, curriculum adjustment, and less maturity in determining goals and aspirations. The differences on this study, and two previous studies, are attributed to the living area of the student.

Trent and Medsker's (118) longitudinal study of ten thousand high school graduates adds insight to the problem of how much program is useful in a residential setting. They write:

> The evidence . . . suggests that academic involvement is closely associated with a supportive family climate and is developed early. When an encouraging home climate does not exist, however, the schools do little to compensate for the lack. And although we know that changes in values can take place, students who presumably could have profited from student personnel services most were least exposed to them in high school and college. These students evidently did not seek out these services; but for whatever reasons, neither did the schools and colleges seek out the students (118, p. 248).

Studies of differential perceptions of colleges have often included students, faculty, student personnel and residence hall staff. Studies by Heskett and Walsh (52); Ivey, Miller and Goldstein (57); and Martin (69) are examples. These studies have produced results which are inconclusive.

From the review of literature, it is apparent that students feel that nonacademic activities are as important as academic involvements. Whittaker (128) asked students on five campuses to express those things that have given them the most exhilaration and deepest feeling. The academic domain was identified by these criteria by only ten percent of the respondents. Other areas listed seem ripe to be structured into a progressive residence hall program. Students listed Social (13%), Artistic-creative (7%), Athletic (7%), Service (6%), Nature (6%), Drugs (5%), Romance (5%), Political (4%), and miscellaneous (18%). On this basis, residence halls could contribute much to what students might consider exhilarating and meaningful.

In a look to the future, Gores (44) feels that where we are now, and where residence halls are headed, may neither be

sufficient nor correct. His view is of interest and may be of concern to the student personnel person who supports a residence hall concept.

Gores feels that one change in thought by 1980 that will have considerable support is that the integration of living and learning are more properly based on interest between faculty and student rather than residence; and that it is no more valid to expect student academic life to be centered in his residence hall than it is for a person to conduct his business in his own home.

This argument, Gores contends, is strengthened by the

> . . . fact that many residence hall educational and cultural programs are poorly conceived and ineptly administered, and that they therefore add a great deal to the student's total educational costs (which must include his living expenses) without adding much to his education (44, p. 295).

Studies of Rules and Regulations

The basis upon which public institutions of higher education have traditionally stipulated rules and regulations is derived from three distinct, but interwoven, realms of authority. To review these, in brief, would be helpful in developing a general frame of reference for evaluating the current situation on college and university campuses. These are: (1) the right of the various state governments to legislate and delegate to the governing bodies of institutions of higher education in their respective states the authority to make all rules and regulations deemed necessary to the proper mission and governance of the institution;

(2) the historical right of the institutions to make rules and regulations governing students as derived from the legal doctrine "in loco parentis"; and (3) the rights of the university derived from the institution's contractual relationship with the student (8).

It is not yet resolved from which of these precise domains rules and regulations are derived.

For example, Collis writes:

> . . . the mission that the university is authorized to perform is education and, therefore, the relationship between a college and its students is an educational one. Whatever operational procedures and regulations that a university wishes to adopt that can be justified as aiding and abetting the education of students must be considered proper (20, p. 232).

Brady and Snoxell (13) feel that a contractual relationship between the student and the institution is possible but is not very attractive from an educational point of view. They desire the relationship to be educational in nature rather than from the stand of the institution "in loco parentis" or on a contractual basis.

Bakken, a noted lawyer-educator, believes:

> The right to attend an educational institution of a state is not a natural right, but is a gift of civilization and a benefaction of the law. If a person seeks to become a beneficiary of this gift, he must submit to such conditions as the law imposes precedent to this right. So said the Supreme Court of Mississippi and concurred with by the Supreme Court of the United States. The relationship between the student and the university is contractual; the university, as a part of that contract, can require students to live in quarters provided by them (8, p. 20).

At this juncture, the question of the universities' right to make rules and regulations is unquestionable. The problem seems to be how many or how few rules are appropriate, and what are their effects on the college student.

Dressel found from his research with Michigan State University students that ". . . regardless of level, they were highly resentful of any rules and regulations which they felt interfered with their independence" (31, p. 255).

This detrimental effect on students, as perhaps only seen by students, is further elaborated on by Chickering (24). In his thirteen college study, the researchers found rules and regulations to play a part in educating students. He concludes:

> Regulations also play a part. Rules that severely restrict visiting between and within housing facilities may curtail opportunities for significant exchange when the time for it is right. Curfews and room checks nip fruitful discussion and may generate reluctance to open up important areas of concern when one cannot look forward to pursuing them until some temporary resolution is achieved. Overconcern for maintaining silence or quiet conditions generates smog that dampens the free exchange of issues significant to the person one is or might become. In short, regulations and housing design may create a condition where, because fruitful exchange is difficult to achieve, it becomes "not the thing to do," or at least something generally not done (24, p. 224).

> Let housing regulations be such as to permit spontaneous, heated, and extended discussions that can be held without the imposition of arbitrary cut-off times, and that are free from adult interruptions, intrusion, and surveillance (24, p. 225).

In recent years, studies related to residence halls and rules and regulations have been reported which help depict the current state of university concern and direction.

The Division of Research and Publication of the National Association of Student Personnel Administrators (32) in 1967 surveyed 348 institutions to accumulate base-line data on 18 issues concerning rules and regulations. Information gathered of value to the present study covers: (1) dress and appearance, (2) drugs, (3) entertainment of guests of the opposite sex in residence halls, (4) use of alcohol, (5) required on-campus living, (6) women's hours, and (7) student publications. No generalizations could be made from the cumulative information other than each institution deals with the issue in its own way.

The responding institutions were asked to rank, in order of importance, the eighteen issues which most concerned them. Women's hours in residence halls ranked third, required on-campus living ranked sixth and entertainment of members of the opposite sex in residence hall rooms ranked eleventh in the list of 18 issues (32).

Of 154 institutions responding to the NASPA questionnaire, 86 percent had a policy which dictated to the students where they would live (32, p. 23). When asked to elaborate on the reasons for the required housing policy, the purposes and frequencies were: (1) contributes to the education of students (48%), (2) fulfill financial commitments (23%), control students and maintain standards (14%), and (4) fulfill institutional responsibility for health and welfare of students (15%) (32, p. 25).

The NASPA survey examined the issue of hours for students residing in university housing facilities. Thirteen percent of the institutions responding indicated that they had no policy regarding women's hours. With only two exceptions, however, all of these institutions (13%) have all male student bodies or have no women residing on the campus. Contrarily, 87 percent had a definite policy governing women's hours. The report notes that, considering all issues, this figure was unusually high. Furthermore, the "figure clearly indicates the degree of attention given to this matter" (32, p. 29).

> The question regarding the purpose of the policy (women's hours) elicited such disturbing comments as: "Never really defined--unfortunately," "Women need protection from eager youths," "Good question!" "I suppose, to help girls develop a pattern of study," "Presumably in response to 'in loco parentis' responsibilities," and "Formulated in Antiquity" (32, p. 30).

Student personnel administrators often espouse that a student's room in a residence hall is more than a bedroom. Yet of 154 institutions responding to the NASPA questionnaire on controversial issues, practice does not follow this philosophy. Commenting from the report:

> Eighty-seven percent of the institutions in the sample had some type of policy on this issue. Nearly one-half of the schools prohibited visitation in the bedrooms, while twenty-one percent permitted it on special occasions on some controlled, limited basis. Only twelve percent allowed it on a regular continuing basis. The bulk of the institutions, then, either did not permit visitation or allowed it occasionally under controlled conditions (32, p. 13).

As to who makes these policies the report states:

> Two-thirds of the institutions asked a formally established body to formulate the policy; student involvement in policy formulation was limited. Apparently, the problems connected with visitation were such that key campus policy-making bodies were usually involved in the decision-making process (32, p. 15).

Frequently students desire open visitation in the residence halls. Seligman and Hansen (101) sent 2,512 parents of residence hall students a questionnaire soliciting their attitudes regarding an appropriate visitation policy. Fifty-six percent (1,410) of the questionnaires were useable. In brief, nearly two-thirds of the parents did not favor a liberalized visitation policy.

Sgon surveyed 28 colleges and universities regarding what parietal rules governed the use of public residence hall areas and student rooms. From the results it was concluded that no generalizations could be made as to whether rules were more or less strict at big or small, urban or rural, or public or private institutions.

Anderson (6) surveyed 142 institutions as to rules dealing with: (1) room visitation, (2) living off-campus, (3) off-campus apartment visiting, (4) dress, (5) drinking, (6) parental permission for overnight absences, (7) sign-out, and (8) curfew hours. Although this study was of interest no clear conclusions could be reached.

In studying attitudes toward rules for women, White (125) surveyed women who: (1) served on judicial boards, (2) appeared before judicial boards because of infractions, and (3) women who never appeared before a judicial board.

All respondents tended to accept the rules as they existed but most considered personal codes of behavior more important than residence hall rules.

Interestingly, those who broke the rules and rule conformists, had similar attitudes toward rules. In general students were not likely to report rule violations unless specifically charged with that responsibility.

White and Rayder (127) studied the effect of a no-hours policy for sophomore, junior, and senior women at a large midwestern university. The effects of the rule changes were measured against student educational patterns, social and peer relationships, parental reactions and the reaction of male students. The results were to be used as an aid in deciding if a similar policy would be detrimental to freshmen women. Their conclusions were based on data from 10,942 students of a possible 16,750 (69% of the men sampled and 76% of the women sample). The findings reflected that the students felt that some hours for freshmen women would be beneficial in terms of an improved grade point average. The students overwhelmingly reported no change in the academic climate or in study habits in residence halls as a result of the "no hours" policy. Four percent felt the influence had been negative. There was no effect on roommate dissatisfaction (127).

This study was limited to the extent that no data was provided on attitudes before the rule change. Despite this, the authors concluded: "In general, however, it does appear

that the absence of hours had no adverse effects on the academic achievements, educational patterns, or social and peer relationships on the majority of students included in the study" (127, p. 250).

In another study, with similar purposes as the White and Rayder research, MacKay and Nelson (68) studied two groups of sophomores over a two year period (1966-1967 and 1967-1968). They concluded:

> . . . no academic reason exists for requiring women to observe closing hours. Evidence now exists, however, that women can regulate their own lives in a fashion that permits a reasonable level of academic achievement without recourse to the environmental support of closing hours.

Previous research, reviewed in this article, had reported similar results.

Buchner (19) used disciplinary cases and grade point average variation to study the effects of liberalized drinking and study hour rules, at a private men's university. After a one year study: (1) the changes had no adverse effect on the residence halls in terms of damage or noise, (2) all other regulations after the liberalizing were perceived by students as less negative and restrictive, (3) the overall residence hall was felt to be an improved place to live by the student, and (4) students under the liberalized program were less likely to perceive the hall staff as primarily disciplinarians and tended to be better able to relate with their resident corridor advisor.

Murphy and Hanna (74) studied attitudes toward student rule breakers held by four groups of subjects. The groups

sampled were composed of: (1) 200 randomly selected students, (2) 74 residence hall student assistants (student-staff members), (3) 22 student personnel administrators, and (4) 43 student judicial board members. Data analysis suggested that the four groups held similar attitudes toward dealings with rule offenders and that violations were considered more serious if the violation was directed at individuals or groups, than when directed toward the institution.

Freedom and privacy are issues in residence halls which must be considered. Perhaps Shay (105) has most recently discussed this dilemma.

There seems little question that rules and regulations regarding housing are being contested through the courts. In two "landmark" cases of 1968 and 1969, the courts held that colleges can maintain rules and regulations governing the search of residence hall rooms (Moore v. Student Affairs Committee of Troy State University) and that colleges do maintain the privilege, even through the student government, to promulgate and enforce rules and regulations for the social conduct of students without judicial interference (Jones v. Vassar) (15, pp. 39-42).

The students' feelings may be summarized by:

> Perhaps the most legitimate area for student power is administrator's territory. Government of residence halls, discipline, and social activities are within the domain of fee-paying students who dearly resent having four more years of enforced adolescence (131, p. 4).

The Committee on the Student in Higher Education advocates increased student participation in educational policy

making, at even the very highest levels. Simultaneously, it is urged that wide democratization of rulemaking and enforcing of rules on the college campus be implemented (115, p. 63).

On the matter of rules and regulations, the theoretical propositions seem to be far from the reality. When and how such differences will be resolved remains to be found.

Studies of Residence Hall Staff

Residence hall staff generally serve with a variety of responsibilities and under many types of overall administrative patterns. Residence hall personnel usually do not hold faculty appointments thereby suggesting their work to be peripheral to the traditional academic processes.

Mueller has expressed the sentiments of some critics toward residence hall staff:

> The large objectives of residence hall programs are . . . unrealistic . . . in that there is a lack of professional leadership on the part of residence hall staffs. . . . The college housing units have never been provided with budgets adequate for the large scale programs of 'teaching' that these goals require. Residence halls have usually been forced to employ the beginners of the profession or people with little training, whose income is at the bottom of the salary scale (72, p. 178).

A variety of staffing patterns in residence halls has been documented in a survey by Hakes (49). His results show residence halls to be administratively directed: by the college student personnel area, under the business area, under both areas jointly, or under a director of housing who has complete administrative authority.

Murphy (73) found the duties of student staff members to include: maintenance of order and control, educational and personal counseling, and advising in student government. Since these functions are normally delegated and supervised by the professional staff in the residence halls, these functions are also often considered responsibilities of the professional staff.

Like Murphy, Dixon examined the studies of student residence hall staff. The result of her study contributes insight into professional staff expectations, since professional staff are typically accountable for the student's job functions. Analysis of her data from 229 private colleges ranging in size from 600 to 2500 students, reflected a wide range of responsibilities. "The most frequently assigned tasks included maintaining order, student counseling, checking rooms, and taking desk and telephone duty" (30, p. 140).

Using a survey technique, Horle and Goyda (54) sought to investigate whether differences existed between large and small institutions, in regard to the amount of time spent in administrative and counseling functions by hall staff. It was found that differences did exist depending on the institutional philosophy, size of the institution, and number of staff members. Duvall (33) found that when staff are freed to pursue counseling activities within the residence halls, students felt their efforts to be worthwhile and desirable.

In a comparison of student and staff perceptions of the residence hall environment, Ivey (57) found that hall staff

perceived the living environment to be less job centered and vocationally oriented than did the students. The staff felt more strongly than the students with regard to the university being more rigid because of rules, yet less structured academically and organizationally. Perhaps this is indicative of the residence hall staff's feelings of being aside from the on-going academic processes, yet continually having to uphold and enforce a detailed set of rules.

Wyrick and Mitchell (132) and Passons (84) have studied perceptions of residence staff in comparison to other groups of campus people, both student and staff. It is particularly gratifying to report that Passons, using The College Student Questionnaire, found:

> . . . that residence hall advisors . . . demonstrated an accurate understanding of their charges. Further use of this group might include planning residential programs, assisting with study habits and shaping policies on student conduct. With in-service training they might easily and readily assume responsibilities in helping students develop interpersonal relationships, conducting short term counseling, and referring students to counseling and psychiatric agencies (84, p. 128).

These studies seem to appraise the current status of residence hall staff as one which ranges from maintaining control and order, being considered peripheral to the educational process, and somewhat restricted in their scope and creative freedom. Perhaps one other tangent to the dilemma is expressed by the Committee on the Student in Higher Education. Their view urged colleges and universities to recognize the fact that all administrative personnel play a role in education. The "lower" a person is in the structure, the

more likely students are to have to deal with them directly. The latitude and freedom allowed these kind of people has a great deal to do with the impressions and feelings of the student toward the university in total (115).

Studies of Student Government

According to the historical perspective by Brubacher and Rudy (10), the student government movement on college and university campuses has emerged in three main areas. They are:

> . . . participation in the maintenance of discipline, regulation of examinations (the honors system) and supervision of dormitory regulations . . . . Despite the undeniable gains now being scored by the student government movement, there remains serious obstacles. One of these was the lack of sympathy with the idea that was still characteristic of many administrators and faculty members. Another, . . . was the unwillingness of students to assume real responsibility, their desire to 'stay loose' (16, p. 345).

Despite this problematic commentary on residence halls government, evidence is now being collected which supports such endeavors. In a four year longitudinal study by Katz and Associates (60), about one-fifth of their sample lived in the residence halls at Stanford University. Using interview and questionnaire techniques, these researchers found that the students felt that living arrangements had a great influence upon them. They concluded:

> A reason given for change by a relatively large number of the dormitory men was involvement with student organizations. This is worthy of further comment. Some of the shy, small-town, constricted young men in our interview had lived in the same dormitory, and often in the same house within the

> dormitory, for four years. By their senior year, some of them had been asked to take office and responsibilities in their houses where they lived, and they had been deeply pleased by this opportunity and had attempted to rise to it. Their new positions involved working with other people toward common goals in a relatively narrow area; but for the constricted young men, it was an opportunity to venture out of their personal lives in a way that was not frightening or overwhelming. This may suggest to the educator a way to help such shy and reserved young men (66, p. 303).

From this same study, reported in No Time for Youth, the researchers state:

> Given the characteristics of the dormitory men in our interview sample, it seems probable that one way to increase their social capacities lies in increasing their social experiences. Greater encouragements of on-campus and off-campus organizations serving the needs of the students would be helpful. We reported that some dormitory men, especially in their last year or two as undergraduates, discovered that they had the ability to work with other men on committees within their houses in the dormitories; their participation in this work should be encouraged (66, pp. 313-314).

As indicated by White (126), Greenlief (47) and others, student government and co-curricular programs within residence halls are closely interrelated.

> The student government organization, with its system of representative leadership, coordinates hall activities. . . . The system of communication is formal and impersonal, but it is a practical way to disseminate information to large numbers of people (126, p. 123).

In discussing the relationship of student government to the university, Turner (119) represents a professional student personnel point of view:

> The role of the University then, from the author's point of view, is simply this: it must create a situation in which the place of student government is looked upon sympathetically and with respect, it must convince the faculty and administration that

> the education of the whole student is the work of the entire institution, including the students; it must recognize that students are members of the team, just as much as administrators, faculty, and most important--it must see that students have the opportunity to participate at every practical level (119, p. 23).

Bakken (9) believes this position to be realistic only to the extent that students realize that final authority, responsibility, and the consequences for their action and decisions can never lie other than with the legally responsible parties within the institution, in most cases the president or the regents. Therefore, the institution must always view the students' activities with a vested interest.

Specifically:

> It appears that the governing bodies of colleges and universities may establish student government in their institutions if they believe that it will aid and facilitate good government within the school. The student government thus instituted must always be subject to the control of the faculty, the administration, or the board, and operate strictly within the framework of the charter or grant of authority (9, p. 139).

In studies related to the effect of participation in extra or co-curricular activities and academic success, Hartnett (51) found that grade point average is not affected by whether a student does or does not participate. Vaughan (122) studied college dropouts and those who persisted in college with regard to extra-curricular activities. The study failed to sustain the idea that academic achievement is affected by extracurricular activities. Those students who withdrew were actually considered less involved than those who graduated. Perhaps the feeling of belonging and

affiliation to a student organization caused some students who would otherwise drop out to remain.

Duvall (33) sought to determine empirically how many of the residence hall programs were felt to be important by the students and staff at Indiana University. The research directed itself at determining (a) whether both students and staff agreed as to what environmental conditions in residence halls were desirable and worthwhile, and (b) to ascertain the extent to which they existed at the time of the study. The Residence Hall Environment Index was developed to measure the attitudes of the students and staff over these questions. The total Index consisted of the five categories of: (1) Group Living, (2) Programming, (3) Student Government, (4) Counselor, and (5) Physical Facilities. Information to determine the agreement or disagreement within each category was obtained by including 10 randomly distributed statements for each of the five scales. One thousand one hundred (81%) students and 189 staff counselors responded to the survey.

The results have many implications for the current research study. To a significant degree, staff members generally felt that the conditions under study existed more in the halls, than did the students. Forty-two percent of the students felt that it was not appropriate for staff members to play an active role in planning and conducting programs. Of all the five conditions covered by the Index, students felt the student government scale to be the most worthwhile and desirable activity. Paradoxically, both students and staff

agreed that the conditions measured by the student government scale existed less frequently in the halls than did the conditions measured by the other four scales. Both staff and students agreed that student government should have, as one of its roles, that of setting expectations for individual and group behavior.

Duvall found that students holding leadership positions in the halls at the time of the study, were more likely to feel the conditions existed than were students who never held a leadership position. This implication has a great significance, and is one of the limitations written into the present study.

Finally, Duvall's results found freshmen and females to be more in favor of the existing conditions, than did upperclassmen and male residence hall students. Apparently, Duvall concluded, as a student progresses toward the completion of his college career, he becomes increasingly discontented with environmental conditions in the residence halls at Indiana University. Male students were particularly critical of these environmental conditions in the residence halls at Indiana University.

In dealing with the timely question of whether student government leaders should be paid for their time and services, Williamson (130) surveyed 173 deans of students in 1957 and surveyed 150 deans again in 1960. A disparity was found among the institutions that the surveyed deans represented. In general, the investigation concluded that

students should not be paid for their leadership responsibilities. Rather student government positions are tools for learning in an academic setting. Despite this view at Oklahoma State University, both the Student Association and Residence Halls Association have granted their highest officers monetary honorariums for services in government. Since these decisions are made by students, and the trend toward salaries for government leaders is prevalent throughout the United States, the discrepancy between students and staff is worthy of further research.

Yamamoto summarizes what has been said previously about the potential impact of student government. "It is generally agreed that student peer groups play a key role in determining the course of events in colleges and the subsequent experiences" (133, p. 813). With student government, as with all organized groups, the students are more likely to face the common tasks of adjustment and mastery, and take advantage of opportunities for personal contacts among themselves, developing certain shared patterns of beliefs, symbols and actions (133, p. 813).

Muse's (77) study of 72 social fraternities with regard to variation of degrees of success lends insight into how student governments are most likely to succeed. Using management practices criteria as the measure of success he concludes that most success is accomplished when: (1) there is supervision by an experienced, respected advisor, (2) there is a sharing of information (primarily financial), (3) groups

use individual awards for motivation, (4) when specific short-range goals are clearly understood by all members of the group, and (5) there is an apprenticeship or training program for upcoming major officers.

Chickering makes some other interesting conclusions after analyzing the results of his thirteen college study:

> An informal and flexible status structure is probably better than elected officers and tight structure. Formal hierarchies often lead to in-groups and out-groups which are difficult to alter once solidified, and which hampers flexible and shifting individual identification and allegiances. Moreover, a formal hierarchy finds it difficult to avoid a polar position. . . . Informal leadership can change with the issue and the task. Vested interests become less entrenched and more diversified. A general culture can be maintained which leaves room for varied degrees of commitment and conviction (24, p. 270).

Summary

For the nine year period from 1959 to 1968, inclusive, publishing patterns of the Journal of College Student Personnel reveal that research and professional articles on residence halls appeared 40 times (124). This number ranks fourth behind student characteristics (56), professional issues (54), and counseling (46). Despite this frequency and after an exhaustive review of the literature, nothing of the nature and scope of the present research appears to have been attempted previously.

In an article written at the start of the last decade entitled, "A Report on Student and Student Personnel Research Activities," Robinson and Brown stated:

> There is little evidence of research evaluating the contributions of programs such as student housing and student activities toward meeting institutional objectives, or of comparative studies of different approaches to program content, organization, or administration.
>
> Much is being written about new developments in student housing, but research designed to study the effects and impact of different student housing progress is lacking (95, p. 360).

Though the emphasis on residence hall research is apparently on the increase the need for empirical evidence on the total effect and future direction of housing for students still exists.

CHAPTER III

METHOD AND PROCEDURE

Introduction

It is important for student personnel administrators involved in the housing of students in college and university residence halls to understand the attitudes of their clientele, the student. This is particularly true in light of the current paradox found between the tremendous growth in residence hall construction and, at the same time, a desire on the part of large numbers of students to seek housing elsewhere.

With this as a basic premise, it was felt that the results of this study would contribute to the present knowledge of what aspects of residence halls are important and in need of attention, and what other aspects need to be changed to make residence halls a more appealing place to live.

As a result of this study, for perhaps one of the first times, information from interested and concerned students across the United States is available to aid student personnel officials in making decisions on residence hall student needs, policy formulation, rules and regulations, and in structuring programs, staffing patterns and roles, and in facilitating meaningful student government involvement.

Comparison of residence hall leader opinion from across the United States, and by regions, with what is currently being expressed in a theoretical framework should help in the above determinations.

This chapter includes a description of the study subjects, the instrument, and the statistical procedures used in responding to the research questions listed in Chapter I.

Subjects: Population and Sample

This investigation was completed with the cooperation and coordination of the National Association of College and University Residence Halls (NACURH). The study had been approved by the Executive Council of NACURH at the annual national conference held at Texas Technological University, March 11-14, 1970. A national directive to each regional conference planning committee insured that one hour to one hour and one-half of conference time would be set aside for the completion of the Residence Halls Attitude Scale (RHAS) by each delegate attending each of the regional conferences.

Prior to each regional conference a personal letter from the NACURH president was sent to each regional conference chairman stressing the support of NACURH, explaining the research project, and encouraging participation in it. Participants were informed that all data obtained would be coded and used in group comparisons, for research purposes only.

In all cases the Residence Halls Attitude Scale was administered at a regularly scheduled business meeting of the

region. Students were asked to complete and turn in the completed answer sheets and test booklets (see Appendix A) before leaving the meeting room. Only with the exception of the Pacific Coast Region did any student not fail to follow this procedure. Fifteen of the Pacific Coast respondents returned the completed RHAS through the mail.

The sample for this study was drawn from the student representatives of eighty-two (82) institutions of higher education located across the United States. (Refer to Appendix B for the college and university names and regional locations.) The instrument was administered at each of six regional conferences held during the summer and fall of 1970. The host institutions of higher education and time of these conferences are shown in Table I.

TABLE I

LOCATION AND DATE OF THE SIX NACURH REGIONAL CONFERENCES

Region Name	Date	Conference Host
North Atlantic	August 19-23	University of Richmond, Va.
South Atlantic	August 6-9	Florida State University
Great Lakes	August 26-28	Indiana State University, Terre Haute
Midwest	August 20-23	Wichita State University
Intermountain	November 4-6	Arizona State University
Pacific Coast	October 14-16	Chico State College, Cal.

Sample size varied from regional conference to regional conference since the number of participants at a conference is dependent upon many factors. These variations existed, in part, depending upon such variables as: funds for conference fees at each respective member institution, the number of colleges and universities located within each of the six regions, the date and location of each of the conferences, and several other factors.

At the conclusion of the data collection phase of this investigation 657 student residence hall leader respondents had completed the research instrument. Table II reflects the male-female ratio by regions and the total number composing the sample. The number of female participants was slightly higher (51.6%) than male members in the investigation sample.

Table III is helpful in further illustrating the composition of this investigation's sample. As depicted, the large majority (80%) of residence hall student leaders in the study range in age from 19 to 21 years old.

The largest number of the 657 residence hall student leaders were upperclassmen, primarily sophomores, juniors and seniors (90%). Table IV reflects a frequency analysis of the sample by classification (class) in college by regions and the total group.

As a measure of what may perhaps be labeled a prevailing or relative overall attitude regarding residence halls, the student leader sample was asked to answer the following

TABLE II

DEMOGRAPHIC DESCRIPTION OF THE SAMPLE BY REGIONS ACCORDING TO SEX

Sex	REGIONS 1		2		3		4		5		6		T	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	27	58.70	43	53.09	49	36.03	138	47.92	29	50.88	32	65.31	318	48.40
Female	19	41.30	38	46.91	87	63.97	150	52.08	28	49.12	17	34.69	339	51.60
Total	46		81		136		288		57		49		657	

Regions: 1 = South Atlantic
2 = North Atlantic
3 = Great Lakes
4 = Midwest
5 = Intermountain
6 = Pacific Coast
T = Total

TABLE III

DEMOGRAPHIC DESCRIPTION OF THE SAMPLE BY REGIONS ACCORDING TO AGE

Age	REGIONS 1		2		3		4		5		6		T	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
17 or younger	1	2.17	0	0.00	0	0.00	1	0.35	0	0.00	0	0.00	2	0.30
18	3	6.52	10	12.35	12	8.82	23	7.99	7	12.28	4	8.16	59	8.98
19	9	19.57	18	22.22	44	32.35	98	34.03	14	24.56	6	12.24	189	28.77
20	18	39.13	28	34.57	44	32.35	101	35.07	12	21.05	14	28.57	217	33.03
21	10	21.74	21	25.93	25	18.38	44	15.28	9	15.79	10	20.41	119	18.11
22 or over	5	10.86	4	4.94	11	8.09	21	7.29	15	26.32	15	30.61	71	10.81
Total	46		81		136		288		57		49		657	

Regions: 1 = South Atlantic
2 = North Atlantic
3 = Great Lakes
4 = Midwest
5 = Intermountain
6 = Pacific Coast
T = Total

TABLE IV

DEMOGRAPHIC DESCRIPTION OF THE SAMPLE BY REGIONS ACCORDING TO CLASSIFICATION

Classification in College	REGIONS 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %	T N	T %
Freshmen	0	0.00	4	4.94	6	4.41	1	0.35	7	12.28	3	6.12	21	3.20
Sophomore	11	23.91	23	28.40	51	37.50	85	29.51	17	29.82	9	18.37	196	29.83
Junior	20	43.48	27	33.33	46	33.82	124	43.06	17	29.82	18	36.73	252	38.36
Senior	11	23.91	25	30.86	27	19.85	60	20.83	11	19.30	13	26.53	147	22.37
Graduate	3	6.52	1	1.23	4	2.94	14	4.86	2	3.51	6	12.24	30	4.57
Other	1	2.17	1	1.23	2	1.47	4	1.39	3	5.26	0	0.00	11	1.67
Total	46		81		136		288		57		49		657	

Regions: 1 = South Atlantic
2 = North Atlantic
3 = Great Lakes
4 = Midwest
5 = Intermountain
6 = Pacific Coast
T = Total

question: "Given a free choice would you live in a residence hall while attending college?" The respondents were not given an opportunity to qualify their answer but were simply asked to check "Yes" or "No" based on their primary inclination. As reflected in Table V the overwhelming number of respondents (92.1%) would choose to live in a residence hall while attending college. This is helpful in describing the overall sample as satisfied, to some degree, with their personal residence hall experiences and the residence hall climate as it relates to them.

The student leader respondents were asked to indicate the length of time that they had lived in a residence hall. Table VI helps to describe the sample with regard to their responses to this question. Insight into the composition of the study sample is obtained by noting that only four (.8%) people have never lived in a residence hall while 27 respondents (4.0%) had lived in a residence hall more than four years. The large majority of the sample group had based their attitudes on a residence hall longevity of from one or less years to four years or less (85.3%).

Other demographic data, which is helpful in describing the investigation sample, was collected as an integral part of the study. For further information on the sample by the colleges and universities the participants are currently attending, the number of respondents from each institution, and the institutions' regional location refer to the frequency table located in Appendix B.

TABLE V

FREQUENCY TABLE OF SAMPLE RESPONSES TO THE QUESTION: "GIVEN A FREE CHOICE WOULD YOU LIVE IN A RESIDENCE HALL WHILE ATTENDING COLLEGE?"

Response	REGIONS													
	1		2		3		4		5		6		T	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	42	91.30	74	91.36	124	91.18	269	93.40	50	87.72	46	93.88	605	92.09
No	4	8.70	7	8.64	12	8.82	19	6.60	7	12.28	3	6.12	52	7.91
Total	46		81		136		288		57		49		657	

Regions: 1 = South Atlantic
2 = North Atlantic
3 = Great Lakes
4 = Midwest
5 = Intermountain
6 = Pacific Coast
T = Total

TABLE VI

DURATION OF TIME THE RESIDENCE HALL STUDENT LEADERS HAVE LIVED IN RESIDENCE HALLS

Length of Time in Residence Hall	REGIONS 1 N	1 %	2 N	2 %	3 N	3 %	4 N	4 %	5 N	5 %	6 N	6 %	T N	T %
Never	0	0.00	2	2.47	0	0.00	2	0.69	0	0.00	0	0.00	4	0.75
One Semester	0	0.00	1	1.23	6	4.41	1	0.35	11	19.30	12	24.49	31	4.56
1 Year or less	14	30.43	17	20.99	43	31.62	82	28.47	6	10.53	3	6.12	165	25.11
2 Years or less	13	28.26	31	38.27	46	33.82	118	40.97	15	26.32	10	20.41	233	35.46
3 Years or less	13	28.26	25	30.86	31	22.79	63	21.88	18	31.58	13	26.53	163	24.81
4 Years or less	2	4.35	3	3.70	5	3.68	13	4.51	4	7.02	7	14.29	34	5.18
More than 4 years	4	8.70	2	2.47	5	3.68	9	3.13	3	5.26	4	8.16	27	4.11
Total	46		81		136		288		57		49		657	

Regions: 1 = South Atlantic
2 = North Atlantic
3 = Great Lakes
4 = Midwest
5 = Intermountain
6 = Pacific Coast
T = Total

The Instrument

Since no suitable instrument was found to accomplish the purpose of this research, it was decided to construct and use an original research scale. The Residence Halls Attitude Scale (RHAS) was designed to measure the existing student attitudes toward residence halls across the United States. The instrument was constructed to obtain basic demographic data on the student respondents, with five primary subscales related to residence halls: (1) physical facilities, (2) programs, (3) rules and regulations, (4) staff functions, and (5) student government. A copy of the RHAS is located in Appendix A.

Development of the Attitude Scale

The instrument is a summated rating scale of the type designed by Likert (64). Such an instrument gleans ordinal data. The Likert technique, developed by Rensis Likert in 1932, is based upon direct responses of agreement or disagreement with various attitude statements. The respondents are asked to indicate the intensity of their agreement or disagreement with respect to each item, by reference to five categories ranging from strong disagreement through neutral to strong agreement. These categories are then assigned the respective weights 0, 1, 2, 3, 4 and each person is given a score consisting of the sum of the item weights. For favorable statements, the "strongly agree" response is given the highest weight on a rated continuum to the "strongly

disagree" response. The scoring system is reversed for unfavorable statements. The score values were assigned by the investigator.

In effect, the final instrument contained five distinct Likert-type scales. Each of the five scales consisted of twenty statements; ten judged to be positive and ten judged to be negative with respect to the five different concepts to be studied (refer to Table XLIV for the statements and weighted directions). The final instrument contained one hundred attitude statements in total. The five scales were coded as: "F" (Facilities); "P" (Programs); "R" (Rules and Regulations); "G" (Government); "S" (Staff). A sixth scale score, "T" (Total), was also computed for an overall reflection of positive or negative attitudes toward residence halls. "T" was obtained by summing the F, S, R, G, and P scale scores.

In addition, the subjects were asked to complete the demographic data section of the RHAS. These statements asked the respondent his: (1) age; (2) classification in college (class); (3) whether he was currently primarily student or staff; (4) NACURH region (regional conference attended); (5) ethnic group or minority group; (6) length of time residing in residence halls; (7) college major; (8) employment status while in college; and (9) whether the student, given an absolutely free choice, would continue to live in a residence hall.

Selection of Items

The investigator first obtained a pool of statements related to residence halls for each of the five areas to be investigated. The statements, both pro and anti-residence hall were extracted from books, magazines, journals, and speeches. They were then edited to fit the study.

Edwards' (35) criteria for editing statements to be used in the construction of attitude scales were adhered to as much as possible. They include:

(1) Avoiding statements that refer to the past rather than the present.

(2) Avoiding statements which are factual or capable of being interpreted as factual.

(3) Avoiding statements that can be interpreted in more than one way.

(4) Avoiding statements that are irrelevant to the psychological object under consideration (residence halls).

(5) Avoiding statements that are likely to be endorsed by almost everyone or by almost no one.

(6) Selecting statements that are believed to cover the entire range of the effective scale of interest.

(7) Keeping the language of the statements simple, clear, and direct.

(8) Writing statements so they are short, rarely exceeding 20 words.

(9) Including only one, but complete, thought in each statement.

(10) Avoiding the use of universals like all, always, and never.

(11) Whenever possible, statements should be in the form of simple sentences rather than in the form of compound or complex sentences.

(12) Avoiding the use of double negatives.

(13) Avoiding the use of words that may not be understood by those who are to be given the completed scale (35, pp. 13-14).

To facilitate the selection of discriminating items for inclusion in the final instrument, statements were placed on index cards. The statements then came under review by a panel of judges that was selected by the investigator. The judges were primarily professional residence hall staff members and student personnel administrators. Five judges served in this capacity. Three Oklahoma State University student leaders also judged the items. The judges evaluated the statements according to Edwards' (35) criteria.

The items were then organized into a form and administered to a pilot group composed of students and staff members living in residence halls in the summer of 1970 at Oklahoma State University, graduate students in student personnel, Oklahoma State University student leaders, and other student personnel professionals at Oklahoma State University. Thurston suggests that 80 to 100 statements should be used initially in the pilot study. The original pool of statements, therefore, consisted of 486 items; approximately 100 questions related to each of the five areas. Upon completion of the pilot study form the trial group results were analyzed to select the most discriminating items.

Parten (85, p. 196) suggests that the trial group then be divided into two groups, an upper quartile and lower quartile. For each concept to be covered, "twenty of the more

discriminating items, vis. items which were rated higher by the high group, but lower by the low group, are chosen for inclusion in the attitude scale. Any person's score on the completed scale is based on the sum of the weights of his responses to all the items in the scale" (85, p. 196).

The Residence Halls Attitude Scale, in its final form, was constructed from the results of the analysis suggested by Parten. As previously stated, the final form included one hundred items; twenty items, randomly distributed for each of the five concept scales. A systematic rotation was employed so that: (1) items were alternately positive and negative, and (2) every fifth statement related to the same subscale concept.

Reliability for the five scales was computed by the split-half method. Remmers (90) and Shaw and Wright (105) both discuss this procedure in regard to attitude scales. Shaw and Wright state that of all of the scales reviewed in their book, 54.5 percent used the split-half method (105, p. 562). It should be pointed out that this "form of reliability is an estimate that indicates the degree to which the items 'hang together' or measure the same thing; it does not reveal the degree to which the scale yields consistent scores through time" (105, p. 562). This method estimates reliability by treating each of two or more parts of the attitude scale as a separate scale. For each of the five scales (F, S, R, P, G) odd-numbered items were treated as one scale and even numbered items were treated as another.

> Regardless of the method of choosing the subscales, the reliability estimate is the correlation between the scores of the separate scales. The Spearman Brown Prophecy Formula is applied to the obtained correlation to estimate the reliability of the total scale (105, p. 17).

Following this procedure, the reliability for the five scales are: F = .71; S = .89; R = .81; P = .74; and G = .68. These values are the split-halves reliability coefficient corrected as described by Bruning and Kintz (17, pp. 187-188). "A high reliability value (.70 or higher) shows that the test is reliably (accurately) measuring the characteristic it was designed to measure" (17, p. 188). Since all five reliability coefficients are reasonably close or above this value it was concluded that the reliability variable was within reasonable limits.

Content validity for the survey instrument will be assumed on the basis of: (a) the solicited expert judgment of professional residence hall staff members, student personnel administrators, and graduate students in student personnel and guidance in determining the final wording and selection of items for the scale; (b) incorporation of many items as a result of a pilot study done at Oklahoma State University in the summer of 1970; and (c) all of the conditions reflected in the attitude instrument being selected from the professional literature related to residence halls.

Statistical Procedure

The statistical treatment selected for the examination of the data was simple one way analysis of variance. This

statistic is particularly well suited for research when comparison among groups is of prime consideration. As a procedure one way analysis of variance compares the variance of values of the group means around the mean of the total score. This method is described in Popham (88) and Bruning and Kintz (17).

The computation and statistical treatment of the data was completed at the Oklahoma State University Computer Center. Computer programs previously written and developed by the staff of the Computer Center were used in this research, i. e., both one way analysis of variance and Duncan's Multiple Range Test were readily available to facilitate the computation of the data. Actual procedural steps for both statistics are available in most textbooks on statistics (88, Chapters 11 and 12; 17, part 2 and pp. 115-117; 62, Chapters 7 and 11).

To allow the most detailed analysis of the data, each of the six regional groups, as well as the total sample, were analyzed according to the demographic variables reported previously. These demographic variables are: (1) age; (2) college classification (class); (3) length of time lived in a residence hall (longevity); (4) whether they would live in a residence hall or not given a free choice (free choice); and (5) by sex differences.

In using these five variables it was felt that differences and trends among and between the various regional groups and the total group could be more readily depicted in relationship with the six RHAS scores.

When significant differences existed ("F" ratio had been found to be significant) the Duncan's Multiple Range Test was applied. Alpha was set at the .05 level of confidence. This further procedure was used to determine which specific means differed significantly from each other.

Further evaluation of the data for each of the demographic items was carried out in the form of frequency tables, i. e., biographical data for the sample was developed. Appropriate simple observational comparisons based on percentage distributions are also used to detect differences among the respondents.

It should also be noted that in those few cases where a student leader failed to answer a question the statement was treated as if the respondent had answered by checking "undecided" (83, p. 20).

Summary

This chapter has considered the design and methodology used in the preparation and completion of this study. Mention of the selection and grouping of the subjects, the form and construction of the Residence Halls Attitude Scale, the reliability and validity of the instrument, and the statistical treatment used in analyzing the data obtained was made.

Chapter IV will present, analyze, and discuss the data obtained in this investigation. Pertinent tables will be used to present the results of the one way analysis of variance and Duncan's Multiple Range Test results.

CHAPTER IV

ANALYSIS OF DATA AND PRESENTATION OF RESULTS

The analyses of data and presentation of results for this investigation will be reported as they relate to each of the research questions. As stated in Chapter III the data were analyzed by employing one way analysis of variance and Duncan's Multiple Range Test. The data will be further interpreted by using group means, between and among residence hall student leader groups, as a measure of the degree of positive or negative attitudes toward the concept under discussion. The format for this chapter will be: state each research question, present the data in tabular form, and present an analysis of the related data.

The analyses of variance data for each section will be found in the appendices as follows: Appendix C--Facilities; Appendix D--Programs; Appendix E--Rules; Appendix F--Staff; Appendix G--Government; and Appendix H--T Scale. Where not otherwise specified all presented significant differences are at the .05 level of confidence.

Research Question I: Facilities

Research Question I: What are the student leaders' attitudes toward the physical structures and internal equipment and facilities within residence halls?

Table VII reflects the analysis of variance results for all of the six regions on the Facilities scale. Significant differences were found among the regions. Table VIII presents a matrix of the Duncan's Multiple Range Test for the specific location of these differences. The South Atlantic Region differed from both the North Atlantic and the Great Lakes Regions to a significant degree. No other differences among regions were found.

TABLE VII

ONE WAY ANALYSIS OF VARIANCE RESULTS FOR ALL REGIONS ON THE FACILITIES SCALE

Variable and Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Facilities				
Between groups	5	395.23	79.05	2.38*
Within groups	651	21655.65	33.27	
Total	656	22050.87		

*Significant at the .05 level of confidence.
The F value for significance at the .05 level with 5 and 261 d.f. is 2.21.

In analyzing the results it can be determined that the Great Lakes Region has the most favorable attitude toward their residence hall facilities with a mean score of 43.81 on the F Scale (SE_M = .91). The least favorable attitude of the three regions is held by the South Atlantic Region ($\bar{X}$ = 40.80; SE_M = .80).

TABLE VIII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SIX REGIONS ON THE FACILITIES SCALE

	2	3	4	5	6
1) South Atlantic $\bar{X}$ = 40.80	1.16	3.01*	1.72	1.36	2.02
2) North Atlantic $\bar{X}$ = 41.96		1.85*	.56	.20	.86
3) Great Lakes $\bar{X}$ = 43.81			1.29	1.65	.99
4) Midwest $\bar{X}$ = 42.52				.36	.30
5) Intermountain $\bar{X}$ = 42.16					.66
6) Pacific Coast $\bar{X}$ = 42.82					--

*Pairs exhibit significant differences at the .05 level of confidence

Table IX presents the significant and insignificant F values, for the differing attitudes on the F Scale, when analyzed by the analysis of variance technique for the variables of: age, classification, longevity, free choice, and sex. Interpretation of these results is as follows.

Age

The analysis of variance results for the F Scale with the variable of age resulted in significant differences being found in the Intermountain Region. The 19 year old student leader group, as well as the 20 year old group, were significantly less favorable toward their residence halls facilities than were the 22 year old and older respondents. No other differences were found to exist among the subgroups of this region. Table X presents a matrix of these findings.

No other differences were found to exist for the age variable among the other regions or the total sample. Regardless of age and geographical location the student leaders viewed their residence hall facilities in a similar way.

School Classification

The results of the statistical treatment of the F Scale, with the variable of school classification, resulted in no significant differences being found among or between the regional groups. Residence halls facilities are viewed by the student leader sample in a similar way, whether the respondents are freshmen or graduate students.

TABLE IX

F VALUES FOR ANALYSIS OF VARIANCE ON THE FACILITIES SCALE FOR ALL REGIONS AND THE TOTAL SAMPLE ACCORDING TO AGE, SCHOOL CLASSIFICATION, LONGEVITY, FREE CHOICE AND SEX

Region	Age			Classification			Longevity			Free Choice			Sex		
	df	F	SL	df	F	SL	df	F	SL	df	F	SL	df	F	SL
South Atlantic	4	2.09	NS	3	1.99	NS	4	1.11	NS	1	1.68	NS	1	0.37	NS
North Atlantic	4	1.28	NS	3	0.78	NS	5	0.44	NS	1	8.55	.001	1	1.36	NS
Great Lakes	4	0.97	NS	5	0.26	NS	5	0.39	NS	1	0.06	NS	1	1.68	NS
Midwest	4	0.42	NS	4	1.31	NS	5	0.96	NS	1	4.77	.05	1	1.83	NS
Intermountain	4	2.70	.05	5	1.38	NS	6	1.12	NS	1	5.02	.05	1	1.07	NS
Pacific Coast	4	0.70	NS	4	0.88	NS	6	1.09	NS	1	2.88	NS	1	5.03	.05
Total Regions	5	0.17	NS	5	0.91	NS	6	0.66	NS	1	17.02	.001	1	2.88	NS

Significant Critical F Values:

.05 F 4,52=2.37

.001 F 1,79=6.85
.05 F 1,286=3.84
.05 F 1, 55=4.00
.001 F 1,655=6.64

.05 F 1,47=4.10

TABLE X

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE INTER-MOUNTAIN REGION ON THE FACILITIES SCALE FOR THE VARIABLE OF AGE

	2	3	4	5
1) 18 Years Old $\bar{X}$ = 42.57	2.21	2.32	1.01	2.96
2) 19 Years Old $\bar{X}$ = 40.36		.11	1.20	5.17*
3) 20 Years Old $\bar{X}$ = 40.25			1.31	5.28*
4) 21 Years Old $\bar{X}$ = 41.56				3.97
5) 22 Years Old or Older $\bar{X}$ = 45.53				--

*Pairs exhibit significant differences at the .05 level of confidence

Longevity

An analysis of variance on the variable of the length of time the respondents had lived in a residence hall was completed for the F Scale. The results, based on this study's sample, showed no significant differences. As a result of comparing group means an extremely similar attitude toward residence hall facilities exsists, whether the student leader has lived in such a facility for one semester or less or more than four years.

Choice

Student leader responses to the question of whether they would freely choose to live in a residence hall, were found to be significantly different based on groups of "yes" or "no." Across all regions the "yes" group felt more strongly toward the residence hall facilities than did the "no" group (<.001). As may logically be expected, the student respondents who would not live in a residence hall if allowed to live elsewhere ($\overline{X}$ = 39.44; SE_M = .77) felt that their physical surroundings were less appealing than those students who would freely live in college housing ($\overline{X}$ = 42.85; SE_M = .23). This finding suggests that a student's view toward his physical surroundings is correlated with his general willingness to live in the residence hall setting.

Several significant findings were also disclosed within three of the NACURH regions. Differences existed between the free choice "yes" or "no" groups in the North Atlantic Region ($F = 8.55 < .001$), the Midwest Region ($F = 4.77 < .05$), and the Intermountain Region ($F = 5.02 < .05$). No significant

differences were found to exist among the respondents in the South Atlantic, Great Lakes, or Pacific Coast Regions.

As was true with the total number of respondents from across the United States, where within region differences did not exist, those who would live in a residence hall of their own free choice saw the facilities as more positive than those respondents who would not.

Sex

The analysis of variance among and between regions and for the total group on the variable of sex resulted in differences being found only in the Pacific Coast Region. The female respondents ($\overline{X}$ = 45.00; SE_M = .97) had a more positive view of residence hall facilities than did the male group ($\overline{X}$ = 41.66; SE_M = .99). No other differences were found to exist. To an interesting degree, across the entire sample, both males ($\overline{X}$ = 42.19) and females ($\overline{X}$ = 42.96) viewed residence halls facilities much the same, regardless of sex.

Summary of the Analysis for Research Question I: Facilities

The residence halls student leaders, to a high degree, apparently feel that the facilities found in residence halls are better than any other which would be available to them while attending college. Differences were found to exist as a result of the F Scale analysis which would lend support to the view that: Sex, overall attitude toward residence halls, age, and geographic location may make a difference as to how this aspect of residence halls is viewed.

Similarly, for this sample, classification in college and longevity seem to make little difference on the attitude one holds toward residence hall facilities.

In the final summary, the residence hall student leaders, when viewed as a total sample group, see residence hall facilities to exist in much the same manner, regardless of the region of the country in which they are found.

Research Question II: Programs

Research Question II: What are the student leaders' attitudes toward residence halls activities and programs?

Table XI represents the one way analysis of variance results for all regions on the P Scale (Programs). The F value of 3.33 was found to be significant at the .01 level of confidence (.01 F 5, 65 = 3.02). In order to ascertain where the differences existed, a Duncan's Multiple Range Test was calculated. Table XII is a matrix which clarifies the results of this procedure.

The mean differences between the Great Lakes Region and the Intermountain region ($\overline{X}$ diff. = 3.38), the Great Lakes Region and the Pacific Coast Region ($\overline{X}$ diff = 2.41), and the Midwest Region and the Intermountain Region ($\overline{X}$ diff = 2.54) were all found to differ significantly. Of these regions, the overall attitude on the concept of programs was valued most positively by the Great Lakes Region ($\overline{X}$ = 46.59; SE_M = .48). Residence halls programs were also seen as positive by the student leaders from the Midwest Region ($\overline{X}$ = 45.66;

TABLE XI

ONE WAY ANALYSIS OF VARIANCE RESULTS FOR ALL REGIONS ON THE PROGRAM SCALE

Variable and Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Programs				
Between Groups	5	568.63	113.73	3.33**
Within Groups	651	22189.99	34.09	
Total	656	22758.63		

**Significant at the .01 level of confidence.

The F value for significance at the .01 level with 5 and 651 d.f. is 3.02.

TABLE XII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SIX REGIONS ON THE PROGRAM SCALE

	2	3	4	5	6
1) South Atlantic $\bar{X}$ = 44.80	.52	1.79	.86	1.59	.62
2) North Atlantic $\bar{X}$ = 45.32		1.27	.34	2.11	1.14
3) Great Lakes $\bar{X}$ = 46.59			.93	3.38*	2.41*
4) Midwest $\bar{X}$ = 45.66				2.54*	1.48
5) Intermountain $\bar{X}$ = 43.21					.97
6) Pacific Coast $\bar{X}$ = 44.18					--

*Pairs exhibit significant differences at the .05 level of confidence

SE_M = .33). To a significant degree, the Intermountain Region ($\bar{X}$ = 43.21; SE_M = .92) and the Pacific Coast Region ($\bar{X}$ = 44.18; SE_M = .89) differed from the two regions of NACURH which are geographically located across the midlands of the United States.

To ascertain if there were significant differences on the P Scale, the analysis of variance technique was applied for the variables of: age, classification, longevity, free choice, and sex. Table XIII depicts the significant and insignificant F values for these variables among and between the residence hall student leader groups. A narrative description of the results found in Table XIII follows.

Age

The only F value for the variable of age found to be significant among the six regions and the total sample groups was the F value for the South Atlantic Region ($F = 5.04 < .01$). Table XIV is a matrix of differences between means, for the South Atlantic Region on the P Scale, analyzed on the variable of age. Within this region the 18 year old student leaders differed significantly from the 20 year old ($\bar{X}$ diff. = 8.77) and the 21 year old ($\bar{X}$ diff. = 7.93) groups. The 22 year old and older group differed significantly from the 19 year olds ($\bar{X}$ diff. = 7.64), the 20 year olds ($\bar{X}$ diff. = 9.64) and the 21 year olds ($\bar{X}$ diff. = 8.80). Both the youngest ($\bar{X}$ = 51.33; SE_M = 1.20) and oldest age ($\bar{X}$ = 52.20; SE_M = 1.85) category groups felt programs to be more important in residence halls than did the other ages of student leaders.

TABLE XIII

F VALUES FOR ANALYSIS OF VARIANCE ON THE PROGRAM SCALE FOR ALL REGIONS AND THE TOTAL SAMPLE ACCORDING TO AGE, SCHOOL CLASSIFICATION, LONGEVITY, FREE CHOICE AND SEX

Region	Age			Classification			Longevity			Free Choice			Sex		
	df	F	SL	df	F	SL	df	F	SL	df	F	SL	df	F	SL
South Atlantic	4	5.04	.01	3	2.90	.05	4	3.58	.05	1	1.01	NS	1	0.27	NS
North Atlantic	4	1.59	NS	3	1.66	NS	5	0.72	NS	1	7.58	.01	1	1.24	NS
Great Lakes	4	1.12	NS	5	1.48	NS	5	0.79	NS	1	0.59	NS	1	0.37	NS
Midwest	4	1.15	NS	4	1.51	NS	5	0.36	NS	1	5.43	.05	1	0.48	NS
Intermountain	4	0.92	NS	5	0.88	NS	6	1.02	NS	1	6.46	.05	1	0.73	NS
Pacific Coast	4	1.99	NS	4	0.60	NS	6	2.26	NS	1	1.46	NS	1	0.18	NS
Total Regions	5	0.89	NS	5	3.11	.01	6	2.23	.05	1	20.13	.001	1	0.19	NS

Significant Critical F Values:

.01 F 4,40=3.83 .05 F 3,41=2.84 .05 F 4,41=2.61 .01 F 1, 44=6.93
.01 F 5,651=3.02 .05 F 6,650=2.09 .05 F 1,286= 3.84
.05 F 1, 55= 4.00
.001 F 1,655=10.83

TABLE XIV

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE PROGRAM SCALE FOR THE VARIABLE OF AGE

	2	3	4	5
1) 18 Year Olds $\bar{X}$ = 51.33	6.77	8.77*	7.93*	.87
2) 19 Year Olds $\bar{X}$ = 44.56		2.00	1.16	7.64*
3) 20 Year Olds $\bar{X}$ = 42.56			.84	9.64*
4) 21 Year Olds $\bar{X}$ = 43.40				8.80*
5) 22 Year Olds or Older $\bar{X}$ = 52.20				--

*Pairs exhibit significant differences at the .05 level of confidence

All other F values for the age variable were found to be insignificant.

School Classification

The analysis of variance results for the groupings by school classification resulted in significant differences being found for the total sample and within the South Atlantic Region. The F values for the remainder of the within region analyses were not significant.

The total regions' F of 3.11 was significant at the .01 level of confidence (.01 F 5, 651 = 3.02). Table XV depicts the differences to exist between the freshmen, found in the

total sample, and the group by senior ($\overline{X}$ diff. = 3.69 < .05) and "other" categories ($\overline{X}$ diff. = 6.86 < .05). The senior and "other" groups felt much more strongly that residence hall programs are a positive attribute.

TABLE XV

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE TOTAL SIX REGIONS ON THE PROGRAM SCALE FOR THE VARIABLE OF CLASSIFICATION

	2	3	4	5	6
1) Freshmen $\overline{X}$ = 42.05	3.04	3.36	3.69*	3.38	6.86*
2) Sophomores $\overline{X}$ = 45.09		.32	.65	.34	3.82
3) Juniors $\overline{X}$ = 45.41			.33	.02	3.50
4) Seniors $\overline{X}$ = 45.74				.31	3.17
5) Graduate Students $\overline{X}$ = 45.43					3.48
6) Others $\overline{X}$ = 48.91					--

*Pairs exhibit significant differences at the .05 level of confidence

Since the category "other" appears in later sections of this chapter and the next, some clarification of the label would perhaps be helpful. Though difficult to analyze, those respondents who checked "other" are possibly viewing themselves as primarily staff members, perhaps working in a

residence hall while attending college on a part-time basis. Although speculative in nature, if this is the case there are many implications for the results of this investigation.

Table XVI is a matrix of the results of the analysis by college classification within the South Atlantic Region. The graduate students felt, to a significant degree, that programs are important in residence halls. This opinion differed significantly from the juniors ($\overline{X}$ diff. = 9.47) and seniors ($\overline{X}$ diff. = 8.85). No significant differences were found in the interaction between the sophomores and the "other" classifications.

TABLE XVI

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE PROGRAM SCALE FOR THE VARIABLE OF CLASSIFICATION

	2	3	4
1) Sophomores $\overline{X}$ = 45.91	2.71	2.09	6.76
2) Juniors $\overline{X}$ = 43.20		.62	9.47*
3) Seniors $\overline{X}$ = 43.82			8.85*
4) Graduate Students $\overline{X}$ = 52.67			--

*Pairs exhibit significant differences at the .05 level of confidence

Longevity

The F value of 2.23 for the total regions analysis of variance on the longevity variable was significant (.05 F 6, 650 = 2.23). Table XVII is a matrix which illustrates where significant differences exist.

TABLE XVII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE TOTAL SIX REGIONS ON THE PROGRAM SCALE FOR THE VARIABLE OF LONGEVITY

	2	3	4	5	6
1) One Semester $\bar{X}$ = 42.56	3.02*	2.85*	2.66*	4.06*	5.26*
2) One Year or Less $\bar{X}$ = 45.58		.17	.36	1.04	2.24
3) Two Years or Less $\bar{X}$ = 45.41			.19	1.21	2.41
4) Three Years or Less $\bar{X}$ = 45.22				1.40	2.60
5) Four Years or less $\bar{X}$ = 46.62					1.20
6) More than 4 Years $\bar{X}$ = 47.82					--

*Pairs exhibit significant differences at the .05 level of confidence

The student leader respondents who had lived in a hall one semester differed significantly from those members of the total sample who have lived in a residence hall: one year or less ($\bar{X}$ diff. = 3.02 < .05); two years or less ($\bar{X}$ diff. =

2.85 < .05); three years or less ($\overline{X}$ diff. = 2.66 < .05); four years or less ($\overline{X}$ diff. = 4.06 < .05); and more than four years ($\overline{X}$ diff. = 5.26 < .05). To clarify these results, to a significant degree, the student leader respondents who had lived in a residence hall the least amount of time had the lowest attitude toward the importance of residence hall programs.

The Duncan's Multiple Range Test found no other significant interaction among the total sample analysis for the factor of duration of time lived in a residence hall.

The analysis of variance results reflected significant differences within the South Atlantic Region. As with the total sample results, the residence hall leaders who had lived in the residence halls less time, i. e., the two years or less group ($\overline{X}$ = 43.07; SE_M = 1.45) and the three years or less group ($\overline{X}$ = 41.92; SE_M = 1.70) felt the importance of residence hall programs to be less important than the more than four year respondents ($\overline{X}$ = 51.00; SE_M = 4.09). Table XVIII is a matrix of these results. No other significant differences existed among the South Atlantic Region sample group.

Likewise, for longevity, no within region differences were found among the groupings.

Choice

As was true in the F Scale, the P Scale analysis of variance for the total sample resulted in significant differences existing between those student leaders who would or

TABLE XVIII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE PROGRAM SCALE FOR THE VARIABLE OF LONGEVITY

	2	3	4	5
1) One Year or Less $\bar{X}$ = 46.57	3.50	4.65	3.43	4.43
2) Two Years or Less $\bar{X}$ = 43.07		1.15	6.93	7.93*
3) Three Years or Less $\bar{X}$ = 41.92			8.08	9.08*
4) Four Years or Less $\bar{X}$ = 50.00				1.00
5) More than 4 Years $\bar{X}$ = 51.00				--

*Pairs exhibit significant differences at the .05 level of confidence

would not freely choose to live in a residence hall ($F = 20.13 < .001$). The mean score of 45.72 for the respondents who would live in a residence hall differed significantly from the mean score of 41.96 for the "no" group ($\overline{X}$ diff. = $3.76 < .05$).

Based on this level of confidence there is evidence that those who favor the residence hall as the living arrangement with most to offer while attending college also feel that residence halls programs are a major factor in their overall more positive attitude. Those student leaders who would look elsewhere for living accommodations would also see the opportunity to involve themselves in residence halls programs as one which would not cause them to stay in residence halls.

This same theme is carried through the regional analyses of variance. The leaders who would freely choose to live in a residence hall saw residence hall programs, to a significant degree, as more positive than did the "no" response group. Specifically, this was true in the: North Atlantic Region ($\overline{X}$ diff. = 6.77); the Midwest Region ($\overline{X}$ diff. = 3.02); and the Intermountain Region ($\overline{X}$ diff. = 6.98) where all of the mean differences were significant. No such differences were found for the two categories in the South Atlantic, Great Lakes, or Pacific Coast Regions.

Sex

The F values for the analyses of variance for the P Scale on the variable of sex resulted in no significant differences being found. To an interesting degree, the men

student leader respondents ($\bar{X}$ = 45.53) saw residence halls programs to be as important an attitude as did the women ($\bar{X}$ = 45.33). This was true with respect to the total sample from across the United States and for the groupings by sex found within the six geographically located regions of NACURH.

In addition, the respondents, regardless of sex, found residence halls programs to be a positive component in the total atmosphere found within their living environments.

Summary of the Analysis for Research Question II: Programs

Given that a neutral or "undecided" response to all 20 items which are related to Programs on the RHAS would yield a summed score of 40, programs are a positive aspect of residence halls as seen by this sample. Regardless of geographical location of the institution of higher education, the length of time in a residence hall, age, sex, or the ability to freely choose to live in a residence hall, programs are seen as more positive than neutral or negative by this sample of student leaders. Table XIX illustrates the fact that all six regions and the total sample means scores fall above the pivotal 40, or completely neutral score, for the P Scale.

Significant differences for the total sample group were found as a result of the analyses of variance. The students' classification in college, longevity in a residence hall, and whether a student freely chooses to live in a residence hall, to a significant degree, have a bearing on the attitudes held by this sample toward the importance of programs. To a

TABLE XIX

RESPONDENT NUMBER, MEAN SCORES, STANDARD DEVIATIONS, AND STANDARD ERROR OF MEANS FOR THE SIX NACURH REGIONS AND THE TOTAL SAMPLE ON THE P SCALE

Region	N	$\overline{X}$	S.D.	SE_M
South Atlantic	46	44.80	5.85	.86
North Atlantic	81	45.32	6.46	.72
Great Lakes	136	46.59	5.52	.48
Midwest	288	45.66	5.49	.33
Intermountain	57	43.23	6.92	.92
Pacific Coast	49	44.18	6.22	.84
Total	657	44.83	6.08	.24

lesser degree, the age of the residence hall student may have an effect on attitudes toward programs. The F values for the sex variable between or within the regions of NACURH resulted in significant findings.

With regard to Research Question II: What are the student leaders' attitudes toward residence halls activities and programs?, it can be concluded that they feel it a positive and valuable aspect of the total residence hall function. Considering all variables and all regions, the results of the P Scale analysis show that student leaders nationally view programs in much the same way. Even for those students who would choose to move from the residence hall environment, programs are seen as an attribute, rather than a liability ($\overline{X}$ = 41.96; SE_M = .83). Finally, students apparently see residence hall programs and activities as a legitimate function of their living environment within an academic setting.

Research Question III: Rules and Regulations

Research Question III: What are the student leaders' attitudes toward rules and regulations which relate to residence halls?

The analysis of variance results for the R (Rules) Scale are presented in Table XX. An F value of 4.75 was found and is significant at the .001 level of confidence (.001 $\underline{F}$ 5, 651 = 4.10). Table XXI reflects the application of Duncan's Multiple Range Test to determine the specific differences which exist between the regions on the R Scale.

TABLE XX

ONE WAY ANALYSIS OF VARIANCE RESULTS FOR ALL REGIONS ON THE RULES SCALE

Variable and Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Rules				
Between groups	5	902.57	180.51	4.75***
Within groups	651	24940.50	38.00	
Total	656	25643.07		

***Significant at the .001 level of confidence.

The F value for significance at the .001 level with 5 and 651 d.f. is 4.10.

TABLE XXI

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE TOTAL SIX REGIONS ON THE RULES SCALE

	2	3	4	5	6
1) South Atlantic $\bar{X}$ = 36.35	3.10*	.32	.54	.75	.22
2) North Atlantic $\bar{X}$ = 33.25		3.42*	3.64*	2.35*	3.32*
3) Great Lakes $\bar{X}$ = 36.67			.22	1.07	.10
4) Midwest $\bar{X}$ = 36.89				1.29	.32
5) Intermountain $\bar{X}$ = 35.60					.97
6) Pacific Coast $\bar{X}$ = 36.57					--

*Pairs exhibit significant differences at the .05 level of confidence

The matrix technique illustrates that the North Atlantic Region significantly differed from the other five NACURH regions on the R Scale. Specifically, the North Atlantic Region ($\bar{X}$ = 33.25) was significantly lower, or more negative, than were the mean scores of the South Atlantic ($\bar{X}$ diff. = 3.10); Great Lakes ($\bar{X}$ diff. = 3.42); Midwest ($\bar{X}$ diff. = 2.35); and the Pacific Coast ($\bar{X}$ diff. = 3.32) Regions. No other mean differences were found to be significant between the regions.

In order to ascertain the significant differences among the sample according to age, classification, longevity, free choice and sex an analysis of variance was completed for each variable. Table XXII reflects these results. A discussion of each of the findings for the several variables is presented here.

Age

No significant differences were found when age was analyzed, with regard to the R Scale. For this sample, age has little to do with one's attitude toward residence halls rules and regulations.

School Classification

The F values for the analysis of variance on the R Scale according to college and university classification were found to be insignificant statistics. Irrespective of academic level in college, as reflected within this group of student leaders, one's attitudes toward residence hall rules and regulations are much the same.

TABLE XXII

F VALUES FOR ANALYSIS OF VARIANCE ON THE RULES SCALE FOR ALL REGIONS AND THE TOTAL SAMPLE ACCORDING TO AGE, SCHOOL CLASSIFICATION, LONGEVITY, FREE CHOICE AND SEX

Region	Age			Classification			Longevity			Free Choice			Sex		
	df	F	SL	df	F	SL	df	F	SL	df	F	SL	df	F	SL
South Atlantic	4	1.04	NS	3	2.53	NS	4	1.49	NS	1	0.13	NS	1	1.58	NS
North Atlantic	4	1.65	NS	3	1.22	NS	5	0.80	NS	1	3.67	NS	1	0.18	NS
Great Lakes	4	1.17	NS	5	0.57	NS	5	1.02	NS	1	0.34	NS	1	7.08	.01
Midwest	4	1.65	NS	4	0.66	NS	5	0.40	NS	1	0.38	NS	1	27.29	.001
Intermountain	4	1.07	NS	5	2.01	NS	6	0.50	NS	1	2.16	NS	1	0.08	NS
Pacific Coast	4	0.98	NS	4	0.39	NS	6	3.42	.01	1	0.01	NS	1	1.76	NS
Total Regions	5	1.29	NS	5	1.81	NS	6	0.82	NS	1	1.71	NS	1	31.69	.001

Significant Critical F Values:

.01 F 6,42=2.96

.01 F 1,134 = 6.64
.001 F 1,286=10.83
.001 F 1,655=10.83

Longevity

In all regions but the Pacific Coast Region, the analysis of variance results were insignificant. Table XXIII is a matrix which depicts the differences found within the Pacific Coast Region on the variable of longevity.

TABLE XXIII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE PACIFIC COAST REGION ON THE RULES SCALE FOR THE VARIABLE OF LONGEVITY

	2	3	4	5	6
1) One Semester $\bar{X}$ = 33.80	4.87	.70	5.89*	6.34*	3.80
2) One Year or Less $\bar{X}$ = 38.67		4.17	1.02	1.47	8.67*
3) Two Years or Less $\bar{X}$ = 34.50			5.19*	5.64*	4.50
4) Three Years or Less $\bar{X}$ = 39.69				.45	9.69*
5) Four Years or Less $\bar{X}$ = 40.14					10.14*
6) More than 4 Years $\bar{X}$ = 30.00					--

*Pairs exhibit significant differences at the .05 level of confidence

The mean differences between those students in the Pacific Coast Region who had lived in a residence hall for one semester were found to be significantly different from those who had lived there three years or less and four years or less. The student leaders who had lived in a residence hall

one year or less differed significantly from those living in a residence hall more than four years ($\bar{X}$ diff. = 5.89 < .05). Likewise, significant differences were found to exist between the two year or less group and the groups having lived in a residence hall four years or less ($\bar{X}$ diff. = 5.19 < .05) and more than four years ($\bar{X}$ diff. = 5.64 < .05). Finally, the more than four year longevity group differed to a significant degree in their responses to the R Scale from the three year or less ($\bar{X}$ diff. = 9.69 < .05) and four year or less groups ($\bar{X}$ diff. = 10.14 < .05).

In analyzing the mean scores, no clear patterns or trends are reflected which will help in explaining these results.

Free Choice

The F values calculated for the R Scale when analyzed for the respondents' willingness to freely choose to live in a residence hall, revealed no significant differences. This was true both for within region analyses of variance as well as the total sample analyses of variance.

Sex

Significant F values were found when the analyses of variance were completed with the sample respondents divided into comparison groups by sex. The total regions analysis on this variable resulted in an F of 31.69. This is significant at the .001 level of confidence (.001 $\underline{F}$ 1, 655 = 10.83). The regional groups from the Great Lakes (F = 7.08 < .01) and

the Midwest ($F = 27.29 < .001$) Regions of NACURH differed significantly when analyzed for this same variable.

The same overall pattern held true for all three significant F values for this variable. Women held attitudes toward rules, as described by the R Scale, which were more positive than were those held by their male student leader counterparts. Described another way, the male student leaders felt, to a significant degree, that rules and regulations are a negative, or detrimental, aspect of the residence hall environment (Male $\overline{X} = 34.84$ with $SE_M = .35$ and female $\overline{X} = 37.52$ with $SE_M = .34$ for total sample).

No significant differences were found to exist within the male and female student leader groups in the South Atlantic, North Atlantic, Intermountain, and Pacific Coast Regions.

Summary of the Analysis for Research Question III: Rules and Regulations

If the rules and regulations found in the governance of residence halls are a significant reason for certain student attitudes then much can be learned from the student leader sample in this study. Regardless of geographical location, age, classification, longevity, free choice or sex, rules and regulations are seen as a negative force within the residence hall environment. With the mean R Scale score of 40 being the pivotal score, all six regions and the total sample mean scores ($\overline{X} = 37.55$; $SE_M = .24$) were on the negative side. A difference did exist between the male and female

respondents, with the men feeling more strongly that rules are a problem, but even in this grouping both felt rules and regulations to be a negative force (male $\bar{X}$ = 34.84; SE_M = .35 and female $\bar{X}$ = 37.52; SE_M = .34).

From this evidence and for this sample by all categories of analysis, i. e., 18 or 22 year olds, one semester or four or more years in a residence hall, or whether the respondent would freely choose to live in a residence hall, etc., the differences which are reflected as to the attitudes one holds toward residence hall rules and regulations are in terms of negative degrees. These attitudes are apparently formed early and exist through to perhaps the duration of time that a student lives in college or university housing.

Research Question IV: Staff

Research Question IV: What are the student leaders' attitudes regarding the role and functions of professional residence hall staff?

Table XXIV reflects the one way analysis of variance results for the S (Staff) Scale for all of the NACURH regions. The F value of 4.11 was found to be significant at the .001 level of confidence (.001 F 5, 651 = 4.10). Table XXV depicts the results of the Duncan's Multiple Range Test to locate the sources for the significant differences among the regions.

The mean differences between the South Atlantic Region and the Midwest Region ($\bar{X}$ diff. = 2.30), Intermountain Region

TABLE XXIV

ONE WAY ANALYSIS OF VARIANCE RESULTS FOR ALL REGIONS ON THE STAFF SCALE

Variable and Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Staff				
Between groups	5	1149.87	229.97	4.11***
Within groups	651	36430.09	55.96	
Total	656	37579.96		

***Significant at the .001 level of confidence.

The F value for significance at the .001 level with 5 and 651 d.f. is 4.10.

TABLE XXV

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE TOTAL SIX REGIONS ON THE STAFF SCALE

	2	3	4	5	6
1) South Atlantic $\bar{X}$ = 43.80	1.00	1.31	2.30*	2.99*	3.26*
2) North Atlantic $\bar{X}$ = 42.80		2.31*	3.30*	3.99*	4.26*
3) Great Lakes $\bar{X}$ = 45.11			.99	1.68	1.95
4) Midwest $\bar{X}$ = 46.10				.69	.96
5) Intermountain $\bar{X}$ = 46.79					.27
6) Pacific Coast $\bar{X}$ = 47.06					--

*Pairs exhibit significant differences at the .05 level of confidence

($\overline{X}$ diff. = 2.99), and the Pacific Coast Region ($\overline{X}$ diff. = 3.26) were all found to be significantly different. Likewise, the North Atlantic Region's attitude on the S Scale differed significantly from the Great Lakes ($\overline{X}$ diff. = 2.31), Midwest ($\overline{X}$ diff. = 3.30), Intermountain ($\overline{X}$ diff. = 3.99), and Pacific Coast ($\overline{X}$ diff. = 4.26) Regions. As reflected by the matrix, the two East Coast regions held a lower attitude toward the staff as measured by the RHAS than did the other four regions (South Atlantic $\overline{X}$ = 43.80; SE_M = 1.29 and North Atlantic $\overline{X}$ = 42.80; SE_M = .89).

Table XXVI is a composite of the analyses of variance completed for the S Scale for the variables of age, classification, longevity, free choice, and sex. A description of these results are presented in a narrative fashion here.

Age

Only within the South Atlantic Region was a significant F value found for the S Scale analysis with the variable of age ($F = 3.68 < .05$). Table XXVII is a matrix developed as a result of the Duncan's Multiple Range Test. The 22 year old and older group differed significantly within this region from the 18 ($\overline{X}$ diff. = 11.27), 19 ($\overline{X}$ diff. = 12.49), 20 ($\overline{X}$ diff. = 14.82) and 21 year old ($\overline{X}$ diff. = 14.40) groups of student respondents. To a significant degree the 22 year old and older group felt more strongly that staff functions and roles are positive.

All other obtained F values for the age variable on the S Scale dimension were found to be insignificant.

TABLE XXVI

F VALUES FOR ANALYSIS OF VARIANCE ON THE STAFF SCALE FOR ALL REGIONS AND THE TOTAL SAMPLE ACCORDING TO AGE, SCHOOL CLASSIFICATION, LONGEVITY, FREE CHOICE AND SEX

Region	Age			Classification			Longevity			Free Choice			Sex		
	df	F	SL	df	F	SL	df	F	SL	df	F	SL	df	F	SL
South Atlantic	4	3.68	.05	3	5.36	.01	4	4.75	.01	1	0.23	NS	1	0.01	NS
North Atlantic	4	0.64	NS	3	0.94	NS	5	1.11	NS	1	5.41	.05	1	0.01	NS
Great Lakes	4	0.63	NS	5	1.18	NS	5	0.39	NS	1	0.01	NS	1	0.28	NS
Midwest	4	1.60	NS	4	0.94	NS	5	1.70	NS	1	0.07	NS	1	6.73	.01
Intermountain	4	0.83	NS	5	1.32	NS	6	2.31	.05	1	3.57	NS	1	0.16	NS
Pacific Coast	4	1.15	NS	4	2.44	NS	6	2.63	.05	1	1.69	NS	1	0.17	NS
Total Regions	5	1.86	NS	6	2.76	.05	6	1.43	NS	1	5.56	.05	1	2.87	NS

Significant Critical F Values:

.05 F 4,40=2.61 .01 F 3, 41=4.31 .01 F 4,41=3.85 .05 F 1, 79=3.95 .01 F 1,286=2.64
.05 F 5,656=2.21 .05 F 6,50=2.28 .05 F 1,655=3.84
.05 F 6,42=2.34

TABLE XXVII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE STAFF SCALE FOR THE VARIABLE OF AGE

	2	3	4	5
1) 18 Years Old $\bar{X} = 44.30$	1.22	3.55	3.13	11.27*
2) 19 Years Old $\bar{X} = 43.11$		2.33	1.91	12.49*
3) 20 Years Old $\bar{X} = 40.78$			.42	14.82*
4) 21 Years Old $\bar{X} = 41.20$				14.40*
5) 22 Years Old or Older $\bar{X} = 55.60$				--

*Pairs exhibit significant differences at the .05 level of confidence

School Classification

School classification was found to account for significant differences within the entire student leader sample from across the United States, and the South Atlantic Region. Table XXVIII reflects the results of the Duncan's Multiple Range statistic for the total regions' analyses of variance with regard to the variable of school classification.

TABLE XXVIII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE TOTAL SIX REGIONS ON THE STAFF SCALE FOR THE VARIABLE OF CLASSIFICATION

	2	3	4	5	6
1) Freshmen $\bar{X}$ = 42.95	2.42	2.06	2.96	4.32	9.23*
2) Sophomores $\bar{X}$ = 45.37		.34	.27	1.90	6.81*
3) Juniors $\bar{X}$ = 45.03			.61	2.24	7.15*
4) Seniors $\bar{X}$ = 45.64				1.63	6.54*
5) Graduate Students $\bar{X}$ = 47.27					4.91
6) Others $\bar{X}$ = 42.18					--

*Pairs exhibit significant differences at the .05 level of confidence

Those respondents from across the United States who categorized themselves as "other" differed significantly from all other school classification categories except the

graduate student group. The direction of this finding in terms of mean differences finds that the "other" group held attitudes which were significantly more positive, above pivotal 40, than the freshman ($\bar{X}$ diff. = 9.23), sophomore ($\bar{X}$ diff. = 6.81), junior ($\bar{X}$ diff. = 7.15), or senior ($\bar{X}$ diff. = 6.54) groups. Although the composition of the "other" category respondents cannot be known with assurity, these individuals may see themselves as primarily university staff rather than any of the other demographic categories listed from which to choose.

This trend is reinforced by the analysis of variance and Duncan's Multiple Range Test results for the South Atlantic Region. These results are depicted in Table XXIX. In this case the graduate students, or oldest responding group, differed significantly, and in a more favorable direction, than did the sophomores ($\bar{X}$ diff. = 11.88), juniors ($\bar{X}$ diff. = 17.88), or seniors ($\bar{X}$ diff. = 13.87). In this region there was an absence of freshmen respondents.

Longevity

The analysis of variance results on the S Scale for the total regions, on the longevity factor, resulted in an F value of 1.43. This was found to be not significant (>.05). However, within three of the six NACURH regions significant differences were found to exist. Table XXX reflects the results of the Duncan's Multiple Range Test for the South Atlantic Region.

TABLE XXIX

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE STAFF SCALE FOR THE VARIABLE OF CLASSIFICATION

	2	3	4
1) Sophomores $\overline{X}$ = 45.45	6.00	1.99	11.88*
2) Juniors $\overline{X}$ = 39.45		4.01	17.88*
3) Seniors $\overline{X}$ = 43.46			13.87*
4) Graduate Students $\overline{X}$ = 47.33			--

*Pairs exhibit significant differences at the .05 level of confidence

TABLE XXX

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE STAFF SCALE FOR THE VARIABLE OF LONGEVITY

	2	3	4	5
1) One Year or Less $\bar{X}$ = 45.43	5.97	5.43	4.57	10.07*
2) Two Years or Less $\bar{X}$ = 39.46		.54	10.54	16.04*
3) Three Years or Less $\bar{X}$ = 40.00			10.00	15.50*
4) Four Years or Less $\bar{X}$ = 50.00				5.50
5) More than 4 Years $\bar{X}$ = 55.50				--

*Pairs exhibit significant differences at the .05 level of confidence

Significant differences were exhibited between those respondents who were grouped as having lived in a residence hall more than four years, and those who had lived in a similar setting one year or less ($\bar{X}$ diff. = 10.07), two years or less ($\bar{X}$ diff. = 16.05), and three years or less ($\bar{X}$ diff. = 15.50). The four year or more group's mean score of 55.50 (SE_M = 3.58) was significantly higher than the other group's.

Table XXXI is a matrix for the results of the longevity variable for the S Scale within the Intermountain Region. Within this regional group those respondents who were categorized as one semester differed significantly from the group who had lived in a residence hall one year ($\bar{X}$ diff. = 12.54).

Likewise, the one year longevity respondents differed significantly from those who had lived in a hall four years or less ($\overline{X}$ diff. = 10.90). The mean score for the one year group ($\overline{X}$ = 39.71; SE_M = 3.99) was less positive toward the Staff Scale parameters than were the one semester ($\overline{X}$ = 52.25; SE_M = 4.12) or four year or less ($\overline{X}$ = 50.61; SE_M = 1.85) groups.

TABLE XXXI

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE INTERMOUNTAIN REGION ON THE STAFF SCALE FOR THE VARIABLE OF LONGEVITY

	2	3	4	5	6
1) One Semester $\overline{X}$ = 52.25	12.54*	10.42	6.52	1.64	5.75
2) One Year or Less $\overline{X}$ = 39.71		2.12	6.02	10.90*	6.79
3) Two Years or Less $\overline{X}$ = 41.83			3.90	8.78	4.67
4) Three Years or Less $\overline{X}$ = 45.73				4.88	.77
5) Four Years or Less $\overline{X}$ = 50.61					4.11
6) More than 4 Years $\overline{X}$ = 46.50					--

*Pairs exhibit significant differences at the .05 level of confidence

Table XXXII represents a variation of the results on the longevity factor as previously discussed for the South Atlantic and Intermountain Regions. Within the Pacific Coast

Region analysis the one semester group ($\overline{X}$ = 37.50) differed significantly from those who had lived in a residence hall for three or less years ($\overline{X}$ diff. = 14.00). Also the four years or less group ($\overline{X}$ = 48.31) differed significantly from the more than four year respondents ($\overline{X}$ diff. = 14.00). It is of interest that those groups who lived the least and most amount of time within the residence halls had exactly the same means ($\overline{X}$ = 37.50).

TABLE XXXII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE PACIFIC COAST REGION ON THE STAFF SCALE FOR THE VARIABLE OF LONGEVITY

	2	3	4	5	6
1) One Semester $\overline{X}$ = 37.50	8.10	8.50	14.00*	10.81	0.00
2) One Year or Less $\overline{X}$ = 45.60		.40	5.90	2.71	8.10
3) Two Years or Less $\overline{X}$ = 46.00			5.50	2.31	8.50
4) Three Years or Less $\overline{X}$ = 51.50				3.19	14.00*
5) Four Years or Less $\overline{X}$ = 48.31					10.81
6) More than 4 Years $\overline{X}$ = 37.50					--

*Pairs exhibit significant differences at the .05 level of confidence.

Free Choice

For the total regions significant differences were found to exist on attitudes toward the staff held by those who would and would not freely choose to live in a residence hall. The F value of 5.56 was found to be significant (.05 $\underline{F}$ 1, 655 = 3.84). Those student leaders who would freely live in a residence hall ($\overline{X}$ = 45.63; SE_M = .31) saw the residence hall staff as significantly more positive than those who would not ($\overline{X}$ = 43.06; SE_M = 1.09).

Differences within the six NACURH regions were found to exist only within the North Atlantic Region. The F value of 5.41 was significant (.05 $\underline{F}$ 1, 79 = 3.95). As was true with the total sample, the North Atlantic "yes" response groups ($\overline{X}$ = 43.41; SE_M = .85) saw staff as more positive than did the "no" group ($\overline{X}$ = 36.43; SE_M = 3.93).

Sex

The total sample analysis of variance on the S Scale for the variable of sex resulted in no significant differences (F = 2.87 > .05). However, significant differences were found to exist between the male and female respondents of the Midwest Region (F = 6.73) at the .05 level (.05 $\underline{F}$ 1, 286 = 2.64). In this region the female respondents ($\overline{X}$ = 47.11) differed significantly from their men student leader counterparts ($\overline{X}$ = 45.01).

No significant differences were found to exist within the five remaining regions.

Summary of the Analysis for Research Question IV: Staff

It is to the credit of the residence hall staff professionals upon whom the sample respondents have based their attitudes that they are viewed as an asset to the residence hall environment. Specifically, all regions and the total of residence hall student leaders ($\overline{X}$ = 44.85) responded to the S Scale statements related to staff roles and functions as more positive than negative. On this basis residence hall staff are, or can become, an asset in achieving residence hall goals, as perhaps the students view them.

However, differing attitudes do exist among the respondents. The North Atlantic ($\overline{X}$ = 42.80; SE_M = .86) and South Atlantic ($\overline{X}$ = 43.28; SE_M = 1.29) Regions hold attitudes toward staff which are less positive than the remaining four groupings.

The variables of age, classification, longevity, free choice, and sex all reflected differences within one or the other of the regions. Perhaps of most importance, however, are the significant differences found between the total regions for the variables of classification and free choice.

Results of the analysis for classification show that with the exception of the graduate students, the "other" group differed significantly from the other four college classification groups. As stated previously, if those who checked "other" are perhaps primarily staff members currently working in a residence hall setting while attending college part-time, then these individuals see themselves as performing

more positively than do the undergraduate students. Paradoxically perhaps, and although speculative, such results lend themselves to examination by what "ought to be" and "what is" contrasts.

Those students who desire to move from a residence hall, given a free choice, see the residence hall staff member as significantly different than those who feel more commitment toward this same environment. This finding lends itself to the theory that residence hall staff can be hampered in their efforts as educators by factors which may well be beyond their control.

Research Question V: Student Government

Research Question V: What are the student leader attitudes toward the role of students and student government in planning and implementing residence hall programs?

Table XXXIII presents the results of the analysis of variance treatment for all NACURH regions on the G (Government) Scale. The obtained F value of 5.22 was significant at the .001 level of confidence (.001 F 5, 651 = 4.10).

The Duncan's Multiple Range Test statistic was applied to ascertain where these differences existed. Table XXXIV is a matrix of mean differences which reflects this procedure.

The Pacific Coast Region ($\overline{X}$ = 37.59) differed significantly (<.05) from the other regional response groups. More specifically, to a significant degree, the Pacific Coast

TABLE XXXIII

ONE WAY ANALYSIS OF VARIANCE RESULTS FOR ALL REGIONS ON THE GOVERNMENT SCALE

Variable and Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Government				
Between groups	5	583.22	116.64	5.22***
Within groups	651	14541.57	22.34	
Total	656	15124.79		

***Significant at the .001 level of confidence.

The F value for significance at the .001 level with 5 and 651 d.f. is 4.10.

TABLE XXXIV

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE TOTAL SIX REGIONS ON THE GOVERNMENT SCALE

	2	3	4	5	6
1) South Atlantic $\bar{X}$ = 40.98	.88	.31	.02	.07	3.39*
2) North Atlantic $\bar{X}$ = 40.10		1.19	.90	.81	2.51*
3) Great Lakes $\bar{X}$ = 41.29			.29	.38	3.70*
4) Midwest $\bar{X}$ = 41.00				.91	3.41*
5) Intermountain $\bar{X}$ = 40.91					3.32*
6) Pacific Coast $\bar{X}$ = 37.59					--

*Pairs exhibit significant differences at the .05 level of confidence

student leaders felt that residence hall government was a less potent, or positive, force than did the North Atlantic ($\bar{X}$ diff. = 2.51), South Atlantic ($\bar{X}$ diff. = 3.39), Great Lakes ($\bar{X}$ diff. = 3.70), Midwest ($\bar{X}$ diff. = 3.41), and Intermountain ($\bar{X}$ diff. = 3.32) Regions. All other regions, when analyzed for significant mean differences, held attitudes toward the G Scale which were similar to one another; all other mean differences were insignificant.

Table XXXV presents the results of the analysis of variance for the G Scale on the variables of age, classification, longevity, free choice, and sex. A narrative description of these findings follows.

Age

The only significant F value ($F = 3.63 < .05$) for the variable of age was found to lie within the Pacific Coast Region. Table XXXVI reflects the results of the Duncan's Multiple Range Test applied to the Pacific Coast Region.

Within the Pacific Coast Region the 18 year old respondents differed significantly from the 20 year old ($\bar{X}$ diff. = 5.32) and the 22 year old and older groups ($\bar{X}$ diff. = 5.12). The 19 year olds also differed significantly from these same groups, i. e., the 20 year old ($\bar{X}$ diff. = 6.07) and 22 year old or older ($\bar{X}$ diff. = 5.87) respondents. To a significant degree both the 18 ($\bar{X} = 41.25$; $SE_M = 1.11$) and 19 year olds ($\bar{X} = 42.00$; $SE_M = .97$) held attitudes toward student government which were stronger than the 20 ($\bar{X} = 35.93$; $SE_M = 1.09$) and 21 year old and older ($\bar{X} = 36.13$; $SE_M = 1.59$) groupings.

TABLE XXXV

F VALUES FOR ANALYSIS OF VARIANCE ON THE GOVERNMENT SCALE FOR ALL REGIONS AND THE TOTAL SAMPLE ACCORDING TO AGE, SCHOOL CLASSIFICATION, LONGEVITY, FREE CHOICE AND SEX

Region	Age			Classification			Longevity			Free Choice			Sex		
	df	F	SL	df	F	SL	df	F	SL	df	F	SL	df	F	SL
South Atlantic	4	2.51	NS	3	3.53	.05	4	2.89	.05	1	0.01	NS	1	0.30	NS
North Atlantic	4	1.26	NS	3	0.10	NS	5	0.68	NS	1	2.38	NS	1	0.08	NS
Great Lakes	4	1.34	NS	5	0.89	NS	5	1.29	NS	1	0.05	NS	1	0.60	NS
Midwest	4	0.71	NS	4	0.42	NS	5	0.95	NS	1	2.17	NS	1	1.95	NS
Intermountain	4	0.34	NS	5	0.51	NS	6	0.31	NS	1	10.36	.01	1	0.16	NS
Pacific Coast	4	3.63	.05	4	2.67	.05	6	0.76	NS	1	0.09	NS	1	0.16	NS
Total Regions	5	0.55	NS	5	1.00	NS	6	0.80	NS	1	4.96	.05	1	4.07	.05

Significant Critical F Values:

.05 $F_{4,44}=2.60$ .05 $F_{3,41}=2.45$ .05 $F_{4,44}=2.60$ .05 $F_{4,41}=2.61$ .01 $F_{1,55}=7.08$ .05 $F_{1,655}=3.84$ .05 $F_{1,655}=3.84$

TABLE XXXVI

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE PACIFIC COAST REGION ON THE GOVERNMENT SCALE FOR THE VARIABLE OF AGE

	2	3	4	5
1) 18 Years Old $\bar{X}$ = 41.25	.75	5.32*	3.25	5.12*
2) 19 Years Old $\bar{X}$ = 42.00		6.07*	4.00	5.87*
3) 20 Years Old $\bar{X}$ = 35.93			2.07	.20
4) 21 Years Old $\bar{X}$ = 38.00				1.87
5) 22 Years Old or Older $\bar{X}$ = 36.13				--

*Pairs exhibit significant differences at the .05 level of confidence

No other significant differences were found among the Pacific Coast age categories on the G Scale.

School Classification

Significant F values were found to exist within the South Atlantic Region ($F = 3.53 < .05$) and the Pacific Coast Region ($F = 2.67 < .05$) on the G Scale analyzed by classification in college.

The Duncan's Multiple Range Test results are presented in Table XXXVII for the South Atlantic Region. The mean differences found for the comparison groups of juniors and seniors ($\overline{X}$ diff. $= 4.48 < .05$) and juniors and graduate students ($\overline{X}$ diff. $= 6.75 < .05$) were found to differ significantly. Within this region the juniors hold the attitude that government is less a beneficial effect in residence halls than do the other two classification groupings with which they differ.

Table XXXVIII results for these same factors reflect a converse effect within the Pacific Coast Region. Contrary to the South Atlantic Region, where the higher classifications (seniors and graduate students) held attitudes more positive toward government than the other groupings, the Pacific Coast Region upper classification groups held more negative attitudes than did the lower groups. Specifically, significant differences were found within the Pacific Coast analysis between the freshmen and the seniors ($\overline{X}$ diff. $= 6.38$) and the sophomores and the seniors ($\overline{X}$ diff. $= 4.82$). These mean differences indicate, to a significant degree, that the freshmen

TABLE XXXVII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE GOVERNMENT SCALE FOR THE VARIABLE OF CLASSIFICATION

	2	3	4
1) Sophomores $\bar{X}$ = 39.64	.39	4.09	6.36
2) Juniors $\bar{X}$ = 39.25		4.48*	6.75*
3) Seniors $\bar{X}$ = 43.73			2.27
4) Graduate Students $\bar{X}$ = 46.00			--

*Pairs exhibit significant differences at the .05 level of confidence

and sophomores more nearly agreed between themselves, that government was a positive force within residence halls, than did their junior and senior counterparts from the same region.

TABLE XXXVIII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE PACIFIC COAST REGION ON THE GOVERNMENT SCALE FOR THE VARIABLE OF CLASSIFICATION

	*2	3	4	5
1) Freshmen $\bar{X}$ = 42.00	1.56	4.83	6.38*	5.38
2) Sophomores $\bar{X}$ = 40.44		3.27	4.82*	3.82
3) Juniors $\bar{X}$ = 37.17			1.55	.55
4) Seniors $\bar{X}$ = 35.62				1.00
5) Graduate Students $\bar{X}$ = 36.62				--

*Pairs exhibit significant differences at the .05 level of confidence

Longevity

Significant F values for the variable of length of time lived in a residence hall were found to exist only within the South Atlantic Region ($F = 2.89 < .05$). Table XXXIX presents the results of the analysis for the specific location of these differences.

TABLE XXXIX

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE GOVERNMENT SCALE FOR THE VARIABLE OF LONGEVITY

	2	3	4	5
1) One Year or Less $\bar{X}$ = 40.64	1.87	.43	8.36*	4.36
2) Two Years or Less $\bar{X}$ = 38.77		2.30	10.23*	6.23*
3) Three Years or Less $\bar{X}$ = 41.07			7.93*	3.93
4) Four Years or Less $\bar{X}$ = 49.00				4.00
5) More than 4 Years $\bar{X}$ = 45.00				--

*Pairs exhibit significant differences at the .05 level of confidence

No clear patterns of understanding are evident from a close examination of these differences. The one year or less group ($\bar{X}$ = 40.64) differed significantly ($\bar{X}$ diff. = 8.36) in their attitudes toward the G Scale statements from the four year or less group. Attitudes within the four year or less group were significantly more positive than those of their fellow student leaders who had lived in a residence hall for one or less years (Four year $\bar{X}$ = 49.00; SE_M = 4.09, while one year or less $\bar{X}$ = 40.64; SE_M = .97).

The two year or less respondents had a significantly different attitude toward government than did the four year or less group ($\bar{X}$ diff. = 10.23) or the four or more year

respondents ($\overline{X}$ diff. = 6.23). Finally, the three year or less respondent group differed significantly from the four or less year respondents ($\overline{X}$ diff. = 7.93).

In general, these results indicate that within the South Atlantic Region those student leaders who had been involved with student government in the residence hall for the longest times (longevity) also held the higher attitudes toward the G Scale concepts.

No other significant F values were found between or among the various regions for the variability of longevity.

Free Choice

A significant F value ($F = 4.96 > .05$) was found among the total regions for the variable of free choice when analyzed for the G Scale. Those student leader respondents who would freely choose to live in a residence hall ($\overline{X} = 40.81$; $SE_M = .19$) to a significant degree saw government as more positive than those respondents who would prefer to live elsewhere ($\overline{X} = 39.27$; $SE_M = .69$).

This same trend was duplicated for the significant F value found for the Intermountain Region ($F = 10.36 > .01$). Those student leaders who would choose to live in a residence hall held attitudes which were more positive ($\overline{X} = 41.64$; $SE_M = .68$) than those student leaders who would live elsewhere, given an opportunity ($\overline{X} = 35.71$; $SE_M = .91$).

All other obtained F values for the free choice on the G Scale were found to be insignificant.

Sex

For the total regions the F value of 4.07 was found to be significant (.05 $\underline{F}$ 1, 655 = 3.84). The female student leader respondents from across the United States saw the influence of student government to be significantly more positive ($\overline{X}$ = 41.05; SE_M = .29) than did their male colleagues ($\overline{X}$ = 40.29; SE_M = .25).

No F values for the within regions analysis of variance according to sex groupings were found to be significant.

Summary of the Analysis for Research Question V: Government

The analysis of the G Scale for the total regions, found the Pacific Coast student leader respondents to differ significantly from all other regions in their attitudes toward student government. All regions except the Pacific Coast Region hold attitudes which are positive toward the G Scale concepts.

Significant differences were found to exist within one or another of the regions for the five demographic variables being used in this investigation. No clear patterns are evident based on these analyses although longevity, age, classification, and overall attitude toward desiring to live in a residence hall clearly may be factors which should be considered in appraising the goals and directions of residence halls in terms of the place of student government.

For the total student leader sample both the sex and free choice variables are potent factors to consider in

evaluating the functions and roles of residence hall student government. According to this sample both female student leaders and those respondents who would freely choose to live in a residence hall hold attitudes which are significantly more positive to the concept of a meaningful student government.

The total regions' mean average of 40.21 on the G Scale statements is only slightly positive. With consideration for the standard error of the mean (SE_M = .19) this score could fall even closer to the pivotal neutral score of 40. To the student personnel administrator this may be both surprising and disappointing. If student government is to truly be effective the students themselves, above all others, one might speculate must see a value in it. These results reflect the students themselves feeling this value to a limited degree. The problem may be compounded by the fact that this research is based on a national sample of residence hall student leaders; perhaps the non-involved residence hall students' attitudes would hold a differing opinion from those held by the student leader group.

What, then, are the student leader attitudes toward the role of student government in planning and implementing programs within the residence hall environment? Overall the answer, based on this sample, and the twenty G Scale statements, seems to be one which is a guarded, conservative estimation. The student leaders themselves do not assuredly espouse unqualified hope or current overwhelming success.

To perhaps a surprising degree the student leaders from across the United States estimate their own student government performance record as one of minimal success.

T Scale Analysis and Chapter Summary

Introduction

The T (Total) Scale is merely the added total score derived from the five scales which comprise the RHAS. Specifically, the scores derived from the F, P, R, S, and G Scales are summed. The product of this procedure results in an overall estimate of the respondents' attitudes toward the five residence halls concepts which are included in this investigation. Since the five scale concepts are viewed as important by student personnel administrators, this scale can be seen as an overall measure of attitudes toward the total residence hall environment.

An analysis of variance was completed to ascertain the overall attitudes of the national student leader sample. Where significant F values were generated Duncan's Multiple Range Test statistic was applied to locate the specific differences.

Since the T Scale results do not specifically relate to the research questions the format for this section is altered, to some degree. However, it is felt that some discussion of this scale is warranted since the findings lend weight to the investigation.

T Scale Discussion

The analysis of variance statistic for the T Scale for all regions resulted in an F value of 3.29. This value is significant at the .01 level of confidence (.01 $\underline{F}$ 5, 651 = 3.02). The results of this procedure are presented in Table XL.

TABLE XL

ONE WAY ANALYSIS OF VARIANCE RESULTS FOR ALL REGIONS ON THE TOTAL SCALES

Variable and Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F
Total Scale				
Between groups	5	6926.28	1385.26	3.29**
Within groups	651	274258.63	421.29	
Total	656	281184.88		

*Significant at the .01 level of confidence.

The F value for significance at the .01 level with 5 and 651 d.f. is 3.02.

The results of the Duncan's Multiple Range Test are reflected in Table XLI. Overall attitude differences toward residence halls were found to exist between the respondents from the North Atlantic Region and both the Midwest Region ($\overline{X}$ diff. = 8.60) and the Great Lakes Region ($\overline{X}$ diff. = 9.50). To a significant degree the residence halls environment is seen to be less attractive to the student leaders from the North Atlantic Region.

TABLE XLI

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE TOTAL SIX REGIONS ON THE TOTAL SCALE

	2	3	4	5	6
1) South Atlantic $\bar{X}$ = 206.00	2.32	7.18	6.20	2.33	2.63
2) North Atlantic $\bar{X}$ = 203.68		9.50*	8.60*	4.65	4.95
3) Great Lakes $\bar{X}$ = 213.18			.98	4.85	4.55
4) Midwest $\bar{X}$ = 212.20				3.87	3.57
5) Intermountain $\bar{X}$ = 208.33					.30
6) Pacific Coast $\bar{X}$ = 208.63					--

*Pairs exhibit significant differences at the .05 level of confidence

As seen by the mean scores for the six regions located in Table XLI, a ranking order of most positive to least positive attitudes with consideration for a slight overlapping as a result of the standard error of means, would be: (1) Great Lakes (SE_M = 1.72); (2) Midwest (SE_M = 1.11); (3) Pacific Coast (SE_M = 2.54); (4) Intermountain (SE_M = 3.18); (5) South Atlantic (SE_M = 3.48); and (6) North Atlantic (SEM = 2.47). All regions hold overall attitudes toward the five residence hall concepts which are positive (pivotal score = 200), although, as indicated above, these

attitudes can be ordered in a most to least positive range ranking.

Table XLII is an overview presentation of the several analyses of variance procedures conducted for the total sample groupings according to age, classification, longevity, free choice, and sex.

The variable of age for the total student leader sample from across the nation resulted in an insignificant F value ($F = 0.54 > .05$). The F value found for the longevity variable is also insignificant ($F = 1.70 > .05$). For this sample then, age and the amount of time one lives in a residence hall are factors which did not point out differences that seem to have a bearing on the respondents' overall attitudes toward residence halls.

School classification analysis of variance for the T Scale for differences among all regions resulted in an F value of 3.11. This was significant at the .01 level of confidence ($.01\ F\ 5, 651 = 3.02$). Duncan's Multiple Range Test statistic yielded significant differences between the "other" group and student leader freshmen ($\overline{X}$ diff. = 24.16), sophomores ($\overline{X}$ diff. = 20.28), juniors ($\overline{X}$ diff. = 21.68), and seniors ($\overline{X}$ diff. = 20.34). The "other" group, who again were perhaps employed part or near full-time on a residence hall staff while attending graduate school, were significantly more positive in their overall attitudes toward residence halls than were the other groups. Stated another way, the

TABLE XLII

F VALUES FOR ANALYSIS OF VARIANCE ON THE TOTAL SCALE FOR ALL REGIONS AND THE TOTAL SAMPLE ACCORDING TO AGE, SCHOOL CLASSIFICATION, LONGEVITY, FREE CHOICE AND SEX

Region	Age			Classification			Longevity			Free Choice			Sex		
	df	F	SL	df	F	SL	df	F	SL	df	F	SL	df	F	SL
South Atlantic	4	5.14	.01	3	6.08	.01	4	5.01	.01	1	0.67	NS	1	0.13	NS
North Atlantic	4	1.03	NS	3	0.89	NS	5	0.40	NS	1	12.47	.001	1	0.26	NS
Great Lakes	4	0.86	NS	5	0.92	NS	5	0.42	NS	1	0.01	NS	1	2.64	NS
Midwest	4	0.95	NS	4	1.06	NS	5	1.07	NS	1	2.43	NS	1	9.74	.01
Intermountain	4	0.81	NS	5	1.53	NS	6	1.23	NS	1	10.29	.01	1	0.12	NS
Pacific Coast	4	1.88	NS	4	0.63	NS	6	1.51	NS	1	2.12	NS	1	1.83	NS
Total Regions	5	0.54	NS	5	3.11	.01	6	1.70	NS	1	17.11	.001	1	9.73	.01

Significant Critical F Values:

.01 $F_{4,40}=3.83$ .01 $F_{3,41}=4.31$ .01 $F_{5,651}=3.02$ .01 $F_{4,41}=3.83$ .001 $F_{1,79}=7.44$ .01 $F_{1,55}=7.12$ .001 $F_{1,655}=10.83$ .01 $F_{1,286}=6.64$ .01 $F_{1,655}=6.64$

"other" group was more closely aligned with the graduate student group (>.05) than all other groupings.

The variable of free choice analysis for the T Scale resulted in an F value of 17.11 for all regions. This statistic is significant at the .001 level of confidence (.001 $\underline{F}$ 1, 655 = 10.83). Those respondents who would freely choose to live in a residence hall significantly differed from those who would not. The "yes" choice respondents' scores yielded a T Scale mean score for this variable of 211.28 with a standard of error of the mean of .83. The "no" respondents' mean score was set at 199.06 with a standard error of the mean of 2.96. Clearly, the respondents' overall willingness to choose to live in a residence hall while attending college has a significant impact on his overall attitudes toward college and university housing.

The T Scale analysis of variance by sex groupings also yielded a significant F value of 9.73. This statistic was significant at the .01 level of confidence (.01 $\underline{F}$ 1, 655 = 6.64). To a significant amount the females in this sample were more positive in their overall attitudes toward residence halls ($X = 212.74$; $SE_M = 1.11$). The male student leader groups mean score was established at 207.73; $SE_M = 1.20$. Based on this sample, it can be concluded that female student leaders are more positive toward residence halls than are their male counterparts.

In a general way, it can be concluded that those individual student leaders whose overall attitudes are most

favorable toward residence halls tend to be from the Great Lakes or Midwest Regions, are probably older, tend to rank as upperclassmen, are likely to have persisted in living in a residence hall (longevity); would freely choose to live in the residence hall environment, and are most likely to be a female.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was specifically concerned with determining attitude similarities and differences among and between various groupings of a national sample of residence hall student leaders toward five college and university housing concepts. These five concepts are residence hall: (1) physical facilities; (2) programs; (3) rules and regulations; (4) professional staff roles and functions; and (5) student government. As reflected in the professional literature, all of these variables are considered to be important by student personnel administrators who are concerned with the housing of students in the most educationally sound way.

The remainder of this chapter will summarize the entire investigation, will offer conclusions based upon the findings which resulted from the study, and will outline recommendations for current implementation and future research in the area of college and university student housing.

Summary

The study sample was composed of 657 residence hall student leaders from 82 institutions of higher education located across the United States. Since no adequate research

instrument was found to have been developed previously, the Residence Halls Attitude Scale was prepared for use in conjunction with this investigation. The data was collected during the summer and fall 1970 regional National Association of College and University Residence Hall (NACURH) conferences. There were six such conferences.

The Residence Halls Attitude Scale (RHAS) employed a Likert-type format. The respondents were asked to state their degree of agreement or disagreement with twenty specific statements related to each of the five residence hall concepts. The total number of attitude statements was one hundred. Content validity was assumed on the basis of: (a) the solicited expert judgment of a panel of judges; and (b) a pilot study of the instrument. Using the split-half method, corrected, the reliability for the five scales is: F = .71; S = .89; R = .81; P = .74; and G = .68.

This investigation divided the student leader respondents into groups for comparison between regions, within regions and for the total sample. Further analysis was completed by demographic variable groupings according to: (1) age; (2) classification; (3) longevity; (4) free choice, and (5) by sex. Since group comparisons were of prime consideration the analysis of variance statistic was used in analyzing the data. When significant F values were found, Duncan's Multiple Range Test was used to locate the specific sources of significant differences. Whenever statistical tests were employed, it was assumed that differences were not

statistically significant unless they were at or above the .05 level of confidence.

Further description of the data was possible by using group mean scores as a relative measure of favorable and unfavorable attitudes toward the concept under consideration. For the five RHAS scores the summed score of 40 was held to be neutral; scores below this pivotal position would tend toward a negative overall attitude while those above were considered as a positive overall attitude.

Table XLIII is a summary of all of the significant differences found as a result of the analyses of variance. The results according to within region differences, between region differences, the total sample, and the five demographic variables are presented in this overview. A more detailed reference to these findings can be found by consulting the various AOV Tables located in the right column of this summary table.

A narrative discussion of the findings for each of the five residence hall concepts, and the total sample attitudes toward college and university student housing, follows according to sections.

Facilities

Residence hall physical facilities, i. e., buildings, student rooms, study areas, furnishings, etc., are attitudinally seen as significantly different among this sample of student leaders. Although the students from across the United States held attitudes toward this residence hall

TABLE XLIII

SUMMARY OF SIGNIFICANT DIFFERENCES FOUND IN ANALYSES OF VARIANCE BY REGION, TOTAL SAMPLE, AND DEMOGRAPHIC VARIABLES

Source of Variation by Scale and Variable	Regional* Location of Differences							AOV Table
	1	2	3	4	5	6	7	
Facilities Scale:								
Total Respondents							X	VII
by Age					X			IX
by Classification								
by Longevity								
by Free Choice		X		X	X			IX
by Sex						X		IX
Programs Scale:								
Total Respondents							X	XI
by Age	X							XIII
by Classification	X						X	XIII
by Longevity	X						X	XIII
by Free Choice		X		X	X			XIII
by Sex								
Rules Scale:								
Total Respondents							X	XX
by Age								
by Classification								
by Longevity						X		XXII
by Free Choice								
by Sex			X	X			X	XXII
Staff Scale:								
Total Respondents							X	XXIV
by Age	X							XXVII
by Classification	X						X	XXVII
by Longevity	X							XXVII
by Free Choice		X			X	X	X	XXVII
by Sex				X				XXVII
Government Scale:								
Total Respondents							X	XXXIII
by Age						X		XXV
by Classification	X					X		XXV
by Longevity	X							XXV
by Free Choice					X		X	XXV
by Sex							X	XXV
Total Scale:								
Total Respondents							X	XL
by Age	X							XLII
by Classification	X						X	XLII
by Longevity	X							XLII
by Free Choice		X			X		X	XLII
by Sex				X				XLII

*Regions:
1-South Atlantic
2-North Atlantic
3-Great Lakes
4-Midwest
5-Intermountain
6-Pacific Coast
7-Total Regions

aspect which were more positive than negative, some regions were significantly more positive than others. Specifically, the student leaders from the North Atlantic and Great Lakes Regions of NACURH saw their residence halls facilities as significantly better than the student respondents from the South Atlantic Region. The Great Lakes area institutions, at least for this sample, are apparently achieving more success in forming positive attitudes toward the residence hall physical facilities in which students live than any of the other five geographic regions.

Results for the demographic groupings on the F Scale show that regardless of the age of the student leader, his classification, or the length of time lived in a residence hall, the tendency is to hold attitudes which are similar. When analyzing the attitudes toward facilities, the age, longevity, and classification variables did not discriminate among the students.

One variable that did discriminate, however, was that of whether the student would freely choose to live in a residence hall or not ($<.001$). Those students who do find the residence hall to be the most advantageous place to live also saw their physical surroundings as more positive. Contrarily, those students who would leave the residence halls, given an opportunity, held attitudes that were significantly different, and less positive, than their student leader colleagues.

Finally, the total sample when compared by sex, regardless of the region, saw residence halls facilities as similar.

In the final analysis, the large majority of this residence hall student leader sample, despite regional differences, saw residence hall facilities as largely the same and as somewhat positive. The attitudes held by students toward this aspect may not depend on age, classification, longevity, or sex. However, the overall willingness of a student to live in a residence hall certainly has a large bearing on the attitudes he holds toward residence hall physical facilities.

Programs

Programs of an educational nature and value are an aspect of the residence halls which make this type of living environment unique when compared to living at home or in an off-campus apartment while attending college. This sample of student leaders held attitudes which would concur with this evaluation.

The large majority of this sample indicated that they would freely choose the residence hall over all other living arrangement alternatives (92.1%). They all viewed the programs concept as measured by the RHAS as highly positive ($\overline{X}$ = 45.72 < .001). As previously presented, and with respect for the standard error of means statistics, of the five concepts studied in this investigation, the leaders valued the program aspect most. This was true for across the United States

analysis as well as for group comparisons by the several variables.

One demographic variable, in particular, lends insight to this discussion. For all respondents, significant differences (<.01) in attitudes were found among the groupings by classification. Specifically, the freshman student leaders held a lower, though positive, total attitude toward programs when compared with the student leaders who were categorized as "seniors" and "other." The sophomores, juniors and graduate students held attitudes which were closely aligned with the more positive view of the seniors and "other" categories (Table XIII).

For whatever reason there was a clear trend which indicates that the more educational "maturity," or perhaps the longer the students are associated with or involved in programs, the more positive his attitudes toward residence halls programs become. Lending weight to this is the conclusion that one semester or less respondents on the longevity variable differed significantly (<,001) from all other groups, i. e., those that had lived in a residence hall longer.

Two closing conclusions are also of value in adding insight to this section on programs. The respondents from the Great Lakes ($\overline{X}$ = 46.59; SE_M = .48) and Midwest ($\overline{X}$ = 45.66; SE_M = .33) Regions, apart from the other four NACURH regions, valued residence halls programs most. Also, the respondents who would choose to live elsewhere, given a choice, held attitudes toward residence hall programs which were positive

($\bar{X}$ = 41.96; SE_M = .89). This was a unique phenomenon for this demographic grouping; on all other scales their attitudes toward the specific concept was a negative overall evaluation.

Rules

The Rules Scale discriminated at the .001 level of confidence among the total sample's attitudes toward this concept. The North Atlantic Region student leaders had significantly differing, and more negative attitudes, toward the R Scale statements than all other regions. Of primary interest, for the total sample, was the finding that the females were less attitudinally bothered by rules relating to residence halls than were their male counterparts (<.001).

From the analysis of the demographic variables it can be concluded that attitudes toward residence hall rules and regulations are apparently formed early, persist through the student's entire college career, and are seen as detrimental to an "optimum" atmosphere within the living area. This generalization is based on the fact that no differences were found to exist between any of the six NACURH regions on the variables of age, length of time lived in a residence hall, or college classification. Even the free choice groupings yielded a similar attitude toward rules.

In general, all regions and all demographic variable groupings' mean scores for the R Scale were below the pivotal or neutral 40 score. For example, the total six regions mean scores were: South Atlantic--$\bar{X}$ = 36.35; North Atlantic

--$\overline{X}$ = 33.25; Great Lakes--$\overline{X}$ = 36.67; Midwest--$\overline{X}$ = 36.89; Intermountain--$\overline{X}$ = 35.60; and Pacific Coast--$\overline{X}$ = 36.57. Thus, for this sample it can be concluded that some regions differ, to some extent, between and within each other; however, the variations are in degree of negativism rather than a mixture of some positive and some negative attitudes.

Staff

The overall mean score for all respondents on the S Scale was positive toward this concept ($\overline{X}$ = 44.85). Wherever the student's home institution was located, or whatever experiences the student leaders had based their attitudes toward staff roles and functions upon, they were encouragingly supportive or positive in their appraisal of this concept.

A variety of within region comparisons for the S Scale yielded significant results. On the basis of age the respondents from the South Atlantic Region who were older, differed significantly from their younger co-leaders in that a more positive than negative attitude was reflected toward staff. The analysis by classification in college for the total sample resulted in significant differences existing between the category "other" and all other groups, except the graduate students. The "other" category may largely have had staff roles to some extent. Although a pattern was not clear, three regions differed within themselves on staff attitudes by longevity. The South Atlantic, Intermountain and Pacific Coast regions respondents reflected uniquely

significant differences for within region analyses. Finally, those respondents who would freely choose to live in a residence hall differed significantly ($\overline{X}$ = 45.63; SE_M = .85) and were more positive toward staff than were their differing counterparts ($\overline{X}$ = 36.43; SE_M = 3.93).

The analysis of variance results for the Staff Scale discriminated among the respondents' attitudes at the .001 level of confidence for the total of six regions. Although seen as being a positive force within the residence hall environment, the two east coast regions differed to a significant degree from the other four regions on the S Scale (Table XXV). As a result of significant mean differences, and allowing for the standard error of mean statistic, it can be concluded that the South Atlantic and North Atlantic Regions student leaders were more negative toward residence hall staff roles and functions than were the respondents from the rest of the nation.

Government

Five of the six regions were positive in their attitudes toward the impact of student government within the residence hall (Table XXXIV). The sixth region, the Pacific Coast Region, differed significantly (<.001) from the remainder of the regions in that the attitudes were more negative than positive ($\overline{X}$ = 37.59) toward this concept as measured by the RHAS (Table XXXIV). Within the Pacific Coast Region the 18 year old respondents were significantly different from the 19 and 20 year old leaders in that the

older groupings were negative to the notion of the place and importance of residence hall student government (Table XXXVI).

Several other variables resulted in significant differences. For the total sample, grouped by sex, the females ($\overline{X}$ = 41.05; SE_M = .29) saw government to be more beneficial than did the males ($\overline{X}$ = 40.29; SE_M = .25). Those who would freely choose to live in a residence hall saw government as positive ($\overline{X}$ = 40.81; SE_M = .19). Those student leaders who would not, saw government as a less effective force ($\overline{X}$ = 39.27; SE_M = .69).

From these results it can be concluded that those students who view the total residence hall as positive, those who would freely choose to live there, also see government as a positive force. If the student is "down" on residence hall living, for whatever reason, he is also much less supportive and attitudinally satisfied with the place and role of student government within the residence hall.

It is of interest to note that this sample of student leaders, perhaps more involved themselves with residence hall government than the average resident, was not unqualified in their appraisal of their own purposes and functions ($\overline{X}$ = 40.21; SE_M = .19). This may best be described by saying that the student leaders judged themselves to be minimumly positive in their overall appraisal of this concept.

Total Scale and General Appraisal

The total sample's overall appraisal of the five RHAS Scale concepts resulted in significant differences of opinion

being held among the regions. The composite view of residence halls yielded significant (<.01) varieties of attitudes. To a significant degree the North Atlantic Region was less attitudinally pleased about residence halls as they exist than were the NACURH conference delegates from the Great Lakes and Midwest Regions (Table XLI). No other regional differences were found for the total sample on the T Scale.

As might be suspected, those students who would seek housing elsewhere, if given a choice, were significantly (<.001) less favorable toward the combined five residence concepts under study than were those who would choose the residence hall over the other alternatives. The overall attitude for the "no" response group on the choice variable was a lower mean score ($\overline{X}$ = 199.06; SE_M = 2.96); the "yes" group was significantly more positive ($\overline{X}$ = 211.28; SE_M = .83).

Similarly, the female student leaders were significantly more satisfied with the RHAS concepts than were the male grouping (<.01). Apparently, the women student leaders are more pleased with the residence hall living as measured by the RHAS than are the men students.

In summary, the student leader respondent who is probably most satisfied with the five residence hall concepts under study is potentially likely to be from the Great Lakes or Midwest Regions, be a female, and desire to live in a residence hall of her own free choice.

Conclusions

On the basis of the results of this study, the following conclusions seem valid:

(1) Attitudes regarding residence halls differ from geographic region to geographic region across the United States.

(2) Of the five important residence hall related concepts studied, the student leaders were consistently most negative toward college and university rules and regulations. This was true across the total sample, within all regions, and for all demographic variable groupings.

(3) Increased depth and breadth of residence halls programming may be one factor which could be used to advantage by housing student personnel workers to improve the total residence hall environment. Even the student leaders who would freely choose to live elsewhere while attending college found this aspect to be a positive one. Of the total sample, programs were accorded the highest overall value from the students' point of view.

(4) Women, to a significant degree, are more favorable toward residence halls than are men. This was true generally and with specific regard to government, rules, staff, programs, and facilities.

(5) Attitudes toward residence halls held by the student leaders in the Great Lakes and Midwest Regions were more positive than those found within the other four NACURH Regions.

(6) Professional residence hall staff are viewed as a positive influence within the residence hall. Specifically, without exception, by all demographic group analyses, and for the total sample, the residence hall staff was seen, to some extent, as a positive influence.

(7) The fact that some students may generally desire to live outside the residence hall, but for one reason or another cannot, apparently colors their overall attitude toward residence halls in a number of areas. These students viewed all five concepts under study as being more negative than those who held the contrary attitude.

(8) Attitudes toward rules are formed early, persist through the entirety of college, and do not vary according to college classification or whether a student wishes or does not wish to live in a residence hall. To a large extent this sample of residence hall leaders viewed the rules and regulations which govern residence halls in much the same way.

(9) Residence hall physical facilities are seen as positive, to some degree, across all NACURH regions. This is also true for all demographic variable groups with the exception of the free choice categories. Within this group, those student leaders who desire to live elsewhere vary from this conclusion.

(10) Student government is viewed as a positive, and to some degree, important residence halls concept by the large majority of the student leaders. There is an apparent

feeling among the respondents that student government does and should help in the building of an overall positive residence hall environment. Also, the opportunity for learning through involvement is valued by the student leaders.

Recommendations

This study on the attitudes of a national sample of residence hall student leaders resulted in the locating of a number of significant differences between and among the various respondent groupings. An even larger number of similarities were found to exist. On the basis of these differences and similarities certain recommendations seem justified both for current application and for future research in this area. The following recommendations for current application seem worthy:

(1) Arthur Chickering has concluded that residence hall rules may have a constraining effect on the educational value, and potential, of living in a college housing environment. This sample of residence hall student leaders apparently would, to some degree, concur with this view. A careful evaluation and elimination of all mundane and peripheral rules, those which may have evolved from antiquity and are based on no educationally sound premise, should be deleted.

(2) Residence hall staff, those student personnel professionals who meet the students within the confines of the living environment, are seen as a positive force in the eyes

of the student leaders. It would appear a fruitful venture to involve these staff members, at every opportunity, in the decision-making processes which involve student housing matters. Decisions made on this basis could be better explained to the students if this respected element, the residence hall staff, could honestly reflect a true understanding of the rationale involved.

(3) An increased depth and breadth of residence hall programming, i. e., faculty involvement, films, good literature, and music, would apparently reap dividends on several fronts. The literature reflects the educational benefits that would inherently be derived if such efforts were carefully thought out and properly supported. Based on this investigation's results, some students who might desire to live elsewhere may be influenced to remain within the residence hall. The student leader attitudes were most positive toward this concept and because the large majority of the sample would freely choose to live in a residence hall above all other living alternatives there are apparently some benefits here which are available no where else. Programs may be one of these benefits.

(4) A corollary of the above recommendation might be the suggestion to free residence hall staff from many currently peripheral (in an educational sense) administrative duties. Such duties may include the supervision of maintenance personnel, room checks for damages, and assuring the cleanliness of the physical facilities. Such areas are

important but could possibly be accomplished by para-professionals. As a result, professional residence hall educators would be freed for increased involvement in programming, advising student government, and generally building rapport with the student residents. The attitudes held by the students toward residence hall staff could then move from positive to more positive.

(5) If at all feasible, no student should be required to live in a residence hall. Such forced housing results in the student becoming a liability to other students who might well derive educational gains, an unfortunate burden to staff, and has negative effects on student government and the well-intended residence hall programs.

(6) Residence hall facilities are apparently seen, to some degree, as being positive. However, complacency as a result of this study is not warranted. The student leader attitudes varied within regions and for various demographic variables. Local conditions should be examined based on local attitudes, needs, and desires.

(7) Student government in the residence hall may well serve as a laboratory for later life. If learning is a change of behavior as a result of experience, then educators may not be able to afford to view student government as of secondary importance. The results of this study, from the student leaders' point of view, indicate a self-perception of limited success. For those students involved and for the uplift of this view of student government full support from

the student personnel administrator is needed. Such support may well take the form of funding, advising, and motivational support. In this way the current minimumly positive student leader view may well be improved.

(8) The student government that is best may be the one that can best hold the interest and motivation of the student participants. Such a government may be the type that is formed to achieve a specific goal, works to achieve that goal, and is disbanded. In this way only that student who is interested in that one goal would serve on such task-oriented committees. Although a radical change from what exists today, the results could perhaps be an improved motivation among the students, an opportunity for an increased number of students to become involved, and a generally improved attitude among students toward student government.

(9) To facilitate an increased positive attitude among student leaders a plan which offers college credit for their involvement in the residence hall may be worthy of consideration. Students today are offered college credit toward graduation requirements for field-study to foreign countries and for independent study. Given a set of academically suitable criteria, there is little reason for not awarding such credit to the student leader. Such a plan could serve as an incentive to the residence hall student who might not otherwise become involved. For those already involved the results may be a generally improved government, program, and overall attitude toward their living environment.

The following recommendations for research are based on this study:

(1) This study should be replicated based on a larger sample of student leaders. Such replication should serve to validate or refute these findings. In addition, a detailed item analysis for the RHAS would be beneficial in conjunction with the replication procedure. In this manner data on specific concept stimuli could be focused upon; i. e., what specific concepts covered within the RHAS statements are more or less troublesome to the respondents?

(2) Research should be broadened to other interested residence hall oriented groups of people. Specifically, the non-residence hall student leaders should be compared to the student leaders on the basis of attitude similarities and differences. Housing administrators, residence hall staff, faculty members, fraternities and sororities, off-campus apartment dwellers, and commuter students might be comparatively studied in various ways.

(3) The Residence Halls Attitude Scale may potentially be a valuable tool for residence hall research. One suggested use would be in the examination of student attitudes toward residence halls on a local campus basis. However, before such would be possible the RHAS should undergo a detailed item and factoral analysis, with standardization based on norms established on a large student population, and a technique for machine scoring which would greatly increase its function. If properly undertaken such an improvement

of the RHAS would be a worthy suggestion for future research.

(4) Longitudinal studies of the attitudes of residence hall students in local campus situations should be initiated. The RHAS, in an improved form, could be used in conjunction with other instruments, like the College and University Environment Scale (CUES), for an understanding of the feelings, needs, attitudes, and desires of the college student population on a given campus. Decisions about housing, as well as many other areas, could then be made on a substantitive and defendable basis.

(5) Any type of research which attempts to solidify the present theory of housing into abstract aims seems to be justifiable. Specifically, any of the five housing concepts studied in this investigation would warrant intensive study within themselves. Such research should attempt to weave all of the variables into a pattern of clearer understanding, for the purpose of presenting a rationale for operation within an educational environment.

(6) Regional residence hall differences may also be worthy of further study. For an unexplained reason the students from the Midwest and Great Lakes geographic sections of the United States are significantly more satisfied with their residence halls than are any other groups of student leaders. Perhaps if the specific reasons could be crystallized housing administrators could better meet the needs of their students, through learning from each other.

(7) Residence hall programs are seen as more positive as the student leader lives in a residence hall longer. The reasons for this are yet unclear. Is it because the students undergo an attrition where discontented students gradually remove themselves from the living environment? Does a phenomenon of the type where older students become more "establishment-oriented" occur? A research effort focused toward resolving this dilemma would seem to hold fruitful potential.

(8) The students in this study were negative toward residence hall rules and regulations. Is this simply a reflection of a more overall attitude toward all rules and authority? The implications for the sociologist, psychologist, as well as the student personnel researcher is worthy of further examination.

(9) Student leaders are positive in their attitudes toward staff. If professional residence hall staff can be assumed to be part of the "establishment" does this also mean that student leaders are positive toward staff as a result of a similar orientation? Do student leaders tend to be more closely aligned with staff than to non-student leaders? Results of an examination of this suggestion for research would have a bearing on several attitudinal aspects of residence halls.

It seems evident that many areas of research are fertile with regard to college and university student housing. Although many studies have been previously completed

specifically on the residence halls, many more seem justified. Few have been completed of a longitudinal nature. There are limited empirical findings on the educational impact of: involvement in student government, the differences well thought out and funded programs can make, and the differences various "types" of residence hall staffing patterns can make. Research of the nature suggested above would be a healthy beginning in the process of placing residence halls into the mainstream of the college and university learning environment.

Concluding Summary

Hopefully, this study has added insight into the current state of college and university student housing as depicted by a sample of residence hall student leaders from across the United States. To the student personnel administrator the results may be considered, at least to some degree, as positive reinforcement. To perhaps a surprising degree this group of students view their residence halls to be of value to them. There are apparently some derived benefits in living in a residence hall, as perceived through the eyes of the student leaders.

Despite this note of optimism many questions still remain unanswered. The diligent and persistent supporter of the residence hall concept should seek to move toward an unshakeable platform from which to operate. Such a platform can only be based on the very best that administrators,

faculty members, and students, in their combined strength and wisdom, can offer. Without such a force, the long-term goals and aims for college and university student housing may well always be fragmented and weakened by myriad of cross purposes and objectives. This study has attempted to bring one small segment of attitudes, those of the residence hall student leader, to bear on the situation as it exists today. Hopefully, the results will "bear fruit" in the future.

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A P P E N D I X A

RESIDENCE HALLS ATTITUDE SCALE, ANSWER SHEET, AND ITEM NUMBERS RELATED TO THE FIVE SUBSCALES AND THEIR WEIGHTED DIRECTIONS

RESIDENCE HALLS ATTITUDE SCALE

by
PATRICK M. MURPHY
Oklahoma State University

in conjunction with the

NATIONAL
ASSOCIATION OF
COLLEGE AND
UNIVERSITY
RESIDENCE
HALLS

Dear Colleague:

Today you are going to have the opportunity to be, as the NACURH Constitution declares, the "voice of students in residence halls." Through your participation in one of the regional conferences of NACURH we believe that you are concerned about the nature and future of student housing on college and university campuses. With this as a basic assumption, we are asking people from across the United States to help us evaluate residence halls as they relate to: residence hall staff, programs, rules and regulations, student government, and physical facilities. At this same time we are gathering program ideas from all member schools to be shared with all other NACURH institutions.

The information that we receive from you will be used to reveal a national and regional view of residence halls. From this basis the quality and relevance of student living environments may be assessed and, hopefully, improved.

We would greatly appreciate your help in this study. Complete the survey in its entirety now and return it before you leave the room. All of the data will be coded and used in group comparisons for research purposes only. Under no circumstances will individual responses be reported. Your name appears on the answer sheet only to avoid duplication and to identify the institution that you represent at the conference.

We hope that you will find the Residence Halls Attitude Scale interesting to answer. Thank you for your cooperation.

Sincerely,

Patrick M. Murphy

Patrick M. Murphy
Counseling Service, Div. Student Affairs
Oklahoma State University

Tom Zack Cooper

Thomas Zack Cooper,
President, National Association of College and University Residence Halls

DIRECTIONS

Part I — Attitude Scale

1. You will need one STATEMENT BOOKLET and one ANSWER SHEET.
2. Feel free to use pencils or pens but WRITE LEGIBLY and BLACKEN COMPLETELY each box.
3. Answer ALL STATEMENTS.
4. MARK ONLY ON THE ANSWER SHEET. Please do not make any marks on the statement booklet. It will be used again at other NACURH regional conferences.
5. Print clearly all information on the top of the answer sheet. Included are your NAME, INSTITUTION, today's DATE, and the approximate number of students living in the residence halls at the institution where you now attend or work. (TOTAL RESIDENCE HALL SPACES).
6. Answering PROCEDURE FOR DEMOGRAPHIC DATA. Questions 1-10 are concerned with basic demographic information related to you. This information is necessary so that the data gathered in this survey might be fully interpreted.
7. MARKING INSTRUCTIONS FOR ATTITUDE STATEMENTS. Questions 11-110 are statements about residence hall staff, programs, physical facilities, student government, and residence hall rules and regulations. Read each statement in the booklet, don't spend a great deal of time on any one, and ANSWER ALL STATEMENTS on the answer sheet. Respond by marking that square which represents your opinion. In marking: SA means STRONGLY AGREE, you agree completely; A=AGREE, you tend to agree but with some reservation; U=UNDECIDED, you are just not sure or don't have an opinion one way or the other; D=DISAGREE, you tend to disagree but with some reservation; and, SD=STRONGLY DISAGREE, you disagree completely. Answer each statement once, as shown below:

111. [sa] [■] [u] [d] [sd]

To change an answer after you have marked one of the squares CIRCLE the error that you wish to change and blacken the box which represents your desired answer.

8. DEFINITION OF TERMS: All statements relate specifically to residence halls. Whenever possible respond to the statements from an overall point-of-view rather than from the basis of your experiences in one specific hall. Throughout the list of statements residence hall staff or staff means full-time or nearly full-time professional (NOT STUDENT) staff members who work most closely with students in residence halls. Government always refers to residence hall student government. The term administrator means central, high level, housing policy decision-makers, deans, and college and university vice-presidents and presidents.

Part II — Program Information

1. TURN OVER YOUR ANSWER SHEET. After completing all of Part I turn over the answer sheet.
2. ANSWERING INSTRUCTIONS: Carefully respond by CLEARLY answering (PREFERABLY PRINT) as directed on the answer sheet. Answer all parts.
3. SPECIAL NOTE REGARDING PART II: This information will result in another NACURH service to member institutions. Care should be recommended in answering. The results will be tabulated and distributed in a bound, printed document as a source of ideas for future residence hall programming. The quality and scope of this effort depends on YOU and the effort you make in answering PART II.

11. Residence halls are an integral part of the academic community.
12. Staff procedures in residence halls state flatly to students "You're Juvenile!"
13. Procedures followed in charging students for damage to furniture and rooms are fair.
14. Students prefer off-campus apartments to residence halls.
15. In the dynamics of residence hall educational programs student government involvement is fundamental.
16. Residence halls are not the place for tutorials or honors programs to be held.
17. Residence hall staff should serve as catalysts to bring about interaction of faculty, community citizens, and students, for discussion groups.
18. Students feel that they are overly constrained by rules and regulations in residence halls.
19. In addition to students' rooms specifically designated study areas should be available in the residence halls.
20. Bluff, pull and personality usually get students elected to leadership positions.
21. Students living off-campus are more likely to feel isolated from the academic program and student activities than will students in residence halls.
22. Residence hall staff perceive themselves as outsiders to the academic community.
23. Residence hall rules and regulations should govern dress in the public areas of the buildings.
24. Residence halls are brightly colored barracks with opulent lounges, which can hardly be classified as educational facilities.
25. Given a free choice, the residence hall student government body would elect their head resident (residence hall director) as their advisor.
26. Residence halls fail to generate any group or hall spirit.
27. Students can discuss personal problems with residence hall staff and feel secure that information will be dealt with in a professional manner.
28. Desired changes in residence hall rules and regulations are lagging behind the students' desires for more liberal freedoms.
29. Many will argue that it is improper to entertain a guest in one's bedroom, but a student's room serves many functions in addition to that of a bedroom.
30. Student government in the residence halls is regarded by some as a nuisance.
31. Residence hall atmosphere is conducive to academic endeavors.
32. Residence hall staff have been forced into a disciplinarian role to the extent that they have lost rapport with students.
33. Room visitation in a residence hall by members of the opposite sex is best implemented by holding such events on a limited, registered, supervised basis.
34. Students feel that in a residence hall, solitude and privacy are virtually nonexistent.
35. Student government is subject to the restrictions of the administration and the board, and should operate within the framework of their grant of authority.
36. The educational role of college residence halls has largely been left to chance.

37. The residence hall staff member should consult with faculty regarding causes of residents' academic failure.
38. Rules and regulations governing residence hall living causes residents to feel too supervised.
39. The residence halls are usually quiet enough for studying.
40. If residence hall student government groups are perceived by the residents as a control device, these organizations will be ineffective.
41. Cultural programs (i.e. art exhibits, music recitals, theatre productions, etc.) should be brought into the residence halls for student enjoyment.
42. Residents in the halls seldom discuss personal problems with the staff members.
43. Faculty offices and class rooms should be constructed within residence halls facilities.
44. Residence hall government elections do not usually generate student enthusiasm or support. **START COLUMN 2 ON ANSWER SHEET.**
45. Discussion groups to supplement classroom learning should be held in the residence halls.
46. Residence hall staff members are not sincere in their desire and efforts to assist with individual student problems.
47. It is a good idea to require that first year undergraduate students (freshmen) reside in residence halls.
48. Residence hall buildings are drab, architectually uninteresting and less than functional.
49. In general, student government contributes to the betterment of the residence hall environment.
50. Students should live in university approved housing.
51. Residence hall staff members are, for the most part, intellectually sharp.
52. Residence hall rules and regulations are geared to the least common denominator of student behavior and aim to destroy individuality.
53. As a student's workshop, the residence hall room should look like a place to study, dominated by large desk tops and sizable built-in bookshelves.
54. Student government leaders in residence halls should be paid for their services.
55. An extensive program in residence halls will cause students to desire to remain in the hall.
56. Residence hall staff are primarily viewed by students as disciplinarians.
57. Rules and regulations governing residence hall living should also govern off-campus student living units.
58. Residence hall students are poorly housed, poorly fed, and live in a physical and social environment which is hardly conducive to moral, cultural, or esthetic growth.
59. Residence hall student government officers are sincere in their desire to do a good job for the people they represent.
60. Students in residence halls are seldom included in planning programs.
61. The residence hall staff member should enforce the no-drinking regulation for his residence hall, if one exists.
62. The ability to be creative in one's residence hall room is stifled by rules and regulations.

63. Residence halls are cohesive and friendly places to live regardless of the size of the building.
64. When a student serves in a leadership position in residence hall student government his grade-point-average usually falls.
65. Students favor 24 hour visitation programs in residence halls.
66. Rather than to the institution, the first responsibility of staff members in residence halls is to the residents.
67. Regulations that control release from residence hall contracts are satisfactory.
68. Residence hall furniture can best be labeled as "Monotonizing Modern".
69. Student government should play a direct part in exposing students to areas like poetry, music, painting, sculpture, etc.
70. Residence halls remain the instrument of in loco parentis, that part of the philosophy of higher education that runs counter to student involvement in the decision-making process.
71. Too many housing staff members consider residence halls to be only a place for students to obtain food and shelter.
72. Residence halls are successful in the enforcement of regulations.
73. Most students see their residence hall room as only a bedroom.
74. In general, residence hall student government is representative of student opinion.
75. Residence halls programs should not attempt religious indoctrination.
76. Students are sufficiently involved in the handling of violations of residence hall regulations.
77. Residence hall students find personal privacy virtually impossible.
78. Residence hall government is effective.

START COLUMN 3 ON THE ANSWER SHEET.

79. A student living in a residence hall will do better scholastically than will one living off-campus.
80. Residence hall staff are usually not interested in the personal problems of students.
81. Hours for freshman men residents would be of benefit to them in adjusting to the academic environment.
82. The plans for new residence halls have boiled down to the question of how many students can be bedded down, not how many will survive.
83. Most students living in residence halls feel that student government is a worthwhile activity.
84. Students in residence halls perceive faculty-student interaction as minimal.
85. Residence hall staff members handle student disciplinary problems as fairly and equitably as possible.
86. Residence hall regulations are the primary cause for students to seek living accommodations off campus.
87. Residence hall students view their hall as an educational facility.
88. Salaries for serving in student government should not be paid as these positions are tools for learning.
89. Residence halls are conducive to serious intellectual discussions among residents.

90. Too many housing administrators are still concerned with regulating student values and morals.
91. Students are sufficiently involved in the planning of the regulations that govern their residence halls.
92. There is nothing to identify a residence hall as a part of an educational environment except the age of the residents and the textbooks they carry.
93. Residence hall government teaches the student the skill of organizing and directing the work of others.
94. Extra-curricular programs in residence halls are the sole responsibility of individual students or student government (not staff or faculty advisors).
95. The residence hall staff should consult with parents on problems of student misbehavior.
96. Residence halls rules and regulations force upon the student an unreal environment (i.e. students are not being prepared to enter life-roles because of many prohibitions).
97. Comparatively speaking, it is cheaper and better to live in a residence hall than any other living area on campus.
98. Even though housing administrators go through the motions of working with student government they permit little real involvement in planning the environment in which the students work and live.
99. Social programs (i.e. dances, movies, parties, etc.) should be made a part of the regular residence hall program.
100. Professional residence hall staff members are sensitive, reasonable, and fair people.
101. Curfew hours for women are one of the most common causes of student resentment in residence halls.
102. The residence hall room is ideal for study.
103. The student government advisor should have the opportunity to say "no" to student proposals.
104. Many students tend to view residence halls as peripheral to the educational process, since they believe that most learning takes place in the classroom.
105. Residence hall staff should consult with residents concerning academic deficiencies.
106. The student living in a residence hall is governed by rules that students had no part in formulating and have no part in enforcing.
107. Student rooms in residence halls are adequately soundproofed.
108. Residence halls government should be closely supervised to insure against mistakes.
109. The head resident should serve as chief advisor to their residence hall student government.
110. The ever constant irritation of rules listing do's and don'ts has led students to demand and seek housing outside university-owned residence halls.

THANK YOU!

Now turn the answer sheet over and complete Part II.

DEMOGRAPHIC DATA

— 1. Your age is:
- 1. 17 or younger - - - ☐
- 2. 18 - - - - - - - - ☐
- 3. 19 - - - - - - - - ☐
- 4. 20 - - - - - - - - ☐
- 5. 21 - - - - - - - - ☐
- 6. 22 or over - - - - - ☐

— 2. Your classification is:
- 1. Freshman - - - - - ☐
- 2. Sophomore - - - - ☐
- 3. Junior - - - - - - - ☐
- 4, Senior - - - - - - ☐
- 5. Graduate student - - ☐
- 6. Non-student - - - - ☐

— 3. You are primarily a:
- 1. Student - - - - - - ☐
- 2. Staff member - - - - ☐

— 4. NACURH regional conference attending:
- 1. NAACURH - - - - ☐
- 2. SAACURH - - - - ☐
- 3. GLACURH - - - - ☐
- 4. MACURH - - - - - ☐
- 5. IACURH - - - - - ☐
- 6. PCACURH - - - - ☐

— 5. For the purpose of analyzing program deficiencies group classification is requested. **(mark all that apply):**
- 1. Member or pledge of social fraternity or sorority - - - - - - - ☐
- 2. Black/Negro/Afro-American - - - - - ☐
- 3. White/Caucasian - - ☐
- 4. American Indian - - ☐
- 5. Spanish-American/ Mexican-American - ☐
- 6. Puerto-Rican - - - - ☐
- 7. Oriental - - - - - - ☐
- 8. Other International - ☐

— 6. You have lived in residence hall (dorm):
- 1. Never - - - - - - - ☐
- 2. One semester (term) - ☐
- 3. One year, or less - - - ☐
- 4. Two years, or less - - ☐
- 5. Three years, or less - ☐
- 6. Four years, or less - - ☐
- 7. More than four years - ☐

— 7. Given a free choice would you live in a residence hall while attending college?
- 1. Yes - - - - - - - - ☐
- 2. No - - - - - - - - ☐

— 8. Do you hold a job while attending college?
- 1. Yes - - - - - - - - ☐
- 2. No - - - - - - - - ☐

— 9. Your college major is: _____

—10. Male - ☐ Female - ☐

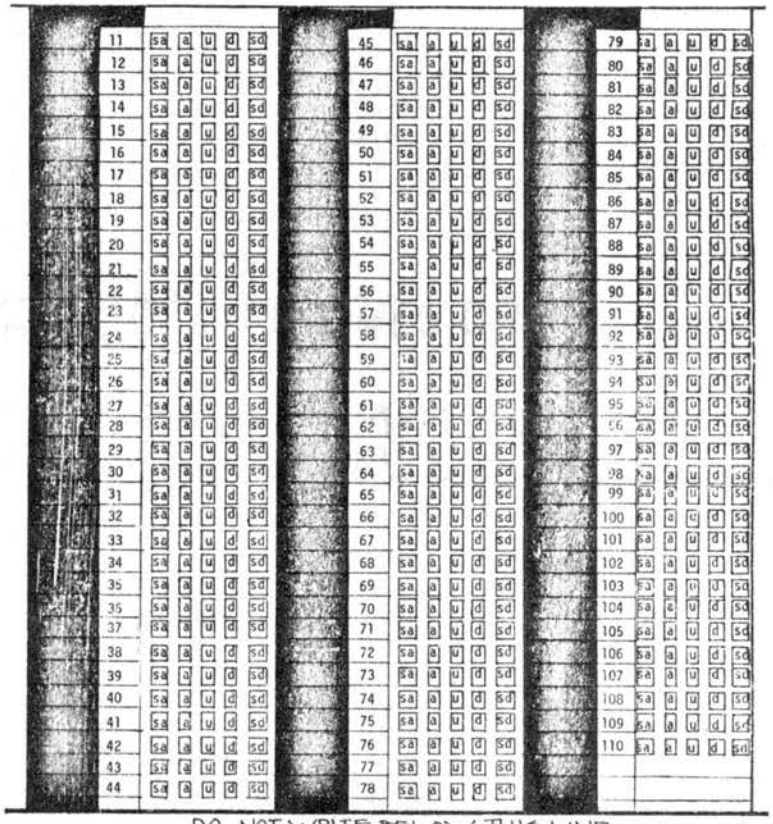
Residence Halls Attitude Scale

Be sure to answer each statement with a dark mark.

PART I

NAME _____ Today's Date: ____/____/____
PRINT Last First Middle Mo. Day Year

Institution _____ Total Residence Hall Spaces _____
Print



DO NOT WRITE BELOW THIS LINE

F☐ S☐ R☐ G☐ P☐ T☐ ☐

Research Co-sponsored by NACURH — Your Help is Appreciated

TABLE XLIV

THE RESIDENCE HALL ATTITUDE SCALE: ITEM NUMBERS RELATED TO THE FIVE SUBSCALE CONCEPTS AND WEIGHTED DIRECTIONS

Scale and Concept	Item Numbers	Weighted Direction
F Scale--Facilities	19,29,39,43,53,63,73,77,87,102	Positive
	14,24,34,48,58,68,82,92,97,107	Negative
S Scale--Staff	17,27,35,51,61,71,85,95,100,109	Positive
	12,22,32,42,46,56,66,80,90,105	Negative
R Scale--Rules and Regulations	13,23,33,47,57,67,81,91,96,106	Positive
	18,28,38,52,62,72,76,84,101,110	Negative
G Scale--Government	15,25,35,49,59,69,83,93,98,108	Positive
	20,30,40,44,54,64,74,78,88,103	Negative
P Scale--Programs	11,21,31,41,45,55,65,79,89,104	Positive
	16,26,36,50,60,70,75,84,94,99	Negative
T Scale--Total**		

**The T Scale is obtained by summing the five subscale scores and is an overall value of the respondents attitudes toward the five residence hall concepts, i.e., is a measure of positive or negative attitudes in total toward residence halls.

A P P E N D I X B

INSTITUTIONS REPRESENTED IN THE STUDY, SIZE OF THE RESIDENCE HALL SYSTEM ON EACH RESPECTIVE CAMPUS, AND NUMBER OF STUDENT RESPONDENTS

TABLE XLV

INSTITUTIONS REPRESENTED IN THE STUDY, NUMBER OF STUDENT RESPONDENTS, AND SIZE OF RESIDENCE HALL SYSTEM

CODE: Residence Hall System Size (Spaces available for student occupancy):

01	500 or less	08	3501-4000	15	7001-7500
02	501 - 1000	09	4001-4500	16	7501-8000
03	1001-1500	10	4501-5000	17	8001-8500
04	1501-2000	11	5001-5500	18	8501-9000
05	2001-2500	12	5501-6000	19	9501-9500
06	2501-3000	13	6001-6500	20	9501-10,000
07	3001-3500	14	6501-7000	21	10,000 or larger

Institution	Number of Respondents	Residence Hall System Size
REGION I: SOUTH ATLANTIC		
Bennett College	1	02
Emory University	2	02
Florida State University	4	12
Florida Technological University	2	01
Louisiana State Univ.--Baton Rouge	1	06
Louisiana State University	4	05
Memphis State University	18	05
Mississippi State University	2	07
Newcomb College	1	03
University of Miami	1	10
University of South Carolina	3	12
University of South Florida	4	11
University of Tennessee	3	16
REGION II: NORTH ATLANTIC		
College of St. Rose, Troy, N. Y.	1	01
Glassboro State College	3	02
Indiana University of Pennsylvania	1	08
Kent State University	1	08
Lehigh University	5	04
Madison College	1	03
Montclair State College	5	02
Pennsylvania State University	11	21
Rochester Institute of Technology	1	05
Saint Joseph College, Philadelphia	3	02
Seton Hall University	3	02
State Univ. College, Fredonia, N. Y.	21	05

TABLE XLV (Continued)

Institution	Number of Respondents	Residence Hall System Size
REGION II: NORTH ATLANTIC (Continued)		
Towson State College	4	02
University of Bridgeport	2	05
University of Maryland	6	17
Virginia Commonwealth University	1	04
West Virginia University	3	13
REGION III: GREAT LAKES		
Ball State University	23	16
Bemidji State College	2	05
Eastern Michigan University	8	04
Illinois State University	22	15
Indiana State University	11	13
Mankato State College	8	08
Michigan State University	1	21
Oakland University	3	04
Ohio State University	2	21
St. Cloud State College	26	07
Stout State University	6	07
University of Iowa	10	12
Winona State College	4	03
Wisconsin State University--Stevens Pt.	10	08
REGION IV: MIDWEST		
Arkansas A. M. & N. College	1	03
Colorado State College--Fort Collins	12	03
Drake University	6	04
Iowa State University	24	17
Kansas State College at Pittsburg	2	05
Kansas St. Teachers College--Emporia	25	03
Kansas State University	50	09
Oklahoma State University	27	15
Oklahoma University	3	17
South Dakota State University	7	06
Southwest Missouri St. College	8	04
Saint Louis University	4	04
Texas A. & M. University	7	04
Texas Technological University	8	17
University of Arkansas	24	09
University of Houston	3	05
University of Kansas	9	11

TABLE XLV (Continued)

Institution	Number of Respondents	Residence Hall System Size
REGION IV: MIDWEST (Continued)		
University of Nebraska	21	12
University of North Dakota	4	07
University of Northern Iowa	31	10
Wichita State University	12	01
REGION V: INTERMOUNTAIN		
Arizona State University	22	10
Brigham Young University	11	12
College of Santa Fe	3	02
Colorado State University	2	11
New Mexico Highlands University	3	03
Southern Utah State College	4	02
University of New Mexico	2	07
University of Northern Colorado	4	07
University of Wyoming	1	07
Weber State College	5	02
REGION VI: PACIFIC COAST		
California State College--Long Beach	1	01
Central Washington State College	7	08
Chico State College	6	05
Eastern Washington State College	9	03
Humboldt State College	15	03
Sacramento State College	4	01
University of California--Davis	7	07
GRAND TOTAL	82 INSTITUTIONS	657 STUDENTS	255,000 EST. SPACES*

* Minimum estimate of total student residence hall spaces offered by the 82 participating institutions.

A P P E N D I X C

ANALYSIS OF VARIANCE TABLES FOR RESEARCH QUESTION I: FACILITIES

TABLE XLVI

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE FACILITIES SCALE FOR THE VARIABLE OF AGE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	296.20	74.04	2.09
		Within	40	1414.60	35.37	
		Total	44	1710.80		
II.	North Atlantic	Between	4	260.04	65.01	1.28
		Within	76	3862.84	50.83	
		Total	80	4122.88		
III.	Great Lakes	Between	4	128.71	32.18	0.97
		Within	131	4326.30	33.03	
		Total	135	4455.01		
IV.	Midwest-ern	Between	4	49.92	12.48	0.42
		Within	282	8455.80	29.99	
		Total	286	8505.72		
V.	Inter-mountain	Between	4	264.44	66.11	2.70*
		Within	52	1273.13	24.48	
		Total	56	1537.58		
VI.	Pacific Coast	Between	4	76.91	19.23	0.70
		Within	44	1206.44	27.42	
		Total	48	1283.35		
VII.	Total Regions	Between	5	28.49	5.70	0.17
		Within	651	22022.27	33.83	
		Total	656	22050.76		

*Significant at the .05 level of confidence

Critical F Values:

.05 F 4, 52 = 2.37

TABLE XLVII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE FACILITIES SCALE FOR THE VARIABLE OF SCHOOL CLASSIFICATION

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	3	218.27	72.76	1.99
		Within	41	1501.50	36.62	
		Total	44	1719.77		
II.	North Atlantic	Between	3	123.53	41.18	0.78
		Within	75	3973.34	52.98	
		Total	78	4096.88		
III.	Great Lakes	Between	5	44.20	8.84	0.26
		Within	130	4410.82	33.93	
		Total	135	4455.01		
IV.	Midwest-ern	Between	4	156.10	39.03	1.31
		Within	282	8377.47	29.71	
		Total	286	8533.56		
V.	Inter-mountain	Between	5	182.85	36.57	1.38
		Within	51	1354.73	26.56	
		Total	56	1537.58		
VI.	Pacific Coast	Between	4	94.59	23.65	0.88
		Within	44	1188.75	27.02	
		Total	48	1283.34		
VII.	Total Regions	Between	5	153.47	30.70	0.91
		Within	651	21897.18	33.64	
		Total	656	22050.65		

TABLE XLVIII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE FACILITIES SCALE FOR THE VARIABLE OF LONGEVITY

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	168.45	42.11	1.11
		Within	41	1552.79	37.87	
		Total	45	1721.24		
II.	North Atlantic	Between	5	119.69	23.94	0.44
		Within	75	3987.30	53.88	
		Total	79	4106.98		
III.	Great Lakes	Between	5	64.99	12.99	0.39
		Within	130	4390.02	33.76	
		Total	135	4455.01		
IV.	Midwest-ern	Between	5	143.85	28.77	0.96
		Within	281	8389.71	29.86	
		Total	286	8533.56		
V.	Inter-mountain	Between	6	182.47	30.41	1.12
		Within	50	1355.11	27.10	
		Total	56	1537.58		
VI.	Pacific Coast	Between	6	173.32	28.89	1.09
		Within	42	1110.03	26.43	
		Total	48	1283.35		
VII.	Total Regions	Between	6	132.46	22.07	0.66
		Within	650	21918.24	33.72	
		Total	656	22050.70		

TABLE XLIX

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE FACILITIES SCALE FOR THE VARIABLE OF CHOICE TO LIVE IN HALL

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	63.41	63.41	1.68
		Within	44	1657.83	37.68	
		Total	45	1721.24		
II.	North Atlantic	Between	1	402.59	402.59	8.55***
		Within	79	3720.28	47.09	
		Total	80	4122.88		
III.	Great Lakes	Between	1	2.02	2.02	0.06
		Within	134	4452.98	33.23	
		Total	135	4455.00		
IV.	Midwest-ern	Between	1	139.92	139.92	4.77*
		Within	286	8395.77	29.36	
		Total	287	8535.68		
V.	Inter-mountain	Between	1	128.64	128.64	5.02*
		Within	55	1408.93	25.62	
		Total	56	1537.57		
VI.	Pacific Coast	Between	1	74.13	74.13	2.88
		Within	47	1209.21	25.72	
		Total	48	1283.34		
VII.	Total Regions	Between	1	558.61	558.61	17.02***
		Within	655	21491.56	32.81	
		Total	656	22050.16		

*Significant at the .05 level of confidence

***Significant at the .001 level of confidence

Critical F values:

.001 F 1, 79 = 6.85 .05 F 1, 55 = 4.00
.05 F 1, 286 = 3.84 .001 F 1, 655 = 6.64

TABLE L

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE FACILITIES SCALE FOR THE VARIABLE OF SEX

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	14.50	14.50	0.37
		Within	44	1706.73	38.79	
		Total	45	1721.23		
II.	North Atlantic	Between	1	70.05	70.05	1.36
		Within	79	4052.82	51.30	
		Total	80	4122.88		
III.	Great Lakes	Between	1	55.30	55.30	1.68
		Within	134	4399.72	32.83	
		Total	135	4455.01		
IV.	Midwest-ern	Between	1	54.17	54.17	1.83
		Within	286	8481.67	29.66	
		Total	287	8535.83		
V.	Inter-mountain	Between	1	29.27	29.27	1.07
		Within	55	1508.30	27.42	
		Total	56	1537.57		
VI.	Pacific Coast	Between	1	124.13	124.13	5.03*
		Within	47	1159.22	24.66	
		Total	48	1283.35		
VII.	Total Regions	Between	1	96.49	96.50	2.88
		Within	655	21953.76	33.52	
		Total	656	22050.25		

*Significant at the .05 level of confidence

Critical F values:

.05 F 1, 47 = 4.10

A P P E N D I X D

ANALYSIS OF VARIANCE TABLES FOR RESEARCH QUESTION II: PROGRAMS

TABLE LI

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE PROGRAM SCALE FOR THE VARIABLE OF AGE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	512.66	128.16	5.04**
		Within	40	1024.53	25.61	
		Total	44	1537.19		
II.	North Atlantic	Between	4	257.76	64.44	1.59
		Within	76	3081.89	40.55	
		Total	80	3339.65		
III.	Great Lakes	Between	4	135.96	33.99	1.12
		Within	131	3982.97	30.40	
		Total	135	4118.93		
IV.	Midwest-ern	Between	4	138.71	34.68	1.15
		Within	282	8513.80	30.19	
		Total	286	8652.50		
V.	Inter-mountain	Between	4	176.72	44.18	0.92
		Within	52	2505.32	48.18	
		Total	56	2682.03		
VI.	Pacific Coast	Between	4	285.66	71.41	1.99
		Within	44	1573.69	35.77	
		Total	48	1859.35		
VII.	Total Regions	Between	5	155.11	31.02	0.89
		Within	651	22603.52	34.72	
		Total	656	22758.68		

**Significant at the .01 level of confidence

Critical F Values:

.01 F 4, 40 = 3.83

TABLE LII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE PROGRAM SCALE FOR THE VARIABLE OF SCHOOL CLASSIFICATION

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	3	259.89	86.63	2.90*
		Within	41	1224.41	29.86	
		Total	44	1484.31		
II.	North Atlantic	Between	3	204.38	68.13	1.66
		Within	75	3074.95	40.99	
		Total	78	3279.33		
III.	Great Lakes	Between	5	221.60	44.32	1.48
		Within	130	3897.34	29.98	
		Total	135	4118.93		
IV.	Midwest-ern	Between	4	181.94	45.49	1.51
		Within	282	8470.57	30.04	
		Total	286	8652.51		
V.	Inter-mountain	Between	5	212.78	42.56	0.88
		Within	51	2469.26	48.42	
		Total	56	2682.03		
VI.	Pacific Coast	Between	4	96.21	24.05	0.60
		Within	44	1763.14	40.07	
		Total	48	1859.35		
VII.	Total Regions	Between	5	530.72	106.14	3.11**
		Within	651	22227.69	34.14	
		Total	656	22758.40		

*Significant at the .05 level of confidence

**Significant at the .01 level of confidence

Critical F Values:

.05 F 3, 41 = 2.84
.01 F 5, 651 = 3.02

TABLE LIII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE PROGRAM SCALE FOR THE VARIABLE OF LONGEVITY

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	397.96	99.49	3.58*
		Within	41	1139.27	27.79	
		Total	45	1537.24		
II.	North Atlantic	Between	5	146.39	29.28	0.72
		Within	74	3013.59	40.72	
		Total	79	3159.98		
III.	Great Lakes	Between	5	121.96	24.39	0.79
		Within	130	3996.97	30.75	
		Total	135	4118.93		
IV.	Midwest-ern	Between	5	54.86	10.97	0.36
		Within	281	8597.65	30.59	
		Total	286	8652.51		
V.	Inter-mountain	Between	6	292.15	48.69	1.02
		Within	50	2389.88	47.80	
		Total	56	2682.03		
VI.	Pacific Coast	Between	6	454.40	75.73	2.26
		Within	42	1404.95	33.45	
		Total	48	1859.35		
VII.	Total Regions	Between	6	458.10	76.50	2.23*
		Within	650	22299.49	34.31	
		Total	656	22758.48		

*Significant at the .05 level of confidence

Critical F Values:

.05 F 4, 41 = 2.61
.05 F 6, 650 = 2.09

TABLE LIV

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE PROGRAM SCALE FOR THE VARIABLE OF FREE CHOICE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	34.45	34.45	1.01
		Within	44	1502.78	34.15	
		Total	45	1537.24		
II.	North Atlantic	Between	1	292.46	292.46	7.58**
		Within	79	3048.18	38.57	
		Total	80	3339.64		
III.	Great Lakes	Between	1	18.07	18.07	0.59
		Within	134	4100.86	30.60	
		Total	135	4118.93		
IV.	Midwest-ern	Between	1	161.09	161.10	5.43*
		Within	286	8491.60	29.69	
		Total	287	8652.70		
V.	Inter-mountain	Between	1	281.79	281.79	6.46*
		Within	55	2400.24	43.64	
		Total	56	2682.03		
VI.	Pacific Coast	Between	1	55.93	55.93	1.46
		Within	47	1803.40	38.37	
		Total	48	1859.34		
VII.	Total Regions	Between	1	678.44	678.44	20.13***
		Within	655	22079.35	33.71	
		Total	656	22757.78		

*Significant at the .05 level of confidence

**Significant at the .01 level of confidence

***Significant at the .001 level of confidence

Critical F Values:

.01 F 1, 44 = 6.93 .05 F 1, 55 = 4.00
.05 F 1, 286 = 3.84 .001 F 1, 655 = 10.83

TABLE LV

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE PROGRAM SCALE FOR THE VARIABLE OF SEX

Region		Source of Variation	df	Sum of Squares	Mean square	F Ratio
I.	South Atlantic	Between	1	9.48	9.48	0.27
		Within	44	1527.76	34.72	
		Total	45	1537.24		
II.	North Atlantic	Between	1	51.39	51.39	1.24
		Within	79	3288.26	41.62	
		Total	80	3399.64		
III.	Great Lakes	Between	1	11.31	11.30	0.37
		Within	134	4107.62	30.65	
		Total	135	4118.92		
IV.	Midwest-ern	Between	1	14.64	14.64	0.48
		Within	286	8638.25	30.20	
		Total	287	8652.89		
V.	Inter-mountain	Between	1	35.18	35.18	0.73
		Within	55	2646.86	48.13	
		Total	56	2682.03		
VI.	Pacific Coast	Between	1	7.10	7.09	0.18
		Within	47	1852.25	39.41	
		Total	48	1859.35		
VII.	Total Regions	Between	1	6.63	6.63	0.19
		Within	655	22751.32	34.74	
		Total	656	22757.95		

A P P E N D I X E

ANALYSIS OF VARIANCE TABLES FOR RESEARCH QUESTION III: RULES AND REGULATIONS

TABLE LVI

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE RULES SCALE FOR THE VARIABLE OF AGE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	169.16	42.29	1.04
		Within	40	1630.84	40.77	
		Total	44	1799.99		
II.	North Atlantic	Between	4	200.99	50.25	1.65
		Within	76	2314.06	30.45	
		Total	80	2515.06		
III.	Great Lakes	Between	4	181.34	45.34	1.17
		Within	131	5060.75	38.63	
		Total	135	5242.10		
IV.	Midwest-ern	Between	4	252.62	63.15	1.65
		Within	282	10759.34	38.15	
		Total	286	11011.96		
V.	Inter-mountain	Between	4	191.39	47.85	1.07
		Within	52	2332.33	44.85	
		Total	56	2523.72		
VI.	Pacific Coast	Between	4	131.62	32.90	0.98
		Within	44	1468.38	33.37	
		Total	48	1599.99		
VII.	Total Regions	Between	5	250.72	50.14	1.29
		Within	651	25392.64	39.01	
		Total	656	25643.36		

TABLE LVII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE RULES SCALE FOR THE VARIABLE OF SCHOOL CLASSIFICATION

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	3	275.12	91.71	2.53
		Within	41	1484.12	36.20	
		Total	44	1759.24		
II.	North Atlantic	Between	3	109.63	36.54	1.22
		Within	75	2255.84	30.08	
		Total	78	2365.47		
III.	Great Lakes	Between	5	112.69	22.54	0.57
		Within	130	5129.41	39.46	
		Total	135	5242.10		
IV.	Midwest-ern	Between	4	103.28	25.82	0.66
		Within	282	10951.79	38.84	
		Total	286	11055.07		
V.	Inter-mountain	Between	5	416.03	83.21	2.01
		Within	51	2107.69	41.33	
		Total	56	2523.72		
VI.	Pacific Coast	Between	4	54.69	13.67	0.39
		Within	44	1545.30	35.12	
		Total	48	1599.99		
VII.	Total Regions	Between	5	351.88	70.38	1.81
		Within	651	25291.07	38.85	
		Total	656	25642.94		

TABLE LVIII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE RULES SCALE FOR THE VARIABLE OF LONGEVITY

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	227.77	56.94	1.49
		Within	41	1572.66	38.36	
		Total	45	1800.43		
II.	North Atlantic	Between	5	124.99	24.99	0.80
		Within	74	2321.20	31.37	
		Total	79	2446.19		
III.	Great Lakes	Between	5	197.32	39.46	1.02
		Within	130	5044.77	38.81	
		Total	135	5242.09		
IV.	Midwest-ern	Between	5	78.99	15.80	0.40
		Within	281	10976.17	39.06	
		Total	286	11055.16		
V.	Inter-mountain	Between	6	141.76	23.63	0.50
		Within	50	2381.95	47.64	
		Total	56	2523.71		
VI.	Pacific Coast	Between	6	525.61	87.60	3.42**
		Within	42	1074.39	25.58	
		Total	48	1599.99		
VII.	Total Regions	Between	6	192.14	32.02	0.82
		Within	650	25450.93	39.15	
		Total	656	25643.07		

**Significant at the .01 level of confidence

Critical F Values:

.01 F 6, 42 = 2.96

TABLE LIX

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE RULES SCALE FOR THE VARIABLE OF FREE CHOICE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	5.28	5.28	0.13
		Within	44	1795.15	40.80	
		Total	45	1800.43		
II.	North Atlantic	Between	1	111.71	111.71	3.67
		Within	79	2403.34	30.42	
		Total	80	2515.06		
III.	Great Lakes	Between	1	13.22	13.23	0.34
		Within	134	5228.84	39.02	
		Total	135	5242.06		
IV.	Midwest-ern	Between	1	14.51	14.51	0.38
		Within	286	11044.76	38.62	
		Total	287	11059.27		
V.	Inter-mountain	Between	1	95.18	95.18	2.16
		Within	55	2428.53	44.15	
		Total	56	2523.71		
VI.	Pacific Coast	Between	1	0.03	0.03	0.01
		Within	47	1599.97	34.04	
		Total	48	1599.99		
VII.	Total Regions	Between	1	66.80	66.80	1.71
		Within	655	25575.72	39.05	
		Total	656	25642.51		

TABLE LX

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE RULES SCALE FOR THE VARIABLE OF SEX

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	62.45	62.45	1.58
		Within	44	1737.98	39.50	
		Total	45	1800.43		
II.	North Atlantic	Between	1	5.59	5.59	0.18
		Within	79	2509.47	31.77	
		Total	80	2515.06		
III.	Great Lakes	Between	1	262.94	262.94	7.08**
		Within	134	4979.15	37.16	
		Total	135	5242.09		
IV.	Midwest-ern	Between	1	963.42	963.42	27.29***
		Within	286	10096.09	35.30	
		Total	287	11059.50		
V.	Inter-mountain	Between	1	3.74	3.74	0.08
		Within	55	2519.98	45.82	
		Total	56	2523.71		
VI.	Pacific Coast	Between	1	57.59	57.59	1.76
		Within	47	1542.41	32.81	
		Total	48	1599.99		
VII.	Total Regions	Between	1	1183.47	1183.47	31.69***
		Within	655	24459.25	37.34	
		Total	656	25642.71		

**Significant at the .01 level of confidence

***Significant at the .001 level of confidence

Critical F Values:

.01 F 1, 134 = 6.64
.001 F 1, 286 = 10.83
.001 F 1, 655 = 10.83

A P P E N D I X F

ANALYSIS OF VARIANCE TABLES FOR RESEARCH QUESTION IV: STAFF

TABLE LXI

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE STAFF SCALE FOR THE VARIABLE OF AGE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	918.31	229.58	3.68*
		Within	40	2491.36	62.29	
		Total	44	3409.77		
II.	North Atlantic	Between	4	157.92	39.48	0.64
		Within	76	4696.91	61.80	
		Total	80	4854.83		
III.	Great Lakes	Between	4	136.20	34.05	0.63
		Within	131	7063.90	53.92	
		Total	135	7200.10		
IV.	Midwest-ern	Between	4	305.17	76.29	1.60
		Within	282	13444.75	47.68	
		Total	286	13749.92		
V.	Inter-mountain	Between	4	249.68	62.42	0.83
		Within	52	3925.79	75.50	
		Total	56	4175.47		
VI.	Pacific Coast	Between	4	283.74	70.94	1.15
		Within	44	2725.07	61.93	
		Total	48	3008.81		
VII.	Total Regions	Between	5	529.95	105.99	1.86
		Within	651	37049.89	56.91	
		Total	656	37579.83		

*Significant at the .05 level of confidence

Critical F Values:

.05 F 4, 40 = 2.61

TABLE LXII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE STAFF SCALE FOR THE VARIABLE OF SCHOOL CLASSIFICATION

Region	Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I. South Atlantic	Between	3	935.91	311.97	5.36**
	Within	41	2384.89	58.17	
	Total	44	3320.80		
II. North Atlantic	Between	3	172.92	57.64	0.94
	Within	75	4590.85	61.21	
	Total	78	4763.76		
III. Great Lakes	Between	5	313.55	62.71	1.18
	Within	130	6886.55	52.97	
	Total	135	7200.09		
IV. Midwestern	Between	4	180.15	45.04	0.94
	Within	282	13491.45	47.84	
	Total	286	13671.61		
V. Intermountain	Between	5	479.46	95.89	1.32
	Within	51	3696.01	72.47	
	Total	56	4175.47		
VI. Pacific Coast	Between	4	546.24	136.56	2.44
	Within	44	2462.58	55.97	
	Total	48	3008.81		
VII. Total Regions	Between	5	778.60	155.72	2.76*
	Within	651	36801.18	56.53	
	Total	656	37579.78		

*Significant at the .05 level of confidence

**Significant at the .01 level of confidence

Critical F Values:

.01 F 3, 41 = 4.31
.05 F 5, 656 = 2.21

TABLE LXIII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE STAFF SCALE FOR THE VARIABLE OF LONGEVITY

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	1081.67	270.42	4.75**
		Within	41	2335.65	56.97	
		Total	45	3417.33		
II.	North Atlantic	Between	5	316.40	63.28	1.11
		Within	74	4217.54	56.99	
		Total	79	4533.94		
III.	Great Lakes	Between	5	106.61	21.32	0.39
		Within	130	7093.49	54.57	
		Total	135	7200.09		
IV.	Midwest-ern	Between	5	400.80	80.16	1.70
		Within	281	13270.82	47.23	
		Total	286	13671.61		
V.	Inter-mountain	Between	6	907.58	151.26	2.31*
		Within	50	3267.88	65.36	
		Total	56	4175.46		
VI.	Pacific Coast	Between	6	820.79	136.80	2.63*
		Within	42	2188.03	52.10	
		Total	48	3008.82		
VII.	Total Regions	Between	6	490.69	81.78	1.43
		Within	650	37088.98	57.06	
		Total	656	37579.67		

*Significant at the .05 level of confidence

**Significant at the .01 level of confidence

Critical F Values:

.01 F 4, 41 = 3.85
.05 F 6, 50 = 2.28
.05 F 6, 42 = 2.34

TABLE LXIV

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE STAFF SCALE FOR THE VARIABLE OF FREE CHOICE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	18.09	18.09	0.23
		Within	44	3399.22	77.25	
		Total	45	3417.32		
II.	North Atlantic	Between	1	311.29	311.29	5.41*
		Within	79	4543.55	57.51	
		Total	80	4854.83		
III.	Great Lakes	Between	1	0.53	0.53	0.01
		Within	134	7199.48	53.73	
		Total	135	7200.01		
IV.	Midwest-ern	Between	1	3.53	3.53	0.07
		Within	286	13770.20	48.15	
		Total	287	13773.73		
V.	Inter-mountain	Between	1	254.44	254.44	3.57
		Within	55	3921.03	71.29	
		Total	56	4175.46		
VI.	Pacific Coast	Between	1	104.85	104.85	1.69
		Within	47	2903.97	61.79	
		Total	48	3008.81		
VII.	Total Regions	Between	1	316.37	316.37	5.56*
		Within	655	37263.00	56.89	
		Total	656	37579.37		

*Significant at the .05 level of confidence

Critical F Values:

.05 F 1, 79 = 3.95
.05 F 1, 655 = 3.84

TABLE LXV

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE STAFF SCALE FOR THE VARIABLE OF SEX

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	1.02	1.01	0.01
		Within	44	3416.30	77.64	
		Total	45	3417.32		
II.	North Atlantic	Between	1	0.61	0.61	0.01
		Within	79	4854.22	61.46	
		Total	80	4854.82		
III.	Great Lakes	Between	1	15.11	15.11	0.28
		Within	134	7184.96	53.62	
		Total	135	7200.07		
IV.	Midwest-ern	Between	1	316.79	316.79	6.73**
		Within	286	13457.04	47.05	
		Total	287	13773.83		
V.	Inter-mountain	Between	1	12.05	12.05	0.16
		Within	55	4163.41	75.70	
		Total	56	4175.47		
VI.	Pacific Coast	Between	1	10.82	10.82	0.17
		Within	47	2997.99	63.78	
		Total	48	3008.81		
VII.	Total Regions	Between	1	164.00	164.00	2.87
		Within	655	37415.43	57.12	
		Total	656	37579.43		

**Significant at the .01 level of confidence

Critical F Values:

.01 F 1, 286 = 2.64

A P P E N D I X G

ANALYSIS OF VARIANCE TABLES FOR RESEARCH QUESTION V: GOVERNMENT

TABLE LXVI

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE GOVERNMENT SCALE FOR THE VARIABLE OF AGE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	236.43	59.11	2.51
		Within	40	940.54	23.51	
		Total	44	1176.98		
II.	North Atlantic	Between	4	116.69	29.17	1.26
		Within	76	1754.52	23.08	
		Total	80	1871.21		
III.	Great Lakes	Between	4	128.87	32.22	1.34
		Within	131	3141.37	23.98	
		Total	135	3270.23		
IV.	Midwest-ern	Between	4	58.17	14.54	0.71
		Within	282	5777.58	20.49	
		Total	286	5835.74		
V.	Inter-mountain	Between	4	34.62	8.65	0.34
		Within	52	1325.94	25.50	
		Total	56	1360.56		
VI.	Pacific Coast	Between	4	242.42	60.61	3.63*
		Within	44	735.41	16.71	
		Total	48	977.84		
VII.	Total Regions	Between	5	63.51	12.70	0.55
		Within	651	15061.33	23.14	
		Total	656	15124.84		

*Significant at the .05 level of confidence

Critical F Values:

.05 F 4, 44 = 2.60

TABLE LXVII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE GOVERNMENT SCALE FOR THE VARIABLE OF SCHOOL CLASSIFICATION

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	3	237.97	79.32	3.53*
		Within	41	922.48	22.49	
		Total	44	1160.44		
II.	North Atlantic	Between	3	7.33	2.44	0.10
		Within	75	1839.66	24.53	
		Total	78	1846.98		
III.	Great Lakes	Between	5	108.54	21.71	0.89
		Within	130	3161.69	24.32	
		Total	135	3270.23		
IV.	Midwest-ern	Between	4	34.80	8.70	0.42
		Within	282	5814.00	20.62	
		Total	286	5948.80		
V.	Inter-mountain	Between	5	64.71	12.94	0.51
		Within	51	1295.84	25.41	
		Total	56	1360.56		
VI.	Pacific Coast	Between	4	190.71	47.68	2.67*
		Within	44	787.13	17.89	
		Total	48	977.84		
VII.	Total Regions	Between	5	115.76	23.15	1.00
		Within	651	15009.05	23.06	
		Total	656	15124.81		

*Significant at the .05 level of confidence

Critical F Values:

.05 F 3, 41 = 2.45
.05 F 4, 44 = 2.60

TABLE LXVIII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE GOVERNMENT SCALE FOR THE VARIABLE OF LONGEVITY

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	258.53	64.63	2.89*
		Within	41	918.45	22.40	
		Total	45	1176.98		
II.	North Atlantic	Between	5	82.53	16.51	0.68
		Within	74	1784.22	24.11	
		Total	79	1866.75		
III.	Great Lakes	Between	5	154.73	30.95	1.29
		Within	130	3115.49	23.97	
		Total	135	3270.22		
IV.	Midwest-ern	Between	5	97.12	19.42	0.95
		Within	281	5751.66	20.47	
		Total	286	5848.78		
V.	Inter-mountain	Between	6	49.11	8.18	0.31
		Within	50	1311.46	26.23	
		Total	56	1360.56		
VI.	Pacific Coast	Between	6	96.08	16.01	0.76
		Within	42	881.75	20.99	
		Total	48	977.84		
VII.	Total Regions	Between	6	110.88	18.48	0.80
		Within	650	15014.02	23.10	
		Total	656	15124.90		

*Significant at the .05 level of confidence.

Critical F Values:

.05 F 4, 41 = 2.61

TABLE LXIX

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE GOVERNMENT SCALE FOR THE VARIABLE OF FREE CHOICE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	0.32	0.32	0.01
		Within	44	1176.65	26.74	
		Total	45	1176.98		
II.	North Atlantic	Between	1	54.63	54.63	2.38
		Within	79	1816.57	22.99	
		Total	80	1817.20		
III.	Great Lakes	Between	1	1.10	1.10	0.05
		Within	134	3269.12	24.40	
		Total	135	3270.22		
IV.	Midwest-ern	Between	1	44.39	44.39	2.17
		Within	286	5840.41	20.42	
		Total	287	5884.80		
V.	Inter-mountain	Between	1	215.61	215.61	10.36**
		Within	55	1144.94	20.82	
		Total	56	1360.56		
VI.	Pacific Coast	Between	1	1.75	1.76	0.09
		Within	47	976.08	20.77	
		Total	48	977.83		
VII.	Total Regions	Between	1	113.66	113.66	4.96*
		Within	655	15010.39	22.92	
		Total	656	15124.05		

*Significant at the .05 level of confidence

**Significant at the .01 level of confidence

Critical F Values:

.01 F 1, 55 = 7.08
.05 F 1, 655 = 3.84

TABLE LXX

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE GOVERNMENT SCALE FOR THE VARIABLE OF SEX

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	7.95	7.95	0.30
		Within	44	1169.03	26.57	
		Total	45	1176.98		
II.	North Atlantic	Between	1	0.08	0.08	0.03
		Within	79	1871.12	23.69	
		Total	80	1871.20		
III.	Great Lakes	Between	1	14.63	14.63	0.60
		Within	134	3255.59	24.30	
		Total	135	3270.22		
IV.	Midwest-ern	Between	1	39.79	39.79	1.95
		Within	286	5845.16	20.44	
		Total	287	5884.95		
V.	Inter-mountain	Between	1	3.90	3.90	0.16
		Within	55	1356.66	24.67	
		Total	56	1360.56		
VI.	Pacific Coast	Between	1	3.31	3.31	0.16
		Within	47	974.53	20.74	
		Total	48	977.84		
VII.	Total Regions	Between	1	93.37	93.37	4.07*
		Within	655	15030.97	22.94	
		Total	656	15124.34		

*Significant at the .05 level of confidence

Critical F Values:

.05 F 1, 655 = 3.84

A P P E N D I X H

ANALYSIS OF VARIANCE TABLES FOR T SCALE RESULTS

TABLE LXXI

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE TOTAL SCALE FOR THE VARIABLE OF AGE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	8477.05	2119.26	5.14**
		Within	40	16490.84	412.27	
		Total	44	24967.89		
II.	North Atlantic	Between	4	2026.62	506.65	1.03
		Within	76	37562.98	494.25	
		Total	80	39589.59		
III.	Great Lakes	Between	4	1523.58	380.89	0.86
		Within	131	58150.73	443.89	
		Total	135	59674.31		
IV.	Midwest-ern	Between	4	1361.39	340.35	0.95
		Within	282	100976.06	358.07	
		Total	286	102337.44		
V.	Inter-mountain	Between	4	1913.20	478.30	0.81
		Within	52	30591.45	588.30	
		Total	56	32504.64		
VI.	Pacific Coast	Between	4	2206.20	551.55	1.88
		Within	44	12915.17	293.53	
		Total	48	15121.37		
VII.	Total Regions	Between	5	1162.33	232.47	0.54
		Within	651	280023.25	430.14	
		Total	656	281185.56		

**Significant at the .01 level of confidence.

Critical F Values:

.01 F 4, 40 = 3.83

TABLE LXXII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE TOTAL SCALE FOR THE VARIABLE OF AGE

	2	3	4	5
1) 18 year olds $\bar{X}$ = 212.00	11.22	13.67	8.70	31.40*
2) 19 year olds $\bar{X}$ = 200.78		2.45	2.52	42.62*
3) 20 year olds $\bar{X}$ = 198.33			4.97	45.07*
4) 21 year olds $\bar{X}$ = 203.30				40.10*
5) 22 years old or older $\bar{X}$ = 243.40				--

*Pairs exhibit significant differences at the .05 level of confidence.

TABLE LXXIII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE TOTAL SCALE FOR THE VARIABLE OF SCHOOL CLASSIFICATION

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	3	7623.65	2541.22	6.08**
		Within	41	17132.65	417.87	
		Total	44	24756.29		
II.	North Atlantic	Between	3	1343.06	447.69	0.89
		Within	75	37625.93	501.68	
		Total	78	38968.98		
III.	Great Lakes	Between	5	2035.80	407.16	0.92
		Within	130	57638.39	443.37	
		Total	135	59674.19		
IV.	Midwest-ern	Between	4	1512.87	378.22	1.06
		Within	282	100578.94	356.66	
		Total	286	102091.75		
V.	Inter-mountain	Between	5	4239.35	847.87	1.53
		Within	51	28265.27	554.22	
		Total	56	32504.62		
VI.	Pacific Coast	Between	4	822.97	205.74	0.63
		Within	44	14298.41	324.96	
		Total	48	15121.37		
VII.	Total Regions	Between	5	6566.34	1313.27	3.11**
		Within	651	274618.50	421.84	
		Total	656	281184.81		

**Significant at the .01 level of confidence

Critical F Values:

.01 F 3, 41 = 4.31
.01 F 5, 651 = 3.02

TABLE LXXIV

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE TOTAL SIX REGIONS ON THE TOTAL SCALE FOR THE VARIABLE OF CLASSIFICATION

	2	3	4	5	6
1) Freshmen $\bar{X}$ = 206.48	3.88	2.48	3.82	10.29	24.16*
2) Sophomores $\bar{X}$ = 210.36		1.40	.06	6.41	20.28*
3) Juniors $\bar{X}$ = 208.96			1.34	7.81	21.68*
4) Seniors $\bar{X}$ = 210.30				6.47	20.34*
5) Graduate Students $\bar{X}$ = 216.77					13.87
6) Others $\bar{X}$ = 230.64					--

*Pairs exhibit significant differences at the .05 level of confidence.

TABLE LXXV

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE TOTAL SCALE FOR THE VARIABLE OF CLASSIFICATION

	2	3	4
1) Sophomores $\bar{X}$ = 207.27	11.52	3.18	40.73*
2) Juniors $\bar{X}$ = 195.75		14.70	52.25*
3) Seniors $\bar{X}$ = 210.45			37.55*
4) Graduate Students $\bar{X}$ = 248.00			--

*Pairs exhibit significant differences at the .05 level of confidence

TABLE LXXVI

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE TOTAL SCALE FOR THE VARIABLE OF LONGEVITY

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	4	8218.23	2054.56	5.01**
		Within	41	16799.74	409.75	
		Total	45	25017.97		
II.	North Atlantic	Between	5	988.77	197.75	0.40
		Within	74	36488.13	493.08	
		Total	79	37476.89		
III.	Great Lakes	Between	5	956.46	191.29	0.42
		Within	130	58717.75	451.67	
		Total	135	59674.21		
IV.	Midwest-ern	Between	5	1906.82	381.36	1.07
		Within	281	100185.00	356.53	
		Total	286	102091.81		
V.	Inter-mountain	Between	6	4193.24	698.87	1.23
		Within	50	28311.41	566.23	
		Total	56	32504.65		
VI.	Pacific Coast	Between	6	2685.97	447.66	1.51
		Within	42	12435.41	296.08	
		Total	48	15121.38		
VII.	Total Regions	Between	6	4332.01	722.00	1.70
		Within	650	276854.00	425.93	
		Total	656	281186.00		

**Significant at the .01 level of confidence

Critical F Values:

.01 F 4, 41 = 3.83

TABLE LXXVII

MATRIX OF DIFFERENCES BETWEEN MEANS FOR THE SOUTH ATLANTIC REGION ON THE TOTAL SCALE FOR THE VARIABLE OF LONGEVITY

	2	3	4	5
1) One year or less $\bar{X}$ = 209.71	14.32	11.32	21.29	30.04*
2) Two years or less $\bar{X}$ = 195.39		3.00	35.61*	44.36*
3) Three years or less $\bar{X}$ = 198.39			32.61*	41.36*
4) Four years or less $\bar{X}$ = 231.00				8.75
5) More than four years $\bar{X}$ = 239.75				--

*Pairs exhibit significant differences at the .05 level of confidence

TABLE LXXVIII

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE TOTAL SCALE FOR THE VARIABLE OF FREE CHOICE

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	374.85	374.85	0.67
		Within	44	24643.11	560.07	
		Total	45	25017.95		
II.	North Atlantic	Between	1	5395.44	5395.44	12.47***
		Within	79	34194.07	432.84	
		Total	80	39589.51		
III.	Great Lakes	Between	1	3.52	3.52	0.01
		Within	134	59670.69	445.30	
		Total	135	59674.19		
IV.	Midwest-ern	Between	1	863.08	863.08	2.43
		Within	286	101489.19	354.86	
		Total	287	102352.25		
V.	Inter-mountain	Between	1	5121.38	5121.38	10.29**
		Within	55	27383.19	497.88	
		Total	56	32504.57		
VI.	Pacific Coast	Between	1	653.42	653.42	2.12
		Within	47	14467.93	307.83	
		Total	48	15121.34		
VII.	Total Regions	Between	1	7158.23	7158.23	17.11***
		Within	655	274017.31	418.11	
		Total	656	281175.50		

**Significant at the .01 level of confidence

***Significant at the .001 level of confidence

Critical F Values:

.001 F 1, 79 = 7.44
.01 F 1, 55 = 7.12
.001 F 1, 655 = 10.83

TABLE LXXIX

RESULTS OF ONE WAY ANALYSES OF VARIANCE FOR RESIDENCE HALL STUDENT LEADERS BY REGIONS AND TOTAL SAMPLE ON THE TOTAL SCALE FOR THE VARIABLE OF SEX

Region		Source of Variation	df	Sum of Squares	Mean Square	F Ratio
I.	South Atlantic	Between	1	75.40	75.41	0.13
		Within	44	24942.55	566.88	
		Total	45	25017.96		
II.	North Atlantic	Between	1	127.94	127.94	0.26
		Within	79	39461.60	499.51	
		Total	80	39589.53		
III.	Great Lakes	Between	1	1151.76	1151.76	2.64
		Within	134	58522.43	436.73	
		Total	135	59674.19		
IV.	Midwest-ern	Between	1	3372.14	3372.14	9.74**
		Within	286	98983.00	346.09	
		Total	287	102355.13		
V.	Inter-mountain	Between	1	68.92	68.92	0.12
		Within	55	32435.66	589.74	
		Total	56	32504.58		
VI.	Pacific Coast	Between	1	565.64	565.64	1.83
		Within	47	14555.73	309.70	
		Total	48	15121.37		
VII.	Total Regions	Between	1	4114.68	4114.68	9.73**
		Within	655	277063.25	422.99	
		Total	656	281177.88		

**Significant at the .01 level of confidence

Critical F Values:

.01 F 1, 286 = 6.64
.01 F 1, 655 = 6.64

VITA

Patrick M. Murphy

Candidate for the Degree of

Doctor of Education

Thesis: A NATIONAL STUDY OF RESIDENCE HALL STUDENT LEADER ATTITUDES TOWARD COLLEGE AND UNIVERSITY RESIDENCE HALL FACILITIES, PROGRAMS, STAFF, RULES AND STUDENT GOVERNMENT

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Ballston Spa, New York, October 13, 1941, the son of Leo J. and June C. Murphy; married to Kay P. Rohl, 1966.

Education: Attended public schools in Ballston Spa, New York; graduated from Ballston Spa High School in June, 1960; received the Bachelor of Science degree from the State University College at Brockport, New York, with a major in education, in June, 1964; received the Master of Science degree from the State University of New York at Albany with a major in Student Personnel in Higher Education in August, 1967; completed the requirements for the Doctor of Education degree at Oklahoma State University with a major in Student Personnel and Guidance, July, 1971.

Professional Experience: Appointed a classroom teacher in the Gloversville, New York, Public Schools, 1964-1966; served a student personnel in higher education internship at the State University of New York at Albany, 1966-1967; at the Oklahoma State University, Stillwater, Oklahoma, appointed a residence hall complex director, 1967-1968; Assistant Director of Single Student Housing for Programs, 1968-1970; Counselor, University Counseling Services, 1970 to present.

Professional Organizations: Kappa Delta Pi, Phi Delta Kappa, American Personnel and Guidance Association, American College Personnel Association, Oklahoma College Personnel Association, and Oklahoma Personnel, Guidance, Counselors Association.