STUDENT PERCEPTIONS OF OFF-CAMPUS LIVING

By

DONALD ROYCE STAFFORD

Bachelor of Science in Education
Abilene Christian College
Abilene, Texas
1959

Master of Education
Stephen F. Austin State College
Nacogdoches, Texas
1964

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 1971

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Thesis Approved:

Wm R Ewens
Thesis Adviser

Julia L. McHale

Clayton A. Morgan

D Dunham
Dean of the Graduate College

ACKNOWLEDGMENTS

The author would like to express his appreciation to all persons who contributed toward completion of this study.

Indebtedness is acknowledged to Dr. W. P. Ewens, Chairman of the Advisory Committee, Dr. Clayton Morgan and Dr. Julia McHale for their most able assistance in guiding the formulation and development of this study.

Special gratitude is expressed to Dr. Henry Magalit and Dr. Robert D. Morrison of the Oklahoma State University Statistics Laboratory and Computer Center for their assistance in preparing the data for analysis and for their assistance in the interpretation of the results. Special gratitude is also expressed to Mrs. Vera Milburn of the Oklahoma State University English Department for her assistance relating to grammatical corrections and structural revisions of the study.

Especial thanks are due Mrs. Kathy Knop, Secretary to the Dean of Men at Oklahoma State University for her assistance in typing the proposal for this study; to Mrs. Martha Hillman of Texas A&M University for her able typing of the initial copies of the study; to Dr. Robert B. Clark for his excellent preparation of this final copy; and to Dr. James M. Miller whose sometimes impatient prodding was a most vital motivational force.

Finally, the reassurance, interest, and patience of my wife and the understanding on the part of our three young children are herewith acknowledged. They have willingly made many sacrifices toward the completion of this study.

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CHAPTER I

THE PROBLEM

Introduction

This study concerns off-campus living at Oklahoma State University. Because increased nation-wide attention is being given to non-academic influences on the university student, such a study is both timely and needed. Also, rising costs of university-built facilities and the desire of many students to live as "free adults" in communities outside the campus have increased off-campus housing problems and opportunities for current administrators.

Student housing in America has been particularly influenced by our European heritage. In the British system, the administration brought students into contact with education in residence halls. The German influence, on the other hand, was one of developing intellectual confidence in the classroom. When the student left the classroom, he was no longer considered a responsibility of the university. Present American philosophy ranges somewhere between the extremes of these two widely divergent philosophies. American education has traditionally provided on-campus living quarters for its students, but it has also provided study and experimentation including those associated with off-campus living.

Records of early American universities are full of details of living arrangements in private, off-campus housing. Many of these records allude to unpleasant student experiences, including violent quarrels with landlords over matters such as excessive rent, women and drinking. There are, however, an equal number of reports of happy and "civilized" relationships, and both kinds of experiences contributed to the student's total education (123).

Prior to the Civil War many educators favored a more paternalistic and authoritarian view of college students. Universities that provided housing did so only for purposes of sheltering and feeding, but the students were strictly supervised as to privileges and hours. After the Civil War, during a period of growth, off-campus housing facilities were utilized. By 1900 many students in Eastern colleges had moved out of the existing dormitories into fraternity and private, non-institutionally owned residences. University administration, however, still regarded housing as a place to sleep and eat. Dormitories were still rigidly proctored so as to maintain order.

Westfall (119) notes that shortly after 1900, the writings of John Dewey and others began to reflect a differing point of view. Some thought was turned toward what a student did when he left the classroom and the effect on his development. This change in attitude--from a lack of concern to a profound concern for student housing--developed out of an acknowledgment of the fact that the education which the

student receives in the classroom is greatly affected by the climate in which he lives.

As this philosophy began to be accepted by administrators, there was an increased concern for student living and working conditions. Observations were made, in varying degrees, as to conditions that were conducive to study, to health and to social and emotional development.

The past two decades have brought additional housing problems, and expanding enrollments have made the housing of students one of the major concerns of university administrators. Also, more students are coming to college to learn about life rather than to prepare to earn a living, according to Wrenn (126). In learning about life, students are now becoming aware that off-campus living provides non-academic educational experiences which augment the facts and skills of the classroom. As a result, students are now demanding the privilege of spending some part of their undergraduate living in residences away from the mainstream of campus life, and many college administrators are now openly reexamining the wisdom of any policy which requires all single undergraduates to live on campus.

With rising enrollments and increased demands for off-campus living, possible changes in student residential arrangements should be considered. The projection for the future is that there will be an increased amount of living off-campus as students seek more freedom. It is a logical development in view of the fact that the contemporary student

often demands more than a place to sleep and eat. Institutions not making an effort to incorporate a learning and living center within the residence hall will be faced with an increasing ratio of vacant spaces. If this occurs, residence halls in the future may even be used for purposes other than housing (126).

The American Council on Education estimates that in the next five years $1 billion a year in government loans will be needed for construction of college residences to house the expected 70 per cent increase in student enrollment. Off-campus, privately financed housing may be a necessary alternative. Well-constructed and well-supervised off-campus residence halls in which university regulations and standards are upheld have less wear and tear and are a better long-term investment than unsupervised, quickly constructed apartment buildings. Private housing of the former type may be a realistic solution to future housing crises caused by increased college attendance and fewer building funds (11).

Why do students choose not to live on campus? Craig (27) has suggested that "higher education has entered an impersonal era" which is characterized by sterile, multi-storied student residence halls dating back to the Land Grant Act of 1862 (reflecting the German philosophy of impersonalistic intellectualism and lack of concern for student life outside the classroom). Today educators are forced to choose between several philosophical alternatives, one of which concerns residence hall housing or off-campus housing.

One reason for student choice away from living on campus may be the administrative approach of the institution to residence hall living. Off-campus housing requires a different administrative approach. In many institutions a service is maintained by some office, usually either Housing or Student Affairs, for the locating of suitable off-campus living quarters. Duval (37) found that students perceived residence hall living as being more under administrative control. Fedder notes:

> When the institution relies upon off-campus housing, a program of inspection and supervision is usually maintained to guarantee fixed health and sanitary standards. Such approval is a guarantee to the student and his parents of a concern for the physical welfare of the student. Educational programs enlisting the aid of a homeowner in constructive activities on behalf of student residents are developing in a number of institutions which have large private rooming houses near their campuses (42, p. 2).

Privately owned, student-occupied rooming houses and apartments present a continuing problem to administrators since adequate supervision of such quarters requires the constant watchfulness of many staff members and sufficient funds are seldom available. Two approaches may be taken to this problem: (1) the Minnesota (120) approach, where funds are provided for staff, including sanitarians and physicians; or (2) the approach by an ever increasing number of schools, where there is no inspection and no provision of a list of available, vacant facilities. This administrative approach of less supervision may well be a major reason for a student's choosing not to live on campus. A growing number of

institutions following approach two are, however, concerned in varying degrees with deviant behavior in off-campus residences. The housing list service has come under considerable scrutiny of the United States Department of Health, Education, and Welfare recently because of the discriminatory practices of many landlords.

A study was conducted by Westfall in order to determine the status of off-campus housing facilities. The questionnaire method was used. Sixty-five universities in 49 states were selected for the study. With a sixty-four, or 98.5 per cent, response, some of the major findings were as follows:

1. Thirty-five universities, or 54.7 per cent, had established minimum housing requirements for off-campus housing facilities.

2. A wide variety of responses indicated that the general trend is in the direction of inspecting off-campus facilities only out of necessity.

3. Thirty-four point five per cent of the inspection programs worked in close cooperation with the Dean of Students, 25 per cent with the Dean of Men, and 41 per cent with the Director of Housing.

4. In regard to publication of an approved off-campus housing list, it was noted that 62.5 per cent maintained an approved list and the remainder did not publish such a list (119, pp. 120, 121).

The total education process of the university can be furthered by the application of off-campus housing requirements for students living in non-institutionally owned or operated housing. The educational implications of off-campus housing programs appear evident. Westfall (119) states that if university students are subject to housing facilities

which are properly controlled, and if they are accustomed to having a healthy and safe environment, there is the distinct possibility that what is learned in that environment may have carry over value into society.

In making decisions, educators must now choose whether to integrate the extracurriculum provided by off-campus living into university affairs or regard it as outside the educational process. Is the total man to be educated, or only his intellect? A student may perceive off-campus living to be more favorable to the development of his total education than residence hall living; therefore, when allowed freedom of choice, he may choose not to reside on campus. An invigorating intellectual environment and a broad opportunity for social and personal experience are both important to a college student (102). Student housing at the collegiate level is something much more than a necessary, albeit a neglected, sideline of higher education; it should be recognized as an opportunity for educational achievement. According to Strozier:

> If proper recognition of the importance of student housing to higher education ever becomes an universial reality, it will mark not only the greatest change in student personnel administration in the history of higher education in America, but also will represent a basic change in American educational philosophy as well (107, p. 1).

Statement of the Problem

This investigation attempts to determine perceptual differences of off-campus living among and between groups of

sophomore, junior and senior male migrants and non-migrant residents continuously enrolled at Oklahoma State University during the 1966-1967 and 1967-1968 school years. Also investigated were personality variables which may be related to differential perceptions of off-campus living.

Specifically, this study is concerned with the differential perceptions and personality variables which may be related to differential perceptions of (1) non-migrants--off-campus, (2) non-migrants--residence halls, and (3) migrants. The non-migrants, off-campus group consisted of students who continuously lived off-campus during the school years 1966-1968; in the non-migrants, residence halls group were students who continuously lived in residence halls during the school years 1966-1968; the migrants are defined as those students who lived in residence halls during the 1966-1967 school year, but who exercised their option of free selection of housing by moving to off-campus living quarters during the 1967-1968 school year. Students who migrated from off-campus housing to campus housing were not included in this study due to the fact that the group was relatively small.

Need for the Study

Each college student is a distinctive personality. Each group of students at an institution of higher education is likely to be different from any other group of students at a given institution. The culture of any one student body may

be unique due to various combinations of determining factors such as location, specific academic interests, nature of institution (public or private, coed, male or female), etc.

How a student perceives a given type of university living arrangement may affect his desire to live there, regardless of university rules. What personality factors relate to the student's perception of off-campus living? Because of the possibility of influence, educators cannot afford to be unresponsive to off-campus living when studying all types of student arrangements. The off-campus setting must be viewed as a learning unit, or laboratory, just as is the residence hall. Previously, administrators were more likely to be concerned with what was happening to the residence hall student, often to the detriment of the off-campus student. By his very setting, the off-campus student is likely to be more detached from the major activities of the campus and what is done there in terms of out-of-class educational experiences. Learning in the future is projected to be more "lateral than vertical"; that is to say, more learning for students will come from their peers than from their elders (126). This concept recognizes the fact that students can and do make a contribution to total learning. In considering student living arrangements, the Steering Committee of the Study of Education at Stanford University made several relevant points:

> 'Housing arrangements should be guided by student preferences,' the Steering Committee report recommended. 'Students must always be able to select from a variety of residence alternatives, which should include residences integrated across class years, . . . finally residences that promote

> different kinds and levels of intellectual and educational activities.' The students' range of choice 'specifically includes the option of living off-campus for those students who believe their education will be best served in this way,' the Committee added. It recommends continuing the present policy of requiring all freshmen to live on campus while providing upper classmen the option of living off-campus (20, p. 203).

The choosing of one setting over another may be related to a student's perception of the setting chosen. Attitudes and values may relate to the choice as well as be affected as a result of this choice. This investigation purports to examine this possibility. Previous researchers have been unable to single out of college experience pertinent factors to explain changes in values and attitudes (62). It is conceivable, however, that, for some young people, the residential milieu during college years is their instrument of induction into adult social life.

When students are permitted by institutions to choose the place of residence, many choose to live off-campus. Factors determining this choice are often related to the student's personal and social development, both academically and non-academically. These factors are both internal and external in nature, such as the desire for more freedom and independence, the dislike of group living conditions, and the desire for more privacy. Also important to this choice is the fact that students tend to migrate toward living groups whose needs, purposes, and system of desires are in line with their own (32). This situation points to the need of this investigation: to study the off-campus student, who has thus

far been neglected in studies concerning the college student. Also neglected has been the off-campus student's perception of his living environment (90).

What makes up the environment of a college or university? Why are some environments so different? Why, in some institutions, do so many students desire to migrate to an off-campus setting? Rhulman offers the following three elements as factors influencing this choice:

> The first of these is a social environment of people who fall into the categories of faculties, students, and administrators. Represented in these categories are persons of many social classes, races, nationalities and religions. Within this environment will be discovered varieties of organized and informal activities which evolve from curricular and extra-curricular offerings.
>
> The material objects of living, that is, the buildings, equipment, stadiums, residence halls, libraries, and other physical facilities make up the second element. The adequacy of these material objects affects the activities that are possible on a campus. Obviously, a campus which has a good student union and many residence halls is able to have a different type of extra-curricular program for its students than the campus less amply supplied.
>
> The third element is the general behavior pattern which results from the customs and traditions that grow up with and within an institution and give each institution a distinctness--a personality. These campus traditions are so strong that they tend to influence many aspects of college life, from the attitudes toward learning to how coeds dress.
>
> All these things, plus the interaction of all persons and groups within the limits of the physical setting, combine to create institutional individuality. Each college and university must be looked upon, therefore, in terms of its uniqueness and analyzed as a particular cultural entity (88, p. 4).

Educational institutions serve a variety of students. They must, therefore, provide a similar variety of living

arrangements in order to meet the needs of all students and to accomplish their stated educational aims. Total learning, both academic and non-academic, of the off-campus student is an area of needed research in order to understand this specific body of students. The off-campus student must be the object of more intensified research in terms of the future of higher education (90).

For those administrators who would continue to advocate rigid control over the non-academic lives of students, Williamson offers this theory relative to off-campus living:

> We do not force all students to register in the same curriculum or college, to join the same fraternity or to go to the same classes. Pluralism is the order of the day in every other phase of university life, and we must safeguard this unique feature of the contemporary university. This varied background of students, economic and cultural, is one of the greatest sources of strength in the public institutions. Correspondingly, we believe that a variety of types of housing is desirable in public institutions. This does not mean that the possible range should include unhygienic conditions or unsavory moral conditions. But the range should be greater than may underlie the current plans for dormitory expansion in many institutions (124, p. 38).

Within each general university environment, a matriculating male student usually has three choices as to place of residence: a fraternity, a residence hall, or a place off-campus. Within each living group, an individual student's values and attitudes may be modified, depending upon the nature of his experiences, the type of contact he has with others, his individual personality, and the group's approval of new attitudes and the individual's perception of that change (62).

What forces operant within a specific type of college living environment, or sub-culture, are strong enough to motivate a change in living arrangements? Is his perception of a given living environment a strong enough force to cause him to migrate from one type to another type which he perceives as being more favorable?

Any study of college life should consider the existence of the four sub-cultures isolated by Trow and Clark. These offer a productive approach to the understanding of undergraduate life. For purposes of this investigation, the following definition of sub-culture by Gottlieb and Hodgkins will be pursued. A sub-culture is:

> . . . a segment of the student body at a given institution holding a value orientation distinctive of that of the college community and/or other segments of the student body (46, p. 272).

Wren further projects the need for sub-culture consideration of student bodies when he says:

> A college student population will become increasingly varied and will be composed of many cultures and sub-cultures.
>
> This means that young people will study and live with many kinds of students. A student body will be less of a cohesive group, and the various parts of the whole each have to be given serious attention and respect (126, p. 606).

Recognizing Trow and Clark's four identifiable sub-cultures (collegiate, vocational, academic, and non-conformist) (13, 63) and continuing with the assumption that each of these can be found in specific university living groups, the university must provide considerable latitude for

a student to select the place of residence where he can function best in both the academic and non-academic encounters.

Success or failure of a student in college today is dependent on more than the simple assessment of intelligence. Can academic success or failure be affected by an influence such as place of residence? Studies of failure and withdrawal have been examined previously in terms of personality, social class and many other variables other than intellect. Nasatir (72) has this to say in further examination of this point:

> It is also necessary to explore the milieu in which students gain their formal education.
>
> The most important, visible, permanent and manipulable basis for student sub-cultures is the set of organized residence groups--dormitories, fraternities and sororities, cooperative houses, private boarding houses and the like. It is within these settings that students take on the attitudes and values, the work habits and play orientations that shape their activities and tempers their entire university careers. (72, pp. 290-291).

This finding of Nasatir concerning living group values and attitudes is supported by findings of Dollar (32) and Eddy (38).

On-campus residence provides a transition which partially reinstates parental supervisory functions; they facilitate the growth of friendships and encourage experimentation with new roles and a redefinition of values. Once an individual identifies himself with a particular living group, the group becomes a reference point and a sociological anchor. The group's values and norms of behavior provide a background for individual behavior, values and attitudes. When the group

becomes important, the individual seeks to maintain his position within it by modifying his behavior and by demonstrating competences commensurate with the group members' needs and values (23). For all students, the living group must provide some form of security, status, and opportunity.

Students respond in some manner toward all aspects of their college or university environment. As certain changes take place, both incidental and planned, educators must measure the impact of such changes upon their student bodies. Educators can no longer depend upon their own knowledge for assessment of such changes. They must "learn" from students by various means of measurement and assessment technique. One means of assessment can be the measurement of perceptual differences which a student has of his resident surroundings, such as residence hall living (59), fraternity living, and the off-campus living environment.

Additionally, on the basis of psychosocial, non-intellectual and environmental factors which affect individual learning, there is also a need to investigate all possible relationships between living environments and the basic personal structure of the individual (32). It is imperative that educators have a better understanding of the off-campus living environment and how it influences the educational development of students residing therein.

According to DeCoster (31), there is a need to study the relationship between all possible climates and environments to which students are exposed that may accommodate the

diversity of students on a given campus. This is a relationship which becomes more important when consideration is given to psychosocial environmental and non-intellective factors which influence the learning process. The off-campus environment and a student's perception of that environment need to be studied in order to understand its role in contributing to the educational development of a given student residing off-campus. This need is also supported by Dollar (32).

Finally, perhaps the most important reason for the need of the study of student perceptions of off-campus living concerns the developmental tasks learned by a college student. Segal (97), on the basis of his study, has implied that the developmental tasks of the college years do not differ in regard to where a student lives. However, the setting in which these tasks are performed does make a difference. Off-campus living has a different emphasis than residence halls; the student is already involved with what should be the goal of the future and with what should be his responsibility within the real world he is experiencing today. Segal further states:

> We need to understand better what factors determine a student's choice of setting so we can better assess the additions and correctives that are needed to facilitate meaningful personal growth of the individual with the maximum utilization of the experiences that a university environment uniquely offers (97, p. 309).

In summary, the major implied reason a student matriculates to an institution of higher education is to learn and prepare himself to enter society in an occupation. That a

student spends the majority of his day out of the classroom in a non-formalized atmosphere is an undeniable fact. The education which a student receives in the classroom is greatly affected by the climate in which he lives (119). The task of student personnel administrators is to determine what combination of characteristics perceived by students as being present in a given living environment draws students to it as opposed to other types of environments. How an individual who desires to live off-campus perceives that environment and describes it is essential to the development of campus programs and activities which develop individual skills and complement academic programs. If the individual perceives the off-campus climate as being more favorable to learning, he will, if given freedom of choice, migrate to that climate. All factors which affect his perception of his total learning environment (classroom, living quarters, library, various places of study and interaction, and personality variables, if any) must be considered when investigating student perceptions of off-campus living.

Basic Assumptions

This investigation is based upon the assumption that students perceive different environments as satisfying because of individual personality needs. Also assumed are the effects of both internal (the desire for more freedom and independence) and external (a dislike of group living conditions) forced upon an individual student's selection of

residence. It is further assumed that the primary aim of all aspects of the university community is to assist the student in gaining the maximum from his total experiences in college.

This investigation is based upon the assumption that off-campus living quarters within the municipality confining Oklahoma State University can be viewed as a specific sub-group when considered as the place of residence for students attending the University. This sub-group should be the object of study when considering different aspects of the total student body and student experience at Oklahoma State University.

This investigation is based on the assumption that students who live off-campus and those who desire to live off-campus have common, measurable perceptions which cause them to choose off-campus living quarters over any other type of living quarters.

This chapter has been concerned with the statement of the problem, need for the study, and basic assumptions of the study. In presenting this chapter, attention has been given to learning conditions, values and attitudes, and other variables which may affect the total university environment. In considering a student's perception of off-campus living, all items which may affect that perception must be presented in consideration of the total environment. Chapter II contains a review of the literature as concerns student living arrangements with emphasis given to literature related to the off-campus living environment.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

An exhaustive survey of articles and studies published in recent years shows a concern with socio-physchological environments for learning in institutions of higher education. Much of this concern has been provoked by material edited by Sanford in the volume The American College (94).

Gottlieb and Hodgkins (46) have noted the existence of an explicit socio-cultural system at colleges and universities. As a result of socially heterogeneous student bodies attending these institutions, with value orientations differing from that of the college sociocultural system, sub-cultures evolve from within the student body which are instrumental in determining the outcome college ultimately has on a student. The way in which these sub-cultures evolve is described in terms of the striving for self-consistency by the individual and is achieved largely by voluntary removal from that part of the sociocultural system which is not in agreement with his value system.

To further develop this finding, Alfert states:

> Students starting to college may vary in initial level of development as well as in the pace of development during their stay. This seems to be

> reflected by their choice of residence as they start college as well as by the changes of their preference.
>
> A student whose personality is complex or who is at an advanced stage of development may need and look for a more complex environment in order to be challenged, while a slow developer or a student whose personality is less complex, may need a less exacting environment, at least for the start, in which he can develop at his own pace without being overwhelmed (1, pp. 93-94).

Berry (13) suggests that consideration of the culture a freshman brings to campus should not be overlooked. She says that each student brings to a campus varying social norms which have come from his family and his community. He also brings his own system of values which he has developed from experiences with all previous groups.

Any given institution of higher education is made up of a number of sub-environments. Affecting each of these will be the student's sex, choice of academic pursuit, and place of residence. As a student matriculates to college, he may feel that he is now an adult, free from parental supervision and institutional residence hall regulations, which he may regard as trivial. If a choice of residence is available to the student by virtue of institutional regulations, a decision to reside off-campus may well be perceived by the student to be the best. In such a setting, the student is his own regulator to a large extent. He alone decides what extra-curricular pursuits will occupy his time, when he will study, what his diet will consist of, and any other decisions he may feel are important.

Numerous studies regarding student perceptions of the campus atmosphere are reflected in the work of Chickering (23); Ivey, Miller and Goldstein (54); McFee (68); Pace and McFee (81); Pace and Stern (82); Thompson (112), and Wrenn (126). Additional reviews pertinent to this investigation are those of Barton (10) and Duvall (37).

Each institution of higher education has its own atmosphere or climate which differs from others. This is influenced to a degree by the differing perceptions of the total environment by its individual students as well as a differing perception of a specific portion of that environment, such as off-campus living. As these students live in specific sub-environments, they have differing perceptions of the other sub-environments in which their fellow students reside. These differing perceptions cause a student to choose to migrate to a different environment which he perceives as being better for him. The majority of the previous studies of college environments describe ways in which learning is affected as related to these sub-environments. The studies then relate these environmental differences to a student's performance in that environment. None of these studies, however, deal with a student's perception of the off-campus living environment.

Bevan (14) points to the need of study relative to the interaction of student and environment:

> As our enrollments increase, the opportunity also increases for the individual to be lost in a mass of people and have no feeling of belonging to anything. I think that it is regrettable that so

> many of our students find their only chance for primary group identification is essentially social organizations, for so often the goals of these groups are indifferent to or even at variance with the demands of the educational institution with which they are identified. And finally, our new high-rise dormitories frighten me. The architects are going to have to use more imagination than they have to date in order to provide housing for large numbers of students as economically as possible and at the same time preserve the opportunity for smaller, self-contained living units where primary group identification can occur. The military has known for many hundred years that esprit de corps is associated with the primary group--the squad, the platoon, the company. The English college system recognizes the same principle. We cannot afford to ignore it (14, pp. 346, 347).

The Committee on Relations with Centers for the Study of Higher Education completed a survey of research pertaining to students or student personnel programs. Robinson and Brown (90) have summarized the results of this survey.

The primary emphasis of studies sponsored by the thirteen responding agencies of the fourteen contacted was on student characteristics. Additional studies reported, listed hereafter in order of emphasis, were (1) studies of factors which affected college attendance, retention and withdrawal; (2) studies of student personnel program characteristics; and (3) studies of educational achievement, institutional characteristics, mental health, and prognostications of academic achievement. Studies of the interrelationship of institutional climates and student development, studies of prediction of success in college on the basis of nonintellectual psychological and sociological characteristics rather than on the basis of achievement or aptitude test results alone were also noted as being most significant and receiving increased

attention. Of the studies reported by this survey (90, p. 359), it is interesting to note that none was related to perception of students as related to living environments.

Robinson and Brown further noted that some types of research were missing. In denoting specific items, they stated:

> . . . there are very few studies of the characteristics of average rather than exceptional students.
>
> 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 impacts of different student housing programs is lacking.
>
> Or even more crucial, perhaps, what are the differences in behavior, attitudes, and achievements of students residing in college owned dormitories and students living either in private rooming houses or at home (90, pp. 359, 360).

Research Related to Different Types of Housing Subcultures

Differences among various living groups and variations of these groups have been the subject of many studies which appear in the literature.

Newcomb (75) has done considerable study on the student, his culture, and the influence upon him of his peer group. Concerning the formation of peer groups, Newcomb has found that formations are likely to originate wherever arrangements, such as dining, living, studying, and engaging in various normal group activities, result in frequent associations

among a group of students. He further notes that similarity of interests and attitudes are important in group formations. To further this point, he states:

> People are most likely to interact--and thus, in terms of probabilities, to develop close relationships--when shared interest in some aspect of their common environment brings them together.
>
> Contiguity and common interests (or at least those assumed as common) together would seem to account for the beginning of most peer group relationships. An initial basis may of course be provided by the common features of the shared environment. . . .
>
> Common interests include common problems, of course, insofar as the latter are not too private to be communicable. . . . The struggle for independence is apt to be one of these, and such a problem is more shareable with peers than with parents or teachers. . . . The common interests (including common problems) that are so essential to the formation of peer groups may or may not extend beyond those which students bring with them to college, or beyond those which they share with their contemporaries outside of college.
>
> In very direct ways, furthermore, various kinds of institutional arrangements--e.g., student living arrangements--influence peer-group formation. (75, pp. 472, 476-477).

Duvall (37), Ivey, Miller and Goldstein (54), and Johnson (59) have also observed that college housing units develop distinct characteristics which may persist and make change difficult. These different living units, even at different colleges and universities, may have an influence on the students. None of these studies concerned any off-campus housing units, however.

Chickering further quotes Newcomb as expressing this additional position:

> We already know that a good many freshmen quickly team up with others very much like themselves, and we do not expect to find much value change within persisting groups initially formed in such ways, our assumption being that their members will tend to reinforce one another's existing values. If so, we shall be able to demonstrate a general phenomenon, of which fraternities and sororities . . . are merely a special case, in that they tend to select homogeneous recruits, and relatively speaking, to insulate them from influences that might induce significant attitude change. (23, p. 182).

Chickering further notes a finding of Dressel and Lehman of Michigan State University:

> The most significant reported experience in the collegiate lives of these students was their association with different personalities in the living unit. The analysis of interview and questionnaire data suggested that discussions and bull sessions were a potent factor in shaping the attitudes and values of these students. (23, p. 181).

It is of further interest to this investigator to note that classroom contacts and activity group contacts have not received specific mention in any study reviewed. In terms of peer group (student) influence, these contacts can also definitely shape attitudes toward various living environments. This has, perhaps, influenced the following statement of Matson relative to the assessment of the social environment:

> . . . the lack of research data and the necessity for administrative action prompts the personnel deans to agree that changes in student housing accommodations must usually be made on the basis of 'educated guesses' or shared ignorance.
>
> Because of the fact that the applied social sciences involve so many variables, research in the effects of these campus subcultures must be studied one variable at a time. (65, p. 25).

The central point of an investigation by Baker (9) was the relationship between student residence and perception of

environmental press. The study was conducted at Wisconsin State University, River Falls. The instrument selected for the population sample used in describing aspects of the college environment was the Sterns College Characteristics Index. The population sample was composed of 110 junior students who resided: (a) as dormitory students, (b) boarding students (those living off-campus), and (c) family residents. Five intellective and six non-intellective factors were selected for use from the total factors of the instrument. Scores were calculated for significance. The results indicate that type of residence does significantly account for difference in the perception of the characteristics of a college environment. Boarding and dormitory residents were less aware of environmental press than students who resided with their families. The first two groups were also more dependent upon the university for their need satisfactions.

Lehmann and Payne (62) report a study concerning values and attitudes of college freshmen. They noted that the degree and extent to which values and attitudes change during the undergraduate years leading to graduation are dependent upon types of contacts, the nature of that experience, and the personality of the individual.

The Inventory of Beliefs and Prince's Differential Values Inventory were the instruments used in the assessment of values and attitudes change. They concluded that insofar as college experiences or contacts were concerned, the formal academic type such as instructors or courses has no impact

upon student behavior. There appeared to be a significant relationship between some of the informal extracurricular activities and value changes: such changes may be a function of an individual's personality or maturity, a function of present times, the direct result of college experiences, or a combination of one or more of these factors. It is interesting to note that their conclusions concerning change as a function of personality or maturity seem to agree with later findings by Alfert (1) previously reported in this investigation.

Nasatir (72) examined the academic failure rate among entering students residing in residence halls at the University of California, Berkeley campus. Subjects of this study were classified as academic or non-academic, integrated or non-integrated. In analyzing responses by subjects to a question concerning the main purposes of higher education, Nasatir determined that it was possible to characterize a person as being either in the academic or non-academic group, depending upon that subject's expressing agreement or disagreement with the statement that the most important reason for pursuing a higher education was the attainment of a basic general education and an appreciation of ideas. In the determination of a subject's classification as being integrated or non-integrated relative to his residence hall group, those students who stated they spent all of their time or at least more than half of their time with other residents were considered integrated. Nasatir reports the following results:

> Failure rate by type of context reveals an unexpected result: a higher proportion of the students in academic contexts fail than in non-academic contexts. While only 14 per cent of the students who entered in 1959 and lived in the non-academic dorms failed, 21 per cent of the students living in what would have seemed the more retentive type of context failed during the same period.
>
> It is surprising that those contexts characterized by a high proportion of members with an academic orientation have a higher rate of academic failure than their less academic counterparts. But it is even more surprising that the rate of failure for academically oriented or non-academically oriented individuals is the reverse of that for groups; among the academically oriented members the failure rate is half that among the non-academically oriented members. While 10 per cent of the academics have failed, 20 per cent of the non-academics have done so.

Nasatir further states:

> . . . a higher failure rate in academic contexts but a lower rate among academic individuals, suggests that there is more in the process of failure than can be explained by either individual attitudes or contextual atmosphere alone. The relation of the individual to his milieu is an essential igredient as well . . . the academically oriented students in an academic context tend to stay in school . . . the highest failure rate of all is seen for those non-academic students dwelling in academic contexts. Finally, the out-of-place academics--the individuals with an academic orientation living in non-academic dorms--have a higher failure rate than their more harmoniously situated peers, regardless of context.
>
> Apparently the harmony which students maintain with their surroundings has a great deal to do with the proportion of students that fail. Even for the non-academics, the failure rate is reduced in a sympathetic context. This can be understood more easily perhaps when the nature of dormitory life is considered. It is in such settings of aimless and carefree camaderie in the student rooms, where talk is free and opinions and sentiments are unguardedly expressed, that the mainstream of student intellectual life flows, rather than in the course of instrumental contacts of the lecture hall. Yet for the out-of-place academic, there remains the larger culture of the university to support him in his scholarly pursuits. Respected faculty and successful

graduates can symbolically reaffirm his efforts if necessarily at a physical remove. But the out-of-place non-academic finds much less support from informal relations in the general atmosphere of his surroundings and has no alternative culture so readily available--and so legitimate--within the university at large.

Contexts do not exist by themselves, however; they are manifested in social interaction. The extent to which the informal life of the individual is spent with other members of his group, partaking of their interpretations of life, affects his risk of failure. He shares with his colleagues patterns of expectation and behavior--expectations of scholarly judgment, patterns of preparing for class-elements central to academic failure and success. Variation in the degree to which individuals are truly a part of the residential context should effect some variation in the relation of individual orientation, context and rate of failure.

. . . integration is itself a factor in reducing the failure rate. While 11 per cent of the integrated students failed, 20 per cent of the non-integrated ones did. As Durkheim noted sixty-five years ago, 'there is . . . in a cohesive and animated society a constant interchange of ideas and feelings from all to each and each to all, something like a mutual moral support, which instead of throwing the individual on his own resources, leads him to share in the collective energy and supports his own when exhausted.'

This study reports a case where context and individual orientation affect the failure rate of students. It appears that although an academic individual orientation is effective in retaining students, a similar contextual orientation serves to raise the failure rate. Analysis of both variables simultaneously leads to the conclusion that this effect is due largely to the non-academically oriented in academic groups, since over 90 per cent of all the failures from academic contexts are themselves non-academically oriented. . . . the non-integrated academic, regardless of his immediate context, can draw some support for his intellectual activities from the university culture at large. . . . These men are not only out of joint with their larger surroundings, but also are denied many of the supports that group membership can provide. Without an academic orientation, and without a supportive context, students manifest a high rate of failure.

> This all suggests than an important variable in the understanding of failure rates is to be found not solely at the level of individual orientation, nor solely at the level of contextual factors, but instead in the relation of the individual to his context. (72, pp. 293-297).

All student personnel programs are concerned with academic failure. All should be equally concerned with social failure. Perhaps the reason for an individual's migration from a residence hall to an off-campus residence concerns the fact that he perceives he is a "misfit" in his present context. By living with fewer individuals whom he knows better, he may perceive a given atmosphere as better for both academic and social success.

Two additional studies are herewith included which consider student and staff perceptions of one type university living arrangement.

Ivey, Miller, and Goldstein (54) at Colorado State University found that students perceive a stronger environmental press than do members of the residence hall staff. Students were more likely to see the environment as job-centered and vocational in nature. Students also perceived the environment as setting higher academic achievement and having more intellectual emphasis than did residence hall personnel. Residence hall personnel regarded the University as providing less opportunity for freedom (student dignity). They also, however, tended to minimize the academic and aspirational demands of the environment as a result of being more closely associated and involved with students in non-academic activities, including planning social activities.

Additionally, Duval (37) at Indiana University attempted to measure student and staff perception of the residence hall environment. His study reveals significant facts relating to off-campus living as well. Duval found a difference between students and staff in the perception of what a residence hall should be. This suggests that one reason students move off-campus is because halls are, for the most part, planned for staff, not students. Additionally, the study revealed that about 45 per cent of the students were not in favor of holding in the halls discussion groups supplementing classroom lectures, and 42 per cent of them said that it was not appropriate for the staff members to play an active role in planning and conducting programs in the halls.

Brooks (17) also found that a residence hall can be favorable to socially enforced conformity, delayed maturity, and an escape from reality.

On the basis of these studies, educators can ill afford to avoid consideration of the following suggestion by Clifford:

> Today's breed of student is more ready to participate in the shaping of his own education and is better equipped to do so. And, because of the rate of change as well as the existence of change as a fact of life, that participation may well be the difference between an education that is relevant and one that is not. (24, p. 52).

As student pressure for off-campus living increases, parental reactions must be considered since the bulk of undergraduate students are under the legal age of 21 and are therefore the responsibility of parents. Ellis and Bowlin

(39) found that even though many parents look favorably upon off-campus living, due to increased academic pressures and the noise factor of residence hall living, they are very specific about when this should occur. Ninety-three per cent of the parents of freshmen men and women surveyed in this study were against having a son or daughter live off campus during the first year of college. Further revealed was the fact that parents like the social controls which dormitories provide through rules, regulations, and supervisory personnel. Parents further favor dorm requirements because they view freshmen students as not yet ready to assume the role of independent, responsible adults. Students, however, do not so readily accept this position, and Wrenn (126) projects that in the future students will be even less accepting of the "in loco parentis" principle. Ellis and Bowlin further support Wrenn's projection by stating that increased pressures can be anticipated from students for greater autonomy and responsibility in managing their own affairs despite parental desires.

Research Related to Off-Campus Living

Various aspects of residence hall living can be found in the literature. That there has been very little research in the area of off-campus, noninstitutionally owned housing is a finding of this investigator substantiated by Westfall (119) and Robinson and Brown (90). Studies reviewed pertaining specifically to off-campus living deal with health and

sanitary conditions; private residence halls adjacent to campuses; attitude differences and changes of college freshmen living off-campus; effect of off-campus living on a student's self concepts, goals, and achievements; and women living off-campus. No studies were found concerning student perceptions of off-campus living.

The studies contributing most to this investigation which related specifically to off-campus living were those of Dollar (32), Neal (74), and Prusok (95). It is of interest to note that these studies were completed in 1963, 1960 and 1959, respectively.

Gray (49) has noted that even though private residence halls offer a possible solution to the overwhelming demand for more student housing, and even if private operators of such residence halls agree to enforce campus regulations, there are still negative factors to be considered. At Harvard, for example, Gray found that the use of private, expensive student residence halls ultimately led to a social life that discriminated against less wealthy students. Private residence halls charged up to 40 per cent more than did campus residence halls. In addition to profit, other motivating factors were taxation, higher interest rates for financing, and the high cost of land near campuses. These more luxurious facilities designed to attract students create a situation which segregates students by wealth.

Baird (8) determined that many studies on the effect of various college residence groups were not controlled for the

input of the students, that is, how the students were before they entered the group. Baird asked the following questions preceding his study:

1. Did students who lived in various residential groups differ, and did it appear that the group selected the students on the basis of various characteristics?

2. Did students in these groups have different characteristics by the time they were college sophomores?

3. Did these living arrangements seem to change students' self concepts, life goals, and achievements when student's initial status on these variables was controlled? (8, p. 1016).

Although Baird's study dealt mainly with achievements, the following items were noted:

1. Students who live at home and in off-campus rooms have lower social involvement than students residing on campus or in fraternities.

2. Students who live in off-campus rooms score lower in leadership achievement, social service achievements, and social participation than do students residing elsewhere.

3. Students who lived in off-campus rooms tended to be more dissatisfied with college. Men in off-campus apartments were among the most satisfied.

4. College grades among men were not influenced by the living group.

5. The values of the students and organizations are generally congruent and very probably reinforce each other.

6. Students who live in off-campus rooms present an approximate mirror image of this pattern; that is, they tend to be relatively uninterested in social activity and social influence.

Another study relating to off-campus living is one by Dollar (32). Dollar's study made during the spring of 1963

was conducted at Oklahoma State University. The study concerned itself with certain psychosocial differences among dormitory, fraternity, and off-campus freshmen men. The investigation was based on the premise that there were three different types of formal living environments available to Oklahoma State University single male students, and that after an initial period spent in learning the characteristics of these subcultures, students migrate to the group that they perceive as most compatible with their own needs and purposes. Further assumed in the study was that students with different systems of internal factors would select different housing subcultures because of psychological selectivity. Because of different systems of wants, each student would perceive different environments as satisfying.

Instruments used to measure selected psychosocial factors were the Survey of Interpersonal Values, and the Guilford-Zimmerman Temperament Survey. Dollar's findings relative to the off-campus group were as follows:

1. The off-campus group valued benevolence significantly more than either of the other groups, and the greatest difference was between it and the fraternity group. This group had the lowest mean on recognition, and tended to place little value on independence.

2. Men who migrated from dormitory to off-campus housing appear to have an interpersonal value system that is different from those of their sending and receiving group of non-migrants. They valued support significantly less than either of these groups, and they were less like the non-migrant off-campus group. They also valued recognition significantly less than both of the other groups.

3. The findings also suggest that significant differences may have existed between the two migratory groups and the groups that they left and joined. The fraternity migrants appeared to be a very 'select' group in terms of academic aptitude; and the off-campus migrants seemed to be very different, on a number of factors, from both the group that they left and the one that they joined.

4. The findings suggest that diversity in types of living environments available to Oklahoma State University freshmen men is desirable. This population is not homogeneous, but is composed of identifiable subgroups with somewhat different needs and purposes. However, the type of diversity that would be most desirable is still a matter of conjecture, and most of the theory in this area needs additional support from objective research. (32, pp. 55, 64, 72, and 82).

Dollar concluded that the off-campus group may well be a special problem group. A higher dropout rate should be expected from this group as opposed to the dormitory and fraternity group for two reasons: (1) as a group, those in the off-campus group have less academic aptitude, a fact which is supported by semester grade reports for men from the Office of the Dean of Men, and (2) there seems to be a greater chance for financial difficulty to interfere with progress toward an undergraduate degree.

Neal (74) conducted a study of women who lived off-campus at the University of Florida. Information was gained by use of a questionnaire. The questionnaire elicited responses in six areas: key characteristics; housing and accommodations; academic performance; activities; dating; and advantages and disadvantages of off-campus residence. Questionnaires were to be returned anonymously.

In the area of housing and accommodations, the Off-Campus Housing Office listed available accommodations, but did not "approve" them. Responsibility for rental was assumed by the student and her parent or guardian. A women's counselor was used, however, for consultation regarding the listed facilities. Friends, newspaper ads, rental agents and "for rent" signs were also used. General findings indicated that the best accommodations probably were being passed from student to student. Living in an apartment was cheaper for a woman student than renting a room. Apartment sharing was also generally reported as being cheaper than the cost of a campus residence; however, only a small proportion of the respondents listed savings as an advantage.

As for academic performance, approximately two-thirds of the respondents were in the curriculum of Education or Arts and Sciences. Approximately one-half of the respondents felt that living off-campus had a favorable effect on their academic performance, mostly because of quiet and relaxed conditions in which to study. The semester grade reports during this study showed the off-campus women with grades higher than those of women students living in any other type of quarters, including fraternity women. Of particular interest to this investigation was the fact that campus residence hall women had a .316 lower grade point average than that of the off-campus women renters. Also noted was the difference of .076 between the all women's average and the off-campus women renters, the latter being the highest of all groups.

Replies in the area of activities were divided into two groups, events and affiliations. It was anticipated that the off-campus woman would score low in this area. That 45 per cent of the group would report non-membership in any campus organization was a surprising finding. These data also revealed that in religious affairs, only 20 per cent were affiliated with student center religious groups. Those responding as members of honor-service groups were associated predominately with two social-vocational groups. Such findings seem to support the widely noted trend of off-campus students away from organized activity.

The area of dating revealed that about two-thirds of the women found off-campus living as unaffecting their dating habits. This was an interesting finding in view of a regulation by the Women Students Association which prohibited male visitors in any type of off-campus residence for women.

Reported advantages of living off-campus surpassed disadvantages by a ratio of four to one. The primary reasons seemed to concern a more comfortable, homelike, and less pressurized environment than is generally associated with campus residence halls. The following replies may give more depth to these findings.

> For the first time in college I am able to relax.
>
> Dormitories are a straining experience.
>
> Nice to be able to walk away from the campus and come home.
>
> Individualism.
>
> Makes me feel more independent because of the many responsibilities entrusted to me.
>
> Freedom of control gives me a chance to plan and regulate for myself.

> Having more time for everything--more done in less time. (74, pp. 34, 35).

In summary of her study, Neal reports the following:

> There is little doubt that many undergraduate women 'flee for refuge' to off-campus residence in order to relieve the pressures of campus community living and to establish a degree of autonomy. It is also for consideration that a university 'plant,' constructed to provide for a maximum population at a minimum cost, cannot, for many undergraduates, supply to sufficient degree a much needed sense of identity. To these students off-campus residence with its personally controlled climate may provide an important haven. (74, p. 35).

Another study relating to off-campus living was conducted by Prusok (85) during the 1959-60 school year at the State University of Iowa. The purpose of the study was an attempt to define some of the characteristics of the off-campus resident students at the State University of Iowa with a view toward determining the impact of student personnel services upon this segment of the student population.

Information was gathered by using a questionnaire. This questionnaire was sent to all single freshmen men (N = 201) and all single, undergraduate women living in off-campus housing (N = 329) in the fall of 1959. Freshmen men only were included in an attempt to discern some of the characteristics and attitudes of these students before their exposure to other types of residences at the University and the activities connected with them. The questionnaire covered the areas of respondent's age, size of high school, activities of high school, number of roommates, size of house, sources for obtaining rooms, reasons for living off-campus, monthly rental cost, weekly food cost, employment, relationship with

landlord, satisfaction with living situation, problem areas experienced by the respondent, source of assistance used to solve problems, recreational and social activities, interest and participation in extracurricular organizations, and a question regarding the respondent's over-all impression of the University.

The results of this instrument showed a mean age of 20.03 for males and 19.99 for females. The size of high schools ranged from 40-5500. A category of "other sports," football and clubs were the highest ranking activities for males, while clubs, music and publications ranked highest for females. Men seemed to prefer single rooms while women preferred living in double rooms. The typical rooming house accommodated four or more students. Major sources used in locating accommodations for men and women were the off-campus housing office and student friends. Prusok found, however, as did Neal (74), that the best rooms were usually found by consulting another student. All undergraduate single students under 23 years of age were required to live in approved housing. No mention was made anywhere in the study as to how approval was gained by a landlord.

The major reasons, by rank, for selecting a residence off-campus for both men and women were: "did not select dormitories, financial, and like the independence." Reasons by rank for nonselection of dormitories for both men and women were: "too expensive, too noisy, too regimented." Prusok further notes:

> . . . finances take a primary place among the reasons for selection of off-campus housing. They are of second rank in the checklist, but the first reason, 'non-selection of dormitories,' has as its first rank, 'too expensive;' therefore, the primacy of the financial seems certain. (85, p. 4).

The average rental rate paid by male students was $26.88 per month with an average food cost of $9.54 per week. It was impossible to compute accurate figures for females as many of them lived either at home or had cooking privileges in addition to their room. Both groups were impressed with their landlords. Prusok noted that several comments such as "more like home," "good study condition," "clean and comfortable," and "have privacy" were reported by respondents.

Major problem areas reported by males were in the areas of course work, choice of major field and finances; women reported course work and choice of major field, personal problems, and vocational problems to be their main areas of concern. Women were found to be more apt to seek help than were men. Men consulted student friends most often, while women sought the assistance of faculty advisers. Prusok noted that the Counseling Service, Liberal Arts Advisory Office and Office of Student Affairs were among the least utilized sources of assistance. He further stated:

> The high status occupied by the faculty and the peer group would seem to have implications for use of these groups in the personnel program. The fact that off-campus students do not make wide use of personnel services in seeking assistance with problems indicates that they are either unaware of the existence of such services or the services are not viewed in the same light by students as they are by personnel workers. In either case some method of correctly informing these students about personnel services is essential. (85, p. 6).

In the area of recreational and social activities, the three highest ranking types for males were those of Student Union, Town Facilities and Field House activities. Women reported church groups, student union and sororities respectively as being accorded the highest ranking. Prusok further noted that of all types of activities and facilities reported, most were of an "anonymous" nature. The students did not require belonging to a group or organization (with the exception of church groups, fraternities and sororities).

In concluding his study, Prusok noted that it appears that the off-campus student is a somewhat marginal member of the University community. He further noted that the typical student personnel program does not reach the off-campus student as it does the on-campus student for several reasons.

1. . . . there is a great communication barrier between the off-campus student and the institution.

2. . . . the off-campus student does not seem responsive to structured experiences of a sort that are embodied in the student activities portion of a typical student personnel program.

3. Finally, this lack of response to structured situations would lead to speculations about his needs for greater independence than the typical fraternity or dormitory resident . . . it certainly seems safe to assume that he has problems of adjustment to the educational experience and to the college community that are common with other segments of the student population. (85, p. 8).

To correct this existing situation, Prusok gives the following recommendation which should be of prime interest to every individual associated with a student personnel program at any institution of higher education:

> The rather strong influence of the peer group as a source of help with problems suggests the employment of a type of student advisor system in off-campus housing similar to that commonly employed in residence halls. The responsibilities of such advisors could include regular, informal contacts with students in separate rooming houses in the adviser's general geographic area. The ties of the adviser with the administration would necessarily be somewhat looser than in the residence hall situation. His duties could consist of superficial counseling and referral since functions of enforcing university regulations might rest with the individual householder.
>
> The high status of faculty members in providing assistance for student problems makes them another important source of contact with off-campus students. The problem of developing this avenue of contact would be much the same as the location, selection, and training of faculty advisers in the large university. (85, p. 9).

Mueller (71) supports the three previously mentioned studies by noting that the off-campus student generally belongs to one of five general categories:

1. Graduate students and older undergraduates.
2. Students on limited budgets who wish to avoid residence hall life.
3. Self-supporting students who have work hours that make it impossible for them to live on or near the campus.
4. Students with unusual curricular requirements who cannot accommodate themselves to routines.
5. Students who wish to avoid the restriction and supervision of college housing. (28, p. 195-196).

According to Alfert (1, p. 93), these off-campus students seem to reach out for different experiences and stimulation. They desire independent adult lives. They constitute a challenge to a university to involve them in academic pursuits toward an undergraduate degree while giving them enough

freedom for adult responsible functioning in areas not immediately connected with classroom performance.

Summary

Most recent and current research studies of university living environments have not focused on the off-campus environment. The studies available have mainly concerned themselves with various aspects of on-campus residence halls. Research cited in this chapter has dealt primarily with freshmen men; no studies have been concerned with the upper class male student, nor have any studies addressed themselves to the measurement and comparisons of student perceptions of off-campus living.

Chapter III, Method and Procedure, contains a discussion of the study, a description of the instruments and statistical procedures used in analyzing the data and a discussion of the population, the method of selection and a description of the population, and terms and concepts associated with this investigation. The procedures used in this chapter will be unique because the review of the literature revealed no other study concerning student perceptions of off-campus living.

CHAPTER III

METHOD AND PROCEDURE

Statement of the Problem

This investigation attempts to determine perceptual differences of off-campus living among and between groups of sophomores, junior and senior male migrants and non-migrant residents continuously enrolled at Oklahoma State University during the 1966-1967 and 1967-1968 school years. Also investigated were personality variables which may be related to differential perceptions of off-campus living.

Specifically, this study is concerned with the differential perceptions and personality variables which may be related to differential perceptions of (1) non-migrants--off-campus, (2) non-migrants--residence halls, and (3) migrants. The non-migrants, off-campus group was composed of students who continuously lived off-campus during the school years 1966-1968; the non-migrants, residence halls group included only students who continuously lived in residence halls during the school years 1966-1968; the migrants are defined as those students who lived in residence halls during the 1966-1967 school year, but who exercised their option of free selection of housing by moving to off-campus living quarters during the 1967-1968 school year. Students who

migrate from off-campus housing to campus housing were not included in this study due to the fact that the group is relatively small.

Introduction

This chapter will discuss the method of measurement of perceptual differences and personality variables which may be related to differential perceptions of students residing in three different living areas as stated in Chapter I. Additionally, this chapter will discuss the procedure used to select participants for this investigation from each area--non-migrants residing off-campus, non-migrants residing in residence halls, and those classified as migrants who chose to reside off-campus after residing in residence halls.

Design of the Study

Each spring, the residents living in single student housing for men at Oklahoma State University exercise their preference for priority assignment to the residence halls for the next academic year. Many students, however, exercise their option of free selection of housing by returning the priority card without listing a preference for any residence hall, stating that if they return, they will reside elsewhere, either in a fraternity house or in living quarters off-campus. This study concerns three groups: those who chose to migrate from residence halls, establishing themselves as off-campus residents during the academic year 1967-1968, those who did

not migrate from residence halls (non-migrants, residence halls), and those who continued to reside off-campus (non-migrants, off-campus).

To measure student perceptions of off-campus living, the researcher asked each group to respond to a selected list of bi-polar adjective scales of a semantic differential (hereafter referred to as SD, see Appendix C) for the selected concept (off-campus living). The SD is a method of observing and measuring the psychological meaning of things, usually concepts. This instrument was constructed to record from each sample population their perception of the concept. Responses were interpreted as being indicative of the atmosphere, climate, or environment of the concept as perceived by the responder.

To determine whether possible personality variables were operant in the selection of off-campus living, the researcher asked each group to respond to the items of the Edwards Personal Preference Schedule (hereafter abbreviated as EPPS). Designed primarily as an instrument for research and counseling purposes, the EPPS attempts to assess "the strength of various needs or motives in the life economy of the individual." (113).

Statement of Hypotheses

To carry out the objectives of this investigation, five general null hypotheses have been formulated to test the mean response scale score differences on 25 bi-polar adjective

scales of the SD and the 15 personality variables of the EPPS between and among migrant and non-migrant groups. These hypotheses are stated below:

(1) There will be no significant differences (.05 level) among the migrant groups pre-test responses and the responses of the non-migrant off-campus group and the non-migrant residence hall group, in relation to the stimulus "off-campus living," on each of the 25 semantic differential scales.

(2) There will be no significant difference (.05 level) between the non-migrant off-campus group test responses and the non-migrant residence hall group test responses, in relation to the stimulus "off-campus living," on each of the 25 semantic differential scales.

(3) There will be no significant difference (.05 level) among the migrant group's post-test responses and the responses of the non-migrant off-campus group and the non-migrant residence hall group, in relation to the stimulus "off-campus living," on each of the 25 semantic differential scales.

(4) There will be no significant difference (.05 level) between the migrant group's pre-test and post-test responses in relation to the stimulus "off-campus living," on each of the 25 semantic differential scales.

(5) There will be no significant difference (.05 level) among the migrant group responses and responses of the non-migrant off-campus and non-migrant residence hall groups in relation to the Edwards Personal Preference Schedule test scores.

The Instruments

Semantic Differential

Osgood (78) developed the SD to measure the connotative meaning of concepts as points in what he has referred to as "semantic space." Each scale consists of a bi-polar adjective pair, selected from a large number of such scales for a single research design, together with concepts to be rated with the scales.

The SD used in this investigation was prepared in accord with procedures indicated by Osgood, Suci, and Tannenbaum (78). The ordering of scales for this investigation was formulated in a random manner. This SD consists of one concept, off-campus living, which is rated on 25 bi-polar scales. Intensity of rating is designated on a seven-point scale by position of the subject's check mark. Four is indicative of a neutral position with regard to either adjective.

Kerlinger (60) has made the following observation in his review of the SD:

> The scales, or bi-polar adjectives, are seven point (usually) rating scales, the underlying nature of which has been determined empirically. That is each scale measures one, sometimes two, of the

basic dimensions or factors that Osgood and his colleagues have found to be behind the scales: Evaluative, Potency, Activity. (60, p. 567).

The SD can be applied to a variety of research problems. It has been shown to be sufficiently reliable and valid for many research purposes. It is also flexible and relatively easy to adapt to varying research demands, quick and economical to administer and to score. The main problems are to select appropriate and relevant concepts or other cognitive objects to be judged in appropriate and relevant analysis. In both cases the researcher is faced with a plethora of possibilities. Selection and choice, as usual, are determined by the nature of the problems explored and the hypotheses tested. We have here (SD) a useful and perhaps sensitive tool to help in the exploration of an extremely important area of psychological and educational concern: connotative meaning. (60, p. 578-580).

The summary of a review of the SD by Endler (40) is quoted below:

The Semantic Differential technique employs a multidimensional approach and is considered to be relatively free of response biases. Furthermore, previous factor analytic studies of the Semantic Differential have yielded relatively pure factors of the constant of meaning. (14, p. 107).

The Handbook of Research on Teaching, edited by N. L. Gage, gives the following review of the SD by Remmers:

In summary, the semantic differential, in the light of the rigorous and extensive experimentation that it has undergone so far, appears to be a widely useful research instrument. Of course, it needs further experimental evaluation, research, and development as its originator emphatically states (Osgood, Suci, and Tannenbaum, 1957). Its most obvious shortcoming for the naive rater is its apparent lack of 'face validity.' That one can obtain a valid diagnosis of a multiple personality (Osgood and Luria, 1954), against the criterion of a detailed clinical psychiatric diagnosis will possibly impress the unsophisticated observer as bizarre and leave him somewhat skeptical as to the 'psychological sense' of such findings. One who accepts the logic of measurement and of factor analysis will be impressed with the convenience, power and flexibility of the device. (45, p. 362).

Edwards Personal Preference Scale

According to reviews (18, 19, 113), the EPPS is one of the leading instruments measuring personality and needs. The items in the EPPS are presented to the individual in pairs, each need being paired twice with each of the 14 others (210 total). Thorndyke and Hagen give this additional information:

> Edwards made a systematic attempt to equate the statements in a given pair for social desirability, so that individuals would respond as they really felt, and not in terms of what is the approved or accepted thing to say. This was one way of trying to free scores of the element of defensiveness or 'faked good' that has been a problem in many of the inventories that have been developed over the years.
>
> The distinctive features of the EPPS are, then: 1. The 'forced choice' pattern, which means that each respondent must make the same number of choices and the same number of rejections. Thus no profile can be high on all scales, and each profile must have about the same number of highs and lows. Everyone is brought to the same general base line. 2. Equating 'social desirability' so that any pressure or incentive to distort responses or 'fake good' is held to a minimum. (113, p. 341).

Statistical Design of the Study

The SD bi-polar adjective scale scores represent the assigned ranks, number 1 through 7, respectively, with 4 being the median on the scale, or the neutral position. According to Siegal (99), a non-parametric statistic is the only type permitted for a rank order ordinal level of measurement such as this. Of the total sample of scores, two main sources of variance for this technique were used: subject groups and scales.

The scores obtained on the SD were analyzed for differences among subject groups (migrants; non-migrants off-campus; and non-migrants residence halls) for the concept (off-campus living), and between scales (25 bi-polar adjective scales).

The Kruskal-Wallis One-Way Analysis of Variance was used to test for significance as to whether or not the three independent samples were from different populations. The question was whether the differences among the samples signified genuine population differences or whether they represented mere chance variations. The Kruskal-Wallis technique was used to test the null hypotheses that the samples come from the same population or from identical populations with respect to averages (99).

If the null hypothesis is rejected due to a Kruskal-Wallis H factor which is significant at the .05 level, thus indicating the existence of a significant difference among the population samples, the Mann-Whitney U test is one non-parametric test which may be employed to determine where these differences among populations occur. According to Siegal: ". . . the Whitney extension to the Mann-Whitney test (Whitney, 1951) is a significant test for three samples." (99, p. 194.

Therefore, the Mann-Whitney U test has been chosen in this study to determine whether three independent groups have been drawn from the same population, and is utilized on scales where the Kruskal-Wallis H factor is significant at

the .05 level. Siegal (99) further suggests this technique is one of the most powerful of the non-parametric tests. The Mann-Whitney U test is utilized as an alternative to the parametric t-test when t-test's assumptions cannot be met and the measurement is weaker than interval scaling.

The scores obtained on the EPPS are analyzed by using the Analysis of Variance. F tests are tabulated on each scale. When a scale has a significant F value, a t-test is computed for further analysis.

Sample and Population

The participants in this study were limited to the following groups of students: non-migrants, off-campus--those students who lived in off-campus housing during the 1966-1967 school year and continued to live off-campus during the 1967-1968 school year; migrants--those students who lived in a residence hall during the 1966-1967 school year but migrated to an off-campus residence for the 1967-1968 school year; non-migrants, residence halls--those students who lived in residence halls during the 1966-1967 school year and continued to live in residence halls during the 1967-1968 school year. The following exceptions were excluded from the population and sample: students living at home in Stillwater, international (foreign) students, students classified as special or graduate students, married students, and students who lived in fraternities.

Method of Selection

Each subject initially selected for the study was sent a letter which gave the purpose of the study and suggested three testing dates; the subject was to choose one of the dates and report his choice to the Student Affairs receptionist in the Oklahoma State University Student Union Building, third floor. For those students with conflicts on all three dates, special testing dates were arranged in conjunction with the Oklahoma State University Testing Bureau. Data gathering was done during October of the fall semester 1967 for both non-migrant groups. Migrant group pre-test data was gathered in October; post-test data was gathered during April of the spring semester.

For the migrant group a sample of 150 was selected at random out of a possible 474 who were eligible according to single student housing reports. The sampling procedure was to number the men in each alphabetized residence hall list. The proposed number of men was then selected through the use of a table of random numbers. Out of 150 eligible subjects invited to participate, 102 subjects were tested. Two subjects were found to be ineligible since they stated on the questionnaire that they were married. Out of the 150 invited to participate for the non-migrants off-campus group, 90 reported and were tested. Selection of the 150 subjects was made through the use of a table of random numbers from a complete, alphabetized list of all students in this group who lived off-campus during the 1966-1967 school year. The same

random sample procedure was utilized in selecting the non-migrant residence hall group. Out of the 150 invited to participate, 100 students responded and were tested. These subjects had been chosen from an alphabetized list of all students residing in the residence halls as furnished by the Single Student Housing Office at Oklahoma State University.

All three groups were tested on the instrument describing the concept (off-campus living) and the instrument used to determine possible personality variables operant on perception of the concept. All subjects who changed living groups, were married, or joined a fraternity during the interim period of pre-test and post-test were excluded. The researcher and two assistants were responsible for administering the three major testing sessions.

Description of the Population

In order to gain information regarding the population, a data questionnaire was given to each subject of each group at the time of testing. Primary objectives operant in the development of the questionnaire were: (1) reasons for moving off-campus, (2) a check as to the eligibility of each selected subject for the study, and (3) to get a description of populations in terms of classification in college, college and major in which they were enrolled and means of financing their education (See Appendix A). Items reported by each respondent included age, academic college, means of financing his education, sources used to locate off-campus accommodations, and reasons for non-selection of residence halls.

Tables I, II, and III show the findings of the data questionnaire as relates to a description of the population.

TABLE I

COMPARISON OF MEAN AGE OF MIGRANTS, NON-MIGRANTS OFF-CAMPUS, AND NON-MIGRANTS RESIDENCE HALLS

	Migrants			Non-migrants off-campus			Non-migrant residence halls		
	N	Mean Age	%	N	Mean Age	%	N	Mean Age	%
Total	100	20.28	100.0	90	20.47	100.0	100	20.06	100.0
Seniors	31	21.09	31.0	30	21.44	33.3	30	20.80	30.0
Juniors	32	20.30	32.0	30	20.21	33.3	35	20.40	35.0
Sophomores	37	19.56	37.0	30	19.35	33.3	35	19.00	35.0

Table I, Comparison of Mean Age of Migrants, Non-Migrants Off Campus, and Non-Migrants Residence Halls

The results of this table show that the non-migrants, off-campus group were the oldest, having a mean age of 20.47. Non-migrant off-campus seniors had a mean age of 21.44, which was the highest among the three groups. Non-migrant residence hall juniors had the highest mean age of all juniors, 20.40, while migrant sophomores had a mean age of 19.56, which ranked the highest among the sophomores of the migrant, non-migrant off-campus and non-migrant residence hall groups.

An examination of data for all groups shows a closeness in mean ages. With the exception of the junior category,

TABLE II

DESCRIPTION OF SAMPLE BY ACADEMIC COLLEGE OF MIGRANTS, NON-MIGRANTS OFF-CAMPUS, AND NON-MIGRANTS RESIDENCE HALLS

	Migrants		Non-migrants off-campus		Non-migrants residence halls		Total	
	N	%	N	%	N	%	N	%
Total								
Agriculture	14	14.0	19	21.1	13	13.0	46	15.9
Arts and Sciences	27	27.0	20	22.2	34	34.0	81	27.9
Business	22	22.0	21	23.3	17	17.0	60	20.7
Education	7	7.0	4	4.4	5	5.0	16	5.5
Engineering	25	25.0	21	23.3	26	26.0	72	24.8
Home Economics	4	4.0	5	5.5	5	5.0	14	4.8
Veterinary Medicine	1	1.0	0	0.0	0	0.0	1	0.4
T o t a l	100		90		100		290	
Seniors								
Agriculture	5	16.1	6	20.0	3	10.0	14	15.4
Arts and Sciences	9	29.0	7	23.3	15	50.0	31	34.0
Business	5	16.1	7	23.3	2	6.7	14	15.4
Education	3	9.7	2	6.7	3	10.0	8	8.8
Engineering	5	16.1	7	23.3	5	16.7	17	18.7
Home Economics	3	9.7	1	3.3	2	6.7	6	6.6
Veterinary Medicine	1	3.2	0	0.0	0	0.0	1	1.1
T o t a l	31		30		30		91	
Juniors								
Agriculture	7	21.9	5	16.7	4	11.4	16	16.5
Arts and Sciences	6	18.8	6	20.0	7	20.0	19	18.6
Business	10	31.3	8	26.7	8	22.6	26	26.8
Education	1	3.1	1	3.3	2	5.7	4	4.1
Engineering	7	21.9	7	23.3	12	34.3	26	26.8
Home Economics	1	3.1	3	10.0	2	5.7	6	6.2
Veterinary Medicine	0	0.0	0	0.0	0	0.0	0	0.0
T o t a l	32		30		35		97	
Sophomores								
Agriculture	2	5.4	8	26.7	6	17.1	16	15.7
Arts and Sciences	12	32.4	7	23.3	12	34.3	31	30.0
Business	7	18.9	6	20.0	7	20.0	20	19.6
Education	3	8.1	1	3.3	0	0.0	4	4.0
Engineering	13	35.1	7	23.3	9	25.7	29	28.4
Home Economics	0	0.0	1	3.3	1	2.6	2	2.0
Veterinary Medicine	0	0.0	0	0.0	1	2.6	1	1.0
T o t a l	37		30		35		102	

TABLE III

COMPARISON BY FINANCES OF MIGRANTS, NON-MIGRANTS OFF-CAMPUS, AND NON-MIGRANTS RESIDENCE HALLS

	Migrants		Non-migrants off-campus		Non-migrants residence halls		Total	
	N	%	N	%	N	%	N	%
Total	Group	N=100	Group	N=90	Group	N=100	Total	N=290
Parents	65	65	48	53	63	63	176	61
Self	72	72	68	76	73	73	213	73
Loan	23	23	14	16	18	18	55	19
Scholarship	8	8	7	8	13	13	28	9
Other	6	6	4	4	3	3	13	4
Personal Job	41	41	32	36	42	42	115	39
Total Responses	215		173		212		600	
Seniors	Group	N=31	Group	N=30	Group	N=30	Total	N=91
Parents	19	61	15	50	16	63	50	55
Self	23	74	25	83	21	70	69	76
Loan	12	39	4	13	6	20	22	24
Scholarship	3	10	2	7	3	10	8	9
Other	1	3	3	10	3	10	7	8
Personal Job	16	53	13	43	13	43	42	47
Total Responses	74		62		62		198	
Juniors	Group	N=32	Group	N=30	Group	N=35	Total	N=97
Parents	22	69	17	57	19	54	58	60
Self	27	84	21	70	29	83	77	79
Loan	5	16	5	17	9	25	19	20
Scholarship	1	3	1	3	7	20	9	9
Other	0	0	1	3	0	0	1	1
Personal Job	12	38	8	27	14	40	34	35
Total Responses	67		53		78		198	
Sophomores	Group	N=37	Group	N=30	Group	N=35	Total	N=102
Parents	24	64	16	53	27	77	67	66
Self	22	59	22	73	23	65	67	66
Loan	6	16	5	17	3	8	14	14
Scholarship	4	11	4	13	3	8	11	12
Other	5	14	0	0	0	0	5	5
Personal Job	13	35	8	27	15	43	36	35
Total Responses	74		55		71		200	

non-migrant residence hall subjects were the youngest respondents in the various comparisons.

Table II, Description of Sample by Academic College of Migrants, Non-Migrants Off-Campus, and Non-Migrants, Residence Halls

Description of sample of all academic colleges by class shows a senior total of 91, junior total of 97, and sophomore total of 102. This distribution shows a close range by classes considering that random sampling was used as a means of selection.

By group total percentage, the College of Arts and Sciences ranked highest. Percentage response by classes shows that Arts and Sciences seniors had the greatest percentage; Business and Engineering juniors were tied for the greatest percentage; and Arts and Sciences sophomores had the highest percentage among that group.

Table III, Comparison of Finances of Migrants, Non-Migrants Off-Campus and Non-Migrants Residence Halls

Many students indicated more than one means of finance; therefore, percentages shown in this table reflect combinations of means of finance.

The results of this table show that for the total group personal financing (self, 73%) and financing by parents (61%) are the two most significant sources. These two means of financing were also high for the class groups as shown for sophomores (self, 66%; parents, 66%), juniors (self, 79%; parents, 60%), and Seniors (self, 76%; parents, 55%). The

data suggest that from the sophomore to the senior year, students become progressively more self supporting.

Relevance of the Data Questionnaire

An additional objective of the data questionnaire was to gain more information concerning the total sample of the study. Information revealed by a questionnaire can lead to additional questions relating to the study. The mean age of each group is important to this investigation because differences in perceptions may be affected by a wide age range among groups.

Definition of Terms and Concepts

Certain terms and concepts have been used throughout this dissertation which require specific definition. These are listed as follows:

(1) Concept - refers to the stimuli rated by each of the three respondent groups on the twenty-five bipolar adjectives of the semantic differential. In this study, the concept rated was off-campus living.

(2) Off-campus housing - refers to all residences away from the immediate campus proper--apartments, rooming houses, and houses with bedroom space available within the city of Stillwater for rent to single undergraduate men at Oklahoma State University.

(3) Sub-group - a subordinate group, usually of individuals sharing some common differential quality.

(4) Migrants - refers to those students who lived in residence halls at Oklahoma State University during the 1966-1967 school year but migrated to an off-campus residence for the 1967-1968 school year.

(5) Non-migrants, off-campus - refers to those students who lived continuously in off-campus housing at Oklahoma State University during the 1966-1967 and 1967-1968 school years.

(6) Non-migrants, residence halls - refers to those students who lived continuously in residence halls on the Oklahoma State University campus during the 1966-1967 and 1967-1968 school years.

(7) Perceptions - refers to the responses given by each of the three respondent groups to the specific concept "off-campus living" on the 7 point bi-polar adjective scales of the semantic differential.

(8) Scale - refers to each of the twenty-five different bi-polar adjective pairs comprising the semantic differential used for this study.

Limitations of the Study

Limitations of this study were as follows:

1. All groups were not contacted relative to participating in the study until the fifth week of the fall semester, due to verification of each student's enrollment and place of residence. This delay possibly led to an early establishment of feelings

about off-campus living by subjects of the migrant group prior to the first testing.

2. All findings of this study are indicative only of the designated population at Oklahoma State University, and generalization of these findings to other groups is not justified.

Chapter IV will be concerned with an analysis of data as revealed by the two instruments, the SD and the EPPS, and an analysis of two questions from the data questionnaire, sources used in locating off-campus accommodations and reasons for the non-selection of residence halls.

CHAPTER IV

ANALYSIS OF DATA

Introduction

Statistical analysis of the data collected concerning differential perceptions of off-campus living and possible personality variables operant in the selection of off-campus housing are reported within this chapter. Also included in this chapter are two items from the data questionnaire as relates to the migrants group. These are sources used in locating off-campus accommodations, and reasons for non-selection of dormitories. The sample population of the migrants group pre-test participants numbered 100, 94 of whom yielded valid responses on the SD pre-test and the EPPS. The migrants group post-test participants who reported and yielded valid responses on the SD post-test were 63 in number. The non-migrants off-campus group numbered 90 and yielded 90 valid responses to the SD and the EPPS, while the non-migrants residence halls group numbered 100 and yielded 97 valid responses on the SD and the EPPS.

Analysis of the Semantic Differential

Four of the five general hypotheses concern migrants group pre-test and post-test responses and the responses of

the non-migrants off-campus and non-migrants residence halls participants on the SD. These hypotheses are stated on page 48 of Chapter III.

Since the Kruskal-Wallis One Way Analysis of Variance test reveals there are differences among the groups which were statistically significant equal to and in excess of the probability level of .05 stated in Chapter III, the Mann-Whitney U test was applied to the data to determine the location of differences among and between groups for each of the hypotheses related to the SD scores.

Hypotheses one states that there will be no significant difference (.05 level) among the migrants off-campus group and the non-migrants residence halls group, in relation to the stimulus "off-campus living," on each of the 25 SD scales. The SD migrants pre-test scores, non-migrants off-campus and non-migrants residence halls scores are presented in Table IV.

In consideration of Mann-Whitney U test z scores of Table IV between the migrants pre-test scores and the non-migrants off-campus scores, no z score was observed as significant at the .05 level of confidence. Scales with the smallest z scores were lenient-severe (-0.17), virtuous-sinful (0.24), fast-slow (o.25), loud-soft (0.34), and prohibitive-permissive (-0.37). Scales with the greatest z scores, though not significant, were dirty-clean (-1.84), progressive-regressive (1.62), helpful-obstructive (1.51), colorful-colorless (1.45), and beautiful-ugly (1.42).

TABLE IV

RELATIONSHIP OF MIGRANT GROUP PRE-TEST SCORES TO NON-MIGRANT OFF-CAMPUS AND NON-MIGRANT RESIDENCE HALL GROUP SCORES ON EACH OF THE SD SCALES

Mean Ranks Are Group Means on a 7-Point Scale

(z Scores Are Mann-Whitney U Test Scores)

SD Scales	1. Non-Migrant Off-Campus		2. Non-Migrant Residence Hall		3. Migrant Pre-Test
	z_{13}	mean rank	z_{23}	mean rank	mean rank
1. Positive-Negative	0.48^{ns}	1.99	6.16^{***}	3.12	1.96
2. Unimportant-Important	0.77^{ns}	5.56	-4.54^{***}	4.30	5.46
3. Progressive-Regressive	1.62^{ns}	2.54	4.98^{***}	3.13	2.33
4. Unfriendly-Friendly	-1.16^{ns}	5.26	-0.04^{***}	4.45	5.19
5. Sociable-Unsociable	1.02^{ns}	2.77	3.03^{**}	3.19	2.68
6. Dark-Bright	-0.51^{ns}	5.31	-4.93^{***}	4.29	5.23
7. Beautiful-Ugly	1.42^{ns}	2.76	5.62^{***}	3.90	2.70
8. Dirty-Clean	-1.84^{ns}	5.20	-4.33^{***}	4.39	5.48
9. Exciting-Calming	0.94^{ns}	3.52	1.99^{*}	3.61	3.21
10. Changeable-Stable	-0.69^{ns}	3.20	-0.43^{ns}	3.18	3.34
11. Pleasant-Unpleasant	0.89^{ns}	1.90	6.48^{***}	2.91	1.83
12. Passive-Active	-1.29^{ns}	4.90	-3.91^{***}	4.31	4.86
13. Fast-Slow	0.25^{ns}	3.16	2.15^{*}	3.41	3.03
14. Prohibitive-Permissive	-0.37^{ns}	5.57	-2.19^{*}	5.49	5.94
15. Lenient-Severe	-0.17^{ns}	2.25	0.72^{ns}	2.36	2.16
16. Constricted-Spacious	1.21^{ns}	5.67	-3.72^{***}	4.62	5.33
17. Helpful-Obstructive	1.51^{ns}	2.40	5.23^{***}	3.36	2.28
18. Cheap-Expensive	-0.58^{ns}	2.90	2.69^{***}	3.84	3.11
19. Loud-Soft	0.34^{ns}	4.74	-2.44^{**}	4.24	4.74
20. Cheerful-Melancholy	1.05^{ns}	2.68	4.73^{***}	3.56	2.52
21. Inconvenient-Convenient	-1.36^{ns}	5.38	-7.61^{***}	3.26	5.55
22. Colorful-Colorless	1.45^{ns}	2.70	4.14^{***}	3.18	2.48
23. Boring-Interesting	-1.33^{ns}	5.40	-5.23^{***}	4.66	5.70
24. Virtuous-Sinful	0.24^{ns}	3.59	1.30^{ns}	3.64	3.51
25. Unorganized-Organized	-0.93^{ns}	4.90	-4.06^{***}	4.11	5.11

* Significant at the .05 level of confidence.
** Significant at the .01 level of confidence.
*** Significant at the .001 level of confidence.
ns Not significant.

Lower values indicate more positive perception on all odd numbered scales.
Higher values indicate more positive perception on all even numbered scales.

In consideration of Mann-Whitney U test z scores of Table IV between the migrants pre-test scores and the non-migrants residence halls scores, twenty-two of the twenty-five scale scores were observed to be significant at the .05 level of confidence or beyond. Scales which were observed to be not significant at the .05 level of confidence were changeable-stable, lenient-severe, and virtuous-sinful. Scales which were significant at the .05 level of confidence were fast-slow and prohibitive-permissive. Scales which were observed to have the greatest degree of significance (.001 level of confidence) and their z scores were inconvenient-convenient (-7.61), pleasant-unpleasant (6.48), positive-negative (6.16), and beautiful-ugly (5.62).

In comparison among all participants, the concept "off-campus living" was perceived by all participants more in the direction of the following adjectives: positive, progressive, sociable, beautiful, exciting, pleasant, fast, permissive, lenient, helpful, cheap, cheerful, colorful, and virtuous. A more nearly neutral, or middle position, was noted on the passive-active and loud-soft scale by all participants. One scale, changeable-stable, was viewed by all participants to be toward the more negative adjective, changeable.

From the Table IV data, this investigator observed migrants pre-test participants' perceptions, as indicated on the SD, to be more nearly like the non-migrants off-campus participants than the non-migrants residence halls

participants. This close relationship between perceptions of migrants and non-migrants off-campus may explain why migrants change living quarters.

Hypothesis two states that there will be no significant difference (.05 level) between the non-migrants off-campus group and the non-migrants residence halls group responses, in relation to the stimulus "off-campus living," on each of the 25 SD scales. The SD scores of the non-migrants off-campus group and the non-migrants residence halls group are presented in Table V.

In consideration of Mann-Whitney U test z scores of Table V between the non-migrants off-campus participants and the non-migrants residence halls participants, twenty of the twenty-five scale scores were observed to be significant at the .05 level of confidence or beyond. Scales which were observed to be not significant at the .05 level of confidence were exciting-calming, changeable-stable, prohibitive-permissive, lenient-severe, and virtuous-sinful. Scales which were significant at the .05 level of confidence were unfriendly-friendly, and fast-slow. Scales which were observed to have the greatest degree of significance (.001 level of confidence) and their z scores were inconvenient-convenient (-6.82), positive-negative (5.75), pleasant-unpleasant (5.60), unimportant-important (-4.96), and constricted-spacious (-4.92).

In comparison between non-migrants off-campus and non-migrants residence halls participants, the concept "off-campus

TABLE V

RELATIONSHIP BETWEEN NON-MIGRANT OFF-CAMPUS GROUP SCORES AND NON-MIGRANT RESIDENCE HALL GROUP SCORES AND MEAN RANK SCORES FOR THE TWO GROUPS ON EACH OF THE SD SCALES

Mean Ranks Are Group Means on a 7-Point Scale

(z Scores Are Mann-Whitney U Test Scores)

SD Scales	z	Non-Migrant Off-Campus mean rank	Non-Migrant Residence Hall mean rank
1. Positive-Negative	5.75***	1.99	3.12
2. Unimportant-Important	-4.96***	5.56	4.30
3. Progressive-Regressive	3.64***	2.54	3.13
4. Unfriendly-Friendly	-2.82***	5.26	4.45
5. Sociable-Unsociable	1.93*	2.77	3.19
6. Dark-Bright	-4.37***	5.31	4.29
7. Beautiful-Ugly	4.41***	2.76	3.90
8. Dirty-Clean	-2.65	5.20	4.39
9. Exciting-Calming	0.91ns	3.52	3.61
10. Changeable-Stable	0.41ns	3.20	3.18
11. Pleasant-Unpleasant	5.60***	1.90	2.91
12. Passive-Active	-2.53**	4.90	4.31
13. Fast-Slow	2.02*	3.16	3.41
14. Prohibitive-Permissive	-1.78ns	5.57	5.49
15. Lenient-Severe	0.85ns	2.25	2.36
16. Constricted-Spacious	-4.92***	5.67	4.62
17. Helpful-Obstructive	4.12***	2.40	3.36
18. Cheap-Expensive	3.79***	2.90	3.84
19. Loud-Soft	-2.73**	4.74	4.24
20. Cheerful-Melancholy	3.88***	2.68	3.56
21. Inconvenient-Convenient	-6.82***	5.38	3.26
22. Colorful-Colorless	2.67**	2.70	3.18
23. Boring-Interesting	-4.36***	5.40	4.66
24. Virtuous-Sinful	1.03ns	3.59	3.64
25. Unorganized-Organized	-3.37***	4.90	4.11

* Significant at the .05 level of confidence.
** Significant at the .01 level of confidence.
*** Significant at the .001 level of confidence.
ns Not significant.

Lower values indicate more positive perception on all odd numbered scales.
Higher values indicate more positive perception on all even numbered scales.

living" was perceived by both groups of participants more in the direction of the following adjectives: positive, progressive, sociable, beautiful, exciting, changeable, pleasant, fast, permissive, lenient, helpful, cheap, cheerful, colorful, and virtuous. A more nearly neutral, or middle position, was noted on the following scales: passive-active, loud-soft, and unorganized-organized. One scale, changeable-stable, was viewed by both groups of participants to be toward the more negative adjective, changeable.

Observance of the data of Table V indicates the non-migrants off-campus participants have perceptions of these SD scales which are significantly different on the majority of the scales when compared to the non-migrants residence halls participants. This perception was expected by this investigator. In the freedom of selection of housing policy at Oklahoma State University, both groups of participants continued to reside in the same type of living quarters for the 1967-1968 school year as they had had the previous year. An assumption which would follow is that both groups of participants perceived their environments as satisfying, and therefore had no desire to change. A wide variance in z scores and mean ranks was to be expected. Off-campus living and residence halls living emphasize different kinds of life styles which are unique.

A further conclusion, based on the data of Table V, relates to the fact that the non-migrants residence halls participants perceived a number of scales in the neutral, or

middle position. An explanation of this relates to the fact that members of this group had never had any experience with off-campus living. The non-migrants off-campus participants, by virtue of their experiences in living off-campus, would be expected to show a greater preference for one adjective.

Hypothesis three states that there will be no significant difference (.05 level) among the migrants group post-test responses and the responses of the non-migrants off-campus group and the non-migrants residence halls group, in relation to the stimulus "off-campus living," on each of the 25 SD scales. The migrants post-test group scores, non-migrants off-campus group and non-migrants residence halls group scores on the SD are presented in Table VI.

In consideration of Mann-Whitney U text z scores of Table VI between the migrants post-test scores and the non-migrants off-campus scores, one z scale score, constricted-spacious, was significant at the .05 level of confidence. All other z scale scores were not significant. Scales with the smallest z scores, though not significant, were lenient-severe (-0.04), colorful-colorless (-0.05), prohibitive-permissive (-0.09), positive-negative (-0.15), and passive-active (-0.15). Scales with the greatest z scores, though not significant, were pleasant-unpleasant (1.71), cheap-expensive (1.68), fast-slow (1.42) loud-soft (1.23), and progressive-regressive (-0.85).

In consideration of Mann-Whitney U test z scores of Table VI between the migrants post-test scores and the non-

TABLE VI

RELATIONSHIP BETWEEN POST-TEST SCORES FOR MIGRANT GROUP AND SCORES FOR NON-MIGRANT OFF-CAMPUS AND NON-MIGRANT RESIDENCE HALL GROUPS ON EACH OF THE SD SCALES

Mean Ranks Are Group Means on a 7-Point Scale

(z Scores Are Mann-Whitney U Test Scores)

SD Scales	1. Non-Migrant Off-Campus		2. Non-Migrant Residence Hall		3. Migrant Post-Test
	z_{13}	mean rank	z_{23}	mean rank	mean rank
1. Positive-Negative	-0.15^{ns}	1.99	-5.31^{***}	3.12	1.95
2. Unimportant-Important	-0.39^{ns}	5.56	4.18^{***}	4.30	5.56
3. Progressive-Regressive	-0.85^{ns}	2.54	-4.04^{***}	3.13	2.41
4. Unfriendly-Friendly	-0.69^{ns}	5.26	2.24^{*}	4.45	5.17
5. Sociable-Unsociable	0.22^{ns}	2.77	-1.65^{ns}	3.19	2.75
6. Dark-Bright	0.23^{ns}	5.31	4.33^{***}	4.29	5.33
7. Beautiful-Ugly	0.50^{ns}	2.76	-4.35^{***}	3.90	2.70
8. Dirty-Clean	-0.26^{ns}	5.20	2.33^{*}	4.39	5.06
9. Exciting-Calming	-0.16^{ns}	3.52	-1.02^{ns}	3.61	3.28
10. Changeable-Stable	0.74^{ns}	3.20	0.44^{ns}	3.18	2.06
11. Pleasant-Unpleasant	1.71^{ns}	1.90	-4.18^{***}	2.91	2.11
12. Passive-Active	-0.15^{ns}	4.90	2.52^{**}	4.31	4.90
13. Fast-Slow	1.42^{ns}	3.16	-0.54^{ns}	3.41	3.41
14. Prohibitive-Permissive	-0.09^{ns}	5.57	1.64^{ns}	5.49	6.01
15. Lenient-Severe	-0.04^{ns}	2.25	-0.84^{ns}	2.36	2.11
16. Constricted-Spacious	-2.20^{*}	5.67	2.89^{**}	4.62	5.41
17. Helpful-Obstructive	0.67^{ns}	2.40	-3.33^{***}	3.36	2.64
18. Cheap-Expensive	1.68^{ns}	2.90	-1.52^{ns}	3.84	3.30
19. Loud-Soft	-1.23^{ns}	4.74	1.23^{ns}	4.24	4.56
20. Cheerful-Melancholy	0.45^{ns}	2.68	-3.45^{***}	3.56	2.81
21. Inconvenient-Convenient	0.75^{ns}	5.38	5.66^{***}	3.26	5.21
22. Colorful-Colorless	0.05^{ns}	2.70	-2.64^{**}	3.18	2.67
23. Boring-Interesting	-0.41^{ns}	5.40	3.69^{***}	4.66	5.52
24. Virtuous-Sinful	-0.63^{ns}	3.59	-1.61^{ns}	3.64	3.69
25. Unorganized-Organized	-0.80^{ns}	4.90	2.93^{**}	4.11	4.64

* Significant at the .05 level of confidence.
** Significant at the .01 level of confidence.
*** Significant at the .001 level of confidence.
ns Not significant.

Lower values indicate more positive perception on all odd numbered scales.
Higher values indicate more positive perception on all even numbered scales.

migrants off-campus scores, one z scale score, constricted-spacious, was significant at the .05 level of confidence. All other z scale scores were not significant. Scales with the smallest z scores, though not significant, were lenient-severe (-0.04), colorful-colorless (-0.05), prohibitive-permissive (-0.09), positive-negative (-0.15), and passive-active (-0.15). Scales with the greatest z scores, though not significant, were pleasant-unpleasant (1.71), cheap-expensive (1.68), fast-slow (1.42), loud-soft (1.23), and progressive-regressive (-0.85).

In consideration of Mann-Whitney U test z scores of Table VI between the migrants post-test scores and the non-migrants residence halls scores, sixteen of the twenty-five scales were observed to be significant at the .05 level of confidence or beyond. Nine scale scores were found to be not significant. These were sociable-unsociable, exciting-calming, changeable-stable, fast-slow, prohibitive-permissive, lenient-severe, cheap-expensive, loud-soft, and virtuous-sinful. Scales which were significant at the .05 level of confidence were unfriendly-friendly, and dirty-clean. Scales which were observed to have the greatest degree of significance (.001 level of confidence) and their z scores were inconvenient-convenient (5.66), positive-negative (-5.31), beautiful-ugly (-4.35), dark-bright (4.33), unimportant-important (4.18), and pleasant-unpleasant (-4.18).

In comparison among all three groups of participants, the concept "off-campus living" was perceived by all groups

more in tne direction of the following adjectives: positive, progressive, sociable, beautiful, exciting, pleasant, fast, permissive, lenient, helpful, cheap, cheerful, colorful, and virtuous. A more nearly neutral, or middle position, was perceived on the passive-active, loud-soft, and unorganized-organized scales by all groups. One scale, changeable-stable, was viewed by all groups to be toward the more negative adjective, changeable.

From the Table VI data, this investigator concluded that the migrants post-test participants had perceptions concerning the concept "off-campus living" which were more closely related to those perceptions of the non-migrants off-campus participants than the non-migrants residence halls participants. The migrants post-test scores did move in the direction of the non-migrants residence halls scores, as noted by twenty-two significant differences of Table IV in comparison to the sixteen significant differences of Table VI. The non-migrants residence halls participants were more consistently closer to the neutral, or middle position, on the SD scales than were the migrants post-test participants or the non-migrants off-campus participants.

Hypothesis four states that there will be no significant difference (.05 level) between the migrants pre-test group and the migrants post-test group responses, in relation to the stimulus "off-campus living," on each of the 25 SD scales. The SD scores of the migrants pre-test group and the migrants post-test group are presented in Table VII.

TABLE VII

RELATIONSHIP BETWEEN MIGRANT GROUP PRE-TEST SCORES AND MIGRANT GROUP POST-TEST SCORES AND MEAN RANK SCORES FOR THE TWO GROUPS ON EACH OF THE SD SCALES

Mean Ranks Are Group Means on a 7-Point Scale

(z Scores Are Mann-Whitney U Test Scores)

SD Scales	z	Migrant Pre-Test mean rank	Migrant Post-Test mean rank
1. Positive-Negative	0.27^{ns}	1.96	1.95
2. Unimportant-Important	0.27^{ns}	5.46	5.56
3. Progressive-Regressive	0.65^{ns}	2.33	2.41
4. Unfriendly-Friendly	-1.88^{ns}	5.19	5.17
5. Sociable-Unsociable	1.24^{ns}	2.68	2.75
6. Dark-Bright	-0.21^{ns}	5.23	5.33
7. Beautiful-Ugly	0.76^{ns}	2.70	2.70
8. Dirty-Clean	-2.24^{*}	5.48	5.06
9. Exciting-Calming	0.86^{ns}	3.21	3.28
10. Changeable-Stable	0.02^{ns}	3.34	2.06
11. Pleasant-Unpleasant	2.58^{**}	1.83	2.11
12. Passive-Active	-1.38^{ns}	4.86	4.90
13. Fast-Slow	1.57^{ns}	3.03	3.41
14. Prohibitive-Permissive	-0.47^{ns}	5.94	6.01
15. Lenient-Severe	-0.19^{ns}	2.16	2.11
16. Constricted-Spacious	-0.99^{ns}	5.33	5.41
17. Helpful-Obstructive	2.09^{*}	2.28	2.64
18. Cheap-Expensive	0.87^{ns}	3.11	3.30
19. Loud-Soft	-0.91^{ns}	4.74	4.56
20. Cheerful-Melancholy	1.38^{ns}	2.52	2.81
21. Inconvenient-Convenient	-1.95^{*}	5.55	5.21
22. Colorful-Colorless	1.49^{ns}	2.48	2.67
23. Boring-Interesting	-1.63^{ns}	5.70	5.52
24. Virtuous-Sinful	-0.37^{ns}	3.51	3.69
25. Unorganized-Organized	-1.47^{ns}	5.11	4.64

* Significant at the .05 level of confidence.
** Significant at the .01 level of confidence.
ns Not Significant.

Lower values indicate more positive perception on all odd numbered scales.
Higher values indicate more positive perception on all even numbered scales.

In consideration of Mann-Whitney U test z scores on Table VII between the migrants pre-test data and the migrants post-test data, twenty-one of the twenty-five scale scores were observed to be not significant. Scales which were observed to be significant at the .05 level of confidence were dirty-clean, helpful-obstructive, and inconvenient-convenient. One scale, pleasant-unpleasant, was observed to be significant at the .01 level of confidence. Scales with the smallest z scores, though not significant, were changeable-stable (0.02), lenient-severe (0.19), dark-bright (0.21), positive-negative (0.27), and unimportant-important (0.27). Scales with the greatest z scores were pleasant-unpleasant (2.58), dirty-clean (2.24), helpful-obstructive (2.09), inconvenient-convenient (1.95), and unfriendly-friendly (1.88).

In comparison between both groups, the migrants post-test scores differed, after the experimental treatment of living off-campus, very slightly in perceptions of off-campus living from the migrants pre-test scores. When considering mean rank scores, changes were observed in intensity on only three of the twenty-five scales, and only one of these was significant at the .05 level of confidence or beyond.

An additional observation revealed that the migrants post-test participants viewed the unorganized-organized scale as neutral, or in middle position. This neutrality indicates, on the basis of the experimental treatment of residing off-campus, that organization is not an important issue in relation to the concept "off-campus living."

In conclusion, as indicated by Table VII, the migrants post-test participants, when compared with the migrants pre-test participants, experienced practically no change in perception as a result of being subjected to the experimental treatment of living off-campus. This lack of change supports an assumption that the migrants group can have valid perceptions of the concept "off-campus living" as measured by this SD (see Appendix C), without having actually resided in off-campus living quarters.

Closeness of SD Adjectives to the Concept "Off-Campus Living"

In consideration of closeness of SD adjectives to the concept "off-campus living," the migrants pre-test participants had two adjectives, indicated on the SD by ranks 1 and 7, which they perceived as being "very closely related" to the concept. These were positive and pleasant. Seven adjectives were perceived as being "closely related" to the concept. These were indicated on the SD by ranks of 2 and 6; they were progressive, sociable, beautiful, lenient, helpful, cheerful, and colorful. Fourteen adjectives receiving ranks of 3 and 5 were perceived as being "slightly related" to the concept. These were important, friendly, bright, clean, exciting, changeable, fast, permissive, spacious, cheap, convenient, interesting, virtuous, and organized. Those adjective scales which were perceived as being more nearly neutral, or in middle position, were passive-active, and loud-soft.

The non-migrants off-campus participants indicated on the SD that they perceived two adjectives as being "very closely related" to the concept. These were positive and pleasant. Eight adjectives were perceived as being "closely related" to the concept: progressive, sociable, beautiful, lenient, helpful, cheap, cheerful, and colorful. Twelve adjectives were perceived as being "slightly related" to the concept: important, friendly, bright, clean, exciting, changeable, fast, permissive, spacious, convenient, interesting, and virtuous. Those adjective scales which were perceived as being more nearly neutral, or in middle position, were passive-active, loud-soft, and organized-unorganized.

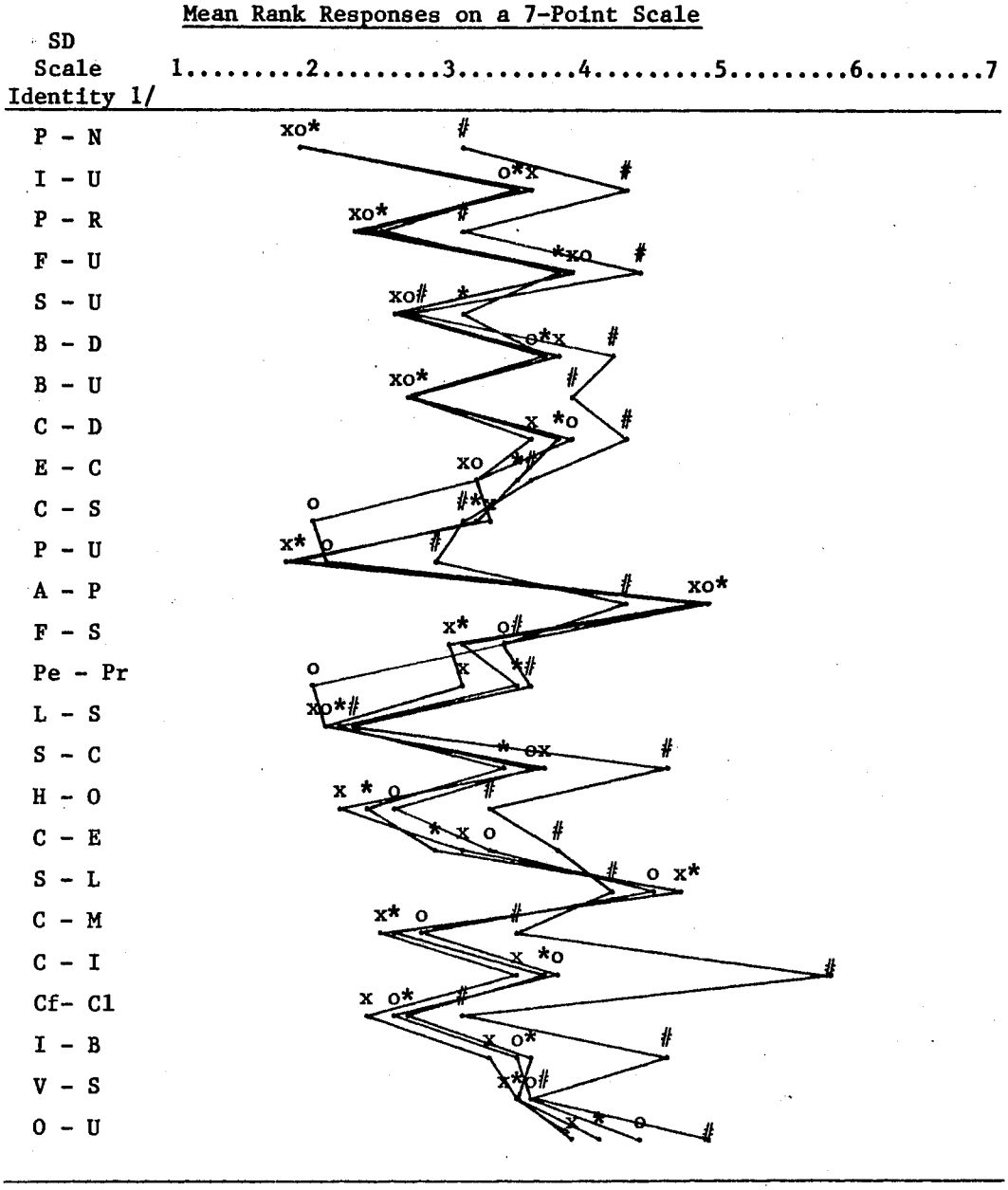
The non-migrants residence halls participants did not indicate on the SD that they perceived any adjectives as being "very closely related" to the concept. Two adjectives, pleasant and lenient, were perceived as being "closely related" to the concept. Fourteen adjectives were perceived as being "slightly related" to the concept: positive, progressive, sociable, beautiful, exciting, changeable, fast, permissive, helpful, cheap, cheerful, inconvenient, colorful, and virguous. Those adjective scales which were perceived as being more nearly neutral, or in middle position, were unimportant-important, unfriendly-friendly, dark-bright, dirty-clean, passive-active, constricted-spacious, loud-soft, boring-interesting, and unorganized-organized.

The migrants post-test participants indicated on the SD that they perceived one adjective, positive, as being "very

closely related" to the concept. Ten adjectives were perceived as being "closely realted" to the concept. These were progressive, sociable, beautiful, changeable, pleasant, permissive, lenient, helpful, cheerful, and colorful. Eleven adjectives were perceived as being "slightly related" to the concept. These were important, friendly, bright, clean, exciting, fast, spacious, cheap, convenient, interesting, and virtuous. Those adjective scales which were perceived as being more nearly neutral, or in middle position, were passive-active, loud-soft, and unorganized-organized.

Profile and Comparison Among Groups of Semantic Differential Mean Rank Responses

Figure 1 shows a profile and comparison of SD scores among the migrants pre-test and post-test, non-migrants off-campus, and non-migrants residence halls participants. Observation of this figure reveals that the migrants pre-test and post-test participants' scores are more consistently to the left of the graph, while the non-migrants residence halls participants' scores are more consistently to the right of the graph. The non-migrants off-campus participants' scores are more consistently to the left of the graph also, but they are nearer the neutral, or middle, position than are the scores of the migrants pre-test or post-test participants. The migrants pre-test and post-test participants and the non-migrants off-campus participants are observed to be more polarized in their perceptions of the adjective scales, while



1/ SD scale identities are listed in Appendix A; the polarity of some adjective pairs have been rearranged so the lower values always indicate the most positive response.

Figure 1. Responses of Four Groups to the Concept "Off-Campus Living"

the non-migrants residence halls participants are observed to be nearer the neutral, or middle, position, not favoring either adjective pair.

Analysis of the Edwards Personal Preference Schedule

This section of the chapter is concerned with a statistical analysis of the data collected relevant to possible personality variables operant in the selection of off-campus living. The Edwards Personal Preference Schedule (EPPS) was administered to determine if any of the fifteen personality variables measured by this instrument affected the perception of off-campus living of any of the three groups.

The hypothesis concerning this instrument is stated as follows: There will be no significant difference (.05 level) among the migrants group responses and the responses of non-migrants off-campus and non-migrants residence halls groups in relation to the Edwards Personal Preference Schedule test scores. The Analysis of Variance test was employed to test this hypothesis. These data are presented in Table VIII.

Findings of the Analysis of Variance Test

The findings revealed that the null hypothesis was accepted on all fifteen personality variables as measured by the EPPS. F tests were tabulated on each scale, and no scale had a significant F value at the designated level of significance.

TABLE VIII

DIFFERENCES AMONG MIGRANTS, NON-MIGRANTS OFF-CAMPUS AND NON-MIGRANTS RESIDENCE HALLS RESPONDING TO THE VARIABLES OF THE EDWARDS PERSONAL PREFERENCE SCHEDULE

Variable	Migrants			Non-Migrants Off-Campus			Non-Migrants Residence Halls			Mean Square		F
	df	N	Mean	df	N	Mean	df	N	Mean	Between	Within	
1. Achievement	90	91	15.03	88	89	14.15	95	96	15.12	25.87	14.20	1.82*
2. Deference	90	91	10.37	88	89	11.10	95	96	10.65	12.09	12.23	.98*
3. Order	90	91	9.25	87	88	9.76	95	96	9.73	7.53	19.10	.39*
4. Exhibition	90	91	14.50	87	88	14.68	95	96	14.84	2.67	12.49	.21*
5. Autonomy	90	91	15.32	88	89	14.62	95	96	14.18	30.86	17.60	1.75*
6. Affiliation	90	91	14.05	88	89	14.97	95	96	14.40	22.21	17.84	1.24*
7. Intraception	90	91	15.64	88	89	15.16	95	96	15.57	5.98	26.82	.22*
8. Succorance	90	91	11.70	88	89	11.40	95	96	10.89	15.63	23.06	.67*
9. Dominance	90	91	15.21	88	89	15.39	95	96	15.56	2.74	21.61	.12*
10. Abasement	90	91	14.97	88	89	14.70	95	96	14.86	1.65	24.32	.06*
11. Nurturance	90	91	14.00	88	89	13.92	95	96	14.11	0.87	23.84	.03*
12. Change	90	91	15.59	88	89	15.30	95	96	15.39	1.98	19.47	.10*
13. Endurance	90	91	13.09	88	89	13.23	95	96	13.86	15.67	21.89	.71*
14. Heterosexuality	90	91	18.40	88	89	17.61	94	95	17.08	41.02	29.44	1.39*
15. Aggression	90	91	13.07	88	89	13.26	95	96	13.65	8.16	18.29	.44*

* Not significant at the .05 level of confidence.

Although Table VIII reveals no variable having significance at the designated level of confidence, there were four variables which approached significance. These were Achievement, Autonomy, Affiliation, and Heterosexuality.

Achievement, as measured by the EPPS, reveals a manifest need to do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, etc. By mean score, the non-migrants residence halls participants had the highest mean, followed by the migrants group and the non-migrants off-campus group. As a general rule, those students who reside in residence halls are more active in student activities and student government. Leadership within student groups, as observed by this investigator, comes more from the residence halls student. This is one possible explanation for a higher mean score by the non-migrants residence halls participants, even though the score is not significant at the designated level of confidence.

Autonomy, as measured by the EPPS, reveals a manifest need for one to be independent of others in making decisions, to feel free to do what he wants, to avoid situations where he is expected to conform, etc. By mean score, the migrants participants had the highest mean, followed by the non-migrants off-campus participants and the non-migrants residence halls participants. The ranking of these participants in this order was expected by this investigator as a result of the findings of Dollar (32), Neal (74), and Prusok (85). Also, information given by the migrants participants on the

Data Questionnaire (Table X) would support such an expectation. The migrant wishes to arrange his own schedule and be "free" to come and go as he pleases. The non-migrants residence halls participants' ranking as the lowest of the three groups was expected. Residence halls living is more ordered and structured, and therefore, less autonomous. With the freedom of selection policy in men's housing at Oklahoma State University, a residence halls student desiring more autonomy could migrate off-campus prior to the beginning of a school year if he wished to do so.

Heterosexuality, as measured by the EPPS, reveals a manifest need to go out with members of the opposite sex, to engage in social activities with the opposite sex, to become sexually excited, etc. By mean score, the migrants participants had the highest mean, followed by the non-migrants off-campus and the non-migrants residence halls participants. Ranking of groups in this order was expected by this investigator. Despite the fact that many schools are now moving to more relaxed regulations regarding visitation privileges by members of the opposite sex, residence halls are still viewed by its occupants to be delimiting in terms of activities and interaction between males and females. The fact that off-campus living is not regulated in the same manner as residence halls and therefore is perceived as being a more permissive atmosphere by migrants, non-migrants off-campus and non-migrants residence halls (see Tables IV and VI) would support expectations of this investigator. However, off-

campus living is still perceived by all participants as being more virtuous than sinful (see Tables IV and VI).

Affiliation, as measured by the EPPS, reveals a manifest need to be loyal to friends, to participate in friendly groups, to form strong attachments, etc. By mean score, the non-migrants off-campus participants ranked highest, followed by the non-migrants residence halls and the migrants participants. Higher mean scores by the two non-migrants groups indicate that perhaps each group has a different conception of participation in friendly groups. The non-migrants residence halls participants perhaps see a larger group, such as a floor within a hall or even an entire residence hall as being a friendly group, while the non-migrants off-campus participants perhaps see a friendly group as being a smaller group, such as those sharing an apartment or several apartments within a small area. The need for affiliation, then, is manifest in different ways, depending upon the group.

Though not significant at the designated level of confidence, two other variables and mean scores were observed to be worthy of mention. The non-migrants off-campus participants had the highest mean score on the variable deference (to conform to custom and avoid the unconventional, to let others make decisions). This was unexpected by this investigator as the non-migrants off-campus participants perceived the concept "off-campus living" to be "slightly related" to the adjective changeable. The migrants participants had the highest mean score on the variable, change (to do new and

different things, to experiment and try new things). This was expected by this investigator, as the migrants pre-test participants perceived the concept "off-campus living" as "slightly related" to the adjective changeable, while the migrants post-test participants perceived this adjective as being "closely related" to the concept. A changeable atmosphere perhaps would provide an opportunity to do new and different things which could not be done as a residence halls occupant.

Analysis of Additional Items From the Data Questionnaire

Two additional items from the Data Questionnaire discussed in Chapter III which go beyond a description of the population are included in this portion of analysis of data. These are sources used in locating off-campus accommodations by migrants and non-migrants off-campus, and reasons for non-selection of dormitories as given by migrants and non-migrants off-campus. These data are found in Tables IX and X.

Sources Used

Sources used in locating off-campus accommodations are found in Table IX. Many students used more than one source. Comparison by individual group or total by source revealed that a student friend (47%) was most often used to locate accommodations. The Off-Campus Housing Office (6%) was reported as the least used source. Other (28%), as reported by respondents, reflected the students' own personal search.

TABLE IX

COMPARISON OF SOURCES USED IN LOCATING OFF-CAMPUS ACCOMMODATIONS OF MIGRANTS AND NON-MIGRANTS, OFF-CAMPUS

	Migrants N	Migrants %	Non-Migrants Off-Campus N	Non-Migrants Off-Campus %	Total N	Total %
Total	Group N=100		Group N=90		Total N=190	
Off-Campus Housing Office	2	2	9	10	11	6
Daily O'Collegian	30	30	19	20	49	26
Stillwater News-Press	21	21	11	12	32	17
Student Friend	50	50	40	44	90	47
Family Friend	2	2	11	12	15	8
Other	31	31	23	26	54	28
Total	134		102		236	
Seniors	Group N=31		Group N=30		Total N=61	
Off-Campus Housing Office	2	1	4	1	6	10
Daily O'Collegian	15	48	6	20	21	34
Stillwater News-Press	8	3	5	20	13	21
Student Friend	12	39	15	50	27	44
Family Friend	0	0	3	10	3	1
Other	9	3	9	30	18	30
Total	46		42		88	
Juniors	Group N=32		Group N=30		Total N=62	
Off-Campus Housing	0	0	4	13	4	1
Daily O'Collegian	9	28	7	23	16	26
Stillwater News-Press	6	19	5	17	11	18
Student Friend	0	63	14	47	34	55
Family Friend	0	0	4	13	4	1
Other	13	40	5	17	18	29
Total	48		39		87	
Sophomores	Group N=37		Group N=30		Total N=67	
Off-Campus Housing	0	0	1	0	1	0
Daily O'Collegian	6	16	6	20	12	18
Stillwater News-Press	7	19	1	0	8	12
Student Friend	18	49	11	37	29	43
Family Friend	2	1	4	1	6	9
Other	10	27	9	30	19	28
Total	43		32		75	

The service rendered by the student newspaper, The Daily O'Collegian (26%), was used before that of the local newspaper.

No reason is apparent in this investigation for the lack of use of the Off-Campus Housing Office as opposed to the findings of Neal (74) and Prusok (85) in Chapter II. The Off-Campus Housing Office at Oklahoma State University reports directly to the Department of Student Affairs. During the spring semester of 1968, a decision was made jointly by the Dean of Students, Dean of Men, and Off-Campus Housing Officer, to cease publication of an available listing service. On the basis of the findings of Table IX, this was a wise decision as the service was not being utilized by students.

Table IX is relevant to this study for two reasons: (1) for an evaluation of one portion of student services, and (2) for the determination of the extent of peer group influence. Respondents of this investigation showed that the Off-Campus Housing Office is the least utilized of all sources while the student friend is the most used source.

Reasons for Non-Selection of Dormitories

Reasons for non-selection of dormitories are found in Table X. In consideration of this table, reasons one through eleven are construed as disadvantages to residence halls living, while reasons twelve through twenty-three are construed as reasons for selecting off-campus living. By rank of migrants and non-migrants, the major disadvantages are

TABLE X

COMPARISON OF REASONS FOR NON-SELECTION OF RESIDENCE HALLS OF MIGRANTS AND NON-MIGRANTS, OFF-CAMPUS

	Migrants		Non-Migrants Off-Campus		Total	
	N	%	N	%	N	%
Total of Seniors, Juniors, and Sophomores	N=100		N=90		N=190	
Disadvantages to Residence Hall Living						
1. Lack of privacy	20	20	29	32	49	26
2. Unable to live in a specified hall	0	0	1	1	1	1
3. Meals: time schedules, food selection	39	39	25	28	64	34
4. Conflict of work schedule	1	1	4	4	5	3
5. Regulations, restrictions, supervision	29	29	18	20	47	25
6. Dislikes for group living	21	21	14	15	35	18
7. Desire to live alone	0	0	1	1	1	1
8. Loss of personal items	0	0	2	2	2	1
9. Marriage during semester: contract	5	5	3	3	8	4
10. Better parking facilities	3	3	3	3	6	3
11. Unable to select own roommate	1	1	1	1	2	1
Total	119		101		220	
Advantages to Off-Campus Living						
12. Quieter, less noise	35	35	23	25	58	31
13. Less expensive	40	40	38	42	78	41
14. More independence	13	13	12	13	25	13
15. Better study conditions	20	20	8	9	28	15
16. Personal happiness	0	0	1	1	1	1
17. Able to have a private room	2	2	1	1	3	2
18. Able to entertain guests	8	8	11	12	19	10
19. Better living accommodations	21	21	15	17	36	19
20. Convenience	0	0	1	1	1	1
21. More personal freedom	14	14	21	23	35	18
22. Own a mobile home	1	1	2	2	3	2
23. Cleaner	1	1	0	0	1	1
Total	155		133		288	

TABLE X (Continued)

	Migrants N	Migrants %	Non-Migrants Off-Campus N	Non-Migrants Off-Campus %	Total N	Total %
Seniors	N=31		N=30		N=61	
Disadvantages to Residence Hall Living						
1. Lack of privacy	4	13	12	40	16	26
2. Unable to live in a specified hall	0	0	0	0	0	0
3. Meals: time schedules, food selection	12	39	13	43	25	41
4. Conflict of work schedule	0	0	1	1	1	2
5. Regulations, restrictions, supervision	15	48	9	30	24	40
6. Dislike for group living	6	19	5	77	11	18
7. Desire to live alone	0	0	1	1	1	2
8. Loss of personal items	0	0	2	7	2	3
9. Marriage during semester: contract	3	10	0	0	3	5
10. Better parking facilities	0	0	2	7	2	3
11. Unable to select own roommate	1	1	0	0	1	2
Total	41		45		86	
Advantages to Off-Campus Living						
12. Quieter, less noise	0	32	8	27	18	30
13. Less expensive	14	45	15	50	29	48
14. More independent	2	6	4	13	6	10
15. Better study conditions	5	16	3	10	8	13
16. Personal happiness	0	0	0	0	0	0
17. Able to have a private room	1	1	0	0	1	2
18. Able to entertain guests	2	6	5	17	7	11
19. Better living accommodations	3	10	7	23	10	16
20. Convenience	0	0	0	0	0	0
21. More personal freedom	4	13	7	23	11	18
22. Own a mobile home	0	0	0	0	0	0
23. Cleaner	1	1	0	0	1	2
Total	42		49		91	

TABLE X (Continued)

	Migrants N	Migrants %	Non-Migrants Off-Campus N	Non-Migrants Off-Campus %	Total N	Total %
Juniors	N=32		N=30		N=62	
Disadvantages to Residence Hall Living						
1. Lack of privacy	10	31	8	27	18	29
2. Unable to live in a specified hall	0	0	0	0	0	0
3. Meals: time schedules, food selection	15	47	8	27	23	37
4. Conflict of work schedule	1	3	0	0	1	2
5. Regulations, restrictions, supervision	8	25	7	23	15	24
6. Dislike for group living	8	25	6	20	14	23
7. Desire to live alone	0	0	0	0	0	0
8. Loss of personal items	0	0	0	0	0	0
9. Marriage during semester: contract	0	0	0	0	0	0
10. Better parking facilities	1	3	1	3	2	3
11. Unable to select own roommate	0	0	1	3	1	2
Total	43		31		74	
Advantages to Off-Campus Living						
12. Quieter, less noise	10	31	8	27	18	29
13. Less expensive	13	41	12	40	25	40
14. More independence	4	13	7	23	11	19
15. Better study conditions	7	22	2	7	9	15
16. Personal happiness	0	0	1	3	1	2
17. Able to have a private room	0	0	1	3	1	2
18. Able to entertain guests	4	13	3	10	7	11
19. Better living accommodations	9	28	5	17	14	23
20. Convenience	0	0	1	3	1	2
21. More personal freedom	4	13	8	27	12	19
22. Own a mobile home	0	0	0	0	0	0
23. Cleaner	0	0	0	0	0	0
Total	41		48		99	

TABLE X (Continued)

	Migrants N	Migrants %	Non-Migrants Off-Campus N	Non-Migrants Off-Campus %	Total N	Total %
Sophomores	N=37		N=30		N=67	
Disadvantages to Residence Hall Living						
1. Lack of privacy	6	16	9	30	15	22
2. Unable to live in a specified hall	0	0	1	3	1	1
3. Meals: time schedules, food selection	12	32	4	13	16	24
4. Conflict of work schedule	0	0	3	10	3	4
5. Regulations, restrictions, supervision	6	16	2	7	8	12
6. Dislike for group living	7	19	3	10	10	15
7. Desire to live alone	0	0	0	0	0	0
8. Loss of personal items	0	0	0	0	0	0
9. Marriage during semester: contract	2	5	2	7	4	6
10. Better parking facilities	2	5	0	0	2	3
11. Unable to select own roommate	1	3	0	0	1	1
Total	36		24		60	
Advantages to Off-Campus Living						
12. Quieter, less noise	15	40	7	23	22	33
13. Less expensive	13	35	11	37	24	36
14. More independence	7	19	1	3	8	12
15. Better study conditions	8	21	3	10	11	18
16. Personal happiness	0	0	0	0	0	0
17. Able to have a private room	1	3	0	0	1	1
18. Able to entertain guests	2	5	3	10	5	7
19. Better living accommodations	9	24	3	10	12	18
20. Convenience	0	0	0	0	0	0
21. More personal freedom	6	16	6	20	12	18
22. Own a mobile home	1	3	2	7	3	4
23. Cleaner	0	0	0	0	0	0
Total	52		36		98	

revealed as follows: (1) meals: time schedules, food selection (34%); (2) lack of privacy (26%); (3) regulations, restructions, supervision (25%); (4) dislike for group living (18%). Advantages perceived to be gained by living off-campus, by rank, are revealed as follows: (1) less expensive (41%); (2) quieter, less noise (31%); (3) better living accommodations (19%); (4) more personal freedom (18%); (5) better study conditions (15%); (6) more independence (13%); and (7) able to entertain guests (10%).

By way of further comparison, migrants listed the major disadvantages by rank of all migrant responses, as follows: (1) meals: time schedules, food selection (39%); (2) regulations, restrictions, supervision (29%); (3) dislike for group living (21%); (4) lack of privacy (20%). Advantages to be gained by living off-campus, by rank, are revealed by migrants as follows: (1) less expensive (40%); (2) quieter, less noise (35%); (3) better living accommodations (21%); (4) better study conditions (20%); (5) more personal freedom (14%); (6) more independence (13%); and (7) able to entertain guests (8%).

A comparison of reasons for the non-selection of residence halls is relevant to this study since it reveals the stated reason of each subject for migrating from one type of living quarter to another and shows the existing individual differences.

Summary

This chapter has presented an analysis of data reflecting the differential perceptions among and between migrants pre-test, migrants post-test, non-migrants off-campus, and non-migrants residence halls participants. Additional presentations in this chapter were analyses of data concerning possible personality variables operant in the selection of off-campus living and two additional items from the Data Questionnaire of Chapter III.

The results of the Kruskal-Wallis one-way analysis of variance and the Mann-Whitney U test concerning the differential perceptions on the SD were reported. The four general hypotheses stated in null form were rejected, and significant differences among and between groups were identified (Tables IV-VII).

The only measured, observable difference on the SD between the migrants pre-test, migrants post-test, and non-migrants off-campus was on the unorganized-organized scale (Table VI). The migrants pre-test participants' perception was in the direction of the more positive adjective, organized (Table IV). The migrants post-test participants and the non-migrants off-campus participants reflected a more nearly neutral, or middle, position (Table VI). All other positive and negative scale perceptions were in exactly the same direction as those of the other three responding groups (Tables IV and VI). The non-migrants residence halls participants had only one more negative scale than the other three groups,

but they had six more neutral scales than the migrants post-test participants and non-migrants off-campus participants and seven more than the migrants pre-test participants.

All four groups perceived off-campus living in the direction of the more positive adjectives--positive, progressive, sociable, beautiful, exciting, pleasant, fast, permissive, lenient, helpful, cheap, colorful, and virtuous. All four groups yielded a mean rank reflecting the neutral position on two scales, passive-active, and loud-soft. All four groups were agreed on the negative adjective changeable concerning the changeable-stable scale (Tables IV-VII).

A summary of the findings of the EPPS revealed that the null hypothesis was accepted on all fifteen personality variables. Data were analyzed by Analysis of Variance. F tests tabulated on each scale revealed no significant difference among groups (Table VIII). Four variables, Achievement, Autonomy, Affiliation, and Heterosexuality, were observed as approaching significance. Because no variable was significant at the designated .05 level of confidence, the participants' mean scores are extremely close together.

A summary of the information revealed by the two additional items of the Data Questionnaire revealed that of all sources used to locate accommodations off-campus by migrants and non-migrants off-campus, a student friend is the most utilized source, while the Off-Campus Housing Office is the least utilized source. This information, reported in Table IX, is in conflict with comparable information of two studies

(74, 85) reported in Chapter II. Also, reasons for non-selection of dormitories was reported by migrants and non-migrants off-campus. The major disadvantage as reported by both groups was meals: time schedules and food selection. The three major advantages to living off-campus as reported by both groups, by rank, were (1) it is less expensive, (2) it is quieter, with less noise, and (3) the living accommodations are better. This information is reported in Table X.

Chapter V, Summary and Conclusions, will be concerned with a review of the purpose and design of the study, findings of the study, conclusions and implications.

CHAPTER V

SUMMARY AND CONCLUSIONS

Review of the Purpose and Design of the Study

This dissertation has reported the results of an investigation designed to determine perceptual differences of off-campus living among and between groups of sophomore, junior, and senior male migrant and non-migrant residents continuously enrolled at Oklahoma State University during the 1966-1967 and 1967-1968 school years. Also investigated were personality variables which may be related to differential perceptions of off-campus living.

Specifically, this study is concerned with the differential perceptions and personality variables which may be related to differential perceptions of (1) non-migrants--off-campus, (2) non-migrants--residence halls, and (3) migrants.

This study is based upon the premise that various men's living groups--fraternities, residence halls, and off-campus residents--can be judged as sub-groups within the total student social organization of an institution of higher education. It is assumed that the sub-group made up of off-campus residents will experience within their living arrangements an atmosphere and climate that is distinctly unique and separate

from that of the fraternity or residence hall student and that those students who have resided therein can accurately describe this type of environment based upon these experiences.

It is believed that the off-campus sub-group can and should be the object of regular study as are residence hall and fraternity sub-groups. The off-campus setting must be viewed as a learning unit, or laboratory. The education which a student receives in the classroom is greatly affected by the climate in which he resides. As students respond toward or away from certain kinds of living arrangements, educators must be ready to measure these responses. It is necessary to study the off-campus environment and students' perceptions of that environment in order to understand its role in contributing to the educational development of students residing therein. For these reasons, the student personnel staff at Oklahoma State University or any university is interested in securing measures of this type of social climate operant in off-campus living. Such information is necessary to carry out the function of planned programs involving the off-campus student. The purpose of its efforts is to provide non-academic, educational experiences which will facilitate maximum personal growth in all students residing in such a climate.

The population investigated consisted of 290 single male sophomore, junior and senior students enrolled at Oklahoma State University. The non-migrants off-campus group (N=90)

were students who continuously lived off-campus during the school years 1966-1968; the non-migrants residence halls group (N=100) were students who continuously lived in residence halls during the school years 1966-1968; the migrants (N=100) are defined as those students who lived in residence halls during the 1966-1967 school year, but who exercised their option of free selection of housing by moving to off-campus living quarters during the 1967-1968 school year.

A form of the semantic differential (SD), subjectively selected by this investigator as compatible with the purposes of this study, was chosen as the instrument to measure student perceptions. (See Appendix C.) A 7 point rating scale was utilized for each of the 25 bi-polar adjective pairs. The sample population of the three groups responded to the instrument for the concept "off-campus living." Consistent with the established hypotheses for the SD (p. 47), the migrants group were given a post-test on this instrument after the experimental treatment of residing off-campus. The Edwards Personal Preference Schedule (EPPS) was chosen as the instrument to measure personality variables which might relate to differential perceptions of off-campus living. The three groups were measured on the fifteen variables of the EPPS, and scores among groups were the basis of comparison.

To carry out the objectives of the study, four general null hypotheses were devised to test the response scale score (mean rank) differences on the 25 bi-polar adjective pairs among and between the responding groups. One null hypothesis

was devised to test the mean scores of each of the fifteen variables of the EPPS. Analyses of scores were made at the Oklahoma State University Statistics Laboratory.

The Kruskal-Wallis one-way analysis of variance test was employed to test for significance as to whether or not the three samples were from different populations concerning the semantic differential. Since the null hypotheses relating to, among, and between group population differences were rejected, the Mann-Whitney U test was employed to determine the location of differences as to populations.

The analysis of variance test was employed to test for significance on the Edwards Personal Preference Schedule. F tests were tabulated on each scale.

Findings of the Study

1. Hypothesis one states that there will be no significant difference (.05 level) among the migrants group pre-test responses and the responses of the non-migrants off-campus group and the non-migrants residence halls group, in relation to the stimulus "off-campus living," on each of the 25 SD scales. Significant differences relating to this hypothesis were observed on twenty-two scales. Those scales observed to have no significant differences among groups were changeable-stable, lenient-severe, and virtuous-sinful. Those scales observed to have significant differences were between the non-migrants residence halls group and the non-migrants off-campus group and the migrants group pre-test participants.

Significant at the .05 level of confidence were the exciting-calming, fast-slow, and prohibitive-permissive scales. One scale, sociable-unsociable, was observed to be significant at the .01 level of confidence. The seventeen remaining scales were observed to be significant at the .001 level of confidence.

2. Hypothesis two states that there will be no significant difference (.05 level) between the non-migrants off-campus group and the non-migrants residence halls group responses, in relation to the stimulus "off-campus living," on each of the 25 SD scales. Significant differences relating to this hypothesis were observed on twenty scales. Five scales, exciting-calming, changeable-stable, prohibitive, permissive, lenient-severe, and virtuous-sinful, were observed to have no significant differences between the two groups. Those scales observed to have significant differences between non-migrants off-campus and non-migrants residence halls, at the .05 level of confidence, were sociable-unsociable, and fast-slow. Three scales, passive-active, loud-soft, and colorful-colorless were observed to be significant at the .01 level of confidence. The fifteen remaining scales were observed to be significant at the .001 level of confidence.

3. Hypothesis three states that there will be no significant difference (.05 level) among the migrants group post-test responses and the responses of the non-migrants off-campus group and the non-migrants residence halls group,

in relation to the stimulus "off-campus living," on each of the 25 SD scales. Significant differences relating to this hypothesis were observed on sixteen scales. Nine scales were observed to have no significant differences among the migrants group post-test participants, non-migrants off-campus and non-migrants residence halls groups. These scales were sociable-unsociable, exciting-calming, changeable-stable, fast-slow, prohibitive-permissive, lenient-severe, cheap-expensive, loud-soft, and virtuous-sinful. One scale, constricted-spacious, was observed to be significant at the .05 level of confidence between the non-migrants off-campus group and the migrants group post-test participants. All other scales observed to have significant differences were between the non-migrants residence halls group and the migrants group post-test participants. Scales significant at the .05 level of confidence between these two groups were unfriendly-friendly and dirty-clean. Scales significant at the .01 level of confidence between these two groups were passive-active, constricted-spacious, colorful-colorless, and unorganized-organized. The ten remaining scales were observed to be significant at the .001 level of confidence.

4. Hypothesis four states that there will be no significant difference (.05 level) between the migrants pre-test group and the migrants post-test group responses, in relation to the stimulus "off-campus living," on each of the 25 SD scales. Significant differences relating to hypothesis four were observed on only four scales between the migrants group

pre-test and post-test participants. Three scales, dirty-clean, helpful-obstructive, and inconvenient-convenient, were observed to be significant at the .05 level of confidence. One scale, pleasant-unpleasant, was observed to be significant at the .01 level of confidence. No scales were observed to be significant at the .001 level of confidence.

5. Hypothesis five states that there will be no significant difference (.05 level) among the migrants group responses and the responses of non-migrants off-campus and non-migrants residence halls groups in relation to the Edwards Personal Preference Schedule test scores. No significant differences at the designated .05 level of confidence among groups were observed.

6. The migrants pre-test group perceived off-campus living in the direction of the more positive adjective pair on twenty-two of the twenty-five bi-polar scales. They were the only group to perceive scale twenty-five (unorganized-organized) in the direction of the more positive adjective, organized. Additional adjectives receiving emphasis were positive, important, progressive, friendly, sociable, bright, beautiful, clean, exciting, pleasant, fast, permissive, lenient, spacious, helpful, cheap, cheerful, convenient, colorful, interesting, and virtuous. A mean rank of 4.86, reflecting a more nearly neutral, or middle position, was obtained on the passive-active scale; a mean rank of 4.74 was obtained on the loud-soft scale, also indicating a neutral position. This was the same exact score on the loud-soft

scale indicated by the non-migrants off-campus group. On one of the twenty-five scales, the direction of distribution of responses was toward the negative adjective. This perception was on the changeable-stable scale, and changeable was the adjective selected.

7. The migrants post-test group perceived off-campus living in the direction of the more positive adjective pair on twenty-one of the twenty-five bi-polar scales. These included the positive, important, progressive, friendly, sociable, bright, beautiful, clean, exciting, pleasant, fast, permissive, lenient, spacious, helpful, cheap, cheerful, convenient, colorful, interesting, and virtuous scales. A mean rank of 4.90, reflecting a more nearly neutral, or middle, position was obtained on the passive-active scale. This was the same score as the one on the passive-active scale indicated by the non-migrants off-campus group. Other scales reflecting a more nearly neutral, or middle, position were loud-soft (4.56) and unorganized-organized (4.64). On one of the twenty-five scales, the direction of distribution of responses was toward the negative adjective. This perception was on the changeable-stable scale, and changeable was the adjective selected.

8. The non-migrants off-campus group perceived off-campus living in the direction of the more positive adjective pair on twenty-one of the twenty-five bi-polar scales. These included the positive, important, progressive, friendly, sociable, bright, beautiful, clean, exciting, pleasant, fast,

permissive, lenient, spacious, helpful, cheap, cheerful, convenient, colorful, interesting, and virtuous scales. Three scales yielded a mean rank reflecting a more nearly neutral, or middle, position. These were passive-active (4.90), loud-soft (4.74), and unorganized-organized (4.90). The migrants post-test participants had the same identical score on the passive-active scale, while the migrants pre-test participants had the same indentical score on the loud-soft scale. On one of the twenty-five scales, the direction of distribution of responses was toward the negative adjective. This perception was on the changeable-stable scale, and changeable was the adjective selected.

9. The non-migrants residence halls group perceived off-campus living in the direction of the more positive adjective pair on fourteen of the twenty-five scales. These included the positive, progressive, sociable, beautiful, exciting, pleasant, fast, permissive, lenient, helpful, cheap, cheerful, colorful, and virtuous scales. Nine scales yielded a mean rank reflecting a more nearly neutral, or middle, position. These were: unimportant-important (4.30), unfriendly-friendly (4.45), dark-bright (4.29), dirty-clean (4.39), passive-active (4.31), constricted-spacious (4.62), loud-soft (4.24), boring-interesting (4.66), and unorganized-organized (4.11). On two of the twenty-five scales, the direction of distribution of responses was toward the negative adjective. This perception was on the changeable-stable and inconvenient scales, and changeable and inconvenient were the adjectives selected.

10. The only measured, observable difference on the SD between the migrants group pre-test and post-test participants, and non-migrants off-campus was on the unorganized-organized scale. The migrants group pre-test participants' perception was in the direction of the more positive adjective, organized. The migrants group post-test participants and non-migrants off-campus group reflected a more nearly neutral, or middle, position. All other positive and negative scale perceptions were in exactly the same direction for the other three responding groups. The non-migrants residence halls group had only one more negative scale than the other three groups, but they had six more neutral scales than the migrants group post-test participants and non-migrants off-campus groups, and seven more than the migrants group pre-test participants. All four groups perceived off-campus living in the direction of the more positive adjective pair on the positive, progressive, sociable, beautiful, exciting, pleasant, fast, permissive, lenient, helpful, cheap, colorful and virtuous scales. All groups yielded a mean rank reflecting the neutral position on two scales, passive-active, and loud-soft. All groups were agreed on the negative adjective of changeable concerning the changeable-stable scale.

Conclusions

The conclusions from this study are presented in this section of Chapter V. Since a discussion in Chapter IV has

presented the disposition of each hypothesis, only a summary will follow in this chapter:

1. The migrants pre-test participants were the most positive of all groups relating to the 25 SD scales. Their mean ranks were more consistently polarizing toward a specific adjective than were any of the other groups. Only two scales were ranked as neutral by this group. Migrants pre-test and post-test participants' perceptions were more nearly like those of the non-migrants off-campus participants than the non-migrants residence halls participants. This congruence is observed despite the fact that the migrants pre-test participants had no actual experiences residing off-campus at the time they were tested. This agreement in perceptions was expected by this investigator due to the fact that the migrants had already made the decision to change living quarters at the time they were tested.

2. The non-migrants off-campus participants were the most positive of all groups other than the migrants pre-test participants as relates to the 25 SD scales. They were also more consistently polarizing toward a specific adjective. Three scales were ranked as neutral by this group. The non-migrants off-campus participants' perceptions were not significantly different on the majority of scales when compared to those of the migrants pre-test and post-test participants. They were, however, when compared to the non-migrants residence halls participants. This observed significant difference between the non-migrants off-campus and non-migrants

residence halls is to be expected because of the diverse life styles encountered by individuals residing in off-campus and residence halls living quarters.

3. Only slightly less divergent in their perceptions relating to the 25 SD scales than the non-migrants off-campus participants were the migrants post-test participants. This group ranked three scales as neutral, while the remaining twenty-two were polarized in the direction of a specific adjective. Though moving from a less positive position held by the migrants pre-test and non-migrants off-campus participants, the migrants post-test participants experienced few significant changes in perception as a result of being subjected to the experimental treatment of living off-campus. This supports the assumption that once the decision has been made to live off-campus, the actual residing in off-campus living quarters fails to significantly change perceptions of off-campus living arrived at before actual occupancy.

4. The non-migrants residence halls group were the least polarizing of all groups relating to the 25 SD scales as evidenced by neutral mean ranks on nine scales. The remaining sixteen scales, though indicating a preference for a specific adjective, did not reflect the intensity in mean ranks as did the responses of the migrants pre-test and post-test participants and the non-migrants residence halls participants. The significant differences experienced by the non-migrants residence halls participants, when compared with all other groups, was expected by this investigator. This

group had made the decision to continue living on campus because they perceived residence halls living to be more satisfying than off-campus living. This conclusion was reached by this investigator on the basis of the freedom of selection policy as relates to housing at Oklahoma State University.

5. As a result of the findings of the Edwards Personal Preference Schedule, this investigator concludes that the personality variables measured by this instrument do not relate to observed differences among migrants, non-migrants off-campus, and non-migrants residence halls participants concerning differential perceptions of off-campus living.

Implications

Several implications might be suggested as a conclusion to the data collected and analyzed for this investigation. As this study was limited in its range, due caution should be exerted to avoid unwarranted use of the findings. Some of the more important, generally broad implications to this investigation are as follows:

1. As an institutional study of one type of housing available to single male students at Oklahoma State University, the Department of Student Affairs staff may find these data meaningful in gaining insight concerning the off-campus living environment, recognizing that the total education a student receives is greatly influenced by his residential milieu.

2. These data might be used as introductory materials to determine if academic success or failure can be influenced by place of residence.

3. The assumption that sub-groups exist within university student residential living quarters is supported by the findings of this study. The off-campus living environment provides a distinctive life style which should be the object of systematic study by Student Life personnel at any university.

4. The subject of this study would seem to hold significance for the entire university community, especially since increases in student enrollment as pertains to living arrangements are noted in the increasing number of students who now reside off-campus at any university.

5. The findings of this study imply that the use of the semantic differential for measuring the connotative meaning of the off-campus living environment may be sufficiently valid for this purpose.

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A P P E N D I X A

DATA QUESTIONNAIRE

DATA QUESTIONNAIRE

1. Name_____
2. Present Residence_____
3. Classification: Sophomore_____ Junior_____ Senior_____
4. Age_____
5. College_____ Major_____
6. Residence as of May, 1967_____
7. Who finances your education?

   Parents____ Self____ Loan____ Scholarship____ Other____
8. Do you at present have a part time job? Yes____ No____
9. Sources Used in Locating Off-Campus Accomodations:

   Off-Campus Housing Office _____

   Daily O'Collegian _____

   Stillwater News-Press _____

   Student Friend _____

   Family Friend _____

   Other _____
10. Reasons for Non-Selection of Dormitories:

    _____

    _____

    _____

    _____
11. Are you at present an active member of a fraternity, being carried on that fraternity's scholarship list?

    Yes_____ No_____

A P P E N D I X B

INSTRUCTIONS TO THE SAMPLE

INSTRUCTIONS TO THE SAMPLE

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On the following page you will find a concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order.

Here is how you are to use these scales: If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

Fair X : : : : : : Unfair

or

Fair : : : : : : X Unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

Strong : X : : : : : Weak

or

Strong : : : : : X : Weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

Active : : X : : : : Passive

or

Active : : : : X : : Passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, of if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

Safe : : : X : : : Dangerous

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries:

this X not this

: : X : : : :

(2) Be sure you check every scale for every concept--do not omit any.

(3) Never put more than one check-mark on a single scale.

Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

A P P E N D I X C

THE SEMANTIC DIFFERENTIAL

THE SEMANTIC DIFFERENTIAL

1.	Positive	___:___:___:___:___:___:___	Negative
2.	Unimportant	___:___:___:___:___:___:___	Important
3.	Progressive	___:___:___:___:___:___:___	Regressive
4.	Unfriendly	___:___:___:___:___:___:___	Friendly
5.	Sociable	___:___:___:___:___:___:___	Unsociable
6.	Dark	___:___:___:___:___:___:___	Bright
7.	Beautiful	___:___:___:___:___:___:___	Ugly
8.	Dirty	___:___:___:___:___:___:___	Clean
9.	Exciting	___:___:___:___:___:___:___	Calming
10.	Changeable	___:___:___:___:___:___:___	Stable
11.	Pleasant	___:___:___:___:___:___:___	Unpleasant
12.	Passive	___:___:___:___:___:___:___	Active
13.	Fast	___:___:___:___:___:___:___	Slow
14.	Prohibitive	___:___:___:___:___:___:___	Permissive
15.	Lenient	___:___:___:___:___:___:___	Severe
16.	Constricted	___:___:___:___:___:___:___	Spacious
17.	Helpful	___:___:___:___:___:___:___	Obstructive
18.	Cheap	___:___:___:___:___:___:___	Expensive
19.	Loud	___:___:___:___:___:___:___	Soft
20.	Cheerful	___:___:___:___:___:___:___	Melancholy
21.	Inconvenient	___:___:___:___:___:___:___	Convenient
22.	Colorful	___:___:___:___:___:___:___	Colorless
23.	Boring	___:___:___:___:___:___:___	Interesting
24.	Virtuous	___:___:___:___:___:___:___	Sinful
25.	Unorganized	___:___:___:___:___:___:___	Organized

VITA

Donald Royce Stafford

Candidate for the Degree of

Doctor of Education

Thesis: STUDENT PERCEPTIONS OF OFF-CAMPUS LIVING

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born at Wewoka, Oklahoma, September 27, 1937, the son of Jefferson L. and Mary L. Stafford.

Education: Attended Central Grade School at Wewoka, Oklahoma; graduated from Stillwater High School, Oklahoma, in 1955; received the Bachelor of Science in Education degree from Abilene Christian College, Texas, with a history and physical education major, in May, 1959; did graduate study in Education at Stephen F. Austin State College, Nacogdoches, Texas, completing a Master of Education degree in May, 1964; attended NDEA Counseling and Guidance Institute at Oklahoma State University for academic year 1964-65; completed requirements for the Doctor of Education degree in May, 1971.

Professional Experience: Driver Education teacher and assistant track coach, Stillwater High School, Oklahoma, 1969-60; history teacher and assistant football coach, head track coach, Henry L. Foster Junior High School, Longview, Texas, 1960-64; Assistant Dean of Men, Oklahoma State University, Stillwater, Oklahoma, 1965-68; Dean of Students and assistant professor, Sul Ross State College, Alpine, Texas, 1968-69; Associate Dean of Students and Director, Department of Student Affairs, Texas A&M University, College Station, Texas, 1969 to present.

Professional Organizations: American Personnel and Guidance Association, American College Personnel Association, Phi Delta Kappa, Southwest Association

of Student Personnel Administrators, Texas Association of Student Personnel Administrators.