

A STUDY OF CERTAIN PSYCHOSOCIAL DIFFERENCES AMONG
DORMITORY, FRATERNITY, AND OFF-CAMPUS FRESHMAN
MEN AT OKLAHOMA STATE UNIVERSITY

By

ROBERT J. DOLLAR

Bachelor of Science
Northeastern State College
Tahlequah, Oklahoma
1953

Master of Arts
George Peabody College for Teachers
Nashville, Tennessee
1956

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Thesis Approved:

W. B. Ewens

Thesis Adviser

Robert W. Seefeld

Robert E. Switzer

Johnson, Luther

James Maudner

Dean of the Graduate School

541900

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CHAPTER I

THE NATURE OF THE PROBLEM

The Problem

This dissertation reports a survey study involving the three types of men's housing groups at Oklahoma State University. The investigation seeks to determine whether or not second semester freshmen living in off-campus housing differ significantly on selected psychosocial factors from their counterparts in dormitory and fraternity housing.

General Background and Need for the Study

Oklahoma State University is a large, complex social organization with a culture that is different in many ways from that of the general American culture of which it is a part and from other campus cultures in the nation. At the same time, it is in some ways structurally like other social organizations; i.e., it has its formal and informal behavior systems and a multiplicity of formal and informal groups with their various norms and purposes. This study focuses upon three formal groups within this large organization with the full realization that these groups are not discrete but overlap other groups within the institution and in the general culture.

As in other societies, many members of these groups interact with each other much more frequently than they do with members of other groups in the University. Group norms and expectations vary tremendously and these differences tend to create quite different experiences for students

within the same University. Newcomb has emphasized the importance to the educator of understanding how, when, and why these experiences occur so that their effects may be consonant with educational ends. (68, p. 482).

The importance of understanding the composition of instructional groups is now generally accepted among educators. Much effort is expended in pretesting and analysis so that the student's curriculum is in line with his needs and purposes. Individual differences are recognized and academic departments spend much time in curriculum planning to provide for these differences. Social science has illuminated the fact that individuals grow intellectually, socially, and physically, not only in the classroom and laboratory, but also in the places where they live and associate with others. In spite of these findings there is still a tendency to view the nonclassroom part of the student culture as an undifferentiated whole. Very little is known about these subgroups and their impact on student learning.

To be valid from the student personnel point of view, the out-of-class program for any student group must be conceived in the service of and intimately geared to the needs and purposes of that group. In practice, however, educators too often assume this validity. It is rarely tested. The difficulties involved should not be used as an excuse for neglecting the task.

In recent years there has been an increased interest in the relationships among nonclassroom situations, personality, and learning in higher education. Stern and his colleagues have voiced a need for more studies of this kind. (68, pp. 690-728). If learning is indeed the sum total of an individual's experiences, the educator cannot afford to ignore the extracurricular experiences of his students. He also cannot afford to approach his educational task in a haphazard manner. In this period of

critical shortage of higher education resources and steadily increasing tasks, he must strive to insure that all activities in the University culture contribute to the ends of higher education.

Educators have some insight into developmental tasks facing the student during his college years. (67, 41). These changes are not likely to be accomplished without some stress, and the educator should assure, as far as possible, that these stresses contribute to student growth rather than impede it. In order to accomplish this, he must first get to know his students and their culture. Robinson and Brown in their 1961 report on "What is Missing?" in research indicated that one of the most crucial omissions is in the area of difference between students in college owned dormitories and those living either in private homes or at home. (66).

The student personnel staff at Oklahoma State University is presently involved in developing a more adequate housing program for single men. During the past year several groups have studied the problem by focusing on environmental factors such as housing standards, upgrading of facilities, and staffing. Some commendable work has been done, but the investigator feels that a greater understanding of the groups to be served is necessary as a prerequisite to sound planning.

This investigation is based upon the premise that there are three different types of formal living environments available to Oklahoma State University men (dormitory, fraternity, and off-campus housing); 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. Since almost all housing contracts bind the student for one full semester, the first chance for this selective migration is at the close of the student's first semester.

Data for this study was gathered at the end of this migration for the 1962-63 academic year.

CHAPTER II

THE THEORETICAL FRAMEWORK

Introduction

The major theoretical orientation of this study is taken from the field of social psychology and much of the impetus for the study generated from the writings of Sanford and his associates in The American College. (69). The theory set down by Sherif and Sherif has contributed much to the assumptions. (71, pp. 3-114). The investigator's training, experience, and interests lie in the field of education; and this study is an attempt to apply some of the principles of social psychology to educational methodology. Educational methods and measurement theory have also had an impact on the formation of this framework.

This chapter presents the theoretical framework used in this study. The framework consists of basic assumptions of the theory and related literature, definitions of terms, and a statement of hypotheses.

Some Basic Assumptions

Assumption I: Oklahoma State University may be viewed as a complex social organization that can be understood by the same methods applicable to other social organizations. (68, p. 49).

Higher education in these United States may be viewed as a social organization that is subdivided into numerous subsystems. Bay supports this point of view in his discussion of sociological concepts useful in studies of higher education.

The student's social surroundings should for present purposes of analysis be viewed as a variety of social systems. 'System' here refers to 'a set of related components constituting a whole that is separated from other systems by a boundary of some kind'---Like Chinese boxes, large social systems contain a succession of subsystems. And, what is more important, many social systems overlap, so that most individuals in a complex society belong to a variety of social systems. (68, p. 978).

One can find evidence, beyond the obvious spatial and administrative boundaries, to verify the existence of important subsystems within higher education. In fact, these less obvious divisions may very well be the most critical ones in the search for greater understanding of American higher education.

Since student subsystems are the point of focus here, it seems appropriate to seek the nature of differences that exist among them from campus to campus. McConnell and Heist summarize research findings to demonstrate diversity in academic aptitude and certain personality factors. (68, pp. 225-250). Their discussion of differences in academic aptitude draws much from a study reported by the Center for the Study of Higher Education in which wide diversity was found among the American Council on Education Psychological Examination (ACE) scores of entering student populations by:

- a. All schools - regional
 - Northeast, Mean 116.5
 - North Central, Mean 105.4
 - West, Mean 100.7
 - South, Mean 94.9
- b. Four year colleges - regional
 - Northeast, Mean 112.5
 - North Central, Mean 105.0
 - West, Mean 103.2
 - South, Mean 92.0
- c. Level
 - Granting doctorates, Mean 112.7
 - Granting masters, Mean 106.3
 - Granting bachelors, Mean 101.6
 - Two year colleges, Mean 93.8

- d. Forms of control
 Private, Mean 113.2
 Roman Catholic, Mean 111.7
 Protestant, Mean 102.6
 Public, Mean 100.9 (68, p. 235).

Darley found similar diversity in a study of differences among entering student populations of Minnesota institutions. (21).

The range of academic aptitude also varies greatly from campus to campus. Over 85 % of the schools studied in the Center for the Study of Higher Education project had freshman groups whose distribution of ACE scores extended beyond three standard deviations of the distribution of all freshmen in the total sample. Schools were also found that showed a high degree of homogeneity on this variable. (68, p. 234).

Mean academic aptitude has been found to differ from one academic major group to another; in fact, research findings tend to place them in a hierarchy with the physical sciences, engineering, and mathematics at the top; followed by literature and the social sciences; and with the applied fields, agriculture, business, home economics, and education at the bottom. (68, p. 564).

Several reports have been published within the last five years giving evidence of diversity among entering student populations on some "non-intellective" characteristics. Some variables that have appeared as differences are: socio-economic background, independence, originality, intellectual orientation and other values. McConnell and Heist summarize a number of studies that demonstrate diversity in this area. (68, pp. 236-248).

Very little evidence of diversity within Oklahoma State University was found; however, this was due to absence of research rather than evidence of homogeneity. Unpublished data suggests that some differences exist among the mean American College Testing Program (ACT) scores of

freshmen entering the various colleges and major fields of study. Reports of research designed to test the significance of these differences were not found. No data were found concerning "nonintellective" differences among Oklahoma State University subgroups.

Assumption I-A: The three formal men's housing groups at Oklahoma State University (dormitory, fraternity, and off-campus housing) represent important, relatively permanent, student subcultures. Each of these subcultures offers different material and nonmaterial cultural aspects to the student selecting a living environment.

1. Review of Literature Reporting Nonmaterial Differences Among Living Groups:

One of the most thorough investigations reported was an ex post facto study by E. T. Walker at the University of Chicago in 1934. Walker compared students who matriculated at Chicago during the period of 1926 through 1930 and lived in various types of housing. He compared dormitory, fraternity, home, and rooming house groups on measures of university success and on certain initial characteristics. He found significant differences ($P < .05$) in favor of residence halls on his measures of university success. This group attended the largest number of quarters, completed the largest number of majors per quarter, made the highest average grades, had the smallest number of dismissals or withdrawals for poor work, graduated the greatest number, and sent the greatest number on to graduate work. The home group ranked in an intermediate position on success, and rooming houses and fraternity houses ranked low. (81).

Walker's analysis of the initial characteristics of his groups found differences that tended to favor dormitory and

fraternity groups. On measures of socio-economic background (occupation of the father and parents' education level) dormitories ranked highest with fraternity houses falling second. Rooming houses ranked significantly lower. The rooming house group was significantly older than the other groups. No important differences were found among the groups on high school grades, psychological examination scores, or personality schedule scores. Significant differences were found on high school personality ratings that favored dormitory and fraternity groups over the others. (81).

Walker analyzed data on the 1931 freshman class separately from previous classes because they were the first class under the "New Plan" at Chicago. A disproportionate number of off-campus men in this group graduated from very small high schools.

An attempt was made to correct for differences in initial characteristics, and success criteria were analyzed in light of these corrections. Results suggested the following hierarchy of housing in terms of desirability:

- a. dormitory
- b. home
- c. fraternity and rooming houses.

Ludeman concluded from his comparison of students living in dormitories with those living outside that dormitory living contributed more to scholarship at the University of South Dakota. (54). Peterson added further support to this conclusion in a study conducted at the College of Agriculture, Davis, California. (64). He matched students in different types of housing on several control variables: sex, major field, amount of educational background, scholastic aptitude,

and semester in which enrolled. He used grade point average as his dependent variable and concluded that housing at Davis could be ranked in a hierarchy of desirability:

- a. dormitories
- b. cooperative houses
- c. rooming houses
- d. home
- e. fraternity houses

Van Alstine, Douglas, and Johnson did a similar study at the University of Minnesota but reported different findings. They matched students on high school grades, sex, age, and fraternity membership, and studied differences in grade point averages of students residing in private residences, at home, in dormitories, and in fraternity houses. Students were studied by colleges, and type of residence was found to be unrelated to academic performance in five of the six colleges in the study. Significant differences were found among housing groups of freshmen and sophomores enrolled in the College of Pharmacy. In this college, freshmen living in private residences did significantly better than dormitory residents. Sophomores in private residences exceeded their counterparts in fraternity, dormitory, and home housing. (80).

Fay and Middleton did not find much difference between fraternity and independent groups at DePauw University. They concluded that the total group was homogeneous on religious affiliation, father's occupation, and other background data. Independents tended to be more liberal in their attitude toward communism. (22).

Lepley used the Personal Audit to study personality characteristics of fraternity and non-fraternity populations at Pennsylvania State College. He reported much similarity between the men in his groups. There was some suggestion that non-fraternity men were more suggestible and more tolerant of other persons. (52).

In a more recent study of housing groups, Drasgow found differences between dormitory and home groups on certain socio-economic factors and on two measures of academic aptitude. He concluded that his residence hall group had higher socio-economic status and ranked higher on father's education level. The home group scored higher on the ACE test and the Cooperative English Test. He failed to find significance differences on other variables: I.Q., high school grade point average, age, size of family, sibling placement, number of clubs and activities, and offices held. (14).

A survey conducted at the University of Michigan in November of 1961 identified some important differences between fraternity and non-fraternity men at that university. (26). Fraternity men's parents had a higher educational level. A significantly larger number of fraternity men's parents attended college, and the greatest difference was found in the comparison of mothers' education levels. (26, p. 6). A relationship was found between fraternity affiliation or nonaffiliation of parents who attended college and the affiliation or nonaffiliation of their sons. More similarity than difference existed among the occupations of fathers of fraternity men and independents. However, a somewhat higher proportion of fraternity fathers worked in business establishments and a higher proportion of the fathers of independents were blue collar workers.

Fraternity men at Michigan were more oriented toward business occupations than independents. They indicated this in their report of chosen occupation and in choice of field of study. A higher percentage of non-fraternity men were

oriented toward engineering, physical or natural sciences.

(26, p. 10).

Although men who join fraternities at Michigan reported high school grade averages at least as high as those of independents, they received lower grade point averages at the University. Fraternity men were much more likely to participate in athletics and other nonacademic activities. They reported many more "dates" than independents. (26, p. 13).

The investigator was unable to find reports of previous research of this type at Oklahoma State University.

2. Some Material and Nonmaterial Differences among Dormitory, Fraternity, and Off-campus Housing at Oklahoma State University:

a. Some Aspects of Fraternity Housing:

There are twenty-two fraternity houses at Oklahoma State University, all of which are located within two blocks of the south edge of the campus. The type of architectural design of the houses is diverse, but they all include sleeping, dining, and living areas, guest facilities, house mother's quarters, and private parking areas. The members consider themselves family type living groups, and all but one of the houses is owned by the group. The living capacity of the houses ranges from sixteen to eighty men, but occupancy for 1962-63 ranges from eight to seventy-four. Only three houses are filled to capacity, but few fall far below capacity.

Each house has a "house mother" who lives in the house. Prospective house mothers are screened by the men of the house, and their selections must meet with the approval of the alumni

of that house and the Dean of Fraternity Affairs. Each house has a faculty adviser who visits the house frequently.

Although very definite norms and expectations for behavior exist, a minimum of written rules is provided by the Dean of Fraternity Affairs. Men are expected to, "Act like fraternity men." Most infractions of this general rule are brought before the Interfraternity Council Judicial Committee. The Dean of Fraternity Affairs functions primarily in the areas of personal counseling, advisement, and supervision.

Special assistance is available to the younger member through a tutoring program and a type of big brother relationship.

b. Some Aspects of Off-Campus Housing:

The 1960 Housing Census for Oklahoma indicated that there were 7,194 housing units in Stillwater, and that the occupancy rate of these units is high in comparison to that found in some similar cities in Oklahoma. The presence of Oklahoma State University, which has experienced a rapid increase in numbers of students, has created a great demand for housing. Many of the 2,276 units classified as either deteriorating or dilapidated have a high occupancy rate due to the law of supply and demand. (51). Many of these units are occupied by students of Oklahoma State University.

Steps are being taken to remedy this situation, but it has been difficult to keep pace with the expanding student population. Both the University and some private investors are building new housing to accommodate single undergraduate men, but at the present time, there are not enough "standard" units

to accommodate all students.

There are approximately five hundred separate houses containing a total of around 1500 living units that serve as housing for the 2500 undergraduate single men living off-campus. These are primarily single rooms, double rooms, and apartments. A few boarding houses are available. The range of quality is tremendous, and rental costs vary accordingly. Many men report that they can live more economically off-campus and give this as their reason for selecting this type of housing.

The University provides one staff person assigned on a half-time basis to work with this group. Much of this individual's time is spent advising students seeking off-campus housing about tenant-landlord relationships and housing selection procedures, mediating student-householder problems, and in personal counseling with students seeking assistance. A newsletter, published periodically and mailed to all registered residences, is presently used as the primary means of communication.

The absence of organization is the prevailing aspect of this housing group. Efforts to organize the group along the same lines as other groups have met with repeated failure.

c. Some Aspects of Dormitory Housing:

There are four men's dormitories at Oklahoma State University and they vary in size, age, and design. The desirable capacity listed for these dormitories ranges from 236 to 559, and the actual occupancy for the Spring Semester ranges from 234 in the smallest and newest building to 478 in the medium sized one. The two larger dormitories show the highest percentage of vacancies.

Each dormitory has a staff consisting of a resident manager and a number of student assistants. Their responsibilities involve giving guidance to the various student functions within the hall and maintaining social control. Each dormitory group plans and conducts a social-recreational program including intramural athletics, open houses, banquets, dances, and participation in all-campus events. Dining areas, lounges, and study rooms are available in each dormitory, and tutoring is available in certain academic areas.

Each dormitory group has a Residence Hall Council consisting of a president, secretary, treasurer, social chairman, and representatives to the Men's Residence Halls Association. The Men's Residence Hall Association is an inter-hall council. These councils function in the area of student government for dormitory men. One staff member in the Division of Student Affairs devotes his time to working with these groups and in the counseling program for residence halls.

Assumption II: A student's selection of housing is a function of the interaction of internal and external factors operating at the time of selection.

The facts of selectivity have to be analyzed in terms of external and internal factors and the interplay of these two sets of factors. (71, p. 90).

Sherif and Sherif's eleven "principles to be applied" serve as further foundation for this assumption: (71, pp. 77-83).

1. Experience and behavior constitute a unity.
2. Behavior follows central psychological structuring.
3. Psychological structuring is jointly determined by external and internal factors.
4. Internal factors (motives, attitudes, and so on) and experience are inferred from behavior.
5. The psychological tendency is toward structuring of experience.

6. Structured stimulus situations set limits to alternatives in psychological structuring.
7. In unstructured stimulus situations, alternatives in psychological structuring are increased.
8. The more unstructured the stimulus situation, the greater the relative contribution of internal factors in the frame of reference.
9. The more unstructured the stimulus situation, the greater the relative contribution of external social factors in the frame of reference.
10. Various factors in the frame of reference have differing relative weights.
11. Psychological activity is selective.

Internal factors include his system of wants or needs. These may include such basic needs as hunger, thirst, or shelter. They may also include socially derived needs for recognition, independence, social interaction, and so on. (71, p. 91).

Past experiences as a member of his social class, a particular type or size of community, school, or family have developed within him predispositions to select certain stimulus situations in preference to others. In learning ways to satisfy his needs he has developed "canalizations". (61, p. 36). While in the University culture, as in other situations, he is psychologically selective of external stimuli that have positive valence for him; i.e., they have been pleasantly associated with need satisfaction in his past experience.

We tend to single out objects and persons in our environment that we love or hate, depend upon or fear, esteem or despise, almost in no time. We are 'tuned' to pick out items which involve us in positive or negative ways. (71, p. 95).

Experiences during the student's first few months in the University have contributed to these internal factors. Old canalizations have been tried in the new environment with varying degrees of success. The student may have found himself facing a choice of adopting new behaviors or locating a subgroup that would accept his established canalizations. He has developed some feelings about how well he "fits" into different parts of the University and what these different subsystems offer him.

Having an accepting peer group is generally very important during this stage of development and status in a peer group is a prime need.

Sherif and Sherif state that:

Some of man's most painful and distressing feelings are caused by loss of stable anchorages in his physical and social bearings. When he is unable to find or establish landmarks in his orientation in space, he flounders about to find some secure anchorages. (71, p. 106).--- They make desperate efforts to establish their orientation, to find something secure to which they can relate themselves and events both in a physical sense and in the realm of social and ideological ties. (71, p. 108).

Some physical features of the different types of housing that may influence a student's selection were discussed in section 2 of Assumption I-A. Other external factors may include such things as board and room expenses, location of part-time employment, availability of desired housing, and parental influences.

Assumption III: The primary aim of student personnel programs is education. These programs should provide activities which will supplement classroom programs and offer students the opportunity to develop themselves personally, socially, and intellectually. (73, p. 59).

The 1930 Committee on the Survey of Land Grant Colleges and Universities expressed this point of view:

During the period of college and university life, the student must develop attitudes, interests, and abilities which will enable him to reenter the community from which he came in very different capabilities from those which he occupied when he first went to college. It is a function of the university to assist the student in making these changes of attitudes, interests, and abilities. This is done in part only by the academic and curricular activities provided by the institution. Of equal or even greater importance in the process are the material conditions of living, the social atmosphere, and the opportunities for self-expression provided by the institution during the period of college life. The institution that assumes no responsibility whatsoever outside the academic program, but throws the immature young man or woman entirely upon his or her own resources, is failing to function in the fullest sense as an educational agency. (47, p. 403).

It is readily evident that the "holistic" approach to education is

not new and that this point of view is not unique to the field of student personnel. However, evidence indicating that we are accomplishing these lofty ends is difficult to find.

Assumption III-A: The point of focus in student personnel programs should be the student and his needs and goals. Curriculum development should be in terms of these student needs and purposes. Pretesting is helpful in this planning and provides a reference point for evaluation at the end of the learning period.

This statement is not intended to imply that the student's extra-classroom curriculum should be built entirely around his "felt" needs, but it does imply that individual differences should be recognized and provisions made for them. Buildings and personnel programs should be designed to allow expression of individuality and to promote progress in the student's developmental tasks. Residence programs should complement academic programs on campus, and housing planners should strive to organize their part of the University community so that student peer groups will be encouraged to define themselves as students. Development of peer group norms that would give learning a prominent place in the students' hierarchy of values would be a major contribution to the intellectual community.

Assumption IV: Personality development occurs in progressive stages, and each stage manifests functions that are peculiar to it. Murphy states that these stages overlap one another and regression is possible as well as progression from one stage to another. He sees man moving from the global, through the differentiated, to the integrated stage. (61).

Erikson lists eight stages in man's personality development:

1. Oral Sensory
2. Muscular Anal
3. Locomotive Genital

4. Latency
5. Puberty and Adolescence
6. Young adulthood
7. Adulthood
8. Maturity

In each of these stages, the inner laws of development create a succession of potentialities for significant interaction with those who tend him. While such interaction varies from culture to culture, it must remain the proper rate and the proper sequence which govern the growth of a personality as well as that of an organism...Personality can be said to develop according to steps predetermined in the human organism's readiness to be driven forward, to be a part of, and to interact with a widening social radius, beginning with the dim image of a mother and ending with mankind, or at any rate that segment of mankind which 'counts' in the particular individual's life. (19, p. 187).

Assumption IV-A: The college years represent a stage of personality development with its own set of developmental tasks. Havighurst considers "achieving of identity" the characteristic problem of the college years. He suggests that six developmental tasks must be mastered in order to achieve identity as an adult. (41). They are:

1. Learning a masculine or feminine social role.
2. Accepting one's body.
3. Achieving emotional independence of parents.
4. Achieving new and more mature relations with age mates of both sexes.
5. Selecting and preparing for an occupation.
6. Achieving a scale of values and an ethical system to live by.

Robert White distinguishes four major growth trends that are similar to those tasks listed by Havighurst:

1. the stabilizing of ego identity.
2. the deepening of interests.
3. the freeing of personal relationships.
4. the humanizing of values.

Sanford adds a fifth growth trend to White's list, i.e., general development and strengthening of the ego. He contends that late adolescence, roughly from ages seventeen to twenty-two, is a period of continued psychosocial development. He further states that psychologists have given very little attention to the development changes occurring during this

period because it has been too generally assumed that personality is well formed about the age of seventeen. (67).

Assumption V: Dormitories, fraternities, and off-campus housing units are environments in which many of the students' developmental tasks are pursued. Important peer group relationships develop from the interactions within living groups. Behavioral norms and expectations develop that affect how students interact with other parts of the University. (63) (68, pp. 469-487). These groups define what a student should be like and should not be like. How one dresses, when, where, and how much one studies, and how one should view the academic are all dictates of these primary groups. Deviation is often painful.

Summary

The basic and guiding assumption of this study is that students with different systems of internal factors will have selected different housing subcultures because of psychological selectivity. Because of different systems of wants, they perceived different environments as satisfying.

Definition of Terms and Concepts

Certain important terms, and concepts used in this dissertation are defined below. Those of a more general nature are segregated from those listed as variables.

Some General Terms and Concepts:

- (1) Curriculum - is defined here as the experiences of a student that result from events planned for him by the University.
- (2) Group - refers to a social unit which consists of a number of individuals who stand in (more or less) definite role relationships to one another and which possesses a set of norms and

expectations of its own regulating the behavior of individual members, at least in matters of consequence to the group. (71).

- (3) Social Organization - is defined here as a deliberately established social system - a structure of social position and roles.
- (4) Student - refers to a single, undergraduate man enrolled in twelve or more semester hours credit at Oklahoma State University.
- (5) University - refers to the Stillwater Campus of Oklahoma State University. No attempt was made to study any of the various branch campuses or stations.
- (6) Spring Semester Housing Groups - refers to the formal, freshman, men's housing groups (dormitory, fraternity, and off-campus) as they existed after the mid-year migration.
 - a. Migratory subgroups - refers to the freshman men who elected at mid-year to move from dormitory housing to either fraternity or off-campus housing.
 - b. Nonmigratory subgroups - refers to the freshman men who elected at mid-year to remain in the type of housing that they selected in the fall.

Definition of Terms as Variables:

- (7) Dormitory Housing - includes all on-campus housing for single men students.
- (8) Fraternity Housing - includes the twenty-two men's social fraternities represented by the Interfraternity Council at Oklahoma State University.
- (9) Off-Campus Housing - includes those apartments and rooming houses in the city of Stillwater rented to single undergraduate

men enrolled in Oklahoma State University.

- (10) Interpersonal Values - refers to what the individual considers to be important in his relationship to other people and their relationship to him. These are one segment of his system of wants or needs. (30).
- (11) Study Habits - refer to study methods, motivation for studying and certain attitudes toward scholastic activities considered important in the classroom. (7).
- (12) Temperament Traits - refer to indices of what the individual typically does, or typical patterns of behavior.
- (13) First Semester Grand Point Average - refers to the official grade point average earned by the student during his first semester in college.
- (14) Size of High School from which graduated - will be determined by the number of teachers employed by the high school when the student graduated.
- (15) Family Income - refers to the student's report of his family's 1962 income.
- (16) Father's Educational Level - refers to the student's report of the educational level completed by his father.
- (17) Mother's Educational Level - refers to the student's report of the educational level completed by his mother.

Statement of Hypotheses Concerning Spring Semester

Housing Groups

The following general hypotheses were tested in order to check for differences among the samples drawn from the Spring Semester housing groups in this survey.

- (1) There will be significant differences between the interpersonal values, as measured by the Survey of Interpersonal Values, of subjects living in dormitory, fraternity, and off-campus housing.
- (2) There will be significant difference between the temperament traits as measured by The Guilford-Zimmerman Temperament Survey, of subjects living in dormitory, fraternity, and off-campus housing.
- (3) There will be significant differences between the study habits and attitudes, as measured by the Survey of Study Habits and Attitudes, of subjects living in dormitory, fraternity, and off-campus housing.
- (4) There will be significant differences between the first semester grade point averages of subjects living in dormitory, fraternity, and off-campus housing.
- (5) There will be a significant difference between the Composite ACT Scores of subjects living in dormitory, fraternity, and off-campus housing.
- (6) Subjects living in off-campus housing will differ significantly from their fraternity and dormitory counterparts on the variable, size of high school from which graduated.
- (7) Subjects living in off-campus housing will differ significantly from their fraternity and dormitory counterparts on the variable, family income for 1962.
- (8) Subjects living in off-campus housing will differ significantly from their fraternity and dormitory counterparts on the variable, father's education level.
- (9) Subjects living in off-campus housing will differ significantly

from their fraternity and dormitory counterparts on the variable, mother's education level.

Questions Concerning Migratory and Nonmigratory Subgroups

The researcher felt that additional analyses should be made in an effort to gain some insight into differences among freshman subgroups who migrated from the dormitories at mid-year and freshman subgroups who elected not to migrate from the type of housing that they selected in the fall. The following questions were posed, and data was analyzed in an effort to answer them.

- (1) Did the nonmigratory subgroups in dormitory, fraternity, and off-campus housing differ significantly on any of the psychosocial factors studied?
- (2) Did the migratory subgroups differ significantly from either the nonmigratory subgroups that they left or the nonmigratory subgroups that they joined on any of the psychosocial factors studied?
- (3) Did the migratory subgroups differ significantly on any of the psychosocial factors studied?

The following psychosocial factors were studied in the analyses concerning questions 1, 2, and 3.

- a. Interpersonal values as measured by the Survey of Interpersonal Values.
- b. Temperament traits as measured by The Guilford-Zimmerman Temperament Survey.
- c. Study habits and attitudes as measured by the Survey of Study Habits and Attitudes.
- d. Academic achievement as measured by the Fall semester grade

point average.

- e. Academic Aptitude as measured by the Composite ACT Score.
- f. Socio-economic background as measured by family income for 1962, parents' educational levels, and size of high school from which graduated.

CHAPTER III

THE METHODOLOGY AND DESIGN OF THE STUDY

The description of the subjects, the instruments, and the statistical procedure used in testing the hypotheses listed in Chapter II are included in this chapter.

Subjects: Population and Sample

The population being studied consists of all single male freshmen enrolled at Oklahoma State University as regular undergraduate students during the Spring semester of 1963 with the following exceptions:

- a. students living at home in Stillwater or commuting.
- b. students attending Oklahoma State University for the first time.
- c. foreign students.

The population consisted of 1,371 men that were subdivided into housing groups in the following manner:

- a. Dormitory - 605
- b. Fraternity - 322
- c. Off-campus - 444

At the beginning of the Spring semester a list of all men in this population was compiled by dormitory, fraternity, and off-campus housing groups. A random sample of fifty subjects from each of these three groups was desired. Since representation from each dormitory and fraternity house was desirable and the numbers of qualified men varied among the

various units, the men were listed by housing units and a representative percentage was sampled from each unit. The sampling procedure followed was to number the men in each alphabetized list and then select the desired number of subjects through the use of a table of random numbers. Fifty men from each major group (dormitory, fraternity, off-campus) were selected in this manner.

Testing periods were established that seemed to conflict least with other events on campus, and letters were written to the subjects soliciting their cooperation in the project. (See Appendix A). Thirty-eight fraternity men, twenty-six dormitory men, and twelve off-campus men reported to their initial testing periods. Letters and telephone calls were used to arrange subsequent periods for subjects to complete the inventories. Responses were collected from fifty fraternity men, forty-eight dormitory men, and forty-eight off-campus men. In order to equalize the groups, two fraternity subjects were dropped. These two men were selected randomly through the use of the table of random numbers.

The ACT scores used were taken from University records and had been obtained prior to the students' admission to the University.

Instruments Used in the Study

The instruments used in this study consisted of three standardized inventories, an academic aptitude test, and a short questionnaire. Each of these instruments is discussed briefly in the following paragraphs. Two assumptions were made in the administration of the inventories and the questionnaire. First, it was assumed that the subjects' answers were given frankly and honestly. Secondly, it was assumed that the subjects possessed enough self-understanding to give valid responses to the questions presented.

The instruments attempt to measure two kinds of characteristics:

- a. traits or measures of what one typically does.
- b. values or what one considers important.

I. The Guilford-Zimmerman Temperament Survey. (50 minutes---nontimed)

This survey is intended for use with subjects in grades 9-16 and adults. It yields ten trait scores: General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal Relations, and Masculinity. The survey contains thirty items for each of these traits that are responded to with either yes, ?, or no. Responses are weighed 0 or 1. The traits were arrived at by factor analysis by Guilford and associates and are reported to have reasonably low intercorrelations. (34, p. 7). The reliability of each trait is reported to be around .80. The standard error of measurement ranges from a low 2.2 on three scales to a high of 2.6 on the Objectivity scale. (34, p. 6).

II. Survey of Study Habits and Attitudes. (25-35 minutes---nontimed)

This instrument is designed to identify high school and college students whose study habits and attitudes are different from those of students who do well in academic work. Results are useful in understanding and counseling these students. (7, p. 3).

Reliability coefficients are reported to be about .90 for college men. (7, p. 5).

Validation studies have been conducted in a number of colleges in the United States, and almost all of the subjects have been freshmen. These studies involved 1,756 men and 1,118 women in ten different colleges, and all but 162 men and 119 women were freshmen.

III. Survey of Interpersonal Values. (15 minutes---nontimed)

This survey is designed to measure certain values involving the subject's

relationships to other people and their relationships to him. (30, p. 3).

The scales are interpreted in terms of the items contained in them as determined by factor analytic methods. The scales are defined by what high scoring individuals value. There are no separate descriptions for low scoring individuals. Low scoring individuals simply do not value what is defined by that particular scale. (30, p. 3).

The inventory utilized a forced-choice format consisting of thirty triads. Three of the six value dimensions are represented in each triad. Reliability coefficients for college students range between .78 and .89 on test-retest studies (N=79, interval =10 days) and between .71 and .86 on Kuder-Richardson estimates. (30, p. 5).

Validity is supported by a wide variety of studies. Congruent validity is evidenced by reasonable correlations with The Allport-Vernon-Lindsey Study of Values and the Edwards Personal Preference Schedule. Concurrent validity has been established in various industrial and school settings. The desirability of local research designed to develop local norms is emphasized by the authors and critics of the inventory. (30).

IV. The American College Testing Program. (ACT) The purpose of this test is to supply measures of educational development and of college potential that may be used in college admission procedures, granting scholarships and other awards, pre-college counseling, and on-campus educational guidance. The battery consists of four subtests: (69).

- a. English - (80 items, 50 minutes) This subtest is designed to measure the student's understanding and use of the basic elements in correct and effective writing: punctuation, capitalization, usage, diction, phraseology, style, and organization.
- b. Mathematics - (40 items, 50 minutes) This subtest is designed to measure the student's general mathematical reasoning ability.
- c. Social Studies - (52 items, 40 minutes) This subtest is designed to

measure the student's ability to handle the types of evaluative reasoning and problem-solving skills required in the social studies.

- d. Natural Sciences - (52 items, 40 minutes) This subtest is designed to measure the student's ability to handle critical reasoning and problem-solving skills required in natural science.

A composite score is derived by averaging the student's performance on the four subtests.

Reliability was figured by the Spearman-Brown odds-even technique. The median reliability reported for the subtests was about .85, with a median standard error of measurement of about 2.2 standard score points. The composite score reliabilities were reported to be about .95, with a standard error of measurement of 1.1 standard score points.

Content validity is of prime importance in a test of this type, and a considerable amount of attention has been paid to it in the technical report. The fundamental rationale behind the ACT battery is that, "the best way to predict success in college is to measure as directly as possible the abilities the student will have occasion to employ in his college work." (69, p. 6).

V. The Questionnaire: A review of related literature revealed that differences in socio-economic background had appeared in studies of this type done on other campuses. Three questions were designed to gather socio-economic data from the subjects in this study. (See Appendix B). The categories used to index the formal education level of parents were developed by considering categories used in other questionnaires and the structure of the educational system in Oklahoma.

Categories for "family income for 1962" were developed by considering data on Oklahoma family income in the 1960 census report and national

income data.

VI. Source of Data on Size of High School: The name of each subject's high school was readily available in University records, and the Oklahoma Educational Directory provided information about the number of teachers in Oklahoma high schools. Subjects who graduated from schools in other states were asked to report the number of teachers in the high school from which they graduated. The possibility of subjects not being able to furnish accurate answers to this question was recognized, but the number of nonresident subjects was small and almost all of them reported that they had graduated from high schools that ranked easily in the "very large" category.

Four categories of size of high school were used:

- a. Small - 1-10 teachers,
- b. Medium - 11-20 teachers,
- c. Large - 21-74 teachers, and
- d. Very large - 75 or more teachers.

These categories were set after considerations of data on public school districts in Oklahoma reported by Sweitzer and Hayes in 1961. (75, p. 3).

Statistical Design of the Study

The analysis of variance technique was used to check for differences among the groups on nineteen of the twenty-three variables under study. These variables included the ten dimensions on The Guilford-Zimmerman Temperament Survey, the six scales on the Survey of Interpersonal Values, Survey of Study Habits and Attitudes scores, first semester grade point average, and the Composite ACT score. The point of significance used was the .05 level of probability. The data was

transferred to IBM cards at the Computing Center at Oklahoma State University, and the facilities of the Center were used to test for differences among the groups.

Chi-Squares were computed on the four remaining variables:

- a. Father's formal education level,
- b. Mother's formal education level,
- c. Family income for 1962, and
- d. Size of high school from which graduated.

The point of significance used was the .05 level of probability.

Limitations

Several limitations of the findings of this survey need to be recognized.

1. The sample studied is not representative of groups other than the population from which it was taken; therefore, generalization of these findings to other groups is not justified.
2. The possibility that important differences exist within and among the various dormitories, fraternities, and off-campus housing units needs to be recognized. Therefore, these findings are not suitable for application to individual housing groups without further investigation. The subgroup analyses in this survey included some very small groups, and their use should be limited to the level of suggestion for further study.
3. The twenty-three variables included in this survey represent at best a partial picture of the important characteristics of the groups surveyed. It is hoped that other variables will be suggested for investigation as the housing groups examine these findings in light of their existing educational ends and means.

4. The assumptions made in the administration of the inventories and questionnaire place limitations on the findings.

CHAPTER IV

DIVERSITY AMONG THE SPRING SEMESTER HOUSING GROUPS

Introduction

The primary objective of this research project has been to demonstrate that differences do exist among the freshman housing groups under study and to develop some insight into the nature of these differences. An important outcome should be increased understanding of these groups by those responsible for their nonclassroom curriculum. Furthermore, it is hoped that these findings will whet the interests of planners for additional information of this type and promote reexamination of assumptions about the direction and amount of student change resulting from affiliation with the different housing groups.

In order to demonstrate diversity among the groups, the nine general hypotheses were tested. This chapter presents the findings of this treatment of the data and the implications of these findings for the hypotheses. For testing purposes, each of the general hypotheses was divided into sub-hypotheses that provided for comparisons among the groups on each of the psychosocial factors being considered. A null hypothesis was used for testing, and when the differences were found to be significantly greater than what would be expected from chance fluctuations in sampling, the null hypothesis was rejected and the observed differences were said to be due to differences in the samples and not due to chance.

Findings and Disposition of Hypotheses

I. Diversity Among Groups on Interpersonal Values:

Hypothesis I states that there will be significant differences between the interpersonal values, as measured by the Survey of Interpersonal Values, of subjects in dormitory, fraternity, and off-campus housing. This hypothesis was partially affirmed by the statistical tests and the findings are presented in Tables I and II.

TABLE I

ANALYSIS OF VARIANCE FOR SPRING SEMESTER DORMITORY, FRATERNITY,
AND OFF-CAMPUS GROUPS ON INTERPERSONAL VALUE SCALES

Variable and Source of Variance	Sums of Squares	df	Mean Square	F
Support				
Between Groups	136.79	2	68.40	2.60
Within Groups	3965.21	141	26.21	
Conformity				
Between Groups	46.05	2	23.03	---
Within Groups	5076.94	141	36.00	
Recognition				
Between Groups	197.26	2	98.63	4.21*
Within Groups	3299.06	141	23.40	
Independence				
Between Groups	519.79	2	259.90	5.59**
Within Groups	6609.15	141	46.87	
Benevolence				
Between Groups	538.76	2	269.38	6.99**
Within Groups	5434.54	141	38.54	
Leadership				
Between Groups	181.54	2	90.77	1.97
Within Groups	6486.21	141	46.00	

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

The fraternity group significantly exceeded both dormitory and off-campus groups in valuing being looked up to and admired, being considered important, and attracting favorable attention, and the greatest difference was between it and the off-campus group. Although the dormitory group exceeded the off-campus group, the difference was very slight and

not considered significant. (Table II).

The dormitory group valued independence significantly more than either of the other groups, and the greatest contrast was between them and the fraternity group. The off-campus group valued independence more than the fraternity group, but the difference was insignificant.

TABLE II

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN MEANS OF SPRING SEMESTER GROUPS ON VALUES WITH SIGNIFICANT "F" RATIOS ON ANALYSIS OF VARIANCE TESTS

Variable and Groups	Means	SD _w	Difference between Means	S.E. Diff.	Mean Difference required for Significance
Recognition					
Dormitory	11.71	4.48	Frat > Dorm=2.12*	1.92	D.05=1.92
Fraternity	13.83		Frat > O.C.=2.73**		D.01=2.54
Off-Campus	11.10		Dorm > O.C.= .61		
Independence					
Dormitory	20.25	6.85	Dorm > Frat=5.08**	1.37	D.05=2.71
Fraternity	15.77		Dorm > O.C.=3.33*		D.01=3.59
Off-Campus	16.92		O.C. > Frat=1.15		
Benevolence					
Dormitory	14.38	6.21	O.C. > Frat=4.71**	1.25	D.05=2.46
Fraternity	12.48		O.C. > Dorm=2.81*		D.05=3.25
Off-Campus	17.19		Dorm > Frat=1.90		

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than.

Being benevolent was significantly more important to the off-campus group than it was to either of the other groups, and the greatest difference was found between the off-campus and the fraternity groups. The dormitory group had an insignificantly larger mean than the fraternity group.

Significant differences were not found among the groups on the Support, Conformity, and Leadership scales. (Table I). There were, however, some trends in the data that are worth mentioning. Table III presents the means and standard deviations for each of the housing

groups and the means and standard deviations of the male standardization sample on the six value scales. This Table provides information about the direction of trends in the data and information about the amount of variability within each group on each of the scales.

Fraternity men tended to make higher scores than either of the other groups on the Support and Leadership scales. The means and standard deviations of the dormitory and off-campus groups for the Support scale fell very near those of the standardization sample, but they were considerably below the norm group on valuing being in charge of other people in a leadership or power role. The fraternity group fell very near the norm on valuing being in a leadership role.

There was a tendency for all three groups to value conformity in their interpersonal relationships more than did the standardization sample. The off-campus group considered it most important, and the fraternity and dormitory groups had very similar performances with the dormitory group showing more within group variance.

Table III also provides additional information about the groups' performances on the Recognition, Independence, and Benevolence scales. The off-campus group not only scored very low on Recognition, but it was more homogeneous than the other groups on this value syndrome. This group was also relatively homogeneous on Benevolence, the scale on which it significantly exceeded the other groups. The fraternity group showed little variability on the Independence scale, and the group mean not only fell below the means of the other housing groups but was well below the norm.

II. Diversity Among Groups on Temperament Traits:

Hypothesis 2 states that there will be significant differences between the temperament traits, as measured by The Guilford-Zimmerman

TABLE III

MEANS AND STANDARD DEVIATIONS OF SPRING SEMESTER DORMITORY, FRATERNITY
AND OFF-CAMPUS GROUPS ON INTERPERSONAL VALUE SCALES

Group	Support		Conformity		Recognition		Independence		Benevolence		Leadership	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Dormitory	14.56	5.65	14.90	6.60	11.71	4.87	20.25	7.16	14.38	5.93	14.48	7.34
Fraternity	16.54	4.86	14.35	5.63	13.83	5.01	15.77	6.21	12.48	7.15	16.96	6.07
Off-Campus	14.40	5.36	15.73	5.72	11.10	4.62	16.92	7.12	17.19	5.42	14.69	6.87
Overall Mean	15.17		14.99		12.22		17.65		14.68		15.38	
Male Standardization Sample*	14.9	5.5	12.3	6.6	12.4	5.0	19.3	7.2	13.6	6.5	17.3	7.2

* Taken from SIV Manual (30, p. 5)

Temperament Survey, of subjects living in dormitory, fraternity, and off-campus housing. This hypothesis was only partially affirmed since only two of the ten scales on the inventory discriminated between the housing groups.

Tables IV and V present the findings of the tests for differences among the groups on these ten temperament scales.

TABLE IV
ANALYSIS OF VARIANCE FOR SPRING SEMESTER DORMITORY, FRATERNITY,
AND OFF-CAMPUS GROUPS ON TEMPERAMENT TRAIT SCALES

Variable and Source of Variance	Sums of Squares	df	Mean Square	F
Personal Relations				
Between Groups	23.01	2	11.51	----
Within Groups	3589.63	141	25.46	
Masculinity				
Between Groups	7.88	2	3.94	----
Within Groups	2372.06	141	16.82	
General Activity				
Between Groups	5.68	2	2.84	----
Within Groups	3866.29	141	27.42	
Restraint				
Between Groups	8.72	2	4.36	----
Within Groups	3696.83	141	26.22	
Ascendance				
Between Groups	268.35	2	134.18	4.61*
Within Groups	4100.65	141	29.08	
Sociability				
Between Groups	481.06	2	240.53	6.90**
Within Groups	4916.83	141	34.87	
Emotional Stability				
Between Groups	1.35	2	.67	----
Within Groups	5122.54	141	36.33	
Objectivity				
Between Groups	56.72	2	28.36	----
Within Groups	4531.83	141	32.14	
Friendliness				
Between Groups	100.93	2	50.47	1.85
Within Groups	3843.23	141	27.26	
Thoughtfulness				
Between Groups	34.43	2	17.22	----
Within Groups	4140.88	141	29.37	

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

TABLE V

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN MEANS OF SPRING SEMESTER GROUPS ON TEMPERAMENT TRAITS WITH SIGNIFICANT "F" RATIOS ON ANALYSIS OF VARIANCE TESTS

Variable and Groups	Means	SD _w	Difference Between Means	S.E. Diff.	Mean Difference Required for Significance
Ascendance					
Dorm	15.04	5.39	Frat>Dorm=2.90**	1.08	D.05=2.14
Fraternity	17.94		Frat>O.C.=2.90**		D.01=2.83
Off-Campus	15.04				
Sociability					
Dorm	16.75	5.91	Frat>Dorm=4.29**	1.18	D.05=2.34
Fraternity	21.04		Frat>O.C.=3.25**		D.01=3.09
Off-Campus	17.79		O.C.>Dorm=1.04		

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than.

The fraternity groups significantly exceeded both of the other groups on Ascendance and Sociability. They tended to be less submissive and more inclined to come to the defense of their ideas, exhibit habits of leadership rather than following, and were less hesitant in speaking out in public or with other individuals. They described themselves as being more inclined to have many friends and acquaintances, like social activities and social contacts, and to be more aggressive in seeking the limelight. There was no difference between the dormitory and off-campus groups on the Ascendance scale and the difference on the Sociability scale was insignificant. (Table V).

Table VI and Figure 1 provide some additional information useful in understanding trends in the data. For example, the standard deviations reported for the Ascendance and Sociability scales demonstrate that the fraternity sample not only scored significantly higher on these scales, but that the sample was more homogeneous on both of these traits than their dormitory and off-campus counterparts. This same trend is

apparent in a comparison with the standardization sample.

The bar graph in Figure 1 illustrates the amount and direction of deviation by the groups from the National Norm, and since most of the trends are very slight they should be viewed with caution.

Figure 1 illustrates that, when compared with the norm group, all three samples deviated slightly toward the impulsive, carefree end of the Restraint scale. There was also a slight tendency for them to report that they experienced more fluctuations of moods, interests, and energy; more daydreaming and excitability; more feelings of guilt, loneliness, worry and ill health. They further agreed upon their directions of deviation on the Personal Relations scale and the Masculinity scale.

The fraternity sample was slightly more inclined to show interest in overt activity as opposed to interest in thinking and reflectiveness. There was also a very slight tendency for the off-campus subjects to deviate in this direction.

Dormitory and fraternity men showed a slight trend toward more belligerence, hostility, and a desire to dominate than did the norm group, but the off-campus group showed a trend in the opposite direction; that is to say, toward more toleration, respect for others, and acceptance of domination. (Figure 1).

There are limitations, other than the small size of the mean differences, that plead for caution in the use of these data. One should keep in mind that the norm data was obtained from college men in one Southern California University and two junior colleges, and that the sample included many veterans. This resulted in a mean age of about twenty-three for the sample. (34, p. 6). This leaves room for questioning the representatives of this sample for a freshman group at Oklahoma State University. These limitations lead the researcher to place more value upon the

TABLE VI

MEANS AND STANDARD DEVIATIONS OF SPRING SEMESTER DORMITORY,
FRATERNITY, AND OFF-CAMPUS GROUPS ON TEMPERAMENT
TRAIT SCALES

Traits	Housing Groups						Male Std. Mean	Sample* SD
	Dorm		Frat.		O.C.			
	Mean	SD	Mean	SD	Mean	SD		
General Activity	17.00	5.20	17.31	5.11	17.48	5.39	17.0	5.64
Restraint	15.75	5.19	15.71	5.42	15.21	4.74	16.9	4.94
Ascendance	15.04	5.56	17.94	5.02	15.04	5.58	15.9	5.84
Sociability	16.75	6.16	21.04	5.54	17.79	6.00	18.2	6.97
Emotional Stability	16.60	5.81	16.44	5.72	16.38	6.53	16.9	6.15
Objectivity	17.96	5.81	16.46	5.71	17.50	5.49	17.9	4.98
Friendliness	12.98	5.06	13.25	4.93	14.88	5.59	13.8	5.07
Thoughtfulness	18.48	4.94	17.29	6.07	18.02	5.17	18.4	5.11
Personal Relations	15.60	5.45	16.10	5.49	16.58	4.06	16.7	5.05
Masculinity	20.50	3.49	19.94	4.01	20.13	4.71	19.9	3.97

* Taken from Guilford-Zimmerman (34, p. 7)

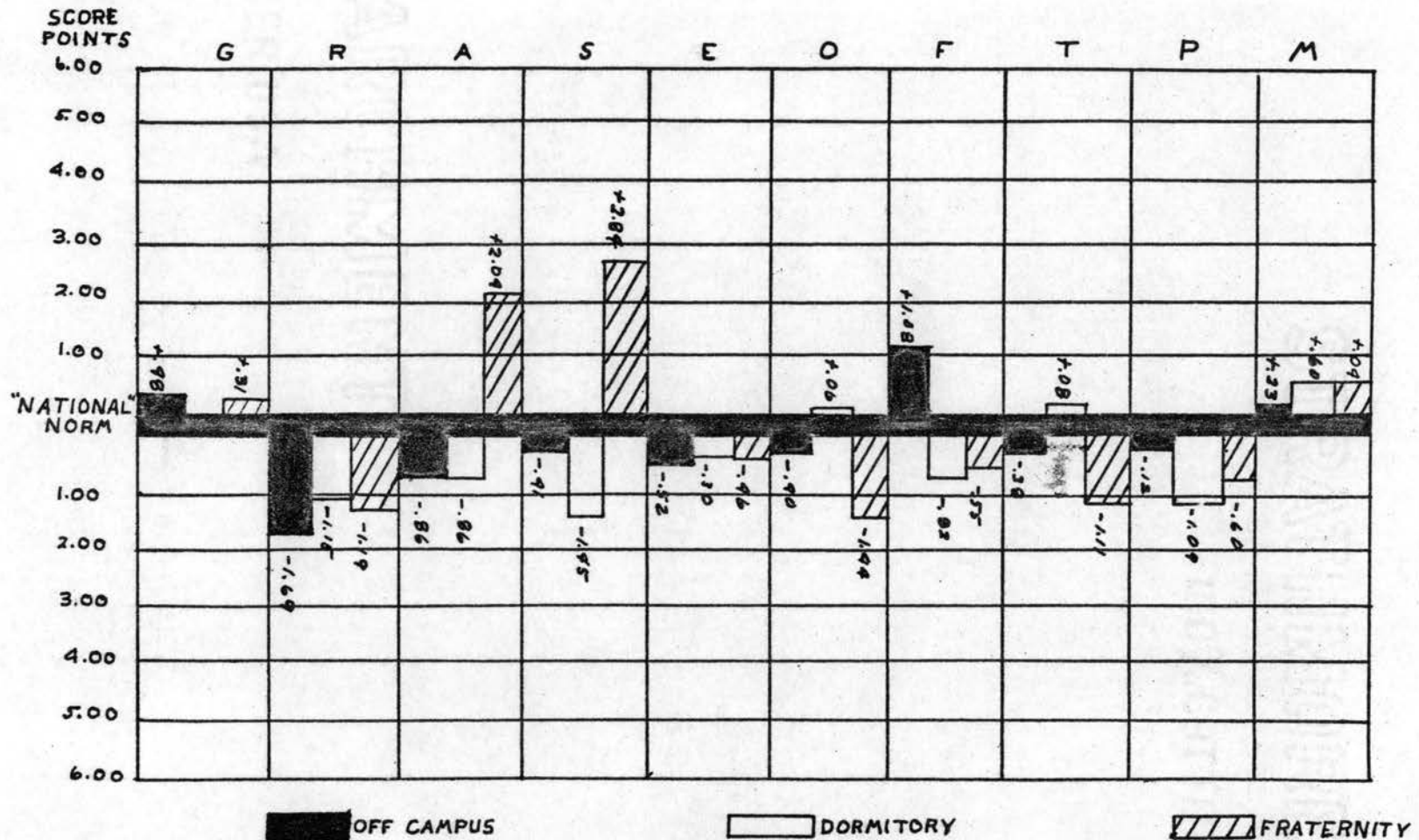


Figure 1

Spring Semester Housing Groups' Deviations from the National Norm on Guilford-Zimmerman Temperament Traits

housing groups' deviations from their own general mean, and the data indicates that most of these deviations were very insignificant.

III. Diversity Among Groups on Study Habits and Attitudes:

Hypothesis 3 states that there will be significant differences between the study habits and attitudes, as measured by the Survey of Study Habits and Attitudes, of subjects living in dormitory, fraternity, and off-campus housing. Table VII presents the findings of the statistical test for differences among the groups. No significant differences were found among the groups on this variable, and the null hypothesis could not be rejected.

Table VIII shows the trends that appeared in the data. The groups seemed to fall into a hierarchy with the fraternity group very near the norm group mean, followed by the dormitory group, and with the mean of the off-campus group falling approximately one half of the standard deviation below the normative mean.

TABLE VII

ANALYSIS OF VARIANCE FOR SPRING SEMESTER DORMITORY, FRATERNITY
AND OFF-CAMPUS GROUPS ON THE STUDY HABITS AND
ATTITUDES SCALE

Source of Variance	Sum of Squares	df	Mean Square	F
Between Groups	435.50	2	217.75	1.65
Within Groups	18623.50	141	132.08	

* Significant at .05 level of confidence.

TABLE VIII

MEANS AND STANDARD DEVIATIONS OF SPRING SEMESTER
DORMITORY, FRATERNITY, AND OFF-CAMPUS GROUPS
ON THE SURVEY OF STUDY HABITS AND ATTITUDES

Group	Mean	SD
Dormitory	33.25	11.88
Fraternity	35.13	11.45
Off-Campus	30.88	11.14
Male Standardization Sample*	35.3	13.0

* Taken from SSHA Manual (7, p. 5).

IV. Diversity Among the Groups' First Semester Grade Point Averages:

Hypothesis 4 states that there will be significant differences between the first semester grade point averages of subjects living in dormitory, fraternity, and off-campus housing. Table IX presents the findings of the tests for differences among the groups on this variable. No significant differences were found among the groups on this variable.

Table X illustrates trends in the data by listing the means and variances of each of the groups as well as the overall mean.

The fraternity mean fell slightly above the University "C" average (2.0 grade points) and the means of the other groups fell slightly below this average. There seemed to be more variation within the off-campus group, and the dormitory group appeared to be the most homogeneous.

Although these averages are useful in understanding the composition of the groups as they existed after the initial migration period, one cannot assume that all of the contributing grade point averages were earned in association with these Spring semester groupings. A check of the first semester residences of the subjects revealed that some migration had taken place at the close of the first semester. Nine of the fraternity

TABLE IX

ANALYSIS OF VARIANCE FOR SPRING SEMESTER DORMITORY, FRATERNITY,
AND OFF-CAMPUS GROUPS ON GRADE POINT AVERAGE

Source of Variance	Sums of Squares	df	Mean Square	F
Between Groups	2.40	2	1.20	1.568
Within Groups	107.82	141	.765	

* Significant at .05 level of confidence.

TABLE X

MEANS AND VARIANCES OF SPRING SEMESTER DORMITORY, FRATERNITY,
AND OFF-CAMPUS GROUPS ON GRADE POINT AVERAGE

Group	Mean GPA	Variance
Dormitory	1.89	.5874
Fraternity	2.16	.7399
Off-Campus	1.88	.9668
Overall	1.98	

subjects had spent their first semester in a dormitory and one had lived off-campus. Eighteen of the off-campus subjects had moved from a dormitory, and two members of the dormitory sample had moved from a fraternity house. Without further analysis, one cannot say what kinds of grade averages these men took with them to their new living group nor to what extent they influenced the averages reported in Table X.

V. Diversity Among the Groups' Academic Aptitude:

Hypothesis 5 states that there will be significant differences between the Composite ACT scores of subjects living in dormitory, fraternity, and off-campus housing.

Tables XI and XII present the findings of the statistical tests for differences among the groups on this variable.

TABLE XI

ANALYSIS OF VARIANCE FOR SPRING SEMESTER DORMITORY, FRATERNITY,
AND OFF-CAMPUS GROUPS ON THE ACT COMPOSITE SCORES

Source of Variance	Sums of Squares	df	Mean Square	F
Between Groups	420.93	2	210.47	10.05**
Within Groups	2952.90	141	20.94	

* Significant at .05 level of confidence.

** Significant at .01 level of confidence.

TABLE XII

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN MEANS OF SPRING
SEMESTER DORMITORY, FRATERNITY, AND OFF-CAMPUS
GROUPS ON THE COMPOSITE ACT SCORE

Difference Between Means	SD _w	S.E. Difference	Mean Difference Required for Significance
Dorm > Off-Campus=2.15*	4.58	.92	D _{.05} =1.82
Frat > Off-Campus=4.19**			D _{.01} =2.41
Frat > Dorm=2.04*			

* Significant at .05 level of confidence.

** Significant at .01 level of confidence.

> Greater than.

Significant differences were found between all three groups on this variable, and the hypothesis was affirmed. The fraternity groups significantly exceeded both other groups, and the largest difference was between the fraternity and off-campus groups. The dormitory group also had significantly higher scores than the off-campus group.

Table XIII presents additional information to provide further insight into the composition of the groups relative to ACT scores. The mean and standard deviation for each group is presented along with the

mean and standard deviation for the Oklahoma State University freshmen male population for the fall of 1962.

The dormitory group appeared to be most like the normative sample, and the fraternity group deviated in the direction of higher scores and less variability within the group. The off-campus sample deviated in the direction of lower scores and showed slightly more in-group variance than the other groups.

TABLE XIII

MEANS AND STANDARD DEVIATIONS OF SPRING SEMESTER DORMITORY, FRATERNITY, AND OFF-CAMPUS GROUPS ON THE COMPOSITE ACT SCORE

Group	Mean	SD
Dormitory	20.50	4.41
Fraternity	22.54	4.30
Off-Campus	18.35	4.99
O.S.U. 1962-63 Male Norms	19.93	5.02

The amount of time that lapsed between the dates that these data were gathered and the date of its use in this survey places a limitation on these findings. The educational experiences of the subjects during the first semester were probably not uniform and could have had differential influences upon the students' academic aptitudes.

VI. Differences Among the Groups on Size of High School from Which Graduated.

Hypothesis 6 states that subjects living in off-campus housing will differ significantly from their fraternity and dormitory counterparts on the variable, size of high school from which graduated. Table XIV presents the findings of the statistical test for differences among the

TABLE XIV

CHI-SQUARE AND DEGREES OF FREEDOM FOR THE INDICES OF SIZE OF HIGH SCHOOL FROM WHICH GRADUATED FOR SPRING SEMESTER DORMITORY, FRATERNITY, AND OFF-CAMPUS GROUPS

Groups and Direction of Difference	χ^2	df
Fraternity > Off-Campus	14.99**	3
Dormitory > Off-Campus	3.33	3
Fraternity > Dormitory	8.07*	3

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than.

three housing groups on this variable.

The hypothesis was only partially affirmed since a significant difference was found between the fraternity and off-campus groups, but the difference between the dormitory and off-campus groups was insignificant.

The findings reported in Table XIV indicate that it was the fraternity group that "stood apart" from the others on this variable. They graduated from significantly larger high schools than either of the other groups, and the greatest difference was apparent in the comparison of fraternity with off-campus subjects.

Table XV presents the number of subjects in each group who fell into each category and the percentage of the groups' respondents that this number represents. One subject in each of the groups failed to respond to the question which resulted in an 'n' of 47 for each group.

Table XV reveals that eighty-nine per cent of the fraternity sample graduated from either large or very large high schools, but that only fifty-one per cent of the off-campus sample fell within these categories. This trend is reversed when one looks at percentages graduating from small and medium sized high schools. While forty-nine per cent of the off-campus

sample graduated from small or medium sized high schools, only eleven per cent of the fraternity men came from such schools.

The dormitory sample fell in an intermediate position between the others on the medium, large, and very large categories, but had the same percentage of subjects from small high schools as the off-campus sample.

The modal interval was the large high school interval, and it contained forty-seven per cent of the total sample.

TABLE XV

OBSERVED FREQUENCY DATA FOR SIZE OF HIGH SCHOOL FROM WHICH GRADUATED FOR SPRING SEMESTER DORMITORY, FRATERNITY, AND OFF-CAMPUS GROUPS

Category	Housing Groups						Totals	
	O.C.		Dorm		Frat			
	No.	%	No.	%	No.	%	No.	%
Small (1-10 teachers)	9	19.15	9	19.15	3	6.38	21	14.89
Medium (11-20 teachers)	14	29.79	7	14.89	2	4.26	23	16.31
Large (21-74 teachers)	18	38.29	22	46.81	26	55.32	66	46.81
Very Large (75+ teachers)	<u>6</u>	12.77	<u>9</u>	19.15	<u>16</u>	34.04	<u>31</u>	21.99
Totals	47		47		47		141	

VII. Diversity Among Groups on 1962 Family Income.

Hypothesis 7 states that subjects living in off-campus housing will differ significantly from their fraternity and dormitory counterparts on the variable, family income for 1962.

Table XVI presents the findings of the statistical tests for differences among the three housing groups.

The hypothesis was affirmed, since the family incomes reported by the off-campus group were significantly smaller than those reported by both dormitory and fraternity groups, and the greatest difference was between the fraternity and off-campus groups.

TABLE XVI

CHI-SQUARE AND DEGREES OF FREEDOM FOR THE ITEM RELATED TO THE
1962 INCOME OF FAMILIES OF SPRING SEMESTER DORMITORY,
FRATERNITY, AND OFF-CAMPUS GROUPS

Groups and Direction of Difference	χ^2	df
Fraternity > Off-Campus	19.03**	2
Dormitory > Off-Campus	9.16*	2
Fraternity > Dormitory	4.86	2

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than.

Table XVII presents these differences in a different form by indicating the number of subjects in each group who fell into each category and the percentage of the group's respondents that this number represents. Four subjects in the fraternity sample failed to respond to the question.

TABLE XVII

OBSERVED FREQUENCY DATA FOR 1962 FAMILY INCOME FOR SPRING
SEMESTER DORMITORY, FRATERNITY, AND OFF-CAMPUS
GROUPS

Category	Housing Groups						Totals	
	O.C.		Dorm		Frat			
	No.	%	No.	%	No.	%	No.	%
Less than \$5000	7	14.58	6	15.00	1	2.27	14	10.61
\$5000-\$8000	33	68.75	16	40.00	17	38.64	66	50.00
Over \$8000	<u>8</u>	16.67	<u>18</u>	45.00	<u>26</u>	59.09	<u>52</u>	39.39
Totals	48		48		44		132	

Table XVII illustrates that the modal interval for the off-campus sample was the "\$5000-\$8000" interval, and that the modal interval for both the dormitory and fraternity samples was "over \$8000."

Men from families with high incomes were much more inclined to settle in either dormitory or fraternity housing rather than off-campus housing, and men from low income families were not very likely to have found their way into fraternity housing.

A look at the frequencies for the total sample reveals that almost nine out of ten subjects reported family incomes over \$5000.

VIII. Diversity Among Groups on Parents' Formal Education Level.

Hypothesis 8 states that subjects in off-campus housing will differ significantly from their fraternity and dormitory counterparts on the variable, father's education level, and Hypothesis 9 states that the same differences will be found among the groups on the variable, mother's education level. Table XVIII presents the findings of the statistical tests of these hypotheses.

TABLE XVIII

CHI-SQUARES AND DEGREES OF FREEDOM FOR FORMAL EDUCATION LEVEL
OF PARENTS OF SPRING SEMESTER DORMITORY, FRATERNITY
AND OFF-CAMPUS GROUPS

Variables, Groups, and Direction of Difference	χ^2	df
Mothers Educ. Level		
Fraternity > Off-Campus	1.06	2
Dormitory > Off-Campus	1.31	2
Fraternity > Dormitory	3.93	2
Fathers Educ. Level		
Fraternity > Off-Campus	7.37*	2
Dormitory > Off-Campus	.46	2
Fraternity > Dormitory	4.57	2

* Significant at the .05 level of confidence.
> Greater than

No significant differences were found among the groups on Mother's education level, and it was concluded that the observed differences were the result of chance fluctuations in sampling. The null hypothesis could

not be rejected.

Hypothesis 8 was partially supported since the education level of fraternity fathers significantly exceeded that of off-campus fathers. The difference between the dormitory and off-campus groups was very slight and insignificant.

Table XIX presents additional information about trends in the data on father's education level. The number of subjects in each sample who fell into each category is reported along with the percentage of the sample's respondents that this number represents.

The majority of the fathers of each sample completed twelve years of formal education but did not complete sixteen. A larger percentage of fraternity fathers completed sixteen years and a smaller percentage completed less than twelve years. The off-campus sample had the largest percentage of fathers with less than twelve years of schooling and the smallest percentage with sixteen or more years.

TABLE XIX

OBSERVED FREQUENCY DATA FOR THE FORMAL EDUCATION LEVEL OF FATHERS OF SPRING SEMESTER DORMITORY, FRATERNITY, AND OFF-CAMPUS GROUPS

Category	Housing Groups						Totals	
	O. C.		Dorm		Frat			
	No.	%	No.	%	No.	%	No.	%
Less than 12 years	15	31.25	12	25.00	5	10.42	32	22.22
12 - 15 years	23	47.92	25	52.08	25	52.08	73	50.69
16 + years	<u>10</u>	20.83	<u>11</u>	22.92	<u>18</u>	37.50	<u>39</u>	27.09
Totals	48		48		48		144	

Table XX presents information about trends in the data on mother's education level. The numbers of subjects in each sample who fell into each category is reported along with the percentage of the sample's

respondents that this number represents.

TABLE XX

OBSERVED FREQUENCY DATA FOR THE FORMAL EDUCATION LEVEL OF
MOTHERS OF SPRING SEMESTER DORMITORY, FRATERNITY,
AND OFF-CAMPUS GROUPS

Category	Housing Groups						Totals	
	O.C.		Dorm		Frat			
	No.	%	No.	%	No.	%	No.	%
Less than 12 years	7	14.58	6	12.50	7	14.58	20	13.89
12 - 15 years	33	68.75	37	77.08	29	60.42	99	68.75
16 + years	<u>8</u>	16.67	<u>5</u>	10.42	<u>12</u>	25.00	<u>25</u>	17.36
Totals	48		48		48		144	

A large majority of the mothers of the men in all of the three groups completed twelve years of education but did not complete sixteen years. More of the fraternity group's mothers completed sixteen years.

In comparing Tables XIX and XX, one finds that a greater percentage of the mothers than fathers completed twelve years of formal education. It is also apparent that a smaller percentage of the mothers completed sixteen years of education.

Summary

This chapter has presented some evidence of diversity among the second semester freshman men's housing groups at Oklahoma State University.

The fraternity group placed significantly more value on gaining recognition in their interpersonal relationships than the other groups, and they seemed more willing to sacrifice independence in order to achieve it. They were significantly more ascendant and sociable than the other groups.

The fraternity group had a more favorable socio-economic background. They graduated from significantly larger high schools than both other groups, and reported significantly higher family incomes than the off-campus group. They significantly exceeded the off-campus group on father's education level, and there was a tendency for them to surpass the other groups on the other statistical tests for differences on parents' educational level.

The fraternity group had a mean Composite ACT score that was significantly higher than those of both other groups, but it failed to significantly exceed the others on grade point average.

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. They seemed to be similar to the standardization sample on Ascendance and Sociability and not significantly different from their dormitory counterparts.

The off-campus group had the least favorable socio-economic background and the greatest contrast was between it and the fraternity group. Their mean ACT scores were significantly lower than those of both other groups.

The dormitory group valued independence significantly more than the other groups, and significantly exceeded the off-campus groups on family income. Other differences have been pointed out in the preceding paragraphs, and an overview of all of these tends to place the dormitory group in a position intermediate to the other groups. The evidence indicates that the greatest contrast is between the fraternity and off-campus groups.

CHAPTER V

DIFFERENCES AMONG MIGRATORY AND NONMIGRATORY SUBGROUPS

Introduction

One of the most baffling problems facing housing administrators is the student migration out of dormitories at the close of the fall semester. Dormitories are filled to capacity at the beginning of the fall term, but when men are given the freedom to move at mid-year many select other types of residences. In most cases this creates vacancies in the dormitories that are not filled by other students. This migration not only causes the administrator to be concerned about the validity of his student personnel program, but it represents a financial loss. Maintenance must go on, staff has already been employed for the year, and bonds must be retired on schedule.

When the administrator elects to use the one semester contract and permits this migration, he cannot help wondering about the consequences in terms of educational ends. Do "birds of a feather flock together?". If they do, does this promote or hinder student growth? No attempt has been made in this survey to answer the last question, but perhaps some light can be shed upon the first one. An answer to this question seems to be a necessary precursor to research on the latter.

The purpose of the analyses reported in this chapter has been to initiate the collection of a fund of objective information about the characteristics of freshmen who elected at mid-year to remain in the type of housing selected in the fall (nonmigrants), and freshmen who chose to

move from the dormitory to either fraternity or off-campus housing (migrants). This type of information should encourage objectivity in decision making for these groups.

In order to test for differences among the groups, the 144 subjects in this survey were regrouped by:

- | | |
|---------------------------------|-------------|
| (1) Fraternity nonmigrants (NM) | Number = 38 |
| (2) Dormitory nonmigrants (NM) | Number = 46 |
| (3) Off-Campus nonmigrants (NM) | Number = 30 |
| (4) Fraternity migrants (M) | Number = 9 |
| (5) Off-Campus migrants (M) | Number = 18 |

One of the fraternity sample was eliminated from the survey since he had migrated into his fraternity from off-campus, and two of the dormitory sample were eliminated since they had migrated into the dormitory from fraternity housing. This reduced the total "N" for this chapter to 141.

The small sizes of the migratory groups limit the usefulness of these data to the level of suggestion for further study. The researcher hopes that these findings will help build the foundation for further study of the characteristics of these groups.

The analysis of variance technique was used to test for differences among the groups' interpersonal values, temperament traits, study habits and attitudes, grade point averages, and Composite ACT scores. Chi-square was used to test for differences among the groups on the indices of socio-economic background used in this survey. A null hypothesis was used for testing, and when differences were found to be significantly greater than what would be expected from chance fluctuations in sampling, the null hypothesis was rejected and the observed difference were said to be due to difference in the samples and not due to chance. The point of

significance used was the .05 level of probability.

Findings of the Analysis of Variance

Table XXI presents the results of the analysis of variance among the five groups on the nineteen variables treated with the Analysis of Variance technique.

TABLE XXI

ANALYSIS OF VARIANCE FOR MIGRATORY AND NONMIGRATORY GROUPS
ON VALUES, TEMPERAMENT TRAITS, STUDY HABITS AND ATTITUDES,
GRADE POINT AVERAGES, AND ACT COMPOSITE SCORES

Variable and Source of Variance	Sum of Squares	df	Mean Square	F
Grade Point Average				
Between Groups	3.60	4	.90	1.17
Within Groups	104.93	136	.77	
ACT Composite				
Between Groups	433.46	4	108.36	5.08**
Within Groups	2901.78	136	21.34	
Support				
Between Groups	476.12	4	119.03	4.63**
Within Groups	3497.16	136	25.71	
Conformity				
Between Groups	226.50	4	56.63	1.69
Within Groups	4567.94	136	33.59	
Recognition				
Between Groups	558.19	4	139.55	6.78**
Within Groups	2800.08	136	20.59	
Independence				
Between Groups	867.22	4	216.80	4.81**
Within Groups	6129.25	136	45.07	
Benevolence				
Between Groups	645.02	4	161.25	4.15**
Within Groups	5288.06	136	38.88	
Leadership				
Between Groups	235.32	4	58.83	1.31
Within Groups	6121.85	136	45.01	
Study Habits and Attitudes				
Between Groups	886.97	4	216.74	1.68
Within Groups	17571.45	136	129.20	
General Activity				
Between Groups	23.10	4	5.77	-----
Within Groups	3721.98	136	27.37	

TABLE XXI (Continued)

Variable and Source of Variance	Sum of Squares	df	Mean Square	F
Restraint				
Between Groups	61.24	4	15.31	-----
Within Groups	3623.50	136	26.64	
Ascendance				
Between Groups	262.68	4	65.57	2.26
Within Groups	3949.21	136	29.04	
Sociability				
Between Groups	506.19	4	126.55	3.60**
Within Groups	4779.57	136	35.14	
Emotional Stability				
Between Groups	78.94	4	19.73	-----
Within Groups	4922.01	136	36.19	
Objectivity				
Between Groups	311.03	4	77.76	2.49*
Within Groups	4238.77	136	31.17	
Friendliness				
Between Groups	197.24	4	49.31	1.83
Within Groups	3664.25	136	26.94	
Thoughtfulness				
Between Groups	57.27	4	14.32	-----
Within Groups	4052.70	136	25.17	
Personal Relations				
Between Groups	57.04	4	14.26	-----
Within Groups	3422.83	136	25.17	
Masculinity				
Between Groups	95.54	4	23.89	1.44
Within Groups	2259.66	136	16.62	

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

The analysis revealed that significant difference existed somewhere among the groups on seven of the variables. These included the ACT Composite, four of the six interpersonal values scales, and two temperament traits scales. In order to determine which group differences were responsible for each significant "F" Ratio, "t" tests were computed between every mean and each of the other four groups' means on that variable.

The results of these "t" tests are presented in three separate discussions centered around these questions: (1) Did the nonmigratory groups differ significantly on any of the variables? (2) Did the migratory groups differ significantly from either the groups that they left

or the groups that they joined on any of the variables?, and (3) Did the groups who moved to off-campus housing differ from the groups who migrated to fraternity housing on any of the variables?

I. Difference Between Nonmigratory Groups:

A number of subjects were identified in each housing sample who had spent the fall semester in the same housing group they selected for the spring semester. The analyses reported in this section sought to reveal some differences among these groups that may be related to compatibility between the student and his housing environment.

Table XXII represents the results of "t" tests of difference between the groups' means on value scales with significant "F" ratios.

The greatest contrast between the dormitory men and their fraternity and off-campus counterparts was on valuing independence in their interpersonal relationships. These differences are significant beyond the one per cent level of confidence; but, it should be noted, that in comparison with the national norm, the dormitory group is most like the norm groups and the other groups deviate toward the low end of the scale. In other words, the fraternity and off-campus subjects did not consider it important to be able to do what one wants to do, to be free to make one's own decisions, and to be able to do things in one's own way.

The fraternity group valued being treated with understanding and receiving encouragement significantly more than did the dormitory group. They also significantly exceeded the dormitory group on considering it important to be looked up to and admired, to be considered important, and attracting favorable notice.

The off-campus group valued being benevolent in their relationships with others significantly more than either of the other groups, and the greatest difference was between it and the fraternity group. A comparison

of this mean with the national norm indicates that the off-campus non-migrant not only differs from his Oklahoma State University counterparts, but deviates considerably above the national norm for this variable.

TABLE XXII

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN MEANS OF NON-MIGRATORY GROUPS ON INTERPERSONAL VALUES WITH SIGNIFICANT "F" RATIOS ON THE ANALYSIS OF VARIANCE TESTS

Variables and Groups	Means	Difference Between Means	S. E. Diff.	Mean Diff. Required for Significance
Support				
Dormitory	14.52	Frat > Dorm=2.69*	1.12	D.05=2.22
Fraternity	17.21	Frat > O.C.=.98	1.27	D.05=2.51
Off-Campus	16.23	O.C. > Dorm=1.71	1.17	D.05=2.32
National Norm	14.9			
Recognition				
Dormitory	11.74	Frat > Dorm=2.63*	1.02	D.05=2.02
Fraternity	14.37	Frat > O.C.=1.30	1.16	D.05=2.30
Off-Campus	13.07	O.C. > Dorm=1.33	1.06	D.05=2.10
National Norm	12.4			
Independence				
Dormitory	20.15	Dorm > Frat=4.20**	1.48	D.01=3.88
Fraternity	15.95	Dorm > O.C.=5.38**	1.54	D.01=4.03
Off-Campus	14.77	Frat > O.C.=1.18	1.68	D.05=3.33
National Norm	19.3			
Benevolence				
Dormitory	14.26	O.C. > Dorm=3.47*	1.44	D.05=2.85
Fraternity	11.82	O.C. > Frat=5.91**	1.56	D.01=3.88
Off-Campus	17.73	Dorm > Frat=2.44	1.37	D.05=4.91
National Norm	13.6			

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than

Table XXIII presents the finding of the "t" test of differences between groups' means and the significant temperament scales.

The only significant differences found were between the dormitory and fraternity groups. The dormitory group mean on Objectivity fell at the National Norm, but the fraternity mean deviated significantly below the dormitory mean. The fraternity group tended to be more subjective

TABLE XXIII

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN MEANS OF NON-MIGRATORY GROUPS ON TEMPERAMENT TRAITS WITH SIGNIFICANT "F" RATIOS ON THE ANALYSIS OF VARIANCE TESTS

Variable and Groups	Means	Difference Between Means	S.E. Diff.	Mean Diff. Required for Significance
Objectivity				
Dormitory	17.91	Dorm > Frat=2.70*	1.23	D _{.05} =2.44
Fraternity	15.21	Dorm > O.C.= .61	1.28	D _{.05} =2.53
Off-Campus	17.30	O.C. > Frat=2.09	1.40	D _{.05} =2.77
National Norm	17.9			
Sociability				
Dormitory	16.89	Frat > Dorm=4.14**	1.30	D _{.01} =3.41
Fraternity	21.03	Frat > O.C.=2.50	1.48	D _{.05} =2.93
Off-Campus	18.53	O.C. > Dorm=1.64	1.36	D _{.05} =2.69
National Norm	18.2			

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than.

and hypersensitive. They were also significantly more inclined to have many friends and acquaintances, enter into conversations, like social activities, and seek social contacts and attention.

The results of "t" tests of differences between the groups' means on the ACT composite are presented in Table XXIV.

TABLE XXIV

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN MEANS OF
NONMIGRATORY GROUPS ON THE COMPOSITE ACT
SCORE

Groups	Means	Diff. in Means	S.E. Diff.	Mean Diff. Required for Significance
Dormitory	20.65	Frat > Dorm=1.53	1.02	D. _{.05} =2.02
Fraternity	22.18	Frat > O.C.=3.88**	1.16	D. _{.01} =3.04
Off-Campus	18.30	Dorm > O.C.=2.35*	1.06	D. _{.05} =2.10

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than.

The off-campus group had significantly lower mean ACT Scores than both of the other groups, and the greatest difference was between it and the fraternity group. The difference between the dormitory and fraternity groups was insignificant.

One interesting bit of information that this analysis brings to focus is the fact that although these groups differed on this measure of academic aptitude, they did not differ significantly on mean grade point average. (Table XXI). The groups' means on GPA formed an insignificant hierarchy with the fraternity mean high, the off-campus mean in second place, and the dormitory mean low.

II. Differences between Migratory Groups and The Groups That They Migrated From and The Groups That They Joined.

Table XXV provides data useful in a comparison of the groups that migrated to off-campus housing with dormitory nonmigrants and off-campus nonmigrants.

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 groups of nonmigrants. They valued support significantly less than either of these groups, and they were less like the nonmigrant off-campus group. They also valued recognition significantly less than both of the other groups. It is worth noting that on both of these scales the migrant group's mean fell well below the national norm; in fact, their mean on Recognition is almost one standard deviation below the normative mean.

TABLE XXV

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN MEANS OF THE OFF-CAMPUS MIGRATORY GROUP AND MEANS OF THE DORMITORY AND OFF-CAMPUS NONMIGRATORY GROUPS ON TEMPERAMENT TRAITS AND VALUE SCALES WITH SIGNIFICANT "F" RATIOS ON THE ANALYSIS OF VARIANCE TESTS

Temperament Traits and Value Scales with Sign. "F" Ratios	Groups				Nat'l. Norm Group Mean	
	Dorm (NM)	O. C. (M)		O. C. (NM)		
	Mean	Diff. between Means	Means	Diff. between Means		
Values						
Support	14.52	3.19*	11.33	4.90**	16.23	14.9
Recognition	11.74	3.91**	7.83	5.24**	13.07	12.4
Independence	20.15	.35	20.50	5.73**	14.77	19.3
Benevolence	14.26	2.02	16.28	1.45	17.73	13.6
Temperaments						
Objectivity	17.91	.08	17.83	.53	17.30	17.9
Sociability	16.89	.33	16.56	1.97	18.53	18.2

* Difference found significant at the .05 level of confidence.

** Difference found significant at the .01 level of confidence.

The migrants valued independence to about the same extent as the dormitory (NM) group, which caused them to appear to be very much like

the normative sample. However, the migrants' mean is significantly larger than the mean of the off-campus nonmigrants.

There was a tendency for the migrants to score above the norm on Benevolence. On this scale, they tended to be more like their receiving group than like the dormitory nonmigrants.

No significant differences were found among the groups on the two temperament scales, and the means appeared to be very similar to normative means reported in the test manual.

Results of the "t" tests of difference between the groups' means on the ACT composite are presented in Table XXVI. The groups' mean grade point averages and study habits and attitude scores are included for use in comparing the groups.

TABLE XXVI

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN THE MEAN OF THE OFF-CAMPUS MIGRATORY GROUP AND THE MEANS OF THE DORMITORY AND OFF-CAMPUS NONMIGRATORY GROUPS ON THE ACT COMPOSITE SCORE

Variables	Groups				
	Dorm (NM) Mean	Diff. ←between→ Means	O.C. (M) Means	Diff. ←Between→ Means	O.C. (NM) Means
SSHA	33.33	1.61	31.72	1.35	30.37
ACT Composite	20.65	2.21	18.44	.14	18.30
G.P.A.	1.92	.19	1.73	.25	1.98

* Difference found significant at the .05 level of confidence.

The differences shown were insignificant and could have resulted from chance fluctuations in sampling. However, there is a trend worth noting that probably merits further study. These migrants had lower grade point averages than any of the other groups, including the two fraternity groups (see Table XXVIII). It is also noteworthy that their mean ACT Composite

score was smaller than that of every group except the off-campus (NM). However, the off-campus (NM) group had a somewhat higher mean grade point average than the migrants who joined them.

Tables XXVII and XXVIII present the same type of data that appears in Tables XXV and XXVI, except that these comparisons are intended to demonstrate differences between values, temperament traits, and Composite ACT scores of fraternity migrants and dormitory and fraternity nonmigrants.

TABLE XXVII

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN MEANS OF THE FRATERNITY MIGRATORY GROUP AND MEANS OF THE DORMITORY AND FRATERNITY NONMIGRATORY GROUPS ON TEMPERAMENT TRAITS AND VALUE SCALES WITH SIGNIFICANT "F" RATIOS ON THE ANALYSIS OF VARIANCE TESTS

Temperament Traits and Value Scales with Sign. "F" Ratios on AOV	Groups					Nat'l. Norm Group Mean
	Dorm (NM) Mean	Diff. ← between → Means	Frat (M) Mean	Diff. ← between → Means	Frat (NM) Mean	
Values						
Support	14.52	.48	15.00	2.21	17.21	14.9
Recognition	11.74	1.26	13.00	1.37	14.37	12.4
Independence	20.15	5.37*	14.74	1.17	15.95	19.3
Benevolence	14.26	.41	14.67	2.85	11.82	13.6
Temperament						
Objectivity	17.91	3.09	21.00	5.79**	15.21	17.9
Sociability	16.89	4.55*	21.44	.41	21.03	18.2

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

Most of the differences reported in Table XXVI may be attributed to sampling fluctuations, but some significant differences did appear in the analyses. The migratory group joined a group more like themselves on valuing independence and they were significantly different on this factor from the dormitory group that they left. They, like the fraternity (NM) group, scored well below the national norm on this scale.

Significant differences were found on both temperament trait scales. Migrants were significantly more objective than the group that they joined, and they tended to be more objective than the dormitory nonmigrants and

the normative sample. They significantly surpassed the dormitory (NM) group on the Sociability scale and appeared to be very much like the group that they joined. Both fraternity groups tended to be more sociable than the normative sample.

TABLE XXVIII

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN THE MEAN OF THE FRATERNITY MIGRATORY GROUP AND THE MEANS OF DORMITORY AND FRATERNITY NONMIGRATORY GROUPS ON THE ACT COMPOSITE SCORE

Variables	Groups				
	Dorm (NM) Mean	Diff. ←-between-→ Means	Migratory Frat Mean	Diff. ←-between-→ Means	Frat. (NM) Mean
SSHA	33.33	8.00	41.33	8.25	33.08
ACT Composite	20.65	3.24	23.89	1.71	22.18
G.P.A.	1.92	.51	2.43	.33	2.10

* Significant at the .05 level of confidence.

All of the differences reported in Table XXVIII were insignificant and are at best suggestion for further study. It is interesting to note that this migratory group seemed to be most "select" on these indices of potentiality for further academic work. It exceeded all other groups in these analyses on ACT Scores, grade point averages, and study habits and attitudes. (See Tables XXVI and XXVIII).

III. Differences Between Off-Campus Migrants and Fraternity Migrants.

Table XXIX presents findings of "t" tests of differences between the means of the two migratory groups.

The fraternity group valued recognition significantly more than did the off-campus migrants and considered independence significantly less important. The fraternity migrants scored significantly higher on the Sociability trait scale.

An analysis of the ACT Composite scores of the two groups revealed that the fraternity migrants exceeded the off-campus group at the one per cent level of probability.

TABLE XXIX

RESULTS OF "t" TESTS OF DIFFERENCES BETWEEN THE MEANS OF FRATERNITY AND OFF-CAMPUS MIGRATORY GROUPS ON VARIABLES WITH SIGNIFICANT "F" RATIOS ON THE ANALYSIS OF VARIANCE TESTS

Variables with Sign. "F" Ratios on AOV.	Difference Between Means	S. E. Diff.	Mean diff. Required for Sign.
Values			
Support	Frat > O.C.=3.67	2.08	D. _{.05} =4.12
Recognition	Frat > O.C.=5.17**	1.90	D. _{.01} =4.98
Independence	O.C. > Frat=5.72*	2.75	D. _{.05} =5.45
Benevolence	O.C. > Frat=1.61	2.56	D. _{.05} =5.07
Temperament Traits			
Objectivity	Frat > O.C.=3.17	2.29	D. _{.05} =4.53
Sociability	Frat > O.C.=4.88*	2.43	D. _{.05} =4.81
ACT Composite	Frat > O.C.=5.45**	1.89	D. _{.01} =4.95

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than.

Findings of the Chi-Square Treatment of Socio-Economic Background Data

The analyses reported in this section were designed to seek answers to the following questions: (1) Were there significant socio-economic background differences among the nonmigratory groups?, (2) Did migratory groups differ significantly on socio-economic background from either the groups that they left or the groups that they joined?, and (3) Did the two migratory groups differ significantly on the indices of socio-economic background?

I. Differences Among Nonmigratory Groups.

Table XXX reports the findings of the Chi-Square tests for socio-economic background differences among the nonmigratory groups.

TABLE XXX

CHI-SQUARES AND DEGREES OF FREEDOM FOR THE INDICES OF SOCIO-ECONOMIC BACKGROUND OF NONMIGRATORY GROUPS

Groups, Variables, and Direction of Difference	χ^2	df
Size of High School		
Fraternity > Dormitory	8.50*	3
Fraternity > Off-Campus	8.46*	3
Dormitory > Off-Campus	3.13	3
Family Income		
Dormitory > Off-Campus	13.41**	2
Fraternity > Off-Campus	28.73**	2
Fraternity > Dormitory	4.01	2
Mother's Education Level		
Fraternity > Dormitory	5.02	2
Dormitory > Off-Campus	.14	2
Fraternity > Off-Campus	2.79	2
Father's Education Level		
Fraternity > Dormitory	4.28	2
Fraternity > Off-Campus	8.03*	2
Dormitory > Off-Campus	1.71	2

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

> Greater than.

Fraternity (NM) graduated from significantly larger high schools than both of the other groups. The dormitory (NM) and off-campus (NM) did not differ significantly on this variable.

The 1962 family incomes of the off-campus group were significantly smaller than those reported by dormitory and fraternity men, and the greatest contrast was between the fraternity and off-campus nonmigrants. The difference between the fraternity and dormitory groups was not significant.

No significant differences were found among the mother's education levels, and the only important differences identified among the groups on father's education level was between the fraternity and off-campus groups. The fraternity group exceeded the off-campus group at the .05 level of confidence.

II. Differences Between Migratory Groups and the Groups that They Migrated From and Groups that They Joined.

Table XXXI presents the findings of Chi-Square tests for socioeconomic background differences between these groups.

TABLE XXXI

CHI-SQUARES AND DEGREES OF FREEDOM FOR THE INDICES OF SOCIO-ECONOMIC BACKGROUND OF MIGRATORY AND NONMIGRATORY GROUPS

Variables, Groups, and Direction of Difference	χ^2	df
<u>Size of High School</u>		
Dormitory (NM) > Off-Campus (M)	4.89	3
Off-Campus (M) > Off-Campus (NM)	1.60	3
Fraternity (M) > Dormitory (NM)	3.07	3
Fraternity (NM) > Fraternity (M)	2.97	3
<u>Family Income</u>		
Off-Campus (M) = Dormitory (NM)	.01	2
Off-Campus (M) > Off-Campus (NM)	5.19	2
Fraternity (M) > Dormitory (NM)	3.04	2
Fraternity (NM) > Fraternity (M)	1.14	2
<u>Mother's Education Level</u>		
Dormitory (NM) > Off-Campus (M)	1.70	2
Off-Campus (M) > Off-Campus (NM)	.85	2
Dormitory (NM) = Fraternity (M)	.02	2
Fraternity (NM) > Fraternity (M)	1.70	2
<u>Father's Education Level</u>		
Dormitory (NM) > Off-Campus (M)	.59	2
Off-Campus (M) > Off-Campus (NM)	2.99	2
Fraternity (M) > Dormitory (NM)	1.09	2
Fraternity (NM) = Fraternity (M)	.11	2

* Significant at the .05 level of confidence

> Greater than.

= Approximately equal to.

No significant differences were found between either of the migratory groups and the dormitory nonmigrants that they left or the group that they joined. On three of the four variables (size of high school, family income, father's education level) fraternity migrants joined a nonmigratory group more like themselves. This trend only appeared on two of the four variables in the analyses of off-campus migrants. These variables were

size of high school and mother's education level. These trends were insignificant and may be attributed to chance, but they may have some suggestive value for further study.

III. Differences Between Migratory Groups.

Comparisons of the two migratory groups were made, and no significant differences were found on the indices of socio-economic background. The results of the Chi-Square tests are presented in Table XXXII.

TABLE XXXII

CHI-SQUARES AND DEGREES OF FREEDOM FOR THE INDICES OF SOCIO-ECONOMIC BACKGROUND OF MIGRATORY GROUPS

Variables, Groups, and Direction of Difference	χ^2	df
Size of High School		
Fraternity > Off-Campus	1.12	3
Family Income		
Fraternity > Off-Campus	1.88	2
Mother's Education Level		
Fraternity > Off-Campus	.79	2
Father's Education Level		
Fraternity > Off-Campus	.56	2

* Significant at the .05 level of confidence.

> Greater than.

The fraternity (M) group tended to come from larger high schools, report higher family income, and report that their parents had slightly more formal education. These differences may be attributed to chance, and they should be treated accordingly.

Summary

This chapter has reported the results of analyses designed to supplement the findings reported in Chapter IV by looking within the three formal housing groups. The limitations imposed by inadequate sampling procedures were recognized.

The findings suggest that significant differences may have existed

among the interpersonal values, temperament traits, ACT Composite scores, and indices of socio-economic background of men who settled in the different types of housing in the fall and elected not to move at mid-year.

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.

The two migratory groups appeared to differ significantly on two interpersonal values scales, on Sociability, and on academic aptitude. No significant differences were found between them on indices of socio-economic background.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Review of the Purpose and Design of the Study

This dissertation has reported the results of an investigation designed to determine whether or not second semester freshman men living in off-campus housing differ significantly on selected psychosocial factors from their counterparts in dormitory and fraternity housing. It was felt that a better understanding of the composition of these groups was necessary before decision-making in planning, guidance, and evaluation for them could progress beyond the "educated guess" stage.

The major theoretical orientation was taken from the field of social psychology, and much of the impetus for the study generated from The American College. (69). The theory of Sherif and Sherif has contributed much to this study, and one basic assumption of this study that has grown from their writings is that a student's selection of housing is a function of internal and external factors operating at the time of selection. It was deduced that men with similar kinds of motivating factors will tend to migrate to the same housing groups. This investigation was ex post facto in terms of this selection; that is to say, the groups studied were considered to be products of this selective process.

Subjects were selected on a random basis from the housing groups; and, the final sample, on which data was actually analyzed, included forty-eight men from each housing group.

Instruments used for data collection were: (1) Survey of Interpersonal

Values, (2) The Guilford Zimmerman Temperament Survey, (3) Survey of Study Habits and Attitudes, and (4) a short questionnaire. An example of the questionnaire may be found in Appendix B. Other data, including ACT scores, were taken from University records.

Statistical tests utilized included the Analysis of Variance Technique and Chi-Square. The analysis of variance calculations for the study were made at the Oklahoma State University Computing Center.

The hypotheses tested concerned the groups' interpersonal values, temperament traits, study habits and attitudes, academic aptitude, and indices of socio-economic background. In addition to the treatment of these hypotheses concerning differences among the total groups, certain questions were raised and data was analyzed concerning differences within the groups. Subjects in each housing group were subgrouped by: (1) Migrants - students who changed housing groups at mid-year, and (2) Non-migrants - students who did not change housing groups at mid-year. Analyses were made to test for certain psychosocial differences among these subgroups.

Because of the large amount of data that has been presented on the characteristics of these housing groups and their subgroups, the writer finds it difficult to summarize the results accurately without including so many qualifications that the summary would no longer be in keeping with scientific brevity. For this reason the most important findings, conclusions, and implications are enumerated in a rather concise form with the realization that the presentation contains some oversimplifications.

Summary of Findings

I. Diversity Among the Spring Semester Housing Groups.

This section summarizes salient findings of tests for differences

among the housing groups as they existed after the mid-year migration. An attempt is made to consolidate into a concise "picture" the ways that each group differed from both of the other groups and ways that each differed from one, but not both, of the other groups.

1. The fraternity group.

The fraternity group differed from both dormitory and off-campus groups on a number of factors. They valued recognition more than the other groups did, and they described themselves as being more sociable and ascendant in their behavior patterns. Their academic aptitude, as measured by the ACT test, was superior to that of both other groups, and they graduated from larger high schools than their non-fraternity counterparts. The greater contrast on valuing recognition, academic aptitude, size of high school, and family income was with the off-campus group.

The fraternity group differed from the off-campus group, but not from the dormitory group, on three factors. They reported higher family income and indicated that their fathers had completed more formal education. They considered being benevolent less important than the off-campus group did. On the other hand, they considered independence in their interpersonal relationships significantly less important than the dormitory group did.

2. The off-campus group.

The off-campus group differed from both other groups on valuing benevolence, on academic aptitude, and on family income. They placed more value on being benevolent in their interpersonal relationships, but they reported lower family income and had a lower mean ACT score than their counterparts. The greater contrast on all of these factors was with the fraternity group.

The off-campus group differed from the fraternity group alone on several factors. They valued recognition significantly less than the fraternity group did, and described themselves as being less ascendant and less sociable in their behavior. They graduated from smaller high schools and reported that their fathers had completed less formal education.

The off-campus group valued independence in their interpersonal relationships less than the dormitory group did.

3. The dormitory group.

The only variable on which the dormitory group exceeded both other groups was on the Independence value scale, and the greater difference seemed to be with the fraternity group.

This group had higher ACT scores and reported larger family incomes than the off-campus group. Being benevolent was not as important to the dormitory group as it was to the off-campus group.

In comparison to the fraternity group, the dormitory group valued recognition less, described themselves as less ascendant and sociable, graduated from smaller high schools, and had less academic aptitude.

4. No significant differences were found among the groups on valuing Support, Conformity, or Leadership. All three groups had slightly larger means on Conformity than the standardization sample, and they all had slightly smaller means than the norm on the Leadership scale.
5. Although no significant differences were found among the groups on Personal Relations, Masculinity, General Activity, Restraint, Emotional Stability, Objectivity, Friendliness, or Thoughtfulness,

there were some trends in the data. All three groups deviated toward the Impulsive end of the Restraint scale. They also deviated in the same direction on the Personal Relations and Masculinity scales.

6. No significant differences were found among the groups' study habits and attitudes.

II. Differences Among Nonmigratory Subgroups.

7. The fraternity group significantly exceeded the dormitory group on valuing Support and Recognition, but differences between the fraternity and off-campus groups were not significant. This pattern was also found on the Sociability temperament scale. The fraternity group deviated above the national norm on all three of these scales.
8. The dormitory group scored near the norm on valuing independence but both the fraternity and off-campus groups had significantly smaller means than the dormitory group. The difference between the fraternity and off-campus groups was insignificant. The dormitory groups also significantly exceeded the fraternity group on Objectivity, but other differences among the groups on this trait were insignificant.
9. The off-campus group valued being benevolent significantly more than both of the other groups, and the greatest difference was between it and the fraternity group. The off-campus mean was well above the normative mean for this scale.
10. The off-campus group had a significantly smaller mean ACT score than both other groups, and the greatest difference was between it and the fraternity group.
11. The off-campus group tended to have the least favorable socio-economic background. The dormitory and fraternity groups both

reported significantly higher family income than the off-campus group. The fraternity group graduated from significantly larger high schools than both other groups, and there was a tendency for dormitory subjects to report larger high schools than off-campus subjects.

III. Differences Between Migratory Subgroups and the Nonmigratory Subgroups that They Left and Joined.

The migratory subgroups were too small to be considered adequate samples; therefore, the utility of the findings of analyses involving these groups should be limited to the level of suggestion for further study.

12. The off-campus migratory group seemed to be somewhat different from both the dormitory group that it left and the off-campus group that it joined. The migrants valued Support and Recognition significantly less than both nonmigratory groups, and the largest differences was with the off-campus nonmigrants. They, like the dormitory group, placed much value on independence, and this resulted in scoring significantly higher than the off-campus nonmigrants on this value syndrome. The migrants tended to score slightly low on Sociability which made them more like the dormitory group on this trait.
13. The off-campus migrant group had the lowest grade point average of all groups in the survey, but the differences were not found to be significant. Its mean ACT score was only slightly larger than that of the off-campus nonmigrant group which had the smallest mean on this variable.
14. The fraternity migratory group valued independence significantly less than the dormitory nonmigrants, but the difference between

it and the fraternity nonmigrant group was not significant.

This group was significantly more objective than the fraternity nonmigrants; in fact, they deviated above the national norm on this trait. The fraternity migrants, like the group that they joined, scored high on Sociability, and this placed them significantly above the dormitory nonmigrants on this scale.

15. The fraternity migrants had an insignificantly higher study habits and attitudes score, mean ACT score, and grade point average than the groups that they left and joined.
16. No significant differences were found between either of the migratory groups and the groups that they left and joined on socio-economic background. Trends in the data suggested that the off-campus nonmigratory group was probably ranked lowest on socio-economic background, as measured by the variables employed in this survey.
17. No significant differences were found between either of the migratory groups and the groups that they left and joined on Personal Relations, Masculinity, General Activity, Restraint, Emotional Stability, Friendliness, Thoughtfulness, or Ascendence. No significant differences were found on three of the interpersonal values scales: Benevolence, Leadership, and Conformity.

IV. Differences Between Migratory Groups.

The findings reported in this section have the same limitations as those reported in Section III.

18. Significant differences were found between the two migratory groups on four variables. The fraternity migrants scored significantly higher on Sociability and on valuing recognition. Their mean ACT score was also significantly larger than that of

the off-campus migrant group. The off-campus migrants had a significantly higher mean score on the Independence value scale.

Conclusions

1. This survey has accumulated some evidence of diversity among and within the male freshman housing groups at Oklahoma State University on such psychosocial factors as interpersonal values, temperament traits, academic aptitude, and socio-economic background. While one can conclude that this information helps clarify certain aspects of general housing problems and brings them more clearly into focus, it cannot be concluded that this report provides solutions to the problems. The information can be most useful as objective background data for use in administrative decision-making and as a source of suggestions for additional study.
2. The evidence indicates that these housing groups are not equal on certain initial characteristics; therefore, comparisons of the amount of student achievement or change associated with residing in the different housing groups is invalid without pre-testing and matching of subjects at the beginning of the learning period.
3. The data suggest that the fraternity group has the greatest potential for further academic success and persistence in higher education. There is also the possibility that certain of their traits are not highly compatible with academic achievement, so that one might expect them to underachieve what would normally be expected of them in terms of their academic aptitude scores. This is an area that needs further investigation.

4. The off-campus group may be a special problem group. One can expect a higher drop-out rate from this group than should be expected for the other groups for at least two reasons. First, they have less academic aptitude; and second, there seems to be a greater chance for financial difficulty to interfere with their progress.
5. Much of the diversity among the housing groups can be credited to groupings that occurred in the fall. There is also some evidence to suggest that mid-year migrations tend to create new subsystems in off-campus and fraternity housing rather than resulting in larger, homogeneous units. However, further investigation will be required before one can conclude that this is occurring.

Implications

I. Implications for Housing Groups.

1. These data can be used by educators in the various housing groups in the same way that pretest data is used in any learning situation. By gaining a better understanding of their groups, educators can make more valid judgments about the appropriateness of their educational programs.

This information is very limited and is applicable only to total groups, but the data can be compared with educational ends in an effort to estimate the kind and amount of student change that is desirable. This process may result in the educator's recognizing important gaps in the data that call for further research. Caution should be exercised to avoid overuse of these findings. There is a possibility that the various fraternity houses,

dormitories, and units off-campus attract different types of men. Data on these subgroups is needed for decision-making at that level.

2. The findings suggest that it would be desirable to develop local norms on the Survey of Interpersonal Values and The Guilford Zimmerman Temperament Survey. These instruments are being used in personal counseling with men in the various housing groups, and such data would be useful in adjustment counseling.
3. The findings suggest that diversity in types of living environments available to Oklahoma State University freshman 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.
4. Achievement criteria other than grade point average seem to be desirable for evaluation purposes in the housing program.
5. The findings suggest that efforts should be made to develop a personnel program for off-campus freshmen designed to meet their particular set of psychosocial needs. Since they tend to come from smaller previous educational environments and poorer socioeconomic backgrounds, there is a good possibility that they are in more need of assistance in certain of the non-academic areas of growth. They may, in some ways, be more "marginal" to the University social system than actually an integral part of it. Some creative planning may be necessary in order to provide assistance to those faced with such a large and complex social organization for the first time.

The fact that there seems to be a greater probability of their having financial difficulty calls for special effort to make them aware of different solutions to financial problems. Their relatively lower level of academic aptitude is further indication that they may have more than their share of problems.

II. Implications for Further Study.

As recent reviews of the literature have indicated, there is an abundance of questions in the area of student housing and very few answers based upon objective information. Social scientists are doing an increasing amount of research on educational institutions and their subsystems, but there is an acute need for more educators to do their part in this quest for greater understanding. Concepts from the fields of sociology and social psychology are applicable to many educational problems, and student personnel workers could utilize some of these concepts in their theory.

This investigation has helped clarify some of the problems facing student personnel workers at Oklahoma State University, and to say that further research is needed is merely stating the obvious. A few of the more salient needs are listed below.

6. This investigation has focused upon certain aspects of the three formal men's housing groups at Oklahoma State University. Bay has pointed out that such large social systems "contain a succession of subsystems". Some of the housing subsystems at Oklahoma State University that call for further study are the individual fraternity houses, dormitories, and housing groups off-campus. These units contain formal and informal subsystems that may have important effects upon how their members interact with other parts of the University.

7. Studies of this type should be of value in gaining better understanding of women's housing groups.
8. These data could be used as pretest data for a longitudinal study of the amount and direction of student change associated with living in the different types of housing. Do different types of men achieve more in the different types of housing?
9. The evidence indicates that some homogeneous grouping is occurring in the housing groups, but the affect of this grouping on student growth, persistence in the University, and so on, is not understood. What combination or mixture of student characteristics is most desirable in a housing unit in terms of creating an atmosphere that values the academic and promotes developmental change?
10. This investigation has furnished some evidence of differences on values, traits, and indices of socio-economic background among these housing groups. One might hypothesize that there would be a relationship between differences on these factors and the way these groups defined the role of the successful students. The amount of conflict between these role definitions and those held by other positions in the University would also be a worthy field for exploration.
11. No evidence is available at Oklahoma State University on the nature of overlap between housing subgroups and other social systems within the University. Do students in the different fields of study or extracurricular activity tend to group together in their living units? If they do, how does this affect their academic progress and other developmental tasks?
12. The data provided by this investigation on the characteristics of migratory groups needs further support.

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APPENDIX A

Dean of Men's Office
Stillwater, Oklahoma

February 14, 1963

Dear Sir:

You have been selected to be a part of a study of the different men's living groups of Oklahoma State University. It is felt that the information made available through this study will aid in the improvement of student personnel services to these groups. By participating you may be of service to present and future men of Oklahoma State.

Please come to room B-4, Student Union Building, at 6:00 p.m., February 21, 1963, to participate in a brief testing session. You should feel assured that the results of these tests will remain confidential, and that, if you desire an individual interpretation, arrangements for it can be made through the University Counseling Service.

It should take you no longer than one and one half hours to complete the tests.

Refreshments will be served.

Thank you for your cooperation.

Yours truly,

Warren E. Johnson,
Assistant Dean of Men

Robert J. Dollar,
Assistant Dean of Men
Researcher

WEJ, RJD/edc

APPENDIX B

THE QUESTIONNAIRE

Name _____

Please check the most correct completion of the following statements:

1. The highest formal education level completed by your father was

- less than eight years.
- eight years.
- twelve years.
- fourteen years.
- sixteen years.
- over sixteen years.

2. The highest formal education level completed by your mother was

- less than eight years.
- eight years.
- twelve years.
- fourteen years.
- sixteen years.
- over sixteen years.

3. Your family's income for 1962 was

- under \$5000.
- between \$5000 and \$6500.
- between \$6500 and \$8000.
- between \$8000 and \$9500.
- between \$9500 and \$11,000.
- over \$11,000.
- don't know.

Please complete:

4. Your school address last semester was _____

VITA

Robert J. Dollar

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF CERTAIN PSYCHOSOCIAL DIFFERENCES AMONG DORMITORY, FRATERNITY, AND OFF-CAMPUS FRESHMAN MEN AT OKLAHOMA STATE UNIVERSITY

Major Field: Higher Education

Biographical:

Personal Data: Born at Muldrow, Oklahoma, April 11, 1931, the son of Amos and Vera Dollar.

Education: Received the Bachelor of Science degree with a major in Biology from Northeastern State College, Tahlequah, Oklahoma in May, 1953; received the Master of Arts degree with a major in Education from George Peabody College for Teachers in August, 1956; did graduate study in Education at the University of Kansas in 1958; completed requirements for the Doctor of Education degree with a major in Higher Education at Oklahoma State University in August, 1963.

Professional Experience: Teacher and athletic coach of Chouteau High School, Chouteau, Oklahoma during the 1954-55 school year; teacher and coach of the Midway Jt. C-2 School, Buffalo, Kansas from 1955 to 1958; superintendent of the Midway Jt. C-2 School, Buffalo, Kansas, from 1958 to June 1960; graduate assistantships from 1960 to 1962 at Oklahoma State University including: teaching in the freshman orientation program in the College of Arts and Sciences; counseling and research in the University Placement Service, and teaching in the College of Education; assistant dean of men for Oklahoma State University from January 1962 to August 1963; appointed Dean of Students for Arlington State College, Arlington, Texas, August, 1963.

Professional Organizations: American Personnel and Guidance Association; Student Personnel Association for Teacher Education; Oklahoma Education Association; Southwestern Association of Student Personnel Administrators.