

A STUDY OF SELECTED PSYCHOLOGICAL AND SOCIAL
FACTORS FOR SORORITY AND RESIDENCE HALL
WOMEN AT OKLAHOMA STATE UNIVERSITY

By

MARY GLENDA BLAND

Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1959

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1963

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1972

AUG 10 1973

A STUDY OF SELECTED PSYCHOLOGICAL AND SOCIAL
FACTORS FOR SORORITY AND RESIDENCE HALL
WOMEN AT OKLAHOMA STATE UNIVERSITY

Thesis Approved:

W^m B. Ewers

Thesis Adviser

Robert L. Braun

Dan Wesley

Harry M. Perkins

D. Hurham

Dean of the Graduate College

PREFACE

The primary objective of this study was to examine selected psychological and social differences between sorority and residence hall women during the freshman and junior years at Oklahoma State University. A second objective was to determine if change occurred within each freshman group during the first year in college. A third objective was to determine if differences existed between sorority freshman and junior women, and residence hall freshman and junior women.

The author wishes to express her sincere appreciation to her major adviser, Dr. W. Price Ewens, for his guidance and assistance throughout this study. Appreciation is also expressed to other committee members, Drs. Robert Brown and Larry Perkins for their assistance in the preparation of the final manuscript. Recognition is also given to Dr. John Egermeir for his assistance in the development of the proposal for this study.

A special note of thanks is given to Miss Zelma Patchin, Associate Dean of Students for her encouragement and cooperation throughout the study. This study was made possible through the cooperation of the Office of the Associate Dean of Students. Thanks is also given to Mrs. Bernice Kroll, Office of the Associate Dean of Students, for her encouragement and support.

Appreciation is extended to the residence hall staff members and sorority officers for their cooperation. Thanks goes to those students who were willing to give their time to participate in this study.

Special appreciation is given to Dr. Milton Rokeach for his permission to use the Rokeach's Dogmatism Scale, Form E, and to Dr. Cecelia Zissis for her permission to use the Zissis Career-Marriage Scales as instruments in this study.

This study was partially supported by a grant through the Small Project Research, U. S. Office of Education's Bureau of Research. Recognition is given to those staff members of the Oklahoma State University Research Foundation for their assistance during the course of the project. Appreciation is extended to Dr. Kenneth St. Clair for his assistance in the preparation of the final report. It is noted that the findings on personality characteristics as measured by the California Personality Inventory were not reported in the final report as this instrument was not included in the grant.

A note of thanks is given to Mrs. Emma Tusing for typing the final manuscript.

Finally, special gratitude is expressed to my husband, Dick, my parents, Mr. and Mrs. G. B. Morris, my sisters, Kay, Vicki, and Cynthia, my aunts, Clara and Maxine Morris, for their continued encouragement and support.

TABLE OF CONTENTS

Chapter	Page
I. THE NATURE OF THE PROBLEM	1
General Background and Need for the Study	1
Objectives of the Study	6
Statement of Hypotheses	7
II. THEORETICAL BACKGROUND	10
Introduction	10
Personality Development	10
Conceptual Approach to Social-Psychological Problems	19
Formation of Groups	20
Generalizations for the Study	23
Summary	24
III. REVIEW OF THE LITERATURE	26
Introduction	26
The Freshman Year	27
Application of the Reference Group Concept	32
The Sorority and the Residence Hall	34
Differences Between Sorority Affiliates and Non-Affiliates	44
IV. METHODOLOGY AND DESIGN OF THE STUDY	49
Introduction	49
The Sorority System and the Residence Hall Program at Oklahoma State University	49
Subjects: Population and Sample	52
Sampling Procedure	56
Procedure for Collection of Data	57
Instrumentation	61
Statistical Treatment of the Data	74
Assumptions of the Study	76
Limitations of the Study	76
V. PRESENTATION OF FINDINGS	78
Introduction	78
California Personality Inventory	78
Survey of Interpersonal Values	92

Chapter	Page
Open-Mindedness as Measured by the Rokeach Dogmatism Scale Form E	101
Change Which Occurred Within Each Freshman Group	103
Academic Aptitude	110
College Grade Point Average	111
Career-Marriage Plans	113
Participation in College Extra-Curricular Activities	115
Prestige Factors	118
High School Data	128
Socio-Economic Data	133
 VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	 143
Review of the Design of the Study	143
Summary of the Findings	147
Disposition of the Hypotheses	159
Conclusions	166
Need for Further Research	175
 SELECTED BIBLIOGRAPHY	 178
 APPENDIX A: LETTERS SENT REQUESTING STUDENTS TO PARTICIPATE IN THE STUDY AND SAMPLES OF SCHEDULING CARDS AND REMINDERS	 185
 APPENDIX B: CALIFORNIA PERSONALITY INVENTORY: DESCRIPTION OF SCALE, DESCRIPTION OF HIGH AND LOW SCORERS, TAKEN FROM THE MANUAL FOR THE CALIFORNIA PERSONALITY INVENTORY (PAGES 10 AND 11)	 192
 APPENDIX C: INSTRUCTION SHEETS AND INSTRUMENTS USED IN THE COLLECTION OF DATA	 198

LIST OF TABLES

Table	Page
I. Population and Sample Sizes	54
II. Number of Freshman Subjects Who Participated in the Study	60
III. Number of Junior Subjects Who Participated in the Study	61
IV. Differences Between Freshman Residence Hall Women and Freshman Sorority Women at the Beginning of the Freshman Year (Pre-Test) on Personality Characteristics as Measured by the California Psychological Inventory	80
V. Differences Between Freshman Residence Hall Women and Freshman Sorority Women at the End of the Freshman Year (Post-Test) on Personality Characteristics as Measured by the California Psychological Inventory	82
VI. Differences Between Residence Hall and Sorority Junior Women on Personality Characteristics as Measured by the California Psychological Inventory . .	85
VII. Differences Between Freshman Sorority Women at the Beginning of the Year (Pre-Test) and the End of the Year (Post-Test) and Junior Sorority Women on Personality Characteristics as Measured by the California Psychological Inventory	86
VIII. Differences Between Freshman Residence Hall Women at the Beginning of the Year (Pre-Test) and the End of the Year (Post-Test) and Junior Residence Hall Women on Personality Characteristics as Measured by the California Psychological Inventory . .	89
IX. Differences Between Freshman Residence Hall Women and Freshman Sorority Women at the Beginning of the Freshman Year (Pre-Test) and the End of the Freshman Year (Post-Test) on Interpersonal Values as Measured by the Survey of Interpersonal Values . .	93

Table	Page
X. Differences Between Residence Hall and Sorority Junior Women on Interpersonal Values as Measured by the Survey of Interpersonal Values	95
XI. Differences Between Freshman Sorority Women at the Beginning of the Year (Pre-Test) and End of the Year (Post-Test) and Junior Sorority Women on Interpersonal Values as Measured by the Survey on Interpersonal Values	96
XII. Differences Between Freshman Residence Hall Women at the Beginning of the Year (Pre-Test) and End of the Year (Post-Test) and Junior Residence Hall Women on Interpersonal Values as Measured by the Survey of Interpersonal Values	98
XIII. Mean Scores and Standard Deviations for the Survey of Interpersonal Values	100
XIV. Differences Between the Comparative Groups on Open-Mindedness as Measured by the Rokeach Dogmatism Scale Form E	102
XV. Changes Occurring During the Year Within the Group of Freshman Sorority Women on Personality Characteristics as Measured by the California Psychological Inventory	104
XVI. Changes Occurring During the Year Within the Group of Freshman Residence Hall Women on Personality Characteristics as Measured by the California Psychological Inventory	106
XVII. Changes Occurring During the Year Within the Freshman Groups on Interpersonal Values as Measured by the Survey of Interpersonal Values	108
XVIII. Changes Occurring During the Year Within the Freshman Groups on Open-Mindedness as Measured by the Rokeach Dogmatism Scale Form E	109
XIX. Differences Between Comparative Groups on Academic Aptitudes as Measured by the ACT	110
XX. Differences Between Freshman Groups and Junior Groups on College Grade Point Averages	112
XXI. Frequency Distribution Data and Differences Between Groups as Determined by the Chi Square Statistic for the Zissis Career-Marriage Rating Scale	114

Table	Page
XXII. Frequency Distribution Data and Mann-Whitney U Coefficients on Participation Scores for College Extra-Curricular Activities	116
XXIII. Frequency Distribution Data and Differences Between Groups as Determined by the Chi Square Statistic on Queen Titles and Special Honors and Awards for Freshman and Junior Women	117
XXIV. Frequency Table and Rank Order of Factors Which Freshman Women Felt Gave a Student Prestige With the Faculty	120
XXV. Frequency Table and Rank Order of Factors Which Junior Women Felt Gave a Student Prestige With the Faculty	122
XXVI. Frequency Table and Rank Order of the Single Prestige Factor Which Freshman and Junior Women Considered to be Most Important to the Faculty	123
XXVII. Frequency Table and Rank Order of the Single Prestige Factor Which Freshman and Junior Women Felt Should Be Most Important to the Faculty	125
XXVIII. Frequency Table and Rank Order of Factors Which Freshman and Junior Women Felt Gave a Student Prestige With His Peers	126
XXIX. Frequency Table and Rank Order of the Single Prestige Factor Which Freshman and Junior Women Considered to be Most Important to Other Students	127
XXX. Frequency Table and Rank Order of the Single Prestige Factor Which Freshman and Junior Women Felt Should Be Most Important to Other Students	129
XXXI. Frequency Distribution Data and Differences Between Freshman Groups on Size of High School Attended	130
XXXII. Difference Between Residence Hall Freshmen and Sorority Freshmen on High School Grade Point Averages	131
XXXIII. Frequency Distribution Data and Mann-Whitney U Coefficient on Participation of Freshman Women in High School Activities	132

Table	Page
XXXIV. Frequency Distribution Data and Differences as Determined by the Chi Square Statistic Between Freshman Groups on Honors and Awards and Queen Titles Held While in High School	133
XXXV. Frequency Distribution and Differences Between Groups as Determined by the Chi Square Statistic on Level of Mothers' Education	135
XXXVI. Frequency Distribution and Differences Between Groups as Determined by the Chi Square Statistic on Level of Fathers' Education	136
XXXVII. Frequency Distribution and Differences Between Groups as Determined by the Chi Square Statistic on Level of Family Income	138
XXXVIII. Frequency Distribution Data and Differences Between Groups as Determined by the Chi Square Statistic the Prestige of Fathers' Occupational Classification	140

CHAPTER I

THE NATURE OF THE PROBLEM

General Background and Need for the Study

In the fall of 1962, the Board of Regents of the state of Oklahoma began a longitudinal study of freshman classes entering the state's institutions of higher education (16). At the end of the first year the study revealed that seven out of ten women students who dropped out of colleges were achieving satisfactory academic standing. The 1963 report of the President's Commission on the Status of Women reveals that up to the college level more young women than men stay in school, but that upon reaching the college level this pattern is reversed (64).

The freshman year, in particular, appears to be a crucial year, according to Greenleaf (32). She indicates: "Numerous authors point out that students must develop a sense of identity, a sense of security, a sense of belonging, and an enthusiasm and stimulation for learning..." if they are to achieve their academic goals (32, p. 67).

Based upon data collected on the 1967 freshman class at the University of California, Berkeley, Rossman and Kirk (69) studied factors related to persistence and withdrawal. They concluded the results of their study supported other studies which indicate many freshmen, both men and women, with high ability and interest in intellectual matters tend to be among the early voluntary withdrawals from college.

Findings from this study are presented which reveal differences between freshman women who voluntarily withdrew from the university and those who persisted (69). Those freshman women who withdrew tended to have a greater need for independence than did those who persisted. They were more likely to enjoy reflective or abstract thinking, were more interested in artistic activities, and tended to be more tolerant of ambiguities and uncertainties. Those who voluntarily withdrew appeared to be more ready to express their impulses and were less interested in a practical approach to life. They were less likely to feel the importance of student government. They were more likely to express displeasure about competing for grades and were more likely to feel that individual creativity was important for personal satisfaction while at college than did the persisters.

The students who withdrew voluntarily were less likely to come from families which were affiliated with a formal religion and less likely to profess formal religious beliefs for themselves. There were no significant differences reported on family income, fathers' or mothers' education or occupation, parents' level of aspiration for their child or the student's own level of aspiration and objectives in college. It should not be over-looked that at the time these students entered the university, 29 per cent of the females who voluntarily withdrew planned to leave while only 13 per cent of those who persisted indicated they intended to leave before graduation.

In reviewing the literature on attrition Cope (20, p. 39) reported that the "... growing body of data ... indicate that half or less of those dropping out do so because of academic difficulties." Based upon the literature he reviewed the largest number of dropouts appear to be

due to motivational factors. Cope further indicated that at the present time it is not known which motivational factors are predictive or how to measure such motives in students. He also emphasized that "... much of the research pays little attention to the fact that college students are theoretically in a developmental stage between childhood and adulthood" (20, p. 34).

Dollar (23) controlled for academic aptitude in an attempt to determine non-academic reasons for a student withdrawing from a university. Although he found that interpersonal values as measured by the "Survey of Interpersonal Values" did not discriminate between persisters and dropouts, he continues to feel that some explanations for attrition lie within the press of the interpersonal environment.

During a time when maximum development and use of human resources is being stressed, reports such as these raise both question and concern as to why academically capable students, in particular freshman women students, do not continue their formal education.

While a variety of factors both inside and outside the university setting could be explored in relationship to the length of time a woman student persists in college, this study is more concerned with factors within the university environment and how they might affect the student.

What occurs within the university is brought together through the goals of higher education. Mueller (52, pp. 4-16) states these goals as:

1. Preserving, transmitting and enriching the culture.
2. Developing all aspects of the personality.
3. Accepting responsibility in a modern democratic society.
4. Training leaders.

She further states "... the student is not a mere receiver, he is a very active participant in the educative process" (52, p. 5). If the

above stated goals of higher education are accepted, education must be concerned with the total person, not just the intellect; hence education must be considered a total experience.

All that the student experiences within the university may be considered educative, which would indicate that, learning may take place both inside and outside the classroom. In fact Eddy (26) reported that student responses indicated they learn more outside the classroom. Sanford (67) points out that although learning takes place both inside and outside the classroom that factors outside the classroom are not given the attention that in class activities receive.

Influencing the student both in and out of the classroom are his peers. Peer group influence at the college level is cited in numerous studies (2) (5) (6) (7) (15) (19) (25) (26) (34) (53) (69) (70) (74) (85). For instance, Eddy (26, p. 137) pointed out that "... students appear to adopt their habits of thought and action..." from the group with which they are closest associated. Seniors responding to questions concerning meaningful experiences, personal changes, and those influences contributing to changes indicated that the influence of other persons was most significant (21). Those "others" were primarily peers rather than adults.

The following diagram illustrates the interdependent influences which culminate in the student becoming what he is at the time he leaves the university environment. It is noted that peer groups are among the interdependent influences.

Since various studies (16) (64) (69) indicate that academically capable women drop out of college, it appears that aptitude and successful academic achievement do not guarantee persistence in college,

other factors should continue to be investigated. Studies previously cited indicate the importance of peer group relationships. As a result the question is raised as to whether or not certain groups of women students show a higher degree of persistence in college than do others?

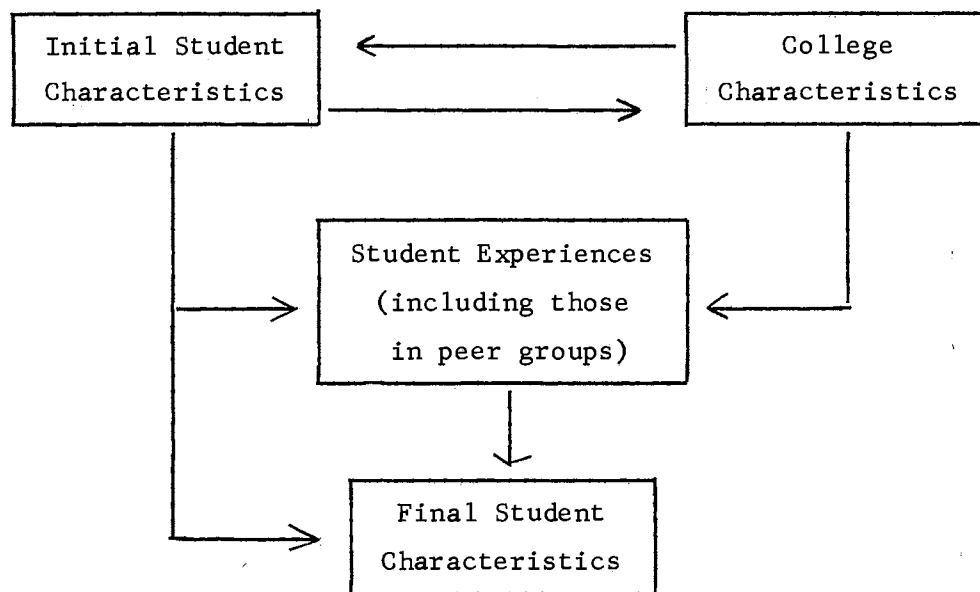


Figure 1. Schematic Diagram Illustrating Interdependent Influences upon Final Student Characteristics (53, p. 15)

A survey conducted by the Dean of Women's Office of the 1960 class of freshman women at Oklahoma State University (54) indicated that of those who graduated, over 50 per cent were sorority women although the total number of sorority women comprised less than 35 per cent of the women's enrollment. A comparison of sorority and independent women by

Collins and Whetstone (7) indicated that attrition is higher for independent women than sorority women, regardless of aptitude. Fourteen thousand students were included in a U.S. Office of Education study on Retention and Withdrawal of the College Student (89). The findings indicated that 52 per cent of those who joined local fraternities graduated and 59 per cent of those who joined national fraternities graduated as compared with 47 per cent of those who attended schools which did not have fraternities.

Students who participated in a study at Berkeley and Stanford were asked to name the three organizations which had been most important to them (44). Those belonging to fraternities and sororities nearly always named their particular fraternity or sorority as one of the three groups.

Both residence halls and sororities provide a variety of opportunities and programs for their residents and members respectively. Development of the total individual is reflected in the programs offered -- educational, cultural, recreational, scholastic, and social.

A study of differences between sorority women and residence hall women should have educational significance in that it would contribute to the knowledge of what these two groups of college women are like while they are in college. Such data could provide additional insight into why some college women persist and some do not.

Objectives of the Study

If the sorority woman is more apt to persist in college what type of person is she? What type person pledges a national panhellenic sorority, and what is she like while she is in college? Does she

differ from the majority of women students who live in university residence halls?

The primary objective of this study was to determine whether or not sorority women differed from residence hall women during the freshman year and the junior year on selected psychological and social factors. Based upon the review of the literature and through personal contact with residence hall and sorority women, the following factors were selected to be examined: personality characteristics, interpersonal values, open-mindedness, academic aptitude, academic achievement, career-marriage plans, participation in extra-curricular activities, factors which one feels contribute to campus prestige, educational level, and socio-economic status of parents. High school data regarding size of graduating class, grade point average, and extra-curricular activities were also studied for the freshman women.

A second objective of the study was to determine if change occurred within each of the freshman groups over the course of the first year in college. Factors being studied were personality characteristics, interpersonal values, and open-mindedness.

A third objective of the study was to determine whether or not differences existed between sorority freshman and junior women, and residence hall freshman and junior women.

Statement of Hypotheses

The following research hypotheses will be tested in order to determine differences between groups and changes within groups.

1. There will be no significant differences on any personality characteristic between

- a. freshman sorority women and freshman residence hall women at the time they enter the university.
 - b. freshman sorority women and freshman residence hall women at the end of their first year in college.
 - c. junior sorority women and junior residence hall women.
 - d. freshman sorority women at the beginning and end of the freshman year and junior sorority women.
 - e. freshman residence hall women at the beginning and end of the freshman year and junior residence hall women.
2. There will be no significant differences on any interpersonal value between
 - a. freshman sorority women and freshman residence hall women.
 - b. junior sorority women and junior residence hall women.
 - c. freshman sorority women at the beginning and end of the freshman year and junior sorority women.
 - d. freshman residence hall women at the beginning and end of the freshman year and junior residence hall women.
 3. There will be no significant difference in open-mindedness between the comparative groups.
 4. There will be no significant change on any personality characteristic over the academic year for
 - a. freshman sorority women.
 - b. freshman residence hall women.
 5. There will be no significant change on any interpersonal value over the academic year for the freshman groups.
 6. There will be no significant change in open-mindedness over the academic year for the freshman groups.

7. There will be no significant difference between the comparative groups on academic aptitude.
8. There will be no significant difference on college grade point averages between comparative groups.
9. There will be no significant difference between the comparative groups on career-marriage plans.
10. Participation in extra-curricular activities will not differ significantly between comparative groups.
11. There will be no significant differences between comparative groups on factors which they feel lead to high prestige of students.
12. Freshman sorority women will not differ significantly from freshman residence hall women on
 - a. size of high school graduating class.
 - b. high school grade point average.
 - c. participation in high school activities.
13. There will be no significant difference on parents' educational level between comparative groups.
14. There will be no significant difference on family income between comparative groups.
15. There will be no significant difference on prestige of father's occupation between the comparative groups.

The theoretical background for this study is presented in the following chapter.

CHAPTER II

THEORETICAL BACKGROUND

Introduction

This study addresses itself to differences between groups of college women and to change which occurs within these groups. The understanding of these groups was approached by first gaining an understanding of the individuals who make up the group. An awareness of how personality develops contributes to this understanding. The theoretical framework of this study is, therefore, based upon a developmental approach to personality which emphasizes the various stages of development within the context of interpersonal relationships. Particular emphasis was given to the period of development which coincides with the years one would normally be attending college. This basis was supplemented by selected principles from the field of social psychology which includes the reference group concept. The theoretical base should contribute to the understanding and interpretations of the findings and conclusions of the study.

Personality Development

In order to understand the stage of development in which the college student finds himself, Sanford (72) emphasizes the need for understanding how personality develops. The young person entering the college or university environment brings with him approximately

eighteen years of living during which he has had to continually adapt and adjust to the social organization in which he lives. He has learned what is acceptable and unacceptable through the socialization process (79). Socialization occurs as the individual interacts with his culture. As he internalizes the norms and values of society he is able to live within society's boundaries and adjust and adapt to its demands.

According to Sullivan (83) his personality is shaped through his interactions with others. Sullivan's interpersonal theory of personality development contributes to the understanding of personality development as it evolves from interpersonal relationships. Sullivan (83, p. 118) defines personality as "the enduring pattern of recurrent interpersonal situations which characterize a human life." He conceives of the personality developing as the individual progresses through the following developmental stages: infancy, childhood, juvenile, pre-adolescence, adolescence, and post-adolescence. While Sullivan discusses the biological system of the newborn to a great extent this summary of the theory emphasizes significant interpersonal relationships and events which occur at each stage of development.

From birth the infant will have continuous contact with others and will order his activities in such a way as is necessary to maintain his existence. The growth and development of the child is the result of the learning process which coincides with the level of maturation of the child. Learning as defined by Sullivan (83, p. 150) is "... the organization of experiences." Experience is defined as "anything lived, undergone or the like" (83, p. 26). Learning takes place through anxiety, trial and success, trial and error, rewards, and

punishments, human examples, and education, "... pulling out of relationships" (83, p. 156). Sullivan saw anxiety as one of the greatest educative forces.

Within the personal environment of the infant the first significant person is the mother or mothering one. The infant's relationship with its mother is significant in that it sets a tone for relationships with other persons. While the mother is the first socializing agent, other members of the family soon become involved in the interpersonal environment of the infant (83). The infant's early perceptions of these individuals provide the foundations for the formation of personifications.

During the infancy stage the self system, the personification of self, is beginning to form (83). Three phases of the personification of self include the good me, the organization of rewarding experiences; the bad me, the organization of anxiety situations involving the mothering one; the not me, the organization of experiences with significant people that involve intense and/or sudden anxiety which keeps the individual from being able to grasp the particular situation. The self system serves as "an organization of educative experience called into being by the necessity to avoid or to minimize incidents of anxiety" (83, p. 165).

As the infant moves into childhood, society begins to play a more significant part in the child's development (83). The family cannot portray more than their perceptions of society to the child. Childhood begins as the two divisions of interpersonal communicative behavior, language and gesture, begin to form. Confusion and frustration may occur if the child is punished for activities which up to this point

have been, but are no longer acceptable. The result may be what Sullivan refers to as a "malevolent transformation." This concept is best illustrated by his statement, "... once upon a time everything was lovely, but that was before I had to deal with people" (83, p. 216).

The self-system continues to develop and change by virtue of the fact that personality evolves through the stages of development; however, it may be a lengthy and complex process. While the self-system is fairly resistant to change, the greatest opportunity, according to Sullivan (83), for change to occur is at the beginning of the various stages of development. The self-system tends not to be influenced by experiences which are incongruent with its current organization.

The child moves from childhood into the juvenile stage which is characterized as the time for becoming social. This is a very important period as the child begins school and for the first time the "limitations and peculiarities of home" may be corrected or modified through the interactional process which now involves other socializing influences such as the school (83). Two new classes of learning, competition and compromise, are introduced primarily through the school's influence. Those most significant in the life of the juvenile include family, non-family authorities, and peers. In-groups and out-groups are being formed as well as stereotypes. The variety of persons he encounters expand his knowledge of the variety of differences; however, the presence of more and more people results in life becoming more complicated. Beginning with the juvenile era the self-system "controls the content of consciousness." It is difficult to recall what went on during childhood unless it seems to be appropriate or easily modifiable to the present. By the end of the juvenile era one

has formulated an "orientation in living" which enables one to develop foresight which "... governs the handling of intercurrent opportunities" (83, p. 244). How development to this point affects adult life is best summed up by Sullivan (83, p. 234) in the following statement:

Since there is no particular reason for anyone to try to bring into the juvenile's awareness how he arrived at these reformulations of behavior most of us come into adult life with a great many entrenched ways of dealing with our fellow-man which we cannot adequately explain.

The focus of the preadolescence stage is the need for interpersonal intimacy; the need for the intimate relationship of a close friend or chum (83). It is actually the beginning of a feeling of love as the preadolescent begins to develop real sensitivity and feeling of concern as to what happens to another. Through this relationship the preadolescent is able to confirm his own feelings of self worth. It is through this first consensual validation of personal worth that many of the self-deceiving skills which have been developed are now rectified. Those entering this stage whose personalities have been affected by the malevolent transformation may have a difficult time establishing this type of relationship; however, the need for intimacy is so great that the malevolent feeling may actually be reversed. Loneliness may be the significant experience if this need is not satisfied. Maturation, the onset of which varies greatly, becomes conspicuous as the preadolescent moves toward puberty.

Early adolescence begins with the appearance of true genital interest and moves into the last phase of adolescence as a patterning of sexual behavior begins to take place (83). During this stage the adolescent shifts from satisfying the intimacy need through a relationship with someone like self to someone quite different -- a member of

the opposite sex. The difficulty in shift of the intimacy relationship is created by a lack of preparation for the change. This lack is a product of cultural influences.

Sullivan (83) feels that late adolescence is marked by an achievement rather than biological maturation. By this stage one must have developed respect for himself if he is to be respected by others.

Late adolescence extends from the patterning of preferred genital activity through unnumbered educative and educative steps to the establishment of a fully human or mature repertory of interpersonal relations as permitted by available opportunity, personal and cultural (83, p. 297).

Unfortunately the outcome of this period may, according to Sullivan, depend to a great extent upon the chance factor.

The Developmental Stage of the College Student

The span of time between the ages of seventeen or eighteen and into the middle twenties has become a transitional period. It differs from adolescence and from adulthood. According to Chickering (15, p. 98) this period

... represents for many the last major opportunity to change before moving into a period of increased stability with more fixed social, interpersonal, and occupational roles and responsibilities.

Little consideration has been given this period and yet due to the increased complexities of society and the number of persons in this age range attending institutions of higher learning, it should represent a developmental stage (15) (19) (20).

If the individual goes to a college or university he will be given the opportunity to come into contact with persons who will familiarize him with cultures other than his own, to participate in discussions centering around his new-found knowledge and observations, and to

relate and integrate past experiences with the new. It should be noted that for those who do not attend college the same experience should occur with the possible exception of exposure to cultural interest. It is hoped that regardless of his situation the person in this stage continues his growth and development. As all the various aspects fall into their proper relationships one moves into adulthood (83).

The significance of interpersonal relationships in the total educational experience of the college student is pointed out in the literature. White's (91) "growth trends" which occur during the period of young adulthood illustrate the significance of involvement with others. White (91, p. 366) states, "growth implies both a process of change and a direction of change." Growth trends follow the natural growth taking place during young adulthood. The developments, natural growth trends, that occur during this period were determined by studying "lives in progress." Relatively normal persons were studied at various points in their development in order to acquire insight into the natural growth of personality. In presenting the growth trends White states that the direction of trends both result from and contribute to the "naturalness of the individual." This implies the following:

Each person is at least a little different from every other person with respect to constitutional and temperamental endowment, aptitudes and potential skills, a long history of learnings in the family and subsequent social systems, integration of these experiences to form a sense of identity, and actual life situation as defined by occupation, social position, marriage, and a host of other circumstances (91, p. 372).

White's growth trends are presented as they contribute a great deal to the understanding of what is happening to the young person while he is in college.

- Growth Trend 1. **The Stabilizing of Ego Identity:** Ego identity refers to the self or the person one feels one's self to be (91, p. 374). As the ego becomes increasingly more and more stable --- accumulated experiences organized as an increasingly stable set of self-feeling and self-estimates, more and more outweighs the impact of new events (91, p. 375).
- Growth Trend 2. **The Freeing of Personal Relationships:** As one moves in this direction he develops a greater range and flexibility of responses, and becomes more responsive to another person's real nature thus becoming better able to ... live in real relationship with those people immediately around him (91, p. 386). White (91, p. 386) states that there is '... a great deal to learn before one truly interacts with others in their own right as individuals.'
- Growth Trend 3. **The Deepening of Interests:** Growth moves in this direction as one becomes involved in activities, and ... the sense of reward comes from satisfaction of doing something for its own sake (91, p. 393).
- Growth Trend 4. **The Humanizing of Values:** As a person increasingly discovers the human meaning of values and their relation to the achievement of social purposes and he increasingly brings to bear his own experiences and his own motives in affirming and promoting a value system, his value system truly becomes his own (91, p. 397).

White (91, p. 400) points out the need for supplementing this trend with another that has been described by Allport as 'moving toward a unifying philosophy of life.'

- Growth Trend 5. **The Expansion of Caring:** There is a movement toward increased caring for the welfare of other persons and human concerns (91, p. 401).

Sanford (29) adds an additional growth trend: general development and strengthening of the ego. This underlies all the other trends and implies that one is able to move in certain directions.

Coons (19) defines five developmental tasks associated with the period during late adolescence and early adulthood, the period of time

which coincides with the usual college years. The tasks as defined by Coons (19, pp. 533-541) are as follows:

1. The shift in the nature of one's relationship with one's parents from a child-parent to an adult-adult relationship.
2. Resolution of a personal sexual identity.
3. The creation of a value system which fits the student as a truly unique individual.
4. Development of the capacity for true human intimacy.
5. Choice of a life's work.

Havinghurst (37) also relates specific development tasks to each stage of development. A development task is defined as

... a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks (37, p. 2).

The development tasks which the adolescent masters in order to achieve identity as an adult include (37, pp. 111-158):

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

As the adolescent moves into early adulthood Havinghurst (37) states the individual is moving into the individualistic periods of life and the loneliest one. Early adulthood usually contains the

following developmental tasks: marriage, starting a family, rearing children, first serious full-time job, managing a home, taking on civic responsibilities, and finding a congenial social group. In reviewing the development tasks of adolescence and early adulthood, it does appear the college student falls in a transitional stage.

Conceptual Approach to Social- Psychological Problems

An individual comes into the college setting with certain expectations. He expects to learn. Learning comes about through experiences which according to Sullivan (83, p. 26) refers to "anything lived, undergone or the like." Sherif (79, p. 5) points out that a person's experience cannot be directly observed but "only inferred from some overt behavior by the individual such as his words, a movement or an act." The learning process necessitates new experiences and the student expects new experiences in his new environment. As he learns, he is experiencing. What he experiences is inferred from his behavior. Sherif and Sherif's conceptual approach to social-psychological problems contributes to the understanding of this interactional process. This approach is presented in the form of the following propositions (79, pp. 77-85):

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 forces (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 are increased.

7. In unstructured stimulus situations, alternatives in psychological structuring are increased.
8. The more unstructured the stimulus situation, the greater the relative contribution to 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.

Formation of Groups

External factors referred to in the propositions which influence the individual include other persons, groups, etc. Of concern in the study is the group.

A group is defined as

.... a social unit which consists of a number of individuals who stand in (more or less) definite status and role relationships to one another and which possesses a set of values or norms of its own regulating the behavior of individual members, at least in matters of consequence to the group (79, p. 144).

While a variety of types of interpersonal relationships are significant to the college student the findings of studies included in the review of the literature indicates that a "sense of belonging" and acceptance by peers is of utmost concern to the freshman (26) (44) (71) (73). In his need for acceptance and identity he may identify with or aspire to identify with a particular group. Those groups which the individual relates himself to may be designated as his "reference group" and individuals which he relates himself to are "reference individuals" (39).

The Reference Group

The concept of the reference group was created by Hyman (39) in an attempt to understand better individuals' opinions and attitudes. The approach taken was to find out how the individual viewed his statuses (the positions the individual occupies in a group) in relationship to the hierarchical system within the group and to other individuals. Those statuses studied included social, intellectual, economic, cultural, looks, and general prestige.

It was found that an individual used the reference group as an anchorage (that point from which an individual judges everything else in his perceptual field at a given time) from which to judge his status (39). It was also found that the individual determines his standards and values in accord with the standards and value of his reference group which may be one of two types -- membership groups or groups to which he aspires to have membership in.

A person may be a member of many groups; however, not all membership groups become reference groups for the individual (79). Those groups which satisfy the needs of the individual to the greatest extent have the greatest chance of becoming his reference group.

In order to become a part of the group the individual may either select a group whose members hold the same values and attitudes as he holds or he may adapt his attitudes to the attitudes of the group to which he aspires to belong (39). The individual may also use the status of the group to evaluate his own status.

Hyman (39) found that reference groups tend to be smaller groups with which the individual is more apt to have stronger emotional bonds. The values and attitudes of a group might change due to various

internal and external forces. These changes may prevent the group from meeting the needs of the individual shifting reference groups.

The sorority is a peer group, a membership group, and for some a reference group (79). Within each sorority small groups of peers may develop. The individual may feel closer and be more influenced by such a group than by the general feelings and attitudes of the house. Conflicts may arise if the smaller group differs in attitude from the controlling group. A person aspiring to membership in a panhellenic sorority may desire to identify with the system. In other words she is more concerned in being a part of "the system" than in being identified with a particular group. Others aspire to identify with a specific house. Scott (77) points out that houses differ in orientation.

Peer Group Formation

Those within a residence hall would be more apt, depending on the size of the hall to be designated as a "set of peers" (53). All are peers and yet there are varying degrees, in some instances none, of interconnections among them. Within the residence hall smaller peer groups develop and may become reference groups for some. Newcomb (85, pp. 73-79) states that the following conditions may contribute to the formation of peer groups:

1. Pre-college acquaintance
2. Propinquity
For any individual there are many others, potentially, with whom he might form significant relationships. Those with whom he does in fact develop them are limited by opportunities for contact and reciprocal exploration, which in turn are influenced by physical propinquity. And, other things equal, he is more apt to maintain close relationships with those with whom he first develops them (as determined in part by propinquity).

3. Similarity of attitudes and interests

While similarity of interests may bring persons together initially the closeness of the relationship will be determined more by the sharing of common values.

The influence of the peer group upon its members may be facilitated as a result of the following conditions: (1) size of group, (2) homogeneity, (3) isolation, (4) importance to individuals of attitudes that are group supported (85). The peer group may also have an effect upon the individual through the anticipatory socialization process (51). This occurs if the individual adopts the values of a group to which he does not belong but aspires to identify with.

The groups to which individuals belong reflect the similarities and differences of its members; therefore, as individuals reflect specific characteristics so must groups. This is pointed out through the review of the literature.

Generalizations for the Study

The following generalizations are based upon the theoretical concepts which have been presented.

1. The personality develops through interpersonal interactions.
2. Personality development occurs in progressive stages. The transitional period in which the college student finds himself is a unique developmental stage.
3. Change may occur and is most apt to occur at the beginning of a particular developmental stage; therefore, change may occur in personality characteristics, values, and attitudes while the student is in college. This change is most apt to occur during the early part of the student's college career.
4. The student is affected in varying degrees by internal and external

forces in the structuring of his experiences within the interpersonal environment. These forces would, therefore, affect a student's decision to affiliate with a sorority to live in a residence hall.

5. A specific external factor is the group. During the time a student is in college he will identify or aspire to identify with a peer group which will become a reference group for him.

Summary

The basis of understanding the college student lies in understanding how his personality developed (72). The theory of personality development which provides the basis for this study is Sullivan's (83) theory of personality development through interpersonal relationships. The personality evolves through various stages of development which include infancy, childhood, juvenile, pre-adolescence, adolescence, and post-adolescence. During each stage of development significant persons enter and expand the individual's interpersonal environment. The average student enters college between the ages of seventeen to eighteen years of age. This period is being recognized as a unique development stage as it appears to be a transitional period between late adolescence and early adulthood (15) (19) (91). This stage appears to be characterized by separation from parents, attempting to achieve an identity, development and affirmation of a value system, development of greater responsive to and for others, development of the capacity for true human intimacy, and the selection of a life's work.

To clarify the interaction which occurs within one's interpersonal environment Sherif and Sherif's (79) propositions which outline the

psychological structuring of experience is applied. The structuring of experience is influenced by the interaction of internal and external stimuli. Depending upon the situation internal or external forces may have a greater influence upon the structuring of experience. A specific external stimuli to which this study addresses itself is "the group," in particular the "peer group." Peer group formation in the college setting appears to be affected by (1) pre-college acquaintances, (2) propinquity, and (3) similarity of interests (85). Within the college setting the student will become a member of various groups; however, not all groups will affect him in the same way or to the same degree. Of particular interest is the "reference group" (39). If the student aspires to be a member of a group he may take on the behavior of the group's members. As this phenomenon occurs this group becomes his reference group.

Sullivan (83) indicated that change in personality characteristics and attitudes can occur and are most likely to occur at the beginning of a development stage. This would place the college at a stage where change could occur.

This study is concerned with the differences between groups of college women and changes which may occur during the first year in college. Characteristics of the freshman year, specific changes which appear during the time a student is in college, and the effect of the college environment upon the development of the college student are presented in the following chapter which contains the review of the literature.

CHAPTER III

REVIEW OF THE LITERATURE

Introduction

Studies which pertain to college students, in general, and sorority affiliates and non-affiliates, in particular, are presented in the review of the literature. The literature relating to college students in general is primarily concerned with the woman student as she enters college as a freshman and at different points during the time she is in college. Several studies are also included which illustrate the reference group concept within the college setting. The review of the literature on the fraternity system points out the strengths and weaknesses of the system as well as the varying viewpoints toward fraternities and sororities. Information of a general nature is also presented on the residence hall program. Of a more specific nature studies are included which relate differences between those who are affiliated and those who are not affiliated with sororities.

The review is presented in the following order: the freshman year, changes that may take place during college, application of the reference group concept in the college setting, the sorority and the residence hall, studies on differences between those affiliated and those not affiliated with a national panhellenic sorority.

The Freshman Year

The freshman woman may find herself at a most challenging and oft times difficult stage of life (26) (44) (71). Regardless of ability and past achievement she may have concerns as to whether or not she will be able "to make the grade" academically. While academic success is of importance, of even greater concern appears to be the need to belong, to be accepted (26) (32) (44) (53) (71) (73). She wants to meet new people and yet how much support does she need from friends and family? The freshman may enter college eager and with high aspirations and yet apprehensive. Enthusiasm may be tempered with reservation. She is now "on her own." Decisions will have to be made. Is she really on her own? Who and what will influence those decisions? What does she value? Will the same things be important to her at the end of the year that were important at the beginning?

A longitudinal study conducted by Sanford, Freedman, Webster, and Brown (70) at Vassar on personality development during the college years revealed the unique aspects of each year of college. The findings of the study indicated that during the freshman year the student's greatest anxiety was created not as a result of intellectual aims but rather was created over concern of acceptance by peers. The first year was found to provide the basic orientation to the college. Thus, it was during this period that enduring habits and values were being formed. The central core of values were learned or assimilated through experiences other than those of the formal academic nature.

Freshmen, according to Yoshino (94), are immature in a number of ways and need guidance and support from their families, instructors, and upperclassmen. Most have high hopes and aspirations when they

first arrive on campus. Lloyd's (22) "Portrait of a Freshman" indicated that the most personal satisfaction for freshmen is derived from close friendships with other students and from self-insight and discovery of new talents and interests. Chase (5) reported that not being able to adjust to college is the most frequently reported reason given by those who drop out during the freshman year.

In a study involving Stanford and Berkeley students (44), freshman women were asked the question, "If you were advising an entering freshman girl about the first year of college, what would you tell her?" The main thing pointed out was the tremendous social pressure which is placed on a freshman girl.

Fifty freshman students were interviewed as part of a longitudinal study at Michigan State University (25). Their major concerns centered upon making friends, being accepted, maintaining individuality, adjusting to campus mores, and performing successfully in their academic pursuits.

As Katz pointed out the freshman year is one which brings the student face to face with difficult tasks. He specifically mentions (44, p. 4):

1. Separation from home and parents.
2. Confrontation with a wide variety of peers.
3. High standards of academic performance which create insecurities and a questioning of one's powers and identity.

Transition takes place during the freshman year. The majority of freshmen arriving on the campus seem to conform to the behavior and expectations of their own family. This will begin to be altered through peer group relationships (44) (53) (73) (79). The freshman year appears to be characterized by adjustments to the college

environment, the need for peer acceptance, and separation from parents.

Changes That May Occur During the College Years

The majority of freshmen will tend to adapt to this new situation as they have to others. As they become a part of the university community will they change and, if so, in what ways are they most apt to change?

Lehmann and Dressel (25, p. 22) state:

Although it is generally agreed that attitudes and values are instilled early in life and are most easily modifiable in infancy and adolescence, curriculum planning at our colleges and universities assumes that the critical thinking abilities, attitudes, and values of college students are still modifiable at the age of 18 to 22 or older.

Results of their longitudinal study revealed a lessening of stereotype beliefs from the freshman to senior years. In other words, they become more flexible, less rigid, and less authoritarian during their four years at college. Females appeared to be more open-minded and receptive to new ideas than were males. Females did tend to be more oriented toward conformity and sociability, and toward doing things to please others both at the beginning and at the end of college. In relationship to degree of change which took place, it appeared that females underwent a more marked change than males during this period (25). The greatest degree of change occurred during the freshman and sophomore years. In addition to changing to a greater degree, females were more susceptible to early change.

Plant's (61) study of personality change in college indicated a decrease in ethnocentrism, authoritarianism, and dogmatism occurred in the college student; however, a retest of those persons who aspired to go to college but did not enroll revealed they too made the same change

in the same direction. The net change in the non-student was not as great as in the college student. The college appears to act as a facilitating agent. Plant's (61) study supports the idea that the greatest change appears to take place sometime during the first two years. It also indicated the net amount of shift was slightly greater for females than males.

Bugelski and Lester (9) attributed changes in attitudes in a group of college students during college and after graduation to the general college experience. Attitude scales included areas of national and social optimism, labor problems, economic status, discipline, social life and conventions, and religion. Significant change from scales indicated shift in scores from conservative to liberal. A shift from conservative to liberal attitudes over a four year period was also reported by Newcomb (77) in the study he conducted at Bennington College during the thirties.

Eddy's (26) approach to studying the college influence on student character used the participant-observer and formal open-ended interviews in collecting data from students in twenty American colleges and universities in a one-year period. Character was defined as "intelligent direction and purposeful control of conduct by definite moral principles" (26, p. 2). Pertinent findings and conclusions of the report indicated that if the student had a sense of belonging and a feeling of security, his outlook and attitudes might change resulting in his being more "... receptive to the process and possibilities of education..." (26, p. 249). Eddy (26, p. 179) also indicated that it is the "total college experience" that has the "greatest impact" on the nature of the student's character.

Based upon a study of the effect of general education received through the social sciences upon the value of the American college students, Jacob (43) concluded that changes in fundamental values were slight although the student may modify opinions and attitudes, learn to tolerate and get along with persons much different from himself, and may become more self-reliant. Jacob reported that changes such as a shift from diversity to uniformity does take place and that the results of such shifts or changes tended to bring the student around to having "the college outlook." As he progresses through college he becomes more liberal in religious views, more condoning of unconventional social practices, less dogmatic, more flexible in beliefs, and more permissive in human relations. Jacob (43) feels these are all "surface changes" and do not actually involve the fundamental values which are a major part of personality. Effects are dependent upon the personality and psychological needs of the individual students.

Katz (44, p. 7) reported that he did find change occurring but rather than being of a "dramatic" nature the change was "... confined to some segment of the character, for example a more adequate self-conception... ."

Studies indicate that interpersonal relationships have an impact upon the student and do effect change (44) (53) (71) (73). For example Lehmann and Dressel (25) reported that in general, students felt that the most significant thing that had happened to them was learning to get along with all types of people and that the most significant experience in their collegiate lives has been their association with differing personalities in their living groups. The data suggests that small group discussions and bull sessions had a significant impact in

shaping the attitudes and values of these students.

In summary, change does appear to take place during the college years. In general, students appear to become less rigid and dogmatic and more flexible. They tend to become more liberal, in religious views, more condoning of unconventional social practices, and more permissive in human relations. The greatest change appears to occur during the first two years. Thus far the change which appears to take place during the college years has not been attributed to any one factor.

Application of the Reference Group Concept

In reporting the findings of change in attitude from conservative to liberal, Newcomb (77) attributed the change to the reference group. For those who did change in attitude it was determined that the college community had become a reference group, thereby, providing "a sense of belongingness and a sense of status and achievement during their college years" (77, p. 543). Those who did not change in attitude found the sense of belongingness through persons and groups outside the college community.

Brown and Bystryn (7) provide further information on the reference group concept. Their study of college environment, personality, and social ideology of three ethnic groups indicated an average decrease in authoritarianism at two liberal arts colleges but not at a university. The greatest degree of change was evidenced among the Jewish students at the small eastern liberal arts college. It was hypothesized that the Jewish group was placed in an environment which necessitated the greatest change. As the majority came from Jewish neighborhoods and

upon entering the college became for the first time a member of a minority group. In order to be accepted they tended to make the college their reference group thus assimilating the social ideology of the group.

Personal and social components associated with the acceptance of new groups as reference groups served as the basis for a series of exploratory studies by Ruth Hartley (10) (11) (12). The subjects involved in the study included 146 unselected male freshmen. The college community of the urban, tuition free college served as reference group. The hypothesis was confirmed "... that the greater the compatibility between the [articulated] values of the individual and the perceived values of the new group, the more likely the individual is to accept the new group as a reference group" (36, p. 189). Another aspect of the study indicated "... that the absolute level of the ability of a given group to fulfill the needs of its members is more significant than its comparative standing in this respect in relation to other membership groups" (35, p. 357). Still another phase of the study supported the hypothesis that "... preference for the norms of the new group ... was positively associated with acceptance of it as a reference group" (34, p. 94). Correlations indicated "that perceptions of relatively large differences in norms between established groups and the new group were associated with relatively less acceptance of the new group as a reference group" (34, p. 94).

Clark and Trow (85) identified four student subcultures; collegiate, vocational, academic and nonconformist. According to this typology fraternities, and sororities are typified by the "collegiate culture":

The most widely held stereotype of college life pictures the 'collegiate culture', a world of football, fraternities and sororities, dates, cars and drinking, and campus fun. And a good deal of student life on many campuses revolves around the collegiate culture; it provides substance for the stereotypes of movies and cartoons and models itself on those stereotypes. In content, this system of values and activities is not hostile to the college, to which, in fact, it generates strong loyalties and attachments. It is, however, indifferent and resistant to serious demands emanating from the faculty, or parts of it, for an involvement with ideas and issues over and above that required to gain the diploma. This culture is characteristically middle and upper middle class -- it takes money and leisure to pursue the busy round of social activities -- and flourishes on, though is by no means confined to, the resident campuses of big state universities (85, p. 205).

Brainard and Dollar (6) typed student leaders according to Clark and Trow's typology. When the 152 student leaders who completed the questionnaire were typed, 60.5 per cent were typed as collegiate. Twenty-three per cent were in the academic group, 13.2 per cent fell in the vocational group and 3.3 per cent were typed as non-conformist. The results of the study indicated collegiate leaders exhibited stronger needs for warmth and emotional supportiveness as well as more affiliative interest than did the vocationally oriented group. The collegiate group differed from the academic group on motivation, closeness, and friendliness with the academic group scoring higher on motivation and lower on closeness and friendliness. The assumption was made that student leaders apparently differ according to their campus reference group.

The Sorority and the Residence Hall

As living groups, sororities and residence halls provide a variety of programs and opportunities as well as physical accommodations for their residents. In addition to providing "the major single source of

daily contact" with others, living units also "... supply a sense of belonging..." (26) (85). Both sorority and residence hall programs attempt to provide experiences which will enhance individual growth and development. The ways in which this is accomplished varies according to the group.

"Homogeneity" and "heterogeneity" may characterize the groups. "Homogeneity" of background and interests characterizes the sorority while "heterogeneity" of background and interests is more characteristic of the residence hall.

A member of a sorority located in the south said, "One thing I love about the house is that we all come from the same kind of families. There's no mixture whatsoever in this group and I wouldn't ever want there to be" (38, p. 103). It should be noted that the attitude reflected in this statement does not necessarily reflect the attitude of each member in that particular house nor does it necessarily typify the attitude of sorority women in general.

When women students have a choice in selecting university housing or living off-campus, attraction to residence hall living is the opportunity to live with a variety of types of persons who come from varied backgrounds and have varied interests. Lehman and Dressel's (25) study noted that many feel the most significant thing gained through their living group was the opportunity to meet a variety of persons.

While friendships develop in a residence hall it does not appear to be a primary function of that type living group as it is of a sorority (77).

Within its [the fraternity or sorority house] four walls there is freedom to encourage and practice religious

convictions, brotherhood and friendship; this is an opportunity to be cherished in a world of increasingly casual relationships (52, p. 452).

Mueller (52, p. 213) further states that

Friendship is based upon common social characteristics, values, and personality; persons who choose each other for friends may well be of the same age, sex, social class and ethnic group.

Maintenance of the sorority is carried out through a selective membership process (77). While any university student may usually live in university housing the same is not true of the sorority. The procedure used in the selection of new members is probably the most criticized practice of the fraternity system as many feel it is based on and encourages discriminatory practices, primarily of a racial, religious, or ethnic nature (3) (22) (45) (61) (86). Panhellenic information emphasizes that the selection process is mutual. The sorority is selecting a person to be a part of the group while the prospective member is selecting a group of which she desires to become a part. While the hurt and disappointment of the rushee is publicized, Scott (77) points out that the sorority may also feel disappointments in the membership selection process.

Scott (77) reported that initial values of the freshman and her perception of the group in relationship to these values influence her decision of whether or not to pledge a sorority. On the other hand active members when selecting new members place the most emphasis on their perception of the person's ability to get along with the group and the contribution she might make to the group. Based on the results of his study, Scott (77) states that pledges tend to be "pre-socialized" for this fairly distinctive culture. The attraction of an organization such as a sorority is greater during the early stage of

college when few ties have been made within the university community (77). The degree of attractiveness is related to the degree to which the pledge values group loyalty.

A Stanford committee has suggested that fraternities be required to adopt a "mutual preference system for membership selection" (13). This system would supposedly give all students who wish to join a fraternity an equal opportunity. All students interested in pledging would participate in a preliminary random draw. The purpose of the draw would be to reduce the number of prospective pledges to a number equal to the number of places available in fraternities. Computers would match individual preferences of prospective pledges and members of a house.

The question would more than likely arise as to whether or not such a system, although it could correct weaknesses in the procedures, would eventually weaken the base of the fraternity system as it reduced the "human element" from the selection process.

Various feelings and attitudes have been expressed towards the fraternity system. Some view sororities and fraternities as

... nothing more than cliques of the sophisticated and well-to-do organizations that practice discriminatory policies by virtue of their selection process ... more concerned about social amenities than they are with obtaining a college education (25, 105).

Scott (78, p. 514) referred to sororities as "visible centers of the rites of feminine adolescence." He further stated that it is a "consciously designed purpose" of sororities to encourage "timely marriages" with men who "qualify" as "desirable mates."

His prototypical sorority is defined as

... not so much the servant of youthful interests as it is an organized agency for controlling them; dominated by ascriptive

groups and concerned to maintain their norms, it operates at a physical remove from these groups and in a larger and frequently hostile institutional setting (78, p. 516).

In his analysis of the fraternity, what it is, and what it may become, Bullock (10) says,

I believe there is within the system a great emphasis on some vague idea known as 'social prestige' and that this emphasis overshadows concepts of personal integrity, scholastic achievement, personal attainment and individual worth, and certainly involvement in society.

When a group of students in the study conducted at Michigan State University were asked what criteria are used in rating a person on campus, the top ranking criteria agreed to by the majority of students centered around personality, ability to get along with people, fraternity or sorority membership, the people dated, and the number and kinds of activities participated in (25). Students interviewed in Lehman and Dressel's (25) study saw the main advantage of membership as social.

On the campuses included in his study on influences on student character, Eddy (26) reported that it was not uncommon to find allegiance to a house stressed over allegiance to the college. The fraternity according to McConnell (85, p. 114) is an example of a peer group which may be a "powerful determinant of individual behavior."

A self study done in 1961 at Florida State University (92) revealed that of the total student body 70 per cent of the men and 76 per cent of the women favored a Greek system. In response to the question, "Do fraternities and sororities make a contribution to the educational progress of the student?," about 30 per cent felt the contribution was limited and an additional 32 per cent considered this influence to be negligible. It was felt that fraternities and sororities contributed significantly to the social development of the student. Of the

students participating in the study who were affiliated with the Greek system 40 per cent felt the additional time involved was well spent, 37 per cent felt the time spent was excessive but not wasted, and 27 per cent felt the time spent was wasted. It was interesting to note that 40 per cent felt that living in a chapter house "developed the student's ability to live and work with people" while 33 per cent thought chapter house living created "clannishness".

Mueller (52, p. 448-455) cites the following as advantages of fraternity life:

1. Good housing in small units
2. Building alumni loyalty toward the group and toward the university
3. Social and vocational benefits
4. Comfortable security in social relations.

Other advantages which are claimed by the fraternity system but which Mueller feels should be examined include the following:

5. Value on scholarship and on improving it
(Mueller feels the methods used for improving scholarship are usually naive and superficial.)
6. Learning of values
(Although high ideals are stressed the means for achieving this is questioned.)
7. Democratic group work
(Procedures need to be re-examined.)

Mueller (52) listed "overemphasis on the social and political aspects of campus life" as a disadvantage of fraternity life.

Robson's (67) The College Fraternity and Its Modern Role emphasizes the basis for and the strengths of the fraternity system, in addition to answering frequently asked questions about "the system". Points stressed which would be considered strengths of the system include fulfillment of the need for belonging, encouragement of high

standards of morals, manners, and dress, opportunities for leadership training, and improvement in scholastic achievement.

Mueller (52) points out that while fraternities state they offer "friendship, inspiration, and guidance" to the student who is away from home for the first time, any housing unit should have similar objectives. According to her the fraternity is suited to fill the gap between the sheltered life within the family and the independence of adult life. Katz (44) reported much the same idea. He felt that for some freshman women the sorority acts as "mama" in setting specific guidelines such as specific hours to study and how to behave on a date. The sorority provides peer support through small group membership as the young woman tries out new roles.

Some question whether or not the objectives and policies of fraternities and sororities are congruent with those of the university. Letchworth (47) feels that at the present time the college and fraternity have reached an impasse. He feels a climate has been created which makes maturation and development of individual members and the system impossible. Letchworth attributes this to two principle causes: (1) inconsistency on the part of the university and (2) the failure of the fraternity to adjust to a changing society. One college student wrote that while college administrators appear to recognize the educational value and potential of the fraternity that the fraternity must become more "responsive to contemporary student concerns and more receptive to the natural order of change in the field of education" (17, p. 214).

Others do not share these feelings. Butler (11, p. 240) states that "... Greek letter groups of the past have responded to the changing in our society and to the forces which have challenged their very

existence." He indicates those forces are more outside the system than within the system.

In an effort to involve the fraternity system in a more meaningful way, Stanford University has been looking closely at its fraternities. Innovations include a one unit credit course in the "Psychology of Fraternity Living"(40). The course is designed to use

... the fraternity as a case of social behavior to illustrate a wide variety of psychological principles governing the formation, functions and influence of an interacting group of people on its members (40, p. 282).

This is presented to the fraternity in the form of a seminar which is designed by the fraternity itself.

Sanford (73, p. 165) presents the strongest idea on what a fraternity could be:

One way to deal with fraternities is to make them the scenes of our strongest efforts to create intellectual communities, of experiments in the integration of living and learning. I would just as soon start with the fraternity as with any other group, winning the cooperation of its leadership, inviting them to help educate the younger members and thus to build a community of teacher-learners.

While the primary function of the sorority appears to be "friendship," some would like to see "learning" as the primary function of the residence hall (8) (32) (58) (66). Many professionally trained staff members who work with residence hall programs attempt to create situations in which learning will take place. Experiences are provided which hopefully will contribute to meeting the objectives of the university.

At one time the sorority housing facilities were considered to be much more desirable than university housing. This was during the era of the "dormitory" which provided the essentials of room and board for the students (52). Now many colleges and universities provide a

variety of types of housing. This may range from small residence halls housing 50 to 100 students to high rise halls housing 500 to a 1,000 and over to complexes which may house several thousand.

While all women's halls are not passe, the trend is toward co-educational halls and complexes and living-learning centers. Special types of housing may include honors halls, language houses or freshman halls. This illustrates that housing units may be based on a common interest or characteristic of its residents. The new housing units are tastefully decorated and usually include special features such as lounges, meeting rooms, libraries, hobby areas, typing rooms, recreational areas, etc. Many are air-conditioned with phones in every room. Criticism from hall residents often times centers around the impersonal atmosphere of the halls. Residents express the feeling that they feel like they are living in a luxury hotel.

The importance of room assignment procedures is stressed by Riker (66, p. 12) as it is through such procedures that the housing staff "... helps to create a social structure capable of making a substantial impact on individual members." He further states that while random assignments which disregard commonality of interests is justified on the basis "... that the educational experience is broadened when students with differing interests are assigned together" there is little evidence to support the achievement of the objectives (66, p. 12). He supports this by citing Nasatir's study, "A Contextual Analysis of Academic Failure," which relates academic failure with the amount of association with others. The findings indicated "a noticeably higher rate of failure among students who reported they spent from less than half their time to no time at all with other members of their group"

(66, p. 12).

The type of housing the university provides depends in part on when the institution became involved in building housing units, but primarily on the philosophy of the institution toward university housing (52). As institutions view the living unit as an integral and vital aspect of the total educational experience not only is the type housing influenced but also the type staffing and programming is affected.

In discussing residence hall trends Greenleaf (32) states the residence hall construction is on the decline. As women's housing regulations change there will be a trend toward residences composed primarily of freshmen and sophomores with juniors and seniors living in when it meets their needs. She outlines the emphasis in residence hall programming as three fold (32, p. 67):

1. Orientation to college and the intellectual world
2. Development of activities to provide students with learning experiences
3. Integration of residence halls into the academic community.

She further states that although there has been an emphasis on living-learning programs they have been relatively ineffectual due to "... inadequate student support, faculty participation, and unskilled staff" (32, p. 66).

Eddy (26) pointed out that the fraternity in many ways offers what the university would like to emulate in its residence hall program -- relatively small, closely knit, units of total education with special responsibility for campus leadership.

Today the student must decide whether she would prefer sorority or residence hall living. Either group has advantages and disadvantages.

To be involved it is no longer necessary to be a "Greek." Various types of housing units will meet the needs of various types of individuals.

Differences Between Sorority Affiliates and Non-Affiliates

If a college freshman elects to join a sorority how might she differ from those women students who select another type of living unit?

Scott's (77) intensive study of personal values in sororities and fraternities revealed that freshman pledges placed a higher value on group loyalty, social skill, academic achievement, and status than did freshman non-pledges. The non-pledges valued kindness and independence to a higher degree than did the pledges. The values which Scott attempted to measure include the following: intellectualism, kindness, social skills, group loyalty, academic achievement (striving for good grades), physical development, status (prestige through leadership), honesty, religiousness, self-control, creativity, and independence. On those values where differences between pledges and non-pledges occurred the scores of the pledges were closer to the scores of the active member of the sorority. As a group, sorority pledges increased on the values of intellectualism and independence and decreased on the value placed on group loyalty. For the most part changes in values of the pledges were not significantly different from non-pledging women over the same period of time. Scott (77) noted the family income of pledges tended to be higher than the family income of non-pledges. Pledges tended to come from urban rather than rural areas.

A comparison between sorority women and independent women indicated that sorority women valued group loyalty, academic achievement, physical development, and status more and independence less than the independent women students (77).

Plant's (61) study at San Jose State College indicated that over a two year period sorority members became less ethnocentric, authoritarian, and dogmatic just as did all women students.

The results of a study by Schmidt (74) (75) indicated that attitudinal and personality changes over a four year period were similar for both sorority and independent women. The sorority did not appear to have a differential effect upon its members. Of the total 1,069 entering women students at the University of Iowa who completed the test battery, 314 participated in a re-test four years later. This included 82 sorority women and 233 independent women. There was a significant difference within each group on dogmatism, but no between group difference was reported. This indicated that both groups became less dogmatic. Both groups also increased significantly in interpersonal competency which indicated the social skills appear to be developed while in college. Significant between group differences were noted due to higher pre-test and post-test mean scores by sorority women. It was felt this difference could be expected as sororities are noted for their emphasis on social skills. Significant change was determined for both groups in relationship to academic, non-conformist, and collegiate orientations. Less involvement with academic as well as social life on campus may be related to a shift of interest toward graduation and beyond. Sorority women continued to have higher pre-test and post-test scores on the collegiate type scale. It was felt

this was related to an emphasis and concern for extra-curricular activities. Both groups became more selective over the four year period in the occupations they preferred with sorority women appearing to prefer socially prestigious occupations over other types. The only area where the sorority system appeared to have a differential effect was upon the dating and marital status of its members. Significant change regarding marital status indicated women in both groups were more likely to be pinned, engaged or married after the four year period with the change being greater for sorority women. In the conclusion of the study the author raised the question as to whether the changes experienced by these women were a function of the college experience or the result of a general maturation process. It was also felt that attitude and value change could be differentially related to subgroup membership on campus.

Baird's (2) study of the effects of a student's college living group upon his self-concept, goals, and achievements indicated that effects of groups are small. The study compared traits and achievement of students in one of six groups: dormitory, fraternity or sorority, off-campus apartment, on-campus apartment, off-campus rooms, and living at home. Major differences focused upon the social orientation of the fraternity and sorority members. Fraternity and sorority members were found to have more college social achievements; however, they were not more superior than members of other groups in other academic or non-academic areas. On a self-rating scale sorority women described themselves as socially self-confident, aggressive, desirous of winning awards and recognition, scholarly and having drive to achieve. Sorority women did have the highest grades and were less likely to work.

They also had the highest vocational aspirations. Women living in off-campus rooms or in dormitories were most likely to feel there were too many rules and regulations, while sorority women were among those least likely to have this opinion. The results suggest

... students who enter various living groups are selected by the groups and by themselves. Thus, students who enter fraternities and sororities tend to value social activity and hope to hold positions of influence (2, p. 1017).

... Apparently groups which value and reward a particular kind of activity can make participation in that activity more frequent among their members (2, p. 1021).

While groups may have impact, Baird states as yet it is unrealized.

A comparison of pledges and independents made by Jackson and Winkler (42) suggest that pledges differ from non-pledges on several characteristic values and expectations. Female pledges showed less need for introspection and empathy, a complaisant regard for another's wishes, and more need for heterosexual relationships.

Differences were investigated between fraternity and sorority aspirants and non-aspirants by Widmar (92). In relationship to secondary school experiences, the findings indicated sorority aspirants were more active socially and participated to a greater extent in school activities than non-aspirants while non-aspirants perceived themselves as having achieved higher academically and in fact had higher scores on the SCAT than the aspirants. Sorority aspirants came from a higher social, economic, and cultural stratum than non-aspirants. Aspirants tended to come from smaller families where the educational level, cultural participation, and parental concern were significantly higher. Sorority aspirants planned to participate more in extra-curricular and social activities while measures of self-perception indicated non-aspirants tended to be less concerned with social and extra-curricula

sphere of college life and to place more emphasis on academic and vocational concerns. They also perceived themselves as being more independent and less conforming than did sorority aspirants.

Of 167 Ohio University freshman women initiated into a national honor society after the first semester of their freshman year, 46 joined sororities (5). There was no significant difference between the grade point averages for the sorority and non-sorority women for any semester. Participation in extra-curricular activities was determined by examining the offices held in any campus organization, committee chairmanships, membership in professional, and departmental honor societies and other activities and special interest. Those who affiliated with sororities were more active than those not associated with sororities.

Sorority members appear to value group loyalty, social achievement, participation in activities more than other groups such as residence hall women. Major differences between the sorority women and residence hall women appear to center around the social orientations of the sorority. Differences in socio-economic background appear to exist between members and non-members with sorority members coming from families with a higher level socio-economic background. The sorority's freshmen appear to become more independent, more open-minded, and less dogmatic as they progress in college. As this trend appears to occur with others of this age, this does not appear to be unique to sorority members.

The methodology and design of the study are presented in the following chapter.

CHAPTER IV

METHODOLOGY AND DESIGN OF THE STUDY

Introduction

The purpose of this chapter is to present a detailed description of the design of the study and methods employed to implement the design. Included is a description of the subjects, the instruments and procedures used in collecting the data and the statistical procedures used to test the hypotheses as they were stated in Chapter I. Since this study was concerned only with sorority and residence hall women who were matriculating at the Oklahoma State University an overview of the sorority system and the residence hall program at the university is presented. The methodology and design of the study as well as the findings can, therefore, be viewed within the context of the local programs.

The Sorority System and the Residence Hall

Program at Oklahoma State University

At the time this study was conducted eleven national panhellenic sororities made up the panhellenic system with each sorority having its own house. Nine university residence halls are represented in the freshman sample and eight in the junior sample. One residence hall opened in the fall of 1967; therefore, any junior living there would not meet the established criteria.

As a result of the university housing regulations, the majority of single undergraduate women students lived in university housing. Housing regulations stated that all single undergraduate women students attending the university were to live in university housing with the following exceptions:

- a. those living at home or with relatives
- b. those commuting
- c. those living in sorority houses
- d. those living in private homes which have been approved by the Dean of Women's Office
- e. those over 23 years of age.

Hall and roommate assignments were made by members of the Housing Office Staff; although requests for a specific hall and roommate were honored when possible. As a result of the room assignment procedure a sorority pledge could live with another pledge of her sorority, a pledge of another sorority, or her roommate could be a non-affiliate of a sorority. Her roommate could also be of any classification. Hall residents had priority when requesting hall and room assignments. Priorities were honored according to classification. It was possible for a resident to change halls every year and to change rooms and roommates even more frequently. Sorority members moved into their respective houses the fall of their sophomore year.

Panhellenic Council did not conduct a summer rush program; therefore, the primary sources of information about sororities were friends, alumnae, and a rush booklet. All freshmen attended a summer orientation clinic during which time incoming women students were given an opportunity to attend a session on sorority life presented by the

Panhellenic Council. The first opportunity a freshman woman had to pledge a sorority was during formal fall rush which was conducted the week before the fall semester begins. Any freshman woman student who had a high school grade point average of 2.7 could attend fall rush.

No sorority membership could exceed ninety-five members and pledges and the maximum capacity for the number who could live in the house was seventy-five. Most houses accommodated between sixty and sixty-five.

During the pledging period the prospective member was instructed on the sorority system in general, and the history and founding principles of her sorority in particular. This period afforded an opportunity for the prospective member to gain a better understanding of sorority life and to learn what was to be expected of her. Initiation requirements included meeting a specific grade point average for the first semester as determined by the individual chapter. The minimum grade point for initiation as set by the Panhellenic Council, the regulatory body for the sorority system, was a 2.0. A pledge activities survey conducted by the Junior Panhellenic Council during the fall of 1967 indicated that sorority pledges were involved in pledge activities which average twenty-one to thirty-five hours per week (57). This included twelve to twenty-five hours for study. Pledges are involved in both chapter and campus activities.

University housing units vary in type and number of occupants. Three of the women's residence halls were part of co-educational complexes. These halls housed from 500 to 700 residents with each floor housing between 60 and 70 students. Three women's halls housed approximately 400 women each. Two smaller halls had between 150 and

200 residents. One housing unit was apartments for single women students. Just as the physical facilities of halls varied so did their student governments and their programs. All had active student governments, and social, educational, intramural and scholarship programs. Freshmen could participate in hall activities and could hold offices in the residence hall. This included sorority pledges.

The programs developed by both sorority and residence hall were directed toward the development of the total individual. Both offered programs which encompassed the educational, cultural, recreational, scholastic and social areas.

Subjects: Population and Sample

Population

The population being studied included four groups described as follows:

- a. single women students who were freshmen during the 1967-68 academic year; who attended formal fall rush, pledged a national panhellenic sorority, and lived in a university residence hall.
- b. single women students who were freshmen during the 1967-68 academic year; who lived in a university residence hall but were not affiliated with a panhellenic sorority and did not register to attend fall rush.
- c. single women students who were juniors during the 1967-68 academic year, having entered the University as freshmen in fall of 1965 and attended each fall and spring term since their entrance; and who were members of sororities, having

pledged in the fall of 1965 and lived in their respective sorority houses since the fall of 1966.

- d. single women students who were juniors during the 1967-68 academic year, having entered the University as freshmen in the fall of 1965 and attended each fall and spring term since their entrance; who lived in an Oklahoma State University residence hall, having lived there since the fall of their sophomore year; and who were never affiliated with a panhellenic sorority nor completed an application to attend formal or informal rush.

In selecting a group of sorority members and a group of residence hall women with which each of the freshmen groups could be compared, the findings of Scott's (77) study of fraternities and sororities at the University of Colorado and Sanford's (35) study on personality characteristics of college women conducted at Vassar were most influential. Primarily on the basis of these studies, the decision was made to select a group of juniors from each type living group.

It was pointed out in the Vassar study that while the senior is still within the college community she is now being subjected to pressures from outside the college environment (35). The senior may begin to question whether or not the "new identity" she has developed will be adequate when she is thrust into the world. In contrast the junior year appears to be the most satisfying (35). While there is the greatest opportunity for differentiation of role and function during this time, there also appears to be the greatest degree of order and security. The junior group, held together in shared experiences and common values, are considered "chief heirs and transmitters of culture"

(71, p. 23). Scott (77) found the sororities involved in his study to be primarily maintained by the juniors in the house. Based upon the above studies it was determined that if any group would most reflect a specific set of values and attitudes it would be the junior group.

Table I summarizes data on the total number of women students who met the criteria for their respective group as well as the sample size for each of the groups.

TABLE I
POPULATION AND SAMPLE SIZES

Group	Size of Population	Size of Sample
Residence Hall Freshmen	1173	125
Sorority Freshmen Pledges	293	125
Residence Hall Juniors	177	75
Sorority Juniors	136	75
Total	1779	400

During the fall of 1967 there was a total of 343 women students who pledged a sorority. Of this number 293 were freshmen who lived in residence halls. Others who pledged either lived at home or were upperclass women. Freshman sorority pledges included in the population were determined from the sorority bid lists and residence hall rosters.

Of the 1593 single freshman women students living in residence

halls at Oklahoma State University, 1173 met the criteria established for this study for residence hall freshmen. This number was exclusive of those freshmen in the residence halls who had indicated an interest in sorority membership by registering for fall rush, but who did not pledge, and those who did pledge a sorority. The residence hall women meeting the criteria of the population were identified from the residence hall rosters received in the Dean of Women's Office.

The total number of juniors living in sorority houses was 217, of which, 136 met the criteria set for this group. The discrepancy between the two figures was attributed to sorority women who had not pledged in the fall of 1965 or who had not moved into the sorority house in the fall of 1966.

Of the 680 junior women who lived in the residence halls only 177 met the criteria for this group. This was due to women changing residence halls and also, to junior women who had not attended the University in the fall of 1965.

Junior women were identified from residence hall rosters and sorority membership lists submitted to the Dean of Women's Office. Previous rosters and membership lists were checked to determine how long each student had resided in her current housing situation. As sorority members move into the house at the beginning of the sophomore year, it was decided to select juniors who had lived in the house each semester since the fall of their sophomore year and to include only those residence hall juniors who had lived in the same residence hall for a like period of time. The list of junior women who had resided in the same hall for four semesters was then checked against previous formal and informal rush lists. This enabled the investigator to omit

those who had indicated an interest in sorority affiliation.

Sample

The Women's Enrollment Survey, Fall, 1966 served as a basis for determining sample sizes (55). During the fall of 1966 there were 282 freshman sorority pledges, 1,461 freshman hall residents, excluding pledges, 189 junior sorority members residing in sorority houses, and 539 junior women hall residents. It was recognized that not all persons would meet the population criteria.

Sample sizes were set at 125 for each freshman group and at 75 for each junior group. More subjects were included in the freshman groups to insure adequate post-test groups. It was anticipated that fewer subjects would be available for the post-test as some would have dropped out of school. It was also anticipated that others would not want to participate in the second testing. The possibility also existed that by spring some would no longer meet the population criteria as residence hall freshmen might have registered for informal rush or pledged, and sorority pledges might have depledged.

Sampling Procedure

Those women students who participated in the study were selected through the use of a table of random numbers. To minimize the element of chance which could result in one living unit having an undue proportion of the sample, a stratified sampling technique was used (90, p. 252). To further insure representativeness in the sample the proportional sampling technique was employed (90, p. 252).

Those persons included in the original samples who did not want to

participate in the study were replaced in the same manner the original subjects were selected.

Procedure for Collection of Data

The data were collected during three periods of time. In order to measure initial differences between the freshman groups, these groups were tested as early in the fall semester as was feasible. The subjects were identified the second week of the fall semester. A letter was then sent out asking those persons in the sample to participate in the study.¹ Enclosed was a card indicating the times and places the tests would be administered. The cards were addressed to be returned through campus mail. A reminder of the time and place of testing was sent to each subject the day before she was to participate in the testing. Follow-up letters were sent to those who did not respond to the initial letter. Those who did not participate in testing at the designated time were contacted and asked to reschedule the time. Those who did not respond to the second letter were contacted by phone.

The second group contacted to participate in the study was the junior women. The same procedures were used in contacting and administering the tests that were used with the freshman group. This group was contacted during the middle of April. Although this was a particularly busy time of the semester for the junior subjects, most organizations had elected officers thus making it possible to have more complete information on extra-curricular activities. Due to the amount of involvement of these junior women it took approximately one month to

¹Copies of the letters, notices and reminders which were used in this study are included in Appendix A.

complete the collection of the data.

To determine whether or not the freshman groups had changes on personality characteristics, interpersonal values, and open-mindedness a re-test was scheduled for the latter part of April. All those in the original freshman sample who were enrolled the spring semester, and who had completed all the test information were contacted to participate in the re-test. The same procedures for contacting subjects and administering the tests were employed. Due to the lateness in the semester there were more conflicts in scheduling testing times. Every effort was made to find a time which was at the convenience of the subjects. The testing was completed by the next to the last week of the semester in order not to conflict with final examination week.

A great deal of assistance in contacting subjects, explaining the purpose of the study, and encouraging the students to participate was given by the residence hall staff members and sorority presidents and pledge trainers. The investigator met with each of these groups during the first and second weeks of the semester to discuss the study and to explain the procedures which would be used. Each was given a copy of the letter which those in the sample would receive.

When possible testing was carried out in groups. The group testing was conducted during regular study hall hours in the university residence hall cafeterias and in classrooms in the Classroom Building. If the subject's schedule conflicted with the group testing sessions, arrangements were made for her to take the test battery on an individual basis. The testing procedure was carried out in the same manner in all situations.

In order to facilitate the testing, all items to be administered

were assembled in packet form with an information and instruction sheet. As all items were non-timed, the subject would pick up a packet, be seated and commence to read all instructions, and complete each inventory or questionnaire. Any questions the subject might have were answered on an individual basis. The length of time to complete all items ranged from forty-five minutes to one hour and fifteen minutes. An attempt was made to check the items in the packets as they were turned in, in order to assure that all items were completed. This was not possible to do in some instances and in others the check was so rapid that incomplete items went unnoticed. As a result, some subjects were eliminated due to not having completed all the items in the packet.

Table II summarizes the number of freshman subjects who actually participated in the study and completed all data so that it could be included in the study.

As is noted in Table II, 122 of the 125 residence hall freshmen and 121 of the 125 sorority pledges completed all packet items appropriately during the pre-test. By the time the post-test was scheduled, fifteen residence hall freshmen had withdrawn from the university while only two sorority pledges had withdrawn. Of the 107 residence hall freshmen who were eligible to participate in the post-test, eighty-nine completed all items. Twelve of the residence hall subjects did not want to participate in the post-test. Of the ninety-six who participated in the post-test, five did not complete all of the items and two were omitted from the sample. Ninety-six of the 119 sorority freshmen who were eligible to participate in the post-test completed all the items. Eighteen sorority freshmen did not want to participate in the post-test. One participant did not complete all the items, and four

who participated in the post-test, were omitted as they depledged from their respective sororities. The data on the freshman groups were analyzed on the data collected from the eighty-nine residence hall freshmen and the ninety-six sorority freshmen who participated in pre- and post-testing sessions and completed all items each time.

TABLE II
NUMBER OF FRESHMAN SUBJECTS WHO
PARTICIPATED IN THE STUDY

	Residence Hall Freshmen	Sorority Pledges
Participated in pre-test	125	125
Incomplete packets	3	4
Usable packets	122	121
Withdrew from university	15	2
Eligible to participate in post-test	107	119
Did not want to participate in post-test	12	18
Participated in post-test	96	101
Incomplete packets	5	1
Usable packets	91	100
Omitted from sample*	2	4
Final Sample	89	96

*Two from the residence hall group were eliminated as one got married and another pledged a sorority. Seven of the original 125 sorority pledges depledged during the year. Four of these participated in the second testing but were eliminated from the study as they had depledged.

Table III summarizes data on the number of junior women

participants in the study.

TABLE III
NUMBER OF JUNIOR SUBJECTS WHO
PARTICIPATED IN THE STUDY

	Residence Hall	Sorority
Participated in testing	75	75
Unusable packets	5	4
Usable packets	70	71

Data on the junior women were analyzed for the seventy residence hall juniors and seventy-one sorority juniors who completed all the items.

Instrumentation

This section presents a review of the instruments which were administered to measure for differences between the groups. They were selected on the basis of their appropriateness to elicit the desired information.

California Psychological Inventory (CPI)

The California Psychological Inventory (30) was selected to measure personality characteristics as it is based upon interpersonal psychology and is designed to cover various facets of social living and

interaction. The inventory attempts to achieve the following two goals of personality assessment:

1. To use and to develop descriptive concepts which possess broad personal and social relevance.
2. Devising brief, accurate, and dependable subscales for the identification and measurement of the variables chosen for inclusion (30, p. 5).

The inventory was developed for use with the normal, non-psychiatrically disturbed, and therefore, appears to be most applicable for use in schools, colleges, business and industry, and in clinics and counseling agencies.

The eighteen scales are grouped into four clusters to "facilitate clinical interpretation of the profile, not to define psychometric or factorial categories" (30, p. 7). The names of the scales were selected to describe the type of behavior they were designed to reflect. The scale definition is supplemented by descriptive characteristics.² The categories and scales are as follows:

Class I. Measures of Poise, Ascendancy, and Self-Assurance

"... common emphasis in feelings of interpersonal and intrapersonal adequacy" (30, p. 7).

- | | |
|------------------------|------------------------|
| 1. Dominance | 4. Social Presence |
| 2. Capacity for Status | 5. Self-acceptance |
| 3. Sociability | 6. Sense of Well-being |

Class II. Measures of Socialization, Maturity, and Responsibility

"... concerned with social norms and values, and dispositions to observe or reject such values" (30, p. 7).

- | | |
|-------------------|---------------------|
| 7. Responsibility | 10. Tolerance |
| 8. Socialization | 11. Good Impression |
| 9. Self-control | 12. Communality |

²The purpose of each scale and descriptive adjectives for high scores and low scores as presented in the Manual for California Personality Inventory are included in Appendix B.

Class III. Measures of Achievement Potential and Intellectual Efficiency

"... common bearing on matters of academic and intellectual endeavor" (30, p. 7).

- 13. Achievement via conformance
- 14. Achievement via independence
- 15. Intellectual efficiency

Class IV. Measures of Intellectual and Interest Modes

While these scales are rather independent of each other they "... are believed to reflect attitudes toward life of broad and far-reaching significance" (30, p. 7).

- 16. Psychological-mindedness
- 17. Flexibility
- 18. Femininity

This self-administering inventory can usually be completed between forty-five minutes and one hour. According to the following statement which was taken from the manual, the testing situation may vary and the results will be valid.

No rigorous conditions need be established in order to achieve valid and useful test results. The inventory has been tried under nearly every conceivable condition -- formal testing sessions, informal sessions, 'take-home' plans, mail-out mail-back, and so on. Insofar as could be determined from the accuracy of the profiles obtained and from the indicators in the test of reliability and dependability, satisfactory results were the rule under every condition (30, p. 6).

Female norms for the CPI were based on 7,000 subjects. Although the sample did include a wide range of ages, socio-economic groups, and geographical areas, Gough does not claim it is a true random sample of the general population. The mean score for each scale is 50 with a standard deviation of 10.

The basic method of scale construction was the "empirical technique." A criterion dimension was first defined in this method.

Statements which seem to be relevant to the criterion dimension were assembled and administered to persons who had been determined by a means independent of the test to possess the dimension one is attempting to measure. Four of the scales -- social presence, self-acceptance, self-control, and flexibility -- were developed by the internal consistency analysis technique. This was used only when it was not feasible to obtain a large sample of criterion subjects for the "empirical technique."

Two reliability studies using the test-retest method were presented. One of the studies used included 125 high school females. The test-retest correlations range from .49 to .73. Gough (30, p. 19) indicates that "in general, the consistency of measurement is high enough to permit use of the scales in both group and individual testing." The results of cross validation studies for each scale which are presented in the manual present sufficient evidence that each scale has validity when judged against life performance criteria.

Survey of Interpersonal Values

The Survey of Interpersonal Values is concerned with "... critical values involving the individual's relationship to other people or their relationships to him" (29, p. 3). The SIV purports to measure the degree of importance a person attaches to certain concepts. By determining what a person feels is important one can determine what a person values. The following are descriptions of those concepts which the SIV seeks to determine whether or not a person values (29, p. 3):

S--Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

- C--Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.
- R--Recognition: Being looked up to and admired, being considered important, attracting favorable notice, achieving recognition.
- I--Independence: Having the right to do whatever one wants to do, being free to make one's own decisions, being able to do things in one's own way.
- B--Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.
- L--Leadership: Being in charge of other people, having authority over others, being in a position of leadership or power.

These factors were determined through a factor analysis.

The instrument is self-administering. While it is non-timed, it takes approximately 15 minutes to complete. The instructions indicate the test may be administered on an individual basis or in a group setting. The survey uses a forced choice format consisting of thirty sets of triads, each of which contains statements representing three different value dimensions. To reduce the chance that an individual will respond according to favorableness rather than importance the statements within the triad were equated for social desirability.

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 (29, p. 3).

Test-retest reliability coefficients for the scales range from .78 to .89. Using the Kuder Richardson formula the resulting range is .71 to .86. Contingency coefficients of .47 to .69 are reported between SIV scores and self-ratings. Congruent validity is evidenced through reasonable correlations with the Allport-Vernon-Lindsey Study of Values and the Edwards Personal Preference Schedule.

A research brief cites several studies which report changes in SIV

scores when an educational or other type of experience has been interjected. The authors stress that the SIV should be treated as a research instrument.

Rokeach Dogmatism Scale Form E

The dogmatism scale was developed by Rokeach (68) to measure individual differences in openness and closedness of a person's belief system and disbelief system.³ Dogmatism is used synonymously with "closed-mindedness." The belief-disbelief system "represents each man's total framework for understanding his universe as best he can" (68, p. 35).

The total system is defined as

... an organization of verbal and nonverbal, implicit and explicit beliefs, sets, or expectancies. ... the belief system is made up of what a person accepts as true of the world he lives in and the disbelief system is what he rejects as false at a given time (68, p. 35).

Rokeach's main thesis is that there is an interdependence between the characteristics of the belief system and the open and closed mind. The basic characteristic which determines the degree to which a person's system is open or closed is defined as

... the extent to which the person can receive, evaluate and act on relevant information received from the outside on its own intrinsic merits, unencumbered by irrelevant factors in the situation arising from within the person or from the outside (68, p. 57).

According to Rokeach (67), irrelevant internal pressures include beliefs and perceptual cues, irrational ego motives, power needs, the need for self aggrandizement, and the need to reduce anxiety. Irrelevant external pressures refer primarily to pressures of reward and

³The Rokeach Dogmatism Scale Form E is included in Appendix C.

punishment arising from external authority such as parents, peers, and reference groups. The more open a person's belief system the more his actions will be "... governed by internal actualizing forces and less by irrational inner forces" (68, p. 58). The more closed a person's system the more dependent he will be on irrelevant internal drives and/or arbitrary reinforcements from external authority and the more apt he is to evaluate others in terms of their agreement or disagreement with his own system. The closed system serves as a defense to ward off threat and anxiety by taking in only that which is satisfying. Rokeach (68) indicates that dogma provides a systematic cognitive framework for rationalizing and justifying one's own actions and feelings of self-righteousness and moral condemnation of others.

While it might seem that those with relatively open systems should show greater changes in values than those with closed systems, Rokeach (68) emphasizes this type of association should not be made. He also cautions against the value judgment that change is socially desirable while non-change is socially undesirable. The important factor is that groups may change but in different ways. Both change and absence of change may result from the same underlying motive just as two persons may both share a given attitude but for opposing reasons.

In structuring the instrument "... each statement had to be designed to transcend specific ideological position in order to penetrate to the formal and structural characteristics of all positions" (68, p. 72).

The scale is made up of forty items to which the subject responds on a six point scale ranging from +3 to -3; +3 meaning agreement, -3 meaning disagreement. The absence of 0 means no neutral position may

be taken. In scoring a +4 is added to each value assigned by the respondent. The lowest possible score is 40 and the highest is 280. Agreement is scored as closed and disagreement as open. It takes 30 to 45 minutes to administer this scale.

Validity was established through the "known group" method. This method involves administering the scale to persons who have been identified on some other basis to be open or closed in their belief system.

Reliabilities as determined by a test-retest method ranged from .68 to .93. For a group of college students at Ohio State University the range was .68 to .85 and for Michigan State University students .78. Rokeach (68, p. 90) defends the level of reliability on the basis that the scale contains "... quite a strange collection of items that cover a lot of territory and on the surface appear to be unrelated to each other."

The American College Testing Program (ACT)

The ACT serves as a college admissions test administered on a national basis which indicates degree of educational development and potential academic success (1). The test yields four subscores -- English, mathematics, social studies, and natural science -- as well as a composite score. Description of each test follows:

- Test I English Usage Test (80 items, 50 minute test)
Measures the student's educational development in the use of the basic elements of correct and effective writing.
- Test II Mathematics Usage Test (40 items, 50 minute test)
Measures the student's educational development in the use of mathematical principle for solving quantitative problems and in the interpretation of graphs and charts.

Test III. Social Studies Reading Test (52 items, 40 minutes)
Educational development test measures of the student's ability to read materials from the social studies with critical understanding and to do the types of reasoning and problem-solving characteristic of these fields.

Test IV. Natural Science Reading Test (52 items, 40 minutes)
Education development test measures the student's ability to interpret and evaluate reading materials in the natural sciences.

Each score is converted to a common scale which has a mean of 20 and a standard deviation of 5 for college-bound high school seniors. The scale ranges from 1 (low) to 36 (high). The composite score which was used in this study is an average of the four subtest scores. The mean and standard deviations vary at different levels of colleges and universities. For universities granting PhD's the mean composite is 22.1. At all levels of colleges and universities the mean is 20.1.

Reliabilities figured by the Spearman-Brown split-half technique for the four ACT tests range from .82 to .90 while the range for the composite is .94 to .96. Test-retest correlations for the four subtests vary from .67 to .77 with the correlation for the composite score being .84.

The ACT scores were obtained from a print-out of all women students' grade point averages and ACT scores. Those scores not included in the list were obtained from the counseling service or the registrar's office.

Zissis Marriage-Career Rating Scale

This rating scale was developed by Zissis (95) in order to determine the career-marriage plans of 550 freshman women at Purdue University in 1959. The scale is composed of five marriage-career

classifications which are placed on a continuum. The classifications are as follows: career primarily, tend toward career, career-marriage, tend toward marriage, and marriage primarily.⁴ Each classification is defined. The student determines which plan corresponds most closely with her personal marriage-career aspirations. She then marks that point on the continuum which reflects her marriage-career aspirations.

Questionnaire I: Socio-economic Data

Previous studies indicated that differences in socio-economic background are found between those who pledge and those who do not. The purpose of Questionnaire I was to obtain data of a socio-economic nature. This included level of formal education of parents, level of family income and prestige of the father's occupation.⁵

The categories used to determine the formal educational level of parents were determined by reviewing the differences found in other studies and by considering the various levels of education used in other studies.

The categories for the level of family means were determined by considering the 1960 census report on national income level (88).

Father's occupations were classified according to the Alphabetical Index of Occupations and Industries of the United States Bureau of Census, 1960" (87). In instances where mother's occupation was listed rather than father's that occupation was placed in the appropriate category. This particular classification system was used in the study

⁴Appendix C contains a copy of the Marriage-Career Rating Scale.

⁵In Appendix C a copy of Questionnaire I is contained.

of "prestige of occupations" conducted by North and Hatt (24). A total of ninety occupations with each class being represented were used to determine how people felt about the general standing of each of the jobs. The occupational titles were then ranked according to the standing. Average prestige scores for major occupational groups were figured. The average prestige scores are used only as an indicator. North and Hatt (24) cautioned the reader not to accept the scores reported as valid indicators of the prestige levels of the major occupation groups on the assumption that the selected occupations are actually representative of the occupational group as this assumption is open to question.

Questionnaire II: Prestige Factors

A questionnaire to determine which factors one feels leads to high prestige was adapted from a section of a 263 item senior experience inventory which was administered in Dressell and Lehmann's (25) study on Critical Thinking, Attitudes and Values in Education.⁶ Those factors which might lead to high prestige include:

1. Being original and creative
2. Having a pleasing personality
3. Demonstrating scholarly capacity
4. Being active in campus activities
5. Dedicating yourself to your studies
6. Not being too critical
7. Coming from the right social background
8. Being active in varsity athletics
9. Being a member of a fraternity or sorority

⁶Appendix C includes a copy of Questionnaire II.

The subject responds with these factors to the following statements:

1. At the beginning of your freshman year, which of these factors did you feel gave a student prestige with the faculty?
2. Now that you have nearly completed your first year of college, which of these factors do⁷ you feel gives a student prestige with the faculty?
3. Which single factor do you feel is the most important with the faculty?
4. Which single factor do you think should be most important to the faculty?
5. Which factors do you feel give a student prestige with his fellow students?
6. Which single factor do you think is most important to students?
7. Which single factor do you think should be most important to students?

Activities Survey: High School and College

The activities survey was designed to obtain as complete an overview as possible of the student's perception of his participation in extra-curricular activities; the number and type of elected or appointive offices held; participation in special interest areas such as drama or music groups or sports activities; the number of special honors and recognitions received; and the number of queen titles held.

The areas of activities listed on the high school survey were determined by categorizing data from the activities and recognitions section of the rush applications. Major areas of college activities were determined from the university yearbook and also from activities cards which are filled out each year by the junior women. Surveys were

⁷This question was rephrased to be appropriate to a freshman group and a junior group. The question reads as follows for the junior group: "Now that you have completed two and a half years of college, which of these factors do you feel gives a student prestige with the faculty?"

developed and administered to a pilot group. The instruments were revised accordingly.⁸

A participation score is derived by assigning a value of 1 to inactive participation, 2 to moderately active, and 3 to active. The sum of the assigned values constituted the participation score.

Size of high school was requested on the high school survey. The categories were taken from the questionnaire used in the Board of Regent's In and Out of College Study (16). The freshmen involved in the Board of Regent's study reported the number of students in his high school senior class. They were grouped as follows:

<u>High School Size</u>	<u>Number in the Senior Class</u>
Small	Fewer than 25
Medium-small	25 - 49
Medium-large	50 - 99
Large	100 or more

Due to the number of sorority women who attended high school in metropolitan areas the "large" high school category was divided into two categories, 100 - 499 and 500 or more.

Grade Point Average

College grade point averages were obtained from university records. The freshman grade point average was based on the fall semester's grades. A cumulative grade point average through the first semester of the junior year was used for junior women students.

High School grade point averages were based on grades earned from the 9th through the 12th grades. The overall grade average for each

⁸A copy of the Activities Surveys is included in Appendix C.

student was figured on a 4.0 grading system from the high school transcripts. A high school grade point average of 2.7 is necessary in order to be eligible to attend formal fall rush. Sorority pledges' high school grades were obtained from the Panhellenic Office. The grade point averages were figured in a like manner from the residence hall freshmen's transcripts.

Statistical Treatment of the Data

Research hypotheses were stated in the null form in order that they might be tested to determine differences between groups and changes within groups.

To determine significance of mean differences "t" tests for uncorrelated data were computed between the following groups on the scores for the eighteen personality characteristics, the scores for six scales of the Survey of Interpersonal Values, and the scores on the Rokeach Dogmatism Scale:

1. Freshman residence hall women and sorority pledges on pre-test and post-test scores
2. Residence hall junior women and sorority junior women.
3. Freshman residence hall women's pre-test and post-test scores and the scores of junior residence hall women
4. Freshman sorority women's pre-test and post-test scores and the scores of junior sorority women.

To measure for change in the two freshman groups on personality characteristics, interpersonal values, and open-mindedness, "t" tests for correlated data were computed.

The "t" tests for uncorrelated data were computed to check for

mean differences in high school grade point averages and composite ACT scores between the two freshman groups, the two junior groups, and each freshman group and its junior counterpart.

Chi square analysis was used to determine relationships between sorority affiliation and non-affiliation and between classifications within sorority group and the residence hall group and the following variables:

1. Career-marriage scale
2. Level of mother's formal education
3. Level of father's formal education
4. Level of family income
5. Occupational classification.

The same type of analysis was used to determine if there was a significant relationship between sorority affiliation and non-affiliation and the size of high school graduating class for the freshman groups. Chi squares were also computed to determine whether or not a relationship existed between sorority affiliation and non-affiliation and queen titles held, honors and recognitions received, and participation in special areas at the college level for both the freshman and the junior groups.

The Mann-Whitney U which considers the rank value of each observation was used to determine differences between the freshman groups in participation in extra-curricular activities at the high school level and for freshmen and juniors at the college level.

Due to the distribution of the data collected on the prestige factors there was no statistical test appropriate to test the significance of the results. The data will be presented in frequency tables

and percentages.

Assumptions of the Study

It is necessary to make the following assumptions for this study.

1. Those persons who are included in the sample of sorority women desired to be a member of a social sorority and those included in the residence hall sample desired to live in a residence hall.
2. The population of juniors would have had approximately the same characteristics as freshmen, as does the freshman population.
3. All instruments measure what they purport to measure.
4. The subjects responded to each item in a valid manner.

Limitations of the Study

In interpreting the findings of this study the reader should be cognizant of the following limitations of the study.

1. The samples used in this study come from selected populations within the total university population, therefore, findings are limited only to those populations being studied.
2. This study limits its scope to stratified samples. While it is recognized that differences may exist between the various residence halls, the results of this study could not be generalized for a particular housing group.
3. The number of variables being studied is limited; therefore, it is recognized this can only represent a partial study of the differences between these populations.
4. The freshman sorority women do not live in sorority houses; therefore, limiting the amount of contact with the sorority during the

freshman year.

5. It is recognized that some living in the residence halls may pledge some time during their college career or may desire to be a member of a sorority but may not be able to do so for various reasons such as finances, grade point average, etc. Likewise it is recognized that some who pledge may stay within the group due to social pressures.
 6. The changes that may take place during college may be the result of maturation or may be facilitated by various factors in the environment. The degree to which either maturation or environment effects change is undetermined.
 7. Factors within each type of living group may contribute to change of attitudes and values within its residents; however, it is recognized that other facts in the total environment may also contribute to this change.
 8. As the testing could not be done before the semester began it is recognized that there was no control for the initial effects of the new environment.
 9. Due to the number of subjects included in the study and their varying schedules it was not possible to test all subjects in each sample at one time; therefore, a variance in testing conditions exists.
 10. Limitations of a cross-sectional approach are recognized.
- Findings of this study are presented in the following chapter.

CHAPTER V

PRESENTATION OF FINDINGS

Introduction

The focus of this study was to determine whether or not significant differences on selected variables existed between sorority and residence hall women at the freshman level in college and at the junior level. Presented in this chapter are the findings of this research project. Based upon these findings the null hypotheses as stated in Chapter I were tested and accepted or rejected depending upon the statistically significant differences existing between groups. The hypotheses were subdivided in order to determine significant differences between groups on each of the factors being studied. Two tailed tests of significance were employed as no direction of differences were stated in the hypotheses. Significance was determined at the .05 level of confidence. Findings are presented in the same order as the hypotheses. Each hypothesis will be stated and results presented.

The major instruments administered in this study were the California Psychological Inventory, Survey of Interpersonal Values, and the Rokeach Dogmatism Scale Form E.

California Personality Inventory

The first hypothesis was concerned with personality characteristics as measured by the California Personality Inventory.

Although the scales are grouped into four broad categories the scales, with the exception of the six in Class I, are discussed individually as opposed to categorically. Descriptive characteristics which supplement the name of the scale are used in the discussion of the findings.

To facilitate reference, the measures within each category are listed below:

Class I. Measures of Poise, Ascendancy, and Self-Assurance

- | | |
|------------------------|------------------------|
| 1. Dominance | 4. Social Presence |
| 2. Capacity for Status | 5. Self-acceptance |
| 3. Sociability | 6. Sense of Well-being |

CLASS II. Measures of Socialization, Maturity, and Responsibility

- | | |
|-------------------|---------------------|
| 7. Responsibility | 10. Tolerance |
| 8. Socialization | 11. Good impression |
| 9. Self-control | 12. Communality |

Class III. Measures of Achievement Potential and Intellectual Efficiency

13. Achievement via conformance
14. Achievement via independence
15. Intellectual efficiency

Class IV. Measures of Intellectual and Interest Modes

16. Psychological-mindedness
17. Flexibility
18. Femininity

Hypothesis 1a. There will be no significant differences on any personality characteristic between freshman sorority women and freshman residence hall women at the time they enter college.

The differences on personality characteristics between freshman sorority women and freshman residence hall women at the time they enter college are presented in Table IV.

TABLE IV

DIFFERENCES BETWEEN FRESHMAN RESIDENCE HALL
WOMEN AND FRESHMAN SORORITY WOMEN AT THE
BEGINNING OF THE FRESHMAN YEAR (PRE-TEST)
ON PERSONALITY CHARACTERISTICS AS
MEASURED BY THE CALIFORNIA
PSYCHOLOGICAL INVENTORY

	Freshman Pre-test					
	Residence Hall N = 89		Sorority N = 96		t	
	Mean	S.D.	Mean	S.D.		
1. Dominance	48.63	10.80	51.65	12.24	1.77	n.s.
2. Capacity for Status	45.03	10.23	48.40	10.39	2.22	*
3. Sociability	48.26	10.58	52.92	10.44	3.01	**
4. Social Presence	48.70	10.21	50.89	10.50	1.44	n.s.
5. Self-acceptance	54.78	11.73	58.29	9.53	2.25	*
6. Sense of Well-Being	42.30	11.23	41.78	12.24	0.31	n.s.
7. Responsibility	47.97	8.76	47.42	9.99	0.40	n.s.
8. Socialization	49.89	10.66	50.22	10.96	0.21	n.s.
9. Self-control	40.62	10.10	40.63	11.21	0.01	n.s.
10. Tolerance	45.10	10.96	45.07	13.00	0.02	n.s.
11. Good Impression	39.48	8.95	41.44	10.03	1.39	n.s.
12. Communality	51.24	9.08	51.58	9.75	0.03	n.s.
13. Achievement via Conformance	43.35	10.07	46.10	11.05	1.77	n.s.
14. Achievement via Independence	50.38	9.26	48.47	9.82	1.36	n.s.
15. Intellectual Efficiency	45.88	11.24	45.23	11.73	0.38	n.s.
16. Psychological- mindedness	44.91	9.91	45.13	10.78	0.15	n.s.
17. Flexibility	52.57	11.34	50.57	9.50	1.30	n.s.
18. Femininity	50.52	9.54	52.67	9.96	1.50	n.s.

df 183

n.s. not significant

* .05 level of significance

** .01 level of significance

These data reveal that the only significant differences between these groups were found within Class I - Measures of Poise, Ascendancy, and Self-Assurance. Significant differences at the .05 level of significance were noted on capacity for status and self-acceptance and at the .01 level of significance for sociability. Sorority women had a higher mean score on each of these three scales. It, therefore, appears that sorority freshman women as opposed to residence hall freshmen were more likely to possess those personal qualities and attributes which underlie and lead to status. In addition, they tended to be more outgoing and sociable, were more likely to have possessed a higher degree of self-confidence and self-assurance, and tended to have a more participative temperament.

Based upon the findings, the null hypothesis was rejected on three variables; capacity for status, sociability, and self-acceptance. It was accepted on the fifteen variables where no significant differences occurred. These included dominance, social presence, sense of well-being, responsibility, socialization, self-control, tolerance, good impression, communality, achievement via independence, achievement via conformance, intellectual efficiency, psychological-mindedness, flexibility, and femininity.

Hypothesis 1b. There will be no significant differences on any personality characteristic between freshman sorority women and residence hall women at the end of their first year in college.

Differences on personality characteristics between freshman residence hall women and freshman sorority women at the end of the freshman year as determined by post test scores on the California

TABLE V
 DIFFERENCES BETWEEN FRESHMAN RESIDENCE HALL
 WOMEN AND FRESHMAN SORORITY WOMEN AT THE
 END OF THE FRESHMAN YEAR (POST-TEST)
 ON PERSONALITY CHARACTERISTICS AS
 MEASURED BY THE CALIFORNIA
 PSYCHOLOGICAL INVENTORY

	Freshman Post-test					
	Residence Hall N = 89		Sorority N = 96		t	
	Mean	S.D.	Mean	S.D.		
1. Dominance	49.76	11.42	53.38	11.62	2.13	*
2. Capacity for Status	44.89	9.64	50.76	10.89	3.87	**
3. Sociability	48.90	11.45	53.42	11.17	2.72	**
4. Social Presence	51.97	10.47	54.41	10.89	1.55	n.s.
5. Self-acceptance	56.20	11.70	58.38	11.15	1.29	n.s.
6. Sense of Well-Being	41.24	12.09	41.94	14.50	0.36	n.s.
7. Responsibility	46.91	8.69	47.79	10.75	0.61	n.s.
8. Socialization	49.19	10.55	48.72	11.84	0.29	n.s.
9. Self-control	39.54	10.85	40.58	11.52	0.63	n.s.
10. Tolerance	45.30	11.36	46.73	12.80	0.80	n.s.
11. Good Impression	37.48	9.14	40.80	9.51	2.42	*
12. Communality	51.61	8.47	47.22	15.75	2.33	*
13. Achievement via Conformance	43.15	10.29	45.65	13.15	1.43	n.s.
14. Achievement via Independence	50.91	9.27	49.56	9.8	0.96	n.s.
15. Intellectual Efficiency	45.99	10.80	46.60	12.01	0.37	n.s.
16. Psychological- mindedness	47.34	8.87	47.91	10.36	0.40	n.s.
17. Flexibility	52.94	9.97	53.52	9.99	0.39	n.s.
18. Femininity	49.32	9.37	50.72	9.50	1.01	n.s.

df 183

n.s. not significant

* .05 level of significance

** .01 level of significance

Psychological Inventory are presented in Table V.

Significant differences continued to exist between these two groups on capacity for status and sociability with the sorority women having a higher mean score on each of the scales than residence hall women. It was noted that a significant difference no longer existed between the groups on self-acceptance. This was produced by an increase in mean scores for residence hall freshmen; though sorority women continued to have a higher mean score. Pre-test data revealed no significant differences between the groups on dominance, good impression, and communality. Post-test data indicated a significant difference at the .01 level of significance for dominance and at the .05 level for the other two factors. Sorority freshmen had a higher mean score than residence hall freshmen indicating that sorority freshmen tended to be more aggressive, persistent, dominant, and more willing to assume initiative. Sorority freshmen had a higher mean score on good impression. This appeared to indicate that sorority women were more concerned with creating a favorable impression than were residence hall women. A decrease in mean score on post-test data for sorority freshmen on communality resulted in a significant difference between the two groups. This indicated that sorority freshmen tended to have become more changeable, impatient, and tended to experience more internal conflict than did residence hall freshmen.

Significant differences between these groups on dominance, capacity for status, sociability, good impression, and communality resulted in the null hypothesis being rejected on these five variables. The null hypothesis was accepted on social presence, self-acceptance, sense of well-being, responsibility, socialization, self-control,

tolerance, achievement via conformance, achievement via independence, intellectual efficiency, psychological-mindedness, flexibility, and femininity.

Hypothesis 1c. There will be no significant differences on any personality characteristic between junior sorority women and junior residence hall women.

The data presented in Table VI represent the differences between residence hall and sorority junior women on personality characteristics as measured by the California Psychological Inventory.

These data revealed that the only significant difference which existed between the two groups was on self-acceptance, thus indicating the sorority women tended to possess more self-confidence and self-assurance, thereby, appearing to have greater feelings of self-worth.

The null hypothesis was rejected on the single variable of self-acceptance. It was accepted on the other seventeen variables.

The junior women were tested only in the spring of the year while the freshmen groups were tested in the fall and again in the spring. Both pre-test and post-test scores were analyzed in relationship to the single set of scores for the juniors.

Hypothesis 1d. There will be no significant differences on any personality characteristic between freshman sorority women, at the beginning and end of the freshman year and junior sorority women.

Table VII presents the differences between freshman sorority women's pre- and post-test mean scores on personality characteristics and the mean scores of the junior sorority women.

The findings revealed that only four significant differences

TABLE VI
 DIFFERENCES BETWEEN RESIDENCE HALL AND SORORITY
 JUNIOR WOMEN ON PERSONALITY CHARACTERISTICS
 AS MEASURED BY THE CALIFORNIA
 PSYCHOLOGICAL INVENTORY

	Juniors					
	Residence Hall N = 70		Sorority N = 71		t	
	Mean	S.D.	Mean	S.D.		
1. Dominance	52.60	12.33	55.13	11.46	1.26	n.s.
2. Capacity for Status	50.10	10.80	50.59	9.75	0.28	n.s.
3. Sociability	51.80	11.71	54.99	9.40	1.78	n.s.
4. Social Presence	52.99	10.36	54.38	9.90	0.82	n.s.
5. Self-acceptance	56.06	11.63	61.00	10.48	2.65	*
6. Sense of Well-Being	45.76	9.41	43.38	12.15	1.30	n.s.
7. Responsibility	48.84	8.36	49.61	7.86	0.56	n.s.
8. Socialization	51.07	7.62	50.61	8.53	0.34	n.s.
9. Self-control	43.01	10.15	39.75	10.60	1.87	n.s.
10. Tolerance	49.36	10.33	48.93	11.73	0.23	n.s.
11. Good Impression	40.70	9.93	40.49	10.94	0.12	n.s.
12. Communality	52.30	5.24	52.83	9.58	0.41	n.s.
13. Achievement via Conformance	47.47	9.56	47.00	10.07	0.29	n.s.
14. Achievement via Independence	53.80	9.32	52.89	9.65	0.57	n.s.
15. Intellectual Efficiency	50.11	10.09	49.51	11.04	0.34	n.s.
16. Psychological- mindedness	50.81	10.11	47.42	10.55	1.95	n.s.
17. Flexibility	53.97	9.60	53.04	10.36	0.55	n.s.
18. Femininity	49.36	9.92	51.11	9.68	1.06	n.s.

df 139

n.s. not significant

* .05 level of significance

TABLE VII

DIFFERENCES BETWEEN FRESHMAN SORORITY WOMEN AT THE BEGINNING OF THE YEAR (PRE-TEST)
AND THE END OF THE YEAR (POST-TEST) AND JUNIOR SORORITY WOMEN ON PERSONALITY
CHARACTERISTICS AS MEASURED BY THE CALIFORNIA PSYCHOLOGICAL INVENTORY

	Sorority								t ₁	t ₂
	Freshmen N = 96				Juniors N = 71					
	Pre-test		Post-test		Mean		S.D.			
	Mean	S.D.	mean	S.D.	Mean	S.D.				
1. Dominance	51.65	12.24	53.38	11.62	55.13	11.46	1.87	n.s.	0.97	n.s.
2. Capacity for Status	48.40	10.39	50.76	10.89	50.59	9.75	1.39	n.s.	0.10	n.s.
3. Sociability	52.92	10.44	53.42	11.17	54.99	9.40	1.32	n.s.	0.96	n.s.
4. Social Presence	50.89	10.50	54.40	10.89	54.38	9.90	2.18	*	0.02	n.s.
5. Self-acceptance	58.29	9.53	58.38	11.15	61.00	10.48	1.74	n.s.	1.54	n.s.
6. Sense of Well-Being	41.77	12.24	41.94	14.50	43.38	12.15	0.84	n.s.	0.68	n.s.
7. Responsibility	47.42	9.99	47.79	10.75	49.61	7.86	1.53	n.s.	1.20	n.s.
8. Socialization	50.22	10.96	48.72	11.84	50.61	8.53	0.25	n.s.	1.14	n.s.
9. Self-control	40.63	11.21	40.58	11.52	39.75	10.59	0.51	n.s.	0.48	n.s.
10. Tolerance	45.07	13.00	48.93	11.73	48.93	11.73	1.98	*	1.14	n.s.
11. Good Impression	41.44	10.03	40.80	9.51	40.49	10.94	0.58	n.s.	0.20	n.s.
12. Communality	51.58	9.74	47.23	15.75	52.83	9.58	0.82	n.s.	2.66	*
13. Achievement via Conformance	46.10	11.05	45.65	13.15	47.00	10.07	0.54	n.s.	0.73	n.s.
14. Achievement via Independence	48.47	9.82	49.56	9.84	52.89	9.65	2.90	**	2.18	*
15. Intellectual Efficiency	45.23	11.73	46.60	12.01	49.51	11.04	2.39	*	1.60	n.s.
16. Psychological-mindedness	45.14	10.78	47.91	10.36	47.42	10.55	1.36	n.s.	0.30	n.s.
17. Flexibility	50.57	9.50	53.52	9.99	53.04	10.36	1.60	n.s.	0.30	n.s.
18. Femininity	52.67	9.96	50.72	9.50	51.11	9.68	1.01	n.s.	0.26	n.s.

df 165

n.s. not significant

* .05 level of significance

t₁ between freshmen pre-test mean scores and mean scores of the juniors

** .01 level of significance

t₂ between freshmen post-test mean scores and mean scores of the juniors

existed between the freshman pre-test scores and the junior test scores. Within Class I the only significant difference which existed was on the social presence scale. The level of significance was at the .05 level. Based upon this difference freshman women appeared to possess less poise, spontaneity, and self-confidence in personal and social interaction than did junior women. A significant difference at the .01 level existed between the two groups on achievement via independence and at the .05 level on intellectual efficiency and tolerance. Freshmen appeared to be less self-reliant and independent. Apparently, they had not yet attained the degree of personal and intellectual efficiency that junior women possessed. The significant differences on tolerance indicated that the freshmen were less permissive and accepting and more judgmental in social beliefs and attitudes than were the junior sorority women.

By the end of the year the only significant differences between freshman post-test scores and junior test scores was on achievement via independence at the .01 level of significance and communality at the .05 level. Although there was no significant difference at the beginning of the year, a decrease in the mean score of freshman sorority women on communality resulted in a significant difference by the end of the year. This indicated that freshman sorority women tended to become changeable, impatient, and tended to experience more internal conflict than did junior women. Freshman women continued to maintain a lower mean score on achievement via independence.

Significant differences were determined between pre-test and post-test mean scores of sorority freshmen and the mean scores of junior sorority women. The null hypothesis was, therefore, rejected on social

presence, tolerance, achievement via independence, and intellectual efficiency on the basis of pre-test scores and on communality and achievement via independence as determined by post-test scores. The hypothesis was accepted at the beginning and end of the year on dominance, capacity for status, sociability, self-acceptance, sense of well-being, responsibility, socialization, self-control, good impression, achievement via conformance, psychological-mindedness, flexibility, and femininity. In addition, the hypothesis was accepted on communality as based on pre-test scores and on social presence, tolerance, and intellectual efficiency as based on post-test scores.

Hypothesis 1e. There will be no significant differences on any personality characteristic between freshman residence hall women at the beginning and end of the freshman year and junior residence hall women.

Differences between freshman residence hall women at the beginning and the end of the freshman year and junior residence hall women on personality variables as measured by the California Personality Inventory are presented in Table VIII.

The greatest number of statistically significant differences between any two groups occurred between freshman residence hall women when they entered college and junior residence hall women. The two groups differed significantly on ten of the eighteen personality characteristics. The greatest number of differences, five, occurred within Class I. Significant differences at the .05 level existed between the groups on capacity for status and social presence, and at the .01 level on dominance, sociability, and sense of well-being. The only variable in this class where a significant difference did not

TABLE VIII

DIFFERENCES BETWEEN FRESHMAN RESIDENCE HALL WOMEN AT THE BEGINNING OF THE YEAR (PRE-TEST)
AND THE END OF THE YEAR (POST-TEST) AND JUNIOR RESIDENCE HALL WOMEN ON PERSONALITY
CHARACTERISTICS AS MEASURED BY THE CALIFORNIA PSYCHOLOGICAL INVENTORY

	Residence Hall									
	Freshmen N = 89				Juniors N = 70				t ₁	t ₂
	Pre-test		Post-test		Mean		S.D.			
Mean	S.D.	Mean	S.D.	Mean	S.D.					
1. Dominance	48.63	10.80	49.76	11.42	52.60	12.33	2.16	*	1.50	n.s.
2. Capacity for Status	45.03	10.23	44.89	9.64	50.10	10.80	3.03	**	3.21	**
3. Sociability	48.26	10.58	48.90	11.45	51.80	11.71	2.00	*	1.57	n.s.
4. Social Presence	48.70	10.21	51.97	10.47	52.99	10.36	2.61	**	0.61	n.s.
5. Self-acceptance	54.78	11.73	56.20	11.70	56.06	11.63	0.69	n.s.	0.08	n.s.
6. Sense of Well-Being	42.30	11.23	41.24	12.09	45.76	9.41	2.07	*	2.57	*
7. Responsibility	47.97	8.76	46.91	8.69	48.84	8.36	0.64	n.s.	1.42	n.s.
8. Socialization	49.89	10.66	49.19	10.55	58.13	7.62	0.78	n.s.	1.26	n.s.
9. Self control	40.62	10.10	39.54	10.85	43.01	10.15	1.48	n.s.	2.06	*
10. Tolerance	45.10	10.96	45.30	11.36	49.36	10.33	2.49	*	2.32	*
11. Good Impression	39.48	8.95	37.48	9.14	40.70	9.93	0.81	n.s.	2.12	*
12. Communality	51.24	9.08	51.61	8.47	52.30	5.24	0.87	n.s.	0.60	n.s.
13. Achievement via Conformance	43.35	10.07	43.15	10.29	47.47	9.56	2.62	**	2.72	**
14. Achievement via Independence	50.38	9.25	50.91	9.27	53.80	9.32	2.30	*	1.94	n.s.
15. Intellectual Efficiency	45.88	11.24	45.99	10.80	50.11	10.09	2.47	*	2.46	*
16. Psychological-mindedness	44.91	9.91	47.34	8.87	50.81	10.11	3.70	**	2.31	*
17. Flexibility	52.57	11.34	52.94	9.97	53.97	9.60	0.83	n.s.	0.66	n.s.
18. Femininity	50.52	9.54	49.32	9.37	49.36	9.92	0.75	n.s.	0.03	n.s.

df 157

n.s. not significant

* .05 level of significance

t₁ between freshmen pre-test mean scores and mean scores of the juniors

** .01 level of significance

t₂ between freshmen post-test mean scores and mean scores of the juniors

occur was self-acceptance. In each instance the freshman women had lower mean scores. The findings indicate that freshman residence hall women at the beginning of the year appeared to have less social presence, which is related to self-confidence and self-assurance, in personal and social interactions than did juniors. They also appeared to be less outgoing and sociable. More self-doubt seemed to be felt as was indicated by the lower mean score on sense of well-being. The freshmen tended to be less dominant in situations and less apt to take initiative in these situations than did juniors.

Other variables where significant differences occurred were tolerance, achievement via conformance, achievement via independence, intellectual efficiency, and psychological-mindedness. Freshman women had a lower mean score on each of these scales. It, therefore, appeared that freshman women tended to be less permissive and accepting, and more judgmental in relationship to social beliefs and attitudes than the junior group. The freshmen also tended to place less value on intellectual activities and achievement than did the junior residence hall women. The lower mean score by freshmen on psychological-mindedness reflected that they tended to have not yet developed the interest or possessed the ability to respond to inner needs, motives, and experiences of others. The description of this variable would indicate that they were probably less rebellious toward rules, restrictions, and constraints.

By the end of the year these findings reflected significant differences existed on 8 out of 18 characteristics. Significant differences continued to exist between the groups on capacity for status, sense of well-being, tolerance, achievement via conformance,

intellectual efficiency, and psychological-mindedness. Differences on post-test scores also appeared between the groups on self-control and good impression. Of the six scales in Class I, measures of Poise, Ascendancy, and Self-assurance, there were only two variables, capacity for status at the .01 level and sense of well-being both at the .05 level, where significant differences continued to exist. While the freshman group appeared to have gained in poise and self-assurance, junior women exhibited these qualities to a higher degree. Juniors possessed to a higher degree those qualities and attributes which underlie and lead to status. They also continued to have fewer feelings of self-doubt and to be more energetic, alert, productive, and appeared to value work and effort for its own sake as is indicated by the higher mean score on sense of well-being. Tolerance tended to be more characteristic of the junior residence hall women than of the freshman women.

The mean scores of the freshman residence hall women were lower by the end of the year on self-control and good impression resulting in significant differences at the .05 level on the variables between the two groups. This would indicate that the freshmen were apparently now less concerned about the feelings of others toward them than were the juniors. The lower mean score on self-control indicated that this group tended to be more impulsive and self-centered than the junior group.

Based upon significance differences between the pre-test and post-test mean scores of freshman residence hall women and scores of junior residence hall women the null hypothesis was rejected on capacity for status, sense of well-being, tolerance, achievement via conformance,

intellectual efficiency, and psychological-mindedness. Based upon significance differences between pre-test scores and scores of the junior women the null was also rejected on dominance, sociability, social presence, and achievement via independence. In addition, significant differences between freshman post-test scores and scores of junior women resulted in the null being rejected on self-control and good impression.

Both at the beginning and end of the year the null hypothesis was accepted on the variables of self-acceptance, responsibility, socialization, communality, flexibility, and femininity. Based on differences between freshman pre-test scores and scores of junior women the null was accepted on self-control, and good impression. Significant differences between freshman post-test scores and the scores of junior women resulted in the null hypothesis being accepted on dominance, sociability, social presence, and achievement via independence.

Survey of Interpersonal Values

The second hypothesis was concerned with interpersonal values. The Survey of Interpersonal Values seeks to determine the value one places on support, conformity, recognition, independence, benevolence, and leadership. Each of these concepts was described in Chapter IV. These descriptives are used in the discussion of the findings.

Hypothesis 2a. There will be no significant differences on any interpersonal value between freshman sorority women and freshman residence hall women.

The differences between these two groups on pre- and post-test mean scores on interpersonal value are presented in Table IX.

TABLE IX

DIFFERENCES BETWEEN FRESHMAN RESIDENCE HALL
WOMEN AND FRESHMAN SORORITY WOMEN AT THE
BEGINNING OF THE FRESHMAN YEAR (PRE-TEST)
AND THE END OF THE FRESHMAN YEAR (POST-
TEST) ON INTERPERSONAL VALUES AS
MEASURED BY THE SURVEY OF
INTERPERSONAL VALUES

	Pre-test					
	Residence Hall N = 89		Sorority N = 96		t	
	Mean	S.D.	Mean	S.D.		
Support	17.64	4.81	18.88	5.06	1.697	n.s.
Conformity	14.33	5.13	13.99	5.24	.441	n.s.
Recognition	11.51	3.92	12.84	4.83	2.059	*
Independence	16.11	6.43	14.33	5.59	2.013	*
Benevolence	19.51	4.59	19.54	5.35	.049	n.s.
Leadership	10.41	5.52	9.94	6.08	.023	n.s.
	Post-test					
Support	18.45	4.82	18.46	4.44	.013	n.s.
Conformity	13.07	6.40	12.96	5.57	.124	n.s.
Recognition	11.06	4.74	12.00	4.57	1.379	n.s.
Independence	17.82	6.55	16.71	6.90	1.112	n.s.
Benevolence	18.85	5.82	18.99	6.27	.152	n.s.
Leadership	9.82	5.31	10.26	5.31	.493	n.s.

df 183

n.s. not significant

* .05 level of significance

These data denote that at the beginning of the year there was a significant difference at the .05 level of significance between

sorority and residence hall freshmen's pre-test mean scores on recognition and independence. Residence hall freshmen placed a higher value on independence than did sorority freshmen, while sorority freshmen tended to value recognition to a higher degree than did residence hall freshmen. No significant differences existed between the groups on pre-test scores on support, conformity, benevolence, and leadership. By the spring of the year the findings as reported indicated no significant difference existed between the post-test mean scores of the two freshman groups on any interpersonal value.

Based upon the reported findings, the null hypothesis was rejected on recognition and independence and accepted on support, conformity, benevolence, and leadership for pre-test data. The null hypothesis was accepted on each variable for the post-test data.

Hypothesis 2b. There will be no significant differences on any interpersonal value between junior sorority women and junior residence hall women.

Differences in interpersonal values between these two groups of women students are presented in Table X.

These groups differed significantly on the importance they placed on support (.05 level) and benevolence (.01 level), with the residence hall women valuing benevolence to a higher degree than sorority women, and sorority women valuing support to a higher degree than residence hall women.

There were no significant differences between these groups on conformity, recognition, independence, and leadership, therefore, the null hypothesis was accepted on these variables. The null was rejected on support and benevolence.

TABLE X
DIFFERENCES BETWEEN RESIDENCE HALL AND
SORORITY JUNIOR WOMEN ON INTERPERSONAL
VALUES AS MEASURED BY THE SURVEY
OF INTERPERSONAL VALUES

	Juniors				t	
	Residence Hall N = 70		Sorority N = 71			
	Mean	S.D.	Mean	S.D.		
Support	17.53	4.52	19.49	4.81	2.497	*
Conformity	12.71	5.69	12.13	5.28	.636	n.s.
Recognition	11.86	4.99	12.52	4.49	.830	n.s.
Independence	15.94	5.90	15.61	7.14	.305	n.s.
Benevolence	20.23	5.41	17.49	6.62	2.684	**
Leadership	11.69	6.15	12.52	7.15	.744	n.s.

df 139

n.s. not significant

* .05 level of significance

** .01 level of significance

Hypothesis 2c. There will be no significant differences on any interpersonal value between freshman sorority women at the beginning or end of the freshman year and junior sorority women.

Mean score differences on interpersonal values between sorority freshmen and their junior counterparts are presented in Table XI.

These data revealed that significant differences existed between the pre-test mean scores of sorority pledges and the sorority members on the degree of value placed on conformity, benevolence, and leadership. The pledges placed more importance on conformity and benevolence and

TABLE XI

DIFFERENCES BETWEEN FRESHMAN SORORITY WOMEN AT THE BEGINNING OF THE YEAR (PRE-TEST)
AND END OF THE YEAR (POST-TEST) AND JUNIOR SORORITY WOMEN ON INTERPERSONAL
VALUES AS MEASURED BY THE SURVEY OF INTERPERSONAL VALUES

	Sorority											
	Freshmen N = 96				Juniors N = 71				t_1		t_2	
	Pre-test Mean	S.D.	Post-test Mean	S.D.	Mean	S.D.						
Support	18.88	5.06	18.46	4.44	19.49	4.81	.796	n.s.	1.436	n.s.		
Conformity	13.99	5.24	12.96	5.57	12.13	5.28	2.260	*	.978	n.s.		
Recognition	12.84	4.83	12.00	4.57	12.52	4.49	.439	n.s.	.734	n.s.		
Independence	14.33	5.59	16.72	6.90	15.61	7.14	1.291	n.s.	1.016	n.s.		
Benevolence	19.51	4.59	18.99	6.27	17.49	6.62	2.210	*	1.489	n.s.		
Leadership	9.94	6.08	10.26	6.68	12.52	7.15	2.519	*	2.10	*		

df 165

n.s. not significant

* .05 level of significance

t_1 between freshmen pre-test and juniors

t_2 between freshmen post-test and juniors

less importance on leadership than did the junior sorority women. By the end of the year the only significant difference between post-test scores of the freshman pledges and the scores of junior sorority women was on leadership. Though the freshman mean score on leadership showed a slight increase, the difference between these groups on the value placed on leadership was significant at the .05 level in favor of the junior women.

In relationship to pre-test data the null hypothesis was rejected on conformity, benevolence, and leadership; and accepted on support, recognition, and independence. The null hypothesis was rejected on leadership and accepted on support, conformity, recognition, independence, and benevolence for post-test data.

Hypothesis 2d. There will be no significant differences on any interpersonal value between freshman residence hall women at the beginning or end of the freshman year and junior residence hall women.

The data on differences between freshman residence hall women's pre-test and post-test mean scores and the mean scores of the junior residence hall women on interpersonal values are presented in Table XII.

Freshmen pre-test scores and scores of junior residence hall women revealed no significant differences between the two groups. By the spring of the year there was a significant difference between post-test scores of the freshmen and scores of the juniors on the values placed on leadership. Residence hall freshmen placed a lower value on leadership in the spring than in the fall; therefore by the end of the year the freshman group placed significantly less value on leadership than did residence hall juniors. No differences were revealed between the

TABLE XII

DIFFERENCES BETWEEN FRESHMAN RESIDENCE HALL WOMEN AT THE BEGINNING OF THE YEAR (PRE-TEST)
AND END OF THE YEAR (POST-TEST) AND JUNIOR RESIDENCE HALL WOMEN ON INTERPERSONAL
VALUES AS MEASURED BY THE SURVEY OF INTERPERSONAL VALUES

	Residence Hall									
	Freshmen N = 89				Juniors N = 70		t_1		t_2	
	Pre-test		Post-test		Mean	S.D.				
Mean	S.D.	Mean	S.D.	Mean	S.D.					
Support	17.64	4.81	18.45	4.82	17.53	4.52	.149	n.s.	1.228	n.s.
Conformity	14.33	5.13	13.07	6.40	12.71	5.69	.188	n.s.	.363	n.s.
Recognition	11.51	3.92	11.06	4.74	11.86	4.99	.497	n.s.	1.033	n.s.
Independence	16.11	6.43	17.82	6.54	15.94	5.90	.171	n.s.	1.874	n.s.
Benevolence	19.51	4.59	18.85	5.82	20.23	5.40	.911	n.s.	1.530	n.s.
Leadership	10.14	5.52	9.82	5.31	11.69	6.15	1.673	n.s.	2.051	*

df 157

n.s. not significant

* .05 level of significance

t_1 between freshman pre-test mean scores and mean scores of juniors

t_2 between freshman post-test mean scores and mean scores of juniors

groups on support, conformity, recognition, independence, and benevolence.

As no significant differences existed between the two groups on any interpersonal value, the null hypothesis was accepted for pre-test data. The null hypothesis was rejected on leadership and accepted on support, conformity, recognition, independence, and benevolence for post-test data.

Survey of Interpersonal Values; Means and Standard Deviations

The means and standard deviations of each group and the means and standard deviations of the standardization sample are presented in Table XIII in order that they might be compared.

In considering the value placed on support, all sorority groups had higher mean scores than the standardization sample. Among the residence hall group only freshman post-test scores were above the mean. Their pre-test scores and the scores of the junior group were slightly below the mean of the norm group for the measuring instrument. With the exception of first semester freshman residence hall women, all groups placed a lower value on conformity than did the norm group. The sorority women as a group were consistently lower than residence hall women. Entering sorority freshman and sorority juniors had slightly higher mean scores than the norm group on recognition. Both at the beginning and the end of the year, the freshman residence hall women placed a lower value on recognition than did the norm group. The junior mean score was also lower. Second semester freshmen, both residence hall and sorority, had higher mean scores on independence than did the standardization sample group. Sorority freshmen appear to

TABLE XIII

MEAN SCORES AND STANDARD DEVIATIONS FOR THE SURVEY OF INTERPERSONAL VALUES

	Support		Conformity		Recognition		Independence		Benevolence		Leadership	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
<u>Freshman - Pre-test</u>												
Residence Hall	17.64	4.81	14.33	5.13	11.51	3.92	16.11	6.43	19.51	4.59	10.14	5.52
Sorority	18.88	5.06	13.99	5.24	12.84	4.83	14.33	5.59	19.54	5.35	9.94	6.08
<u>Freshman - Post-test</u>												
Residence Hall	18.45	4.82	13.07	6.40	11.06	4.74	17.82	6.55	18.85	5.82	9.82	5.31
Sorority	18.46	4.44	12.96	5.57	12.00	4.57	16.71	6.90	18.99	6.27	10.26	5.31
<u>Juniors</u>												
Residence Hall	17.53	4.52	12.71	5.69	11.86	4.99	15.94	5.90	20.23	5.41	11.69	6.15
Sorority	19.49	4.81	12.13	5.28	12.52	4.49	15.61	7.14	17.49	6.62	12.52	7.15
<u>Female Standardization</u>												
Norm Group	<u>17.8</u>	4.9	<u>14.2</u>	6.2	<u>12.1</u>	4.9	<u>16.2</u>	6.6	<u>18.4</u>	5.7	<u>11.4</u>	6.5

value independence least of any group. The mean scores of both the residence hall and sorority juniors were slightly below the mean score of the standardization sample. With the exception of sorority juniors the mean scores of all the groups reflected that they placed a higher value on benevolence than did the norm group. The most noticeable characteristic reflected by mean scores on leadership was that junior women had higher mean scores than the norm group and freshman women lower mean scores than the standardization population.

Open-mindedness as Measured by the
Rokeach Dogmatism Scale Form E

This scale attempts to measure differences in openedness and closedness of a person's belief and disbelief system. The scores range from 40 to 280. The higher the score the more closed the belief system. Openedness corresponds with lower scores.

Hypothesis 3. There will be no significant difference in open-mindedness between the comparative groups.

Findings on open-mindedness between groups are presented in Table XIV.

No significant difference existed between the two freshman groups at the beginning or end of the year. The findings further reveal no significant difference occurred between junior residence hall women and junior sorority women.

The data presented indicates that a significant difference in mean scores existed between sorority pledges pre-test scores and the scores of junior women. The sorority pledges at the beginning of their freshman year were more dogmatic and less open-minded than were junior

TABLE XIV
DIFFERENCES BETWEEN THE COMPARATIVE GROUPS ON
OPEN-MINDEDNESS AS MEASURED BY THE
ROKEACH DOGMATISM SCALE FORM E

	Residence Hall		Sorority		df	t
	Mean	S.D.	Mean	S.D.		
Between						
Freshmen	N = 89		N = 96			
Pre-test	158.27	22.57	156.83	24.26	183	.416 n.s.
Post-test	149.58	24.00	150.10	27.76	183	.135 n.s.
Juniors	N = 70		N = 71			
	152.36	25.21	148.63	21.50	139	.994 n.s.
Between						
Sorority						
Freshman Pre-test and Juniors					165	2.264 *
Freshman Post-test and Juniors					165	.371 n.s.
Residence Hall						
Freshman Pre-test and Juniors					157	1.557 n.s.
Freshman Post-test and Juniors					157	.701 n.s.

n.s. not significant

* .05 level of significance

women. By the end of the year no statistically significant difference existed on the variable between these two groups. No significant differences were found between freshman residence hall women's pre-test and post-test scores and the score of junior residence hall women.

The null hypothesis was rejected on open-mindedness between freshman sorority pledges at the beginning of the year and junior sorority women as a significant difference existed between the mean scores of

these two groups. The null hypothesis was accepted for all other comparative groups as no significant difference on open-mindedness existed between any of the other groups.

Change Which Occurred Within Each Freshman Group

Data presented in this section reflect the changes which occurred within each freshman group on personality characteristics, interpersonal values, and open-mindedness. In order to determine whether a significant change occurred during the year on any interpersonal value the data were analyzed by using a "t" test for correlated means.

Hypothesis 4a. There will be no significant change on any personality characteristic over the academic year for freshman sorority women.

Data on change on personality characteristics for freshman sorority women are presented in Table XV.

These data reveal significant changes in mean scores occurred for seven out of the eighteen variables for freshman sorority women. Within category I significant differences occurred at the .05 level of significance for dominance and capacity for status and at the .01 level for social presence. This was interpreted to mean that over the course of the year this group of freshman women became more aggressive, confident, self-reliant, and appeared to have developed in those personal qualities and attributes which underlie and lead to status. The higher mean score at the end of the year on social presence indicated greater feelings of poise, spontaneity, and self-confidence in personal and social interaction. A significant difference at the .01 level occurred between the mean scores of the group for communality thus

TABLE XV
 CHANGES OCCURRING DURING THE YEAR WITHIN THE
 GROUP OF FRESHMAN SORORITY WOMEN ON
 PERSONALITY CHARACTERISTICS AS
 MEASURED BY THE CALIFORNIA
 PSYCHOLOGICAL INVENTORY

	Sorority Freshmen N = 96		Post-test		t	
	Pre-test Mean	S.D.	Mean	S.D.		
1. Dominance	51.65	12.24	53.38	11.62	2.45	*
2. Capacity for Status	48.40	10.39	50.76	10.89	2.57	*
3. Sociability	52.92	10.44	53.42	11.17	0.72	n.s.
4. Social Presence	50.89	10.50	54.41	10.89	4.27	**
5. Self-acceptance	58.29	9.53	58.38	11.15	0.09	n.s.
6. Sense of Well-being	41.77	12.24	41.94	14.50	0.15	n.s.
7. Responsibility	47.42	9.99	47.79	10.75	0.50	n.s.
8. Socialization	50.22	10.96	48.72	11.84	1.66	n.s.
9. Self-control	40.63	11.21	40.58	11.52	0.05	n.s.
10. Tolerance	45.08	13.01	46.73	12.80	1.63	n.s.
11. Good Impression	41.44	10.03	40.80	9.51	0.94	n.s.
12. Communalilty	51.58	9.75	47.22	15.75	3.22	**
13. Achievement via Conformance	46.10	11.05	45.65	13.15	0.50	n.s.
14. Achievement via Independence	48.47	9.82	49.56	9.84	1.20	n.s.
15. Intellectual Efficiency	45.23	11.73	46.60	12.02	1.64	n.s.
16. Psychological- mindedness	45.13	10.78	47.91	10.36	2.50	*
17. Flexibility	50.57	9.50	53.52	9.99	3.08	**
18. Femininity	52.67	9.96	50.72	9.50	2.28	*

df 95

n.s. not significant

* .05 level of significance

** .01 level of significance

t value = t for correlated data

indicating the group tended to become more changeable, impatient, and tended to experience more internal conflict. Differences existed for all three measures of intellectual and interest modes. There were significant differences at the .05 level between pre-test and post-test scores on psychological-mindedness and femininity and at the .01 level on flexibility. This appeared to indicate that these women had become more responsive to the inner needs, motives, and experiences of others.

The null hypothesis was rejected on dominance, capacity for status, social presence, communality, psychological-mindedness, flexibility, and femininity. The null was accepted on sociability, self-acceptance, sense of well-being, responsibility, socialization, self-control, tolerance, good impression, achievement via conformance, achievement via independence, and intellectual efficiency.

Hypothesis 4b. There will be no significant change on any personality characteristic over the academic year for freshman residence hall women.

Table XVI reflects changes on personality characteristics over the academic year for freshman residence hall women.

These data indicated that residence hall freshmen appeared to gain in self-confidence and poise. This is evidenced by the significant difference between pre-test and post-test scores at the .01 level of significance on social presence. A significant difference also occurred on the measure for good impression. The mean score difference was significant at the .05 level. The data indicated this particular characteristic became less important to them as the year progressed resulting in less concern for how others felt toward them. The third characteristic where a significant difference existed at the .05 level

TABLE XVI

CHANGES OCCURRING DURING THE YEAR WITHIN THE
GROUP OF FRESHMAN RESIDENCE HALL WOMEN ON
PERSONALITY CHARACTERISTICS AS
MEASURED BY THE CALIFORNIA
PSYCHOLOGICAL INVENTORY

	Residence Hall Freshmen N = 89		Post-test		t	
	Pre-test Mean	S.D.	Mean	S.D.		
1. Dominance	48.63	10.80	49.76	11.42	1.08	n.s.
2. Capacity for Status	45.03	10.23	44.89	9.64	0.16	n.s.
3. Sociability	48.26	10.58	48.90	11.45	0.70	n.s.
4. Social Presence	48.70	10.21	52.00	10.47	4.01	**
5. Self-acceptance	54.78	11.73	56.20	11.70	1.15	n.s.
6. Sense of Well-being	42.30	11.23	41.24	12.09	0.92	n.s.
7. Responsibility	47.97	8.76	46.91	8.69	1.37	n.s.
8. Socialization	49.89	10.66	49.19	10.55	0.65	n.s.
9. Self-control	40.62	10.10	39.54	10.85	1.17	n.s.
10. Tolerance	45.10	10.96	45.30	11.36	0.21	n.s.
11. Good Impression	39.48	8.95	37.48	9.14	2.33	*
12. Communality	51.24	9.08	51.61	8.47	0.47	n.s.
13. Achievement via Conformance	43.35	10.07	43.15	10.29	0.19	n.s.
14. Achievement via Independence	50.38	9.26	50.91	9.27	0.65	n.s.
15. Intellectual Efficiency	45.88	11.24	45.99	10.80	0.11	n.s.
16. Psychological- mindedness	44.91	9.91	47.34	8.87	2.42	*
17. Flexibility	52.57	11.34	52.94	9.97	0.31	n.s.
18. Femininity	50.52	9.54	49.32	9.37	1.28	n.s.

df 88

n.s. not significant

* .05 level of significance

** .01 level of significance

t value = t for correlated data

was psychological-mindedness. As with the sorority freshman women, residence hall women also appeared to become more responsive to the inner needs, motives and experiences of others.

Based upon these findings the null hypothesis was rejected on social presence, good impression, and psychological-mindedness. The null was accepted on the remaining fifteen personality characteristics.

Hypothesis 5. There will be no significant change on any interpersonal value over the academic year for freshman groups.

Table XVII presents the findings on change on interpersonal values over the academic year for both freshman sorority women and freshman residence hall women.

The data presented indicate that freshman sorority women changed significantly on the degree of value placed on independence, conformity, and recognition. The group placed more value on independence and less value on conformity as the year progressed. In addition, they placed less value on recognition. No significant change took place within the group on the degree of value placed on support, benevolence, and leadership. The freshman residence hall women changed in the same direction as the sorority freshman group on the degree of value placed on independence and conformity. This group also placed more value on independence and less value on conformity as the year progressed. The group showed no significant change taking place in the value placed on support, recognition, benevolence, and leadership.

Based upon these findings the null hypothesis was rejected for both groups on independence and conformity. It was also rejected on recognition for sorority freshman women. The null was accepted for both groups of freshmen on the interpersonal values of support,

TABLE XVII
 CHANGES OCCURRING DURING THE YEAR WITHIN THE
 FRESHMAN GROUPS ON INTERPERSONAL VALUES
 AS MEASURED BY THE SURVEY OF
 INTERPERSONAL VALUES

	Pre-test		Post-test		df	t	
	Mean	S.D.	Mean	S.D.			
<u>Sorority</u> (N = 96)							
Support	18.88	5.06	18.46	4.44	95	.95	n.s.
Conformity	13.99	5.24	12.96	5.57	95	2.27	*
Recognition	12.84	4.83	12.00	4.57	95	2.20	*
Independence	14.33	5.59	16.72	6.90	95	4.57	**
Benevolence	19.54	5.35	18.99	6.27	95	1.27	n.s.
Leadership	9.94	6.08	10.26	6.68	95	.64	n.s.
<u>Residence Hall</u> (N = 89)							
Support	17.64	4.81	18.45	4.82	88	1.72	n.s.
Conformity	14.33	5.13	13.07	6.40	88	2.76	**
Recognition	11.51	3.92	11.06	4.74	88	1.07	n.s.
Independence	16.11	6.43	17.82	6.55	88	2.86	**
Benevolence	19.51	4.59	18.85	5.82	88	1.67	n.s.
Leadership	10.14	5.52	9.82	5.31	88	.59	n.s.

n.s. not significant

* .05 level of significance

** .01 level of significance

t value = t for correlated data

benevolence, and leadership. The null was accepted on recognition for residence hall freshman women.

Hypothesis 6. There will be no significant change in open-mindedness over the academic year for the freshman groups.

Table XVIII presents change on open-mindedness in freshman sorority women and freshman residence hall women.

TABLE XVIII
CHANGES OCCURRING DURING THE YEAR WITHIN THE
FRESHMAN GROUPS ON OPEN-MINDEDNESS AS
MEASURED BY THE ROKEACH DOGMATISM
SCALE FORM E

	Pre-test		Post-test		df	t	
	Mean	S.D.	Mean	S.D.			
Sorority Freshmen (N = 96)	156.82	24.26	150.10	27.76	95	2.69	*
Residence Hall Freshmen (N = 89)	158.27	22.57	149.58	24.40	88	4.23	*

* .05 level of significance
t value = t for correlated data

Although there was no significant difference between the two freshman groups on pre-test or post-test mean scores for open-mindedness there was a significant change within each group as each freshman group became significantly less dogmatic and more open-minded as the year progressed. In looking at the mean scores there appeared to be a greater shift in the freshman residence hall group than in the sorority freshman group.

Since both the groups of freshmen changed significantly, the null hypothesis was rejected.

Academic Aptitude

Academic aptitude was measured by the American College Testing Program. Although five scores can be obtained, the only score analyzed was the composite score.

Hypothesis 7. There will be no significant difference between the comparative groups on academic aptitude.

Data concerning this variable are presented in Table XIX.

TABLE XIX
DIFFERENCES BETWEEN COMPARATIVE GROUPS
ON ACADEMIC APTITUDES AS
MEASURED BY THE ACT

	Residence Hall			Sorority			Between Sorority & Residence Hall		
	N	Mean	S.D.	N	Mean	S.D.	df	t	
Freshmen	89	21.07	4.11	96	22.17	3.74	183	1.90	n.s.
Juniors	70	21.17	4.09	70	22.46	3.45	139	2.02	*
Between									
Freshmen	df	157			165				
& Juniors	t	.159	n.s.		.525	n.s.			

* .05 level of significance
n.s. not significant

A significant difference at the .05 level existed between the two junior groups on the ACT composite mean score, with the mean of the

sorority group being higher than that of the residence hall group. No significant difference was noted between the two freshman groups, freshman and junior sorority women or freshman and junior residence hall women. In studying these results it is noted that the only difference which occurred was between junior groups while no difference was indicated between the two classifications within the living group or between the freshman groups.

It should be mentioned that sororities do have access to ACT composite scores during their membership selection process. While this composite score is taken into consideration not as much emphasis is placed on it as is placed on the high school grade point average.

As a significant difference on academic aptitude did occur between junior sorority and residence hall women the null hypothesis was rejected for this group comparison. No significant difference was noted between the freshman sorority and residence hall women, the two groups of sorority women or the two groups of residence hall women, therefore, the null hypothesis was accepted for these groups.

College Grade Point Average

College grade point averages were taken from official university records.

Hypothesis 8. There will be no significant difference on college grade point averages between comparative groups.

Data on grade point averages for the comparison groups are presented in Table XX.

Grade point averages for the freshman groups were based on the first semester grade average. The mean grade point average for

residence hall freshmen was 2.44 while the mean grade point average for sorority pledges was 2.79. The difference between the groups was statistically significant at the .001 level.

TABLE XX
DIFFERENCES BETWEEN FRESHMAN GROUPS AND JUNIOR
GROUPS ON COLLEGE GRADE POINT AVERAGES

	Residence Hall			Sorority					
	N	Mean	S.D.	N	Mean	S.D.	df	t	
Freshman									
College Women	89	2.44	.68	96	2.79	.58	183	3.81	***
Junior									
College Women	70	2.60	.58	71	2.88	.50	139	3.10	**

** .01 level of significance

*** .001 level of significance

The college grade point averages for the junior groups was based on an over-all grade point average through the first semester of the junior year. The same pattern existed for the junior groups as existed with the freshman groups. A significant difference at the .01 level of significance existed between the two groups with the sorority juniors having a higher mean average. The sorority juniors had a 2.88 over-all grade point average while the residence hall juniors had an over-all grade point average of 2.60.

Based upon these findings the null hypothesis was rejected for the

comparison groups.

Career-Marriage Plans

The following data concerns career-marriage plans of the comparative groups as determined by a career-marriage rating scale.

Hypothesis 9. There will be no significant difference between the comparative groups on career-marriage plans.

Table XXI presents a frequency distribution table and the percentage of the group's respondents which this number represents. Also presented are differences between groups as determined by the chi square statistic.

Chi square tests of significant differences revealed that no significant difference existed between any of these groups; therefore, the null hypothesis was accepted.

In studying the frequency tables, it is noted that slightly over 50 per cent of each group desired a combination career-marriage pattern. The most noticeable difference in the frequency distribution was that 70 per cent of residence hall juniors desired a career-marriage pattern as compared with 56.3 per cent of the sorority junior women. A higher percentage of sorority women at both the freshman and junior level selected "tend toward marriage" or "marriage only" patterns than did residence hall freshmen or juniors. Twenty-six per cent of the sorority freshmen as compared with 18 per cent of the residence hall freshmen selected these patterns. The percentage of sorority junior women selecting these patterns was 25.3 per cent as compared with 12.9 per cent of the residence hall juniors. Freshman and junior sorority women were most similar in the career-marriage patterns.

TABLE XXI

FREQUENCY DISTRIBUTION DATA AND DIFFERENCES BETWEEN GROUPS AS DETERMINED
BY THE CHI SQUARE STATISTIC FOR THE ZISSIS CAREER MARRIAGE RATING SCALE

	Career		Tend Toward Career		Career Marriage		Tend Toward Marriage		Marriage		Total N
	N	%	N	%	N	%	N	%	N	%	
Freshman											
Residence Hall	9	(10.1)	11	(12.4)	53	(59.6)	15	(16.9)	1	(1.1)	89
Sorority	4	(4.2)	11	(11.5)	56	(58.3)	25	(26.0)	0	(0)	96
Total	13		22		109		40		1		185
	$x^2 = 5.25$ n.s.		df = 4								
Junior											
Residence Hall	2	(2.9)	10	(14.3)	49	(70.0)	7	(10.0)	2	(2.9)	70
Sorority	2	(2.8)	11	(15.5)	40	(56.3)	15	(21.1)	3	(4.2)	71
Total	4		21		89		22		5		141
	$x^2 = 4.06$ n.s.		df = 4								
Residence Hall											
Freshman	9	(10.1)	11	(12.4)	53	(59.6)	15	(16.9)	1	(1.1)	89
Junior	2	(2.9)	10	(14.3)	49	(70.0)	7	(10.0)	2	(2.9)	70
Total	11		21		102		22		3		159
	$x^2 = 5.70$ n.s.		df = 4								
Sorority											
Freshman	4	(4.2)	11	(11.5)	56	(58.3)	25	(26.0)	0	(0)	96
Junior	2	(2.8)	11	(15.5)	40	(56.3)	15	(21.1)	3	(4.2)	71
Total	6		22		96		40		3		167
	$x^2 = 5.21$ n.s.		df = 4								

n.s. not significant

Participation in College Extra-
Curricular Activities

Data presented in this section are concerned with participation in extra-curricular activities as determined through an Activities Survey which was administered to each subject. The null hypotheses were accepted or rejected on the basis of a participation score. Additional data were collected on the number in each group holding queen titles, and the number in each group receiving special honors and awards.

Hypothesis 10. Participation in extra-curricular activities will not differ significantly between comparative groups.

Data on participation in extra-curricular activities between freshman and junior sorority and residence hall women are presented in Table XXII.

The findings reveal that a significant difference at the .001 level of significance existed between the two freshman groups with the sorority women participating to a greater extent in activities than did the residence hall women. The frequency distribution reveals that twenty-five out of eighty-nine residence hall women indicated no participation in activities as compared with three sorority freshman women out of ninety-six. The interval containing the highest frequency for freshman residence hall women was 1 - 5. The distribution reveals that the majority of sorority freshmen have a participation score of 6 or higher.

The data on participation in extra-curricular activities for junior women also indicated a significant difference at the .001 level of significance. Sorority women participated in extra-curricular activities to a greater degree than did the residence hall women. The

frequency distribution of participation scores for these groups reveals that the majority of residence hall juniors had participation scores between 1 - 10. The majority of sorority juniors had participation scores of 11 or higher.

TABLE XXII

FREQUENCY DISTRIBUTION DATA AND MANN WHITNEY U
COEFFICIENTS ON PARTICIPATION SCORES FOR
COLLEGE EXTRA-CURRICULAR ACTIVITIES

Frequency Intervals	Freshman ¹		Junior ²	
	College Participation Residence Hall	Sorority	College Participation Residence Hall	Sorority
46 - 50	0	0	0	0
41 - 45	0	1	0	0
36 - 40	0	0	0	2
31 - 35	0	0	2	4
26 - 30	1	1	3	2
21 - 25	1	5	3	6
16 - 20	0	8	6	10
11 - 15	2	28	8	25
6 - 10	25	30	22	19
1 - 5	35	20	23	2
None	<u>25</u>	<u>3</u>	<u>3</u>	<u>1</u>
N	89	96	71	70

$$U = 1510.5$$

$$1 \quad z = -7.612 \quad ***$$

$$U = 1343.5$$

$$2 \quad z = -4.714 \quad ***$$

*** .001 level of significance

As significant difference existed between the two freshman groups and the two junior groups the null hypothesis was rejected.

Supplementary data are presented in Table XXIII.

TABLE XXIII
FREQUENCY DISTRIBUTION DATA AND DIFFERENCES
BETWEEN GROUPS AS DETERMINED BY THE CHI
SQUARE STATISTIC ON QUEEN TITLES AND
SPECIAL HONORS AND AWARDS FOR
FRESHMEN AND JUNIOR WOMEN¹

FRESHMEN					
<u>Honors and Awards</u>	<u>Number Who Received Honors and Awards</u>		<u>Did Not Receive Honors and Awards</u>		<u>Total N</u>
	N	%	N	%	
Residence Hall	6	(7)	83	(93)	89
Sorority	7	(7)	89	(93)	96
$x^2 = .02$ n.s. $df = 1$					
JUNIORS					
<u>Queen Titles</u>	<u>Held Titles</u>		<u>Held No Titles</u>		<u>Total N</u>
	N	%	N	%	
Residence Hall	5	(7)	65	(93)	70
Sorority	22	(31)	49	(69)	71
$x^2 = 12.94$ ** $df = 1$					
<u>Honors and Awards</u>	<u>Number Who Received Honors and Awards</u>		<u>Did Not Receive Honors and Awards</u>		<u>Total N</u>
	N	%	N	%	
Residence Hall	21	(30)	49	(70)	70
Sorority	28	(40)	43	(60)	71
$x^2 = 1.38$ n.s. $df = 1$					

n.s. not significant

** .01 level of significance

¹No data were collected on freshman women holding queen titles.

No significant difference existed between the two freshman groups in relationship to the number within each group receiving special honors or awards during the first semester of their freshman year in college. The data presented did reveal a significant difference between the two junior groups on the number holding queen titles with sorority women holding more titles. There was no significant difference between these two groups on the number receiving special honors and awards.

Prestige Factors

This section is concerned with those factors which one feels contribute to the prestige of a student on campus, both with other students and with the faculty.

Hypothesis 11. There will be no significant differences between comparative groups on factors which they feel lead to high prestige of students.

Due to the distribution of the data collected there was no statistical test appropriate to test the significance of the results. The data are presented in the form of frequency tables to provide a visual presentation for comparison of percentages. Rank order based on the percentages is indicated. The frequency distribution will be discussed according to the question and classification of the respective group.

The questions were concerned with those factors which the respondent felt gave a student prestige with the faculty or with other students and which single factor should be most important to faculty or other students.

The following are those factors considered to be prestige factors:

1. Being original and creative
2. Having a pleasing personality
3. Demonstrating scholarly capacity
4. Being active in campus activities
5. Dedicating yourself to your studies
6. Not being too critical
7. Coming from the right social background
8. Being active in varsity activities
9. Being a member of a fraternity or sorority.

Data on factors contributing to the prestige are presented in Tables XXIV through XXX.

Frequency distribution for freshmen responses to Questions 1 and 2 which related those factors students felt gave a student prestige with the faculty are presented in Table XXIV.

In response to the first question, the highest percentage of each freshman group, sorority and residence hall, responded with "demonstrating a scholarly capacity." The second most frequently mentioned factor was "dedicating yourself to your studies." "Having a pleasing personality" was the third most frequently listed response from residence hall freshmen. "Being original and creative" and "having a pleasing personality" received equal number of responses from the sorority freshmen.

After a year of college both freshman groups still responded most often with "demonstrating scholarly capacity." "Having a pleasing personality" now received the second highest number of responses with residence hall freshmen and "dedicating yourself to your studies"

TABLE XXIV

FREQUENCY TABLE AND RANK ORDER* OF FACTORS WHICH FRESHMAN WOMEN
FELT GAVE A STUDENT PRESTIGE WITH THE FACULTY

Freshmen	Question 1**						Question 2***					
	Residence Hall			Sorority			Residence Hall			Sorority		
	N	%		N	%		N	%		N	%	
1. Being original and creative	37	42	(4)	40	42	(3.5)	50	56	(4)	42	44	(4)
2. Having a pleasing personality	46	52	(3)	40	42	(3.5)	55	62	(2)	43	45	(2.5)
3. Demonstrating scholarly capacity	82	92	(1)	71	74	(1)	77	87	(1)	67	70	(1)
4. Being active in campus activities	15	17	(5)	14	15	(5)	21	24	(5)	18	20	(5)
5. Dedicating yourself to your studies	47	53	(2)	44	46	(2)	51	57	(3)	43	45	(2.5)
6. Not being too critical	10	11	(6)	5	5	(6)	13	19	(6)	11	11	(6)
7. Coming from the right social background	3	3	(9)	2	2	(8)	7	8	(7)	0	0	(8.5)
8. Being active in varsity activities	5	6	(8)	0	0	(9)	5	6	(9)	1	1	(7)
9. Geing a member of a fraternity or sorority	6	7	(7)	3	3	(7)	6	7	(8)	0	0	(8.5)
Total Responses	251			219			285			225		

** Question 1: At the beginning of your freshman year, which of these factors did you feel gave a student prestige with the faculty?

*** Question 2: Now that you have nearly completed your first year of college, which of these factors do you feel gives a student prestige with the faculty?

* Rank order is indicated in parentheses.

received the third highest number of responses, thus reversing the position of these two factors. The same percentage of sorority freshman women responded to "having a pleasing personality" and "dedicating yourself to your studies." This resulted in these two factors being ranked second in relationship to the other factors.

Table XXV contains the frequency table for junior responses to Question 1 and 2 which were concerned with factors which gave a student prestige with the faculty.

Both groups of junior women responded in the same manner as the freshmen to Question 1. "Demonstrating scholarly capacity" received the highest frequency of responses, "dedicating yourself to your studies" was the second most frequently stated. "Being original and creative" ranked third.

Responses to Question 2 indicated that by the end of the junior year "demonstrating a scholarly capacity" was still most frequently mentioned by both groups. "Being original and creative" was now more frequently mentioned by both groups than "dedicating yourself to your studies."

"Having a pleasing personality" was consistently ranked fourth by each group at the beginning of the freshman year and two and a half years later.

The frequency distribution of responses to Question 3 which was concerned with the single factor which is most important with the faculty is presented in Table XXVI.

All four groups, freshman residence hall women, freshman sorority women, junior residence hall women, and junior sorority women responded most frequently with "demonstrating scholarly capacity." "Dedicating

TABLE XXV

FREQUENCY TABLE AND RANK ORDER* OF FACTORS WHICH JUNIOR WOMEN
FELT GAVE A STUDENT PRESTIGE WITH THE FACULTY

Juniors	Question 1**						Question 2***					
	Residence Hall			Sorority			Residence Hall			Sorority		
	N	%		N	%		N	%		N	%	
1. Being original and creative	31	44	(3)	32	45	(3)	50	71	(2)	53	75	(2)
2. Having a pleasing personality	24	34	(4)	28	39	(4)	35	50	(4)	38	54	(4)
3. Demonstrating scholarly capacity	59	84	(1)	62	87	(1)	61	87	(1)	58	82	(1)
4. Being active in campus activities	7	10	(6)	14	20	(5)	21	30	(5)	33	46	(5)
5. Dedicating yourself to your studies	46	66	(2)	46	65	(2)	41	59	(3)	46	65	(3)
6. Not being too critical	9	13	(5)	10	14	(6)	10	14	(6)	8	11	(6)
7. Coming from the right social background	2	3	(9)	1	1	(9)	1	1	(9)	1	1	(9)
8. Being active in varsity activities	4	6	(8)	4	6	(8)	4	6	(8)	3	4	(7)
9. Being a member of a fraternity or sorority	5	5	(7)	6	8	(7)	7	10	(7)	2	3	(8)
Total Responses	187			203			230			242		

* Rank order is indicated in parentheses.

** Question 1: At the beginning of your freshman year, which of these factors did you feel gave a student prestige with the faculty?

*** Question 2: Now that you have completed two and a half years of college, which of these factors do you feel gives a student prestige with the faculty?

TABLE XXVI

FREQUENCY TABLE AND RANK ORDER* OF THE SINGLE PRESTIGE FACTOR WHICH FRESHMAN AND JUNIOR WOMEN CONSIDERED TO BE MOST IMPORTANT TO THE FACULTY

	Question 3**											
	Freshmen						Juniors					
	Residence Hall			Sorority			Residence Hall		Sorority			
	N	%	()	N	%	()	N	%	()	N	%	()
1. Being original and creative	12	13	(3)	17	18	(3)	10	14	(3)	7	10	(3)
2. Having a pleasing personality	5	6	(4)	5	6	(4)	3	4	(4.5)	0	0	(7.5)
3. Demonstrating scholarly capacity	37	42	(1)	48	50	(1)	38	54	(1)	42	59	(1)
4. Being active in campus activities	1	1	(6.5)	3	3	(5.5)	1	1	(6.5)	1	1	(5)
5. Dedicating yourself to your studies	30	34	(2)	20	21	(2)	14	20	(2)	19	26	(2)
6. Not being too critical	1	1	(6.5)	3	3	(5.5)	3	4	(4.5)	2	3	(4)
7. Coming from the right social background	3	3	(5)	0	0	(8)	1	1	(6.5)	0	0	(7.5)
8. Being active in varsity activities	0	0	(8.5)	0	0	(8)	0	0	(8.5)	0	0	(7.5)
9. Being a member of a fraternity or sorority	0	0	(8.5)	0	0	(8)	0	0	(8.5)	0	0	(7.5)
Total Responses	89			96			70		71			

* Rank order is indicated by parentheses.

** Question 3: Which single factor do you feel is the most important with the faculty?

yourself to your studies" was second most frequently mentioned, and "being original and creative" ranked third.

The frequency distributions of responses to Question 4 which was concerned with which single factor should be most important to faculty are presented in Table XXVII.

There was more diversity in response to this question. The highest percentage of freshman sorority women responded with "demonstrating a scholarly capacity." "Being original and creative" was the second most frequently mentioned.

The majority of residence hall and sorority juniors responded that "being original and creative" or "demonstrating a scholarly capacity" should be the most important to faculty. A higher percentage of residence hall juniors responded to "being original and creative" than did sorority women. This was reversed on "demonstrating a scholarly capacity" with sorority women responding more frequently with this factor than did residence hall women.

The frequency distribution of responses to Question 5 which is concerned with factors which give a student prestige with other students are presented in Table XXVIII.

"Having a pleasing personality" was most frequently mentioned by members in all four groups. The second most frequently mentioned was "being active in campus activities." With the exception of residence hall juniors the third most frequently mentioned by members of each group was "being a member of a fraternity or sorority."

The frequency distribution of responses to Question 6 which was concerned with the single prestige factor most important to students are presented in Table XXIX.

TABLE XXVII

FREQUENCY TABLE AND RANK ORDER* OF THE SINGLE PRESTIGE FACTOR WHICH FRESHMEN AND JUNIOR WOMEN FELT SHOULD BE MOST IMPORTANT TO THE FACULTY

	Question 4**												
	Freshman						Juniors						
	Residence Hall		Sorority		Residence Hall		Sorority		Residence Hall		Sorority		
	N	%		N	%	N	%		N	%		N	%
1. Being original and creative	26	29	(2)	31	32	(2)	30	43	(1)	26	37	(2)	
2. Having a pleasing personality	3	3	(4)	4	4	(4.5)	2	3	(4)	0	0		
3. Demonstrating scholarly capacity	25	28	(3)	33	34	(1)	24	34	(2)	29	41	(1)	
4. Being active in campus activities	2	2	(5)	4	4	(4.5)	1	1	(5)	0	0		
5. Dedicating yourself to your studies	32	36	(1)	22	23	(3)	13	19	(3)	16	23	(3)	
6. Not being too critical	0	0		2	2	(6)	0	0		0	0		
7. Coming from the right social background	1	1	(6)	0	0		0	0		0	0		
8. Being active in varsity activities	0	0		0	0		0	0		0	0		
9. Being a member of a fraternity or sorority	0	0		0	0		0	0		0	0		
Total Responses	89			96			70			71			

* Rank order is indicated in parentheses.

** Question 4: Which single factor do you think should be most important to faculty?

TABLE XXVIII

FREQUENCY TABLE AND RANK ORDER* OF FACTORS WHICH FRESHMAN AND JUNIOR
WOMEN FELT GAVE A STUDENT PRESTIGE WITH HIS PEERS

	Question 5**											
	Freshmen						Juniors					
	Residence		Hall	Sorority			Residence		Hall	Sorority		
	N	%		N	%	()	N	%	()	N	%	()
1. Being original and creative	31	35	(4)	23	24	(7)	25	36	(3.5)	22	31	(7)
2. Having a pleasing personality	82	92	(1)	66	69	(1)	60	86	(1)	55	77	(1)
3. Demonstrating scholarly capacity	22	25	(8)	17	18	(8)	25	36	(3.5)	19	26	(8)
4. Being active in campus activities	46	52	(2)	57	59	(2)	43	61	(2)	52	73	(2)
5. Dedicating yourself to your studies	6	7	(9)	5	5	(9)	3	4	(9)	8	11	(9)
6. Not being too critical	29	33	(6)	26	27	(6)	22	31	(7)	23	32	(6)
7. Coming from the right social background	29	33	(6)	31	32	(5)	23	33	(6)	25	35	(5)
8. Being active in varsity activities	29	33	(6)	32	33	(4)	21	30	(8)	29	41	(4)
9. Being a member of a fraternity or sorority	38	43	(3)	42	44	(3)	24	34	(5)	34	48	(3)
Total Responses	312			299			246			267		

* Rank order is indicated in parenthesis.

** Question 5: Which factors do you feel give a student prestige with his fellow students?

TABLE XXIX

FREQUENCY TABLE AND RANK ORDER* OF THE SINGLE PRESTIGE FACTOR WHICH FRESHMAN
AND JUNIOR WOMEN CONSIDERED TO BE MOST IMPORTANT TO OTHER STUDENTS

	Question 6**											
	Freshmen						Juniors					
	Residence		Hall	Sorority		Rank	Residence		Hall	Sorority		Rank
N	%		N	%	N		%		N	%		
1. Being original and creative	2	2	(6)	6	6	(3.5)	4	6	(3)	1	1	(6)
2. Having a pleasing personality	57	64	(1)	63	66	(1)	41	59	(1)	49	69	(1)
3. Demonstrating scholarly capacity	5	6	(5)	3	3	(6)	5	5	(4)	2	3	(4)
4. Being active in campus activities	7	8	(3)	10	10	(2)	12	17	(2)	13	18	(2)
5. Dedicating yourself to your studies	1	1	(7.5)	1	1	(8)	2	3	(6.5)	1	1	(6)
6. Not being too critical	1	1	(7.5)	0	0	(9)	2	3	(6.5)	0	0	(8.5)
7. Coming from the right social background	6	7	(4)	5	5	(5)	2	3	(6.5)	1	1	(6)
8. Being active in varsity activities	0	0	(9)	2	2	(7)	0	0	(9)	0	0	(8.5)
9. Being a member of a fraternity or sorority	10	11	(2)	6	6	(3.5)	2	3	(6.5)	4	6	(3)
Total Responses	89			96			70			71		

* Rank order is indicated in parentheses.

** Question 6: What single factor do you think is most important to students?

Without exception the highest percentage of responses in each of the four groups was "having a pleasing personality." The second highest number of responses in each group with the exception of residence hall freshmen was "being active in campus activities." It is interesting to note the second most frequently mentioned response by residence hall freshmen was "being a member of a fraternity or sorority."

The frequency distribution for responses to Question 7 which was concerned with the single factor which should be most important to students are presented in Table XXX.

Again the most frequent response in each group was "having a pleasing personality." The second most frequently mentioned response in all groups but sorority freshmen was "being original and creative." The sorority freshmen mentioned "demonstrating scholarly capacity" the second most frequently.

High School Data

The following data were collected on size of high school, grade point averages, and high school activities.

Size of Graduating Class

Hypothesis 12a. Freshman sorority women will not differ significantly from freshman residence hall women on the size of high school graduating class.

Data on size of high school graduating class are presented in Table XXXI.

As is noted in the table a significant difference existed between the two groups with sorority pledges coming from larger high schools.

TABLE XXX

FREQUENCY TABLE AND RANK ORDER* OF THE SINGLE FACTOR WHICH FRESHMAN AND JUNIOR
WOMEN FELT SHOULD BE MOST IMPORTANT TO OTHER STUDENTS

	Question 7**											
	Freshmen						Juniors					
	Residence Hall			Sorority			Residence Hall			Sorority		
	N	%		N	%		N	%		N	%	
1. Being original and creative	12	13	(2)	8	8	(3)	14	20	(2)	10	14	(2)
2. Having a pleasing personality	62	70	(1)	65	68	(1)	43	61	(1)	41	58	(1)
3. Demonstrating scholarly capacity	5	6	(4)	9	9	(2)	8	11	(3)	4	6	(4.5)
4. Being active in campus activities	3	3	(5)	7	7	(4)	1	1	(5.5)	4	6	(4.5)
5. Dedicating yourself to your studies	6	7	(3)	6	6	(5)	3	4	(4)	8	11	(3)
6. Not being too critical	1	1	(6)	1	1	(6)	1	1	(5.5)	4	6	(6)
7. Coming from the right background	0	0	(8)	0	0	(8)	0	0	(8)	0	0	(8)
8. Being active in varsity athletics	0	0	(8)	0	0	(8)	0	0	(8)	0	0	(8)
9. Being a member of a fraternity or sorority	0	0	(8)	0	0	(8)	0	0	(8)	0	0	(8)
Total Responses	89			96			70			71		

*Rank order is indicated in parentheses.

** Question 7: Which single factor do you think should be most important to students?

The null hypothesis was, therefore, rejected.

TABLE XXXI
 FREQUENCY DISTRIBUTION DATA AND DIFFERENCES
 BETWEEN FRESHMAN GROUPS ON SIZE OF
 HIGH SCHOOL ATTENDED

Freshmen	Less Than 25		25-49		50-99		100-499		500 Or Over		Total N
	N	%	N	%	N	%	N	%	N	%	
Residence Hall	9	(4.9)	4	(2.2)	19	(10.3)	23	(12.4)	34	(18.4)	89
Sorority	1	(.5)	8	(4.3)	7	(3.8)	32	(17.3)	48	(25.9)	96
	10		12		26		55		82		185

$$x^2 = 16.89^{**}$$

$$df = 4$$

** .01 level of significance

High School Grade Point Averages

Hypothesis 12b. Freshman sorority women will not differ significantly from freshman residence hall women on high school grade point averages.

Table XXXII presents data on high school grade point averages.

The data revealed that sorority pledges had a 3.38 high school grade point average as compared with a 3.21 for residence hall freshmen. The t value of 2.64 was significant at the .05 level, therefore, the null hypothesis was rejected.

TABLE XXXII
 DIFFERENCE BETWEEN RESIDENCE HALL FRESHMEN
 AND SORORITY FRESHMEN ON HIGH SCHOOL
 GRADE POINT AVERAGES

Residence Hall		Sorority		df	t	*
Mean	S.D.	Mean	S.D.			
3.21	.48	3.38	.35	183	2.65	*

* .05 level of significance

High School Activities

Hypothesis 12c. Freshman sorority pledges will not differ significantly from freshman residence hall women on participation in high school activities.

Data on participation in high school activities are presented in Table XXXIII.

The data indicate a significant difference at the .001 level of significance, therefore, the null hypothesis was rejected. Freshman sorority pledges appeared to be more active in high school activities than freshman residence hall women.

Additional analysis of the data are presented in Table XXXIV.

The findings indicated no significant difference between the groups on the number holding queen title or the number receiving honors and awards.

TABLE XXXIII

FREQUENCY DISTRIBUTION DATA AND MANN-WHITNEY U COEFFICIENT ON
PARTICIPATION OF FRESHMAN WOMEN IN HIGH SCHOOL ACTIVITIES

	Frequency Intervals										
	None	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50
Residence Hall N = 89	1	6	13	24	23	15	3	3	0	0	1
Sorority N = 96	0	2	4	14	25	13	17	13	4	0	4

U = 2342.5

z = 5.307***

*** .001 level of significance

TABLE XXXIV

FREQUENCY DISTRIBUTION DATA AND DIFFERENCES AS DETERMINED BY THE CHI SQUARE STATISTIC BETWEEN FRESHMAN GROUPS ON HONORS AND AWARDS AND QUEEN TITLES HELD WHILE IN HIGH SCHOOL

	Received Honors and Awards		Did Not Receive Honors and Awards		Total N
	N	%	N	%	
Residence Hall	57	(65)	32	(35)	89
Sorority	69	(72)	27	(28)	96
	$\chi^2 = 1.3$ n.s.		df = 1		
	Held Queen Titles		Did Not Hold Queen Titles		
	N	%	N	%	
Residence Hall	27	(30)	62	(70)	89
Sorority	39	(40)	57	(60)	96
	$\chi^2 = 1.3$ n.s.		df = 1		

n.s. not significant

Socio-Economic Data

The chi square statistic was employed to determine whether or not a significant relationship existed between sorority affiliation and non-affiliation and the level of parents' education, family income, and occupational prestige. Data were collected through the use of a questionnaire.

Educational Level

Hypothesis 13. There will be no significant difference on parents' educational level between the comparative groups.

Table XXXV presents data on the mothers' educational level while Table XXXVI contains the data on the educational level of the fathers.

The findings indicated a significant relationship between sorority affiliation and non-affiliation and levels of their mothers' and fathers' education. This resulted in significant differences between the sorority groups and residence hall groups on level of parents' education. The mothers of more residence hall women than sorority women had only a high school education or less. In contrast more mothers of sorority women attended and graduated from college. More fathers of residence hall women had a high school education or less while more fathers of sorority women graduated from college or professional school.

The same patterns existed between the two groups of junior women that existed between the two freshman groups. A higher percentage of mothers of residence hall women had only a high school education or less while a higher percentage of mothers of sorority women had graduated from college. A higher percentage of fathers of sorority women graduated from college and had completed a graduate or professional degree while more fathers of residence hall freshman had only a high school education or less.

When looking at the two classifications, freshman and juniors within the sorority group, similar distribution patterns were revealed. Similar distribution patterns were also noted between the two residence hall groups. Statistical analysis revealed no significant difference

TABLE XXXV

FREQUENCY DISTRIBUTION AND DIFFERENCES BETWEEN GROUPS AS DETERMINED
BY THE CHI SQUARE STATISTIC ON LEVEL OF MOTHERS' EDUCATION

	Attended But Did Not Graduate From High School		Graduated From High School		Attended College But Did Not Graduate		Graduated From College		Attended Graduate School But Did Not Obtain A Degree		Graduated From Graduate Or Professional School		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	
Freshman													
Residence Hall	12	(13.5)	38	(42.7)	20	(22.5)	10	(11.2)	1	(1.1)	8	(9.0)	89
vs Sorority	5	(5.3)	28	(29.5)	36	(37.9)	18	(18.9)	4	(4.2)	4	(4.2)	95
	17		66		56		28		5		12		184
	$\chi^2 = 14.21^*$												
Juniors													
Residence Hall	9	(12.9)	32	(45.7)	17	(24.3)	7	(10.0)	0	(0)	5	(7.1)	70
vs Sorority	3	(4.2)	21	(29.6)	21	(29.6)	17	(23.9)	4	(5.6)	5	(7.0)	71
	12		53		38		24		4		10		141
	$\chi^2 = 13.86^*$												
Residence Hall													
Freshmen	12	(13.5)	38	(42.7)	20	(22.5)	10	(11.2)	1	(1.1)	8	(9.0)	89
vs Juniors	9	(12.9)	32	(45.7)	17	(24.3)	7	(10.0)	0	(0)	5	(7.1)	70
	21		70		37		17		1		13		159
	$\chi^2 = 1.15$ n.s.												
Sorority													
Freshmen	5	(5.3)	28	(29.5)	36	(37.9)	18	(18.9)	4	(4.2)	4	(4.2)	95
vs Juniors	3	(4.2)	21	(29.6)	21	(29.6)	17	(23.9)	4	(5.6)	5	(7.0)	71
	8		49		57		35		8		9		166
	$\chi^2 = 2.16$ n.s.												

df = 5

n.s. not significant

* .05 level of significance

TABLE XXXVI

FREQUENCY DISTRIBUTION AND DIFFERENCES BETWEEN GROUPS AS DETERMINED
BY THE CHI SQUARE STATISTIC ON THE LEVEL OF FATHERS' EDUCATION

	Attended But Did Not Graduate From High School		Graduated From High School		Attended College But Did Not Graduate		Graduated From College		Attended Graduate School But Did Not Obtain A Degree		Graduated From Graduate Or Professional School		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
	Freshman												
Residence Hall	11	(12.5)	16	(18.2)	24	(27.3)	21	(23.9)	7	(8.0)	9	(10.2)	88
vs Sorority	8	(8.3)	19	(19.8)	13	(13.5)	36	(37.5)	3	(3.1)	17	(17.7)	96
	19		35		37		57		10		26		184
	$x^2 = 11.68*$												
Juniors													
Residence Hall	13	(18.6)	18	(25.7)	13	(18.6)	18	(25.7)	1	(1.4)	7	(10.0)	70
vs Sorority	1	(1.4)	8	(11.3)	17	(23.9)	23	(32.4)	4	(5.6)	18	(25.4)	71
	14		26		30		41		5		25		141
	$x^2 = 21.91**$												
Residence Hall													
Freshmen	11	(12.5)	24	(27.3)	16	(18.2)	21	(23.9)	7	(8.0)	9	(10.2)	88
vs Juniors	13	(18.6)	18	(25.7)	13	(18.6)	18	(25.7)	1	(1.4)	7	(10.0)	70
	24		42		29		39		8		16		158
	$x^2 = 4.32$ n.s.												
Sorority													
Freshmen	8	(8.3)	13	(13.5)	19	(19.8)	36	(37.5)	3	(3.1)	17	(17.7)	96
vs Juniors	1	(1.4)	8	(11.3)	17	(23.9)	23	(32.4)	4	(5.6)	18	(25.4)	71
	9		21		36		59		7		35		167
	$x^2 = 6.18$ n.s.												

df = 5

n.s. not significant

* .05 level of significance

** .01 level of significance

in either case.

As significant differences existed between sorority and residence hall women at the freshman and junior levels, the null hypothesis was rejected for these groups. The null was accepted where no significant differences were determined between the two classifications within the same type living group.

Family Income

Hypothesis 14. There will be no significant difference on family income between the comparative groups.

Data on family income is presented in Table XXXVII.

The data presented reveal that of the sorority pledges forty-one out of ninety-six were not aware of the income of the family while twenty-four out of eighty-nine of the residence hall freshman women were not aware. As a result, about the most valid conclusion that could be drawn was that fewer sorority pledges were aware of their family's income than were residence hall freshmen.

Of those reporting family income a higher number of residence hall women reported family incomes below \$9,500 while a higher number of sorority pledges reported family incomes of \$11,000 or above.

The findings further indicated that for junior women, sorority affiliation and non-affiliation appeared to have a significant relationship with the family income. A similar distribution pattern occurred with the junior groups as had occurred with the freshman groups. A higher percentage of incomes below \$9,500 were reported by residence hall juniors, while a higher number of sorority members reported family incomes of \$11,000 or above.

TABLE XXXVII

FREQUENCY DISTRIBUTION DATA AND DIFFERENCES BETWEEN GROUPS AS DETERMINED
BY THE CHI SQUARE STATISTIC ON LEVEL OF FAMILY INCOME

	Under 5,000		Between 5,000-7,999		Between 8,000-9,499		Between 9,500-10,999		Between 11,000-14,499		Over 15,000		Don't Know		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Freshman															
Residence Hall	7	(7.9)	19	(21.3)	7	(7.9)	12	(13.5)	12	(13.5)	8	(9.0)	24	(27.0)	89
vs Sorority	2	(2.1)	9	(9.4)	5	(5.2)	11	(11.5)	15	(15.6)	13	(13.5)	41	(42.7)	96
	9		28		12		23		27		21		65		185
	$x^2 = 12.45$ n.s.														
Junior															
Residence Hall	10	(14.5)	8	(11.4)	5	(7.1)	7	(10.0)	12	(17.1)	10	(14.3)	18	(25.7)	70
vs Sorority	1	(1.4)	3	(4.2)	7	(9.9)	5	(7.0)	17	(23.9)	21	(29.6)	17	(23.9)	71
	11		11		12		12		29		31		35		141
	$x^2 = 15.09^*$														
Residence Hall															
Freshmen	7	(7.9)	19	(21.3)	7	(7.9)	12	(13.5)	12	(13.5)	8	(9.0)	24	(27.0)	89
vs Juniors	10	(14.3)	8	(11.4)	5	(7.1)	7	(10.0)	12	(17.1)	10	(14.3)	18	(25.7)	70
	17		27		12		19		24		18		42		159
	$x^2 = 5.55$ n.s.														
Sorority															
Freshmen	2	(2.1)	9	(9.4)	5	(5.2)	11	(11.5)	15	(15.6)	13	(13.5)	41	(42.7)	96
vs Juniors	1	(1.4)	3	(4.2)	7	(9.9)	5	(7.0)	17	(23.9)	21	(29.6)	17	(23.9)	71
	3		12		12		16		32		34		58		167
	$x^2 = 14.44^*$														

df = 6

n.s. not significant

* .05 level of significance

A significant relationship did appear between classifications within the sorority group and family income, however, it was felt that no valid analysis could be made due to the number of freshman sorority women who were not aware of family income. Of those reporting income, more women in each sorority group reported incomes of \$11,000 or above than incomes below this amount.

The distributions between residence hall freshmen and juniors were similar enough that when the data were analyzed no significant differences occurred.

Significant differences existed between sorority freshmen and residence hall freshmen and between sorority juniors and residence hall juniors. The null hypothesis was, therefore, rejected for these groups. No significant difference occurred between residence hall freshmen and juniors, therefore, the null was rejected. The validity of the difference between freshman and junior sorority women was questioned due to the number of freshmen who could not report family income.

Occupational Classification

Hypothesis 15. There will be no significant difference on prestige of fathers' occupation classification between the comparative groups.

Table XXXVIII presents the frequency distribution and chi square values for the comparative groups.

The data presented showed no significant relationship between sorority affiliation and non-affiliation at the freshman level and fathers' occupation. A slightly higher percentage of freshman sorority women's fathers fell in the professional, semi-professional,

TABLE XXXVIII

FREQUENCY DISTRIBUTION DATA AND DIFFERENCES BETWEEN GROUPS AS DETERMINED BY THE CHI SQUARE STATISTIC ON THE PRESTIGE OF FATHERS' OCCUPATIONAL CLASSIFICATION

	Professional And Semi- Professional Workers		Proprietors Managers And Officials Except Farm		Clerical Sales And Kindred Workers		Craftsmen Foremen And Kindred Workers		Farmers And Farm Managers		Protective Service Workers Operatives And Kindred Workers Farm Laborers And Service Workmen		Laborers (Except Farm) And Household Workers		Total N
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Freshman															
Residence Hall	25	(28.1)	20	(22.5)	15	(16.9)	13	(14.6)	7	(7.9)	4	(4.5)	5	(5.6)	89
vs Sorority	34	(35.4)	33	(34.4)	10	(10.4)	6	(6.3)	4	(4.2)	6	(6.3)	3	(3.1)	96
	59		53		25		19		11		10		8	185	
	$\chi^2 = 9.61$ n.s.														
Junior															
Residence Hall	18	(25.7)	7	(10.0)	8	(11.4)	16	(22.9)	14	(20.0)	7	(10.0)	0	(0)	70
vs Sorority	37	(52.1)	20	(28.2)	9	(12.7)	2	(2.8)	1	(1.4)	1	(1.4)	1	(1.4)	71
	55		27		17		18		15		8		1	141	
	$\chi^2 = 40.53^{**}$														
Residence Hall															
Freshmen	25	(28.1)	20	(22.5)	15	(16.9)	13	(14.6)	7	(7.9)	4	(4.5)	5	(5.6)	89
vs Juniors	18	(25.7)	7	(10.0)	8	(11.4)	16	(22.9)	14	(20.0)	0	(0)	7	(10.0)	70
	43		27		23		29		21		4		12	159	
	$\chi^2 = 14.46^*$														
Sorority															
Freshmen	34	(35.4)	33	(34.4)	10	(10.4)	6	(6.3)	4	(4.2)	6	(6.3)	3	(3.1)	96
vs Juniors	37	(52.1)	20	(28.2)	9	(12.7)	2	(2.8)	1	(1.4)	0	(0)	2	(2.8)	71
	71		53		19		8		5		6		5	167	
	$\chi^2 = 11.69$ n.s.														

df = 6

n.s. not significant

* .05 level of significance

** .01 level of significance

proprietors, managers, and officials categories than did residence hall freshmen's fathers. A slightly higher percentage of freshman residence hall women stated their fathers' occupations as ones which would fall in the clerical, sales, craftsmen, foremen, and kindred workers categories than did sorority freshmen.

The findings revealed a significant relationship between sorority affiliation and non-affiliation at the junior level and prestige of fathers' occupation. The chi square statistics indicated a significant difference in the distribution between the two groups. The occupations of a higher percentage of the sorority women's fathers would be considered more prestigious than those of residence hall women's fathers. Fifty-two per cent of the sorority women stated the father's occupations as ones which were professional and semi-professional as compared to 15.7 per cent of the occupations of the fathers of residence hall women. The second most prestigious category contained 28.2 per cent of the occupations of the fathers of sorority women as compared with 10 per cent of the fathers of residence hall women.

No significant relationship existed between classifications within the sorority group and prestige of father's occupation. The frequency distributions indicated that 52.1 per cent of the fathers of sorority juniors have occupations which were considered to be professional or semi-professional as compared to 35.4 per cent of the freshman sorority pledges. A higher percentage of the occupations of the fathers of freshmen fall in the proprietors, managers, and officials than did the occupations of the fathers of the juniors. Eight and one-tenth per cent of the occupations of the fathers of juniors fell in the upper two categories as compared with 69.8 per cent of the freshmen.

A significant relation between classifications with the residence hall group and prestige of father's occupation was evidenced. Approximately the same percentage of fathers' occupations for the two groups would be considered professional or semi-professional. The occupations of fathers of the freshman residence hall women might be considered to be more prestigious than the occupations of the fathers of junior residence hall women.

The null hypothesis was rejected between junior residence hall and sorority women and residence hall freshmen and juniors. The null was accepted between residence hall and sorority freshmen and sorority freshmen and juniors.

Summary of the findings of this study and recommendations for further research are included in the final chapter.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Review of the Design of the Study

The primary objective of this study was to examine certain selected psychological and social differences between sorority women and residence hall women at the freshman and junior levels. The factors being examined included personality characteristics, interpersonal values, open-mindedness, academic aptitude, academic achievement, career-marriage patterns, participation in extra-curricular activities, factors which one feels contributes to campus prestige, and socio-economic variables. In addition, high school data regarding size of graduating class, grade point average, and extra-curricular activities were considered for the freshman class.

A second objective of the study was to determine if changes occurred within each freshman group during their first year in college. The factors being studied were personality characteristics, interpersonal values, and open-mindedness.

A third objective was to determine if differences existed between sorority and residence hall women at the beginning of the freshman year and at the end of the freshman year. Data were collected on the junior group the latter part of the junior year. Both pre-test and post-test data on the freshman groups were compared against the data collected on the junior women.

Juniors were selected as the group to use as a comparison for the freshmen as the literature indicated that juniors are probably at their peak of involvement and would most probably reflect a specific set of values and attitudes (71) (77).

Review of the literature covered the topics of characteristics of the freshman year, changes that may occur during the college years, the sorority system and residence hall living, differences between those who pledge and those who do not, and the application of the reference group concept in a college setting.

The theoretical background was based primarily upon Harry Stack Sullivan's interpersonal theory of personality development, and growth trends and developmental tasks which appear to occur during the stage of development which coincides with the usual college years. The propositions of Sherif and Sherif which constitute a basis for an approach to social-psychological problems, and Hyman's concept of the reference group were also included in the theoretical background.

All women students attending Oklahoma State University were required to live in university housing with the following exceptions:

- a. those living at home or with relatives
- b. those commuting
- c. those over 23 years of age
- d. those living in sorority houses.

Freshman sorority pledges lived in university residence halls. Upperclass sorority women lived in their respective sorority houses. Members moved into their respective houses the fall semester of the sophomore year.

The populations being studied consists of the following:

- a. single women students who were freshmen during the 1967-68 academic year; who attended formal fall rush, pledged a national panhellenic sorority, and lived in a university residence hall.
- b. single women students who were freshmen during the 1967-68 academic year; who lived in a university residence hall but were not affiliated with a panhellenic sorority and did not register to attend fall rush.
- c. single women students who were juniors during the 1967-68 academic year, having entered the University as freshmen in fall of 1965 and attended each fall and spring term since their entrance; and who were members of sororities, having pledged in the fall of 1965 and lived in their respective sorority houses since the fall of 1966.
- d. single women students who were juniors during the 1967-68 academic year, having entered the University as freshmen in the fall of 1965 and attended each fall and spring term since their entrance; who lived in an Oklahoma State University residence hall, having lived there since the fall of their sophomore year; and who were never affiliated with a panhellenic sorority nor completed an application to attend formal or informal rush.

Each residence hall and each sorority was represented in the sample according to the percentage of subjects in their group meeting the specified criteria. The samples drawn from each of the above groups were selected through a table of random numbers. All those in the original samples of freshmen who had completed all the test

information and who were enrolled second semester were contacted to participate in a re-test.

The sample size for each group of freshmen was set at one hundred twenty-five. The final sample consisted of eighty-nine residence hall freshmen and ninety-six sorority pledges. The sample size for the junior groups was set at seventy-five. Those who actually participated in the testing included seventy residence hall women and seventy-one sorority women.

Data were collected on the freshman group early in the fall semester and again during the latter part of the spring semester. Data on the junior women were collected in the latter part of the spring semester. All instruments used to collect the data were untimed and were assembled in packet form to facilitate the testing and data collection procedure.

The following instruments were used to collect the data:

1. California Psychological Inventory
2. Survey of Interpersonal Values
3. Rokeach Dogmatism Scale Form E
4. The American College Testing Program Results
5. University records of college grade point averages
6. High school transcripts
7. Zissis Marriage-Career Rating Scale
8. Activities Surveys
9. Questionnaire on socio-economic data
10. Prestige factors taken from Dressell and Lehmann's study on Critical Thinking Attitudes and Values in Education.

The statistical procedures employed to analyze the data were the

"t" test for uncorrelated data, "t" test for correlated data, chi square analysis, and the Mann-Whitney "U". All findings reported to be significant were significant at least at the .05 level of significance.

Presented in the summary of the findings are only those findings which appear to be most salient.

Summary of the Findings

The findings of this study indicate that differences may be found between sorority and residence hall women at both the freshman and junior levels. Differences exist between each freshman group and their junior counterpart at the beginning of the year. Although differences occur at the end of the year, the respective groups appear to become more homogeneous. Change does occur over the period of the year within each freshman group.

The summary of findings is presented in accord with factors which were studied. In summarizing the findings of the California Psychological Inventory and the Survey of Interpersonal Values, supplementary descriptive characteristics are used extensively.

Personality Characteristics

The findings of this study reveal that the sorority pledge may be described as a "more social being" than the residence hall freshman. At the beginning of the freshman year the significant differences in personality characteristics between sorority pledges and freshman residence hall women were in the areas of poise, ascendancy, and self-assurance. Sorority pledges were more likely to possess those personal qualities and attitudes which underlie and lead to status. The pledges

tended to be more outgoing and sociable, possessed self-confidence and self-assurance to a higher degree than residence hall freshmen, and appeared to have had a more participative temperament.

By the end of the year the residence hall freshmen had gained in self-confidence and acceptance, therefore, a significant difference no longer appeared between the two groups on self-acceptance. Sorority pledges continue to appear to be more outgoing and social. There still appeared to be more concern on the part of sorority pledges in attaining status. The two freshman groups now differed on dominance with sorority women having a significantly higher mean score than residence hall freshmen. This indicated that freshman sorority women now appeared to be more confident and persistent than residence hall freshmen. They also appeared to have developed a greater degree of leadership potential and initiative. In addition, there seemed to be significantly less concern on the part of the residence hall freshmen than the sorority freshmen to create a good impression. This difference was not evidenced at the beginning of the year.

The only significant difference between sorority junior women and residence hall junior women was on self-acceptance, thus indicating sorority women were perhaps more self-confident and possessed more self-confidence, thus implying greater feelings of self-worth.

In looking at each freshman group in relationship to its junior counterpart it is interesting to note that on personality characteristics the greatest number of differences occur between freshman residence hall pre-test scores and the scores of junior residence hall women. Significant differences existed on ten of the eighteen variables with the greatest number of differences, five, occurring within

the measures of poise, ascendancy, and self-assurance. The junior residence hall women appeared to exhibit more confidence, aggressiveness, and persistence, as well as a greater degree of self-reliance and independence than did the residence hall freshmen. They also appeared to have a greater degree of leadership potential and initiative. The junior residence hall women possessed to a greater extent those qualities which underlie and lead to status than did the residence hall freshmen. They were more outgoing and sociable and possessed more poise, ease, and self-confidence in personal and social interaction. Overall the juniors appeared to have come "into being," thereby, possessing to a greater degree a sense of well-being. By the end of this year the freshman residence hall women gained in all aspects of sociability and self-assurance in personal and social interaction thus moving closer to the junior group. The freshmen appeared to have become more aggressive, confident, verbally fluent, independent, and developed in leadership potential. The junior women appeared to possess to a greater degree those qualities and attributes leading to social status than freshmen possessed at the beginning or end of the year. In addition, the juniors tended to be freer from self-doubt and disillusionment than freshmen at either time of the year. At both times of the year the freshman residence hall women were less tolerant and more judgmental in their social attitudes, beliefs, and actions than the juniors. Junior residence hall women appeared better able to respond to others needs than did freshmen. They also placed higher value on intellectual activities and achievement.

Both groups of sorority women appeared to be more socially adept than the residence hall groups. When the pledges first came to the

campus, however, the junior women appeared to have more "poise, spontaneity, and self-confidence in personal and social interaction." The junior sorority women tended to exhibit more tolerance and were less judgmental in social beliefs and attitudes than the freshmen were either time of the year. A significant difference existed on both pre- and post-test scores of the sorority freshmen and the scores of sorority juniors on achievement via independence, indicating juniors were more independent and self-reliant. While the freshman group moved closer to the junior group, sorority freshmen continued to express a lesser degree of maturity and foresightedness as well as less independence and self-reliance than the sorority juniors.

Interpersonal Values

In the fall of the freshman year residence hall women placed a significantly higher value on independence than sorority pledges. At the same time sorority freshmen valued recognition significantly more than the residence hall women.

By the spring of the year there had been significant shift in mean scores so that there no longer existed any significant differences between the two groups on interpersonal values.

Junior residence hall and junior sorority women differed significantly on the importance they place on support and benevolence. Residence hall women valued benevolence to a higher degree while sorority women placed a higher degree of importance on support.

In looking at each freshman group in relationship to its upper-class counterpart the most noticeable differences exist between freshman sorority pledges and junior members. In the fall significant

differences existed between the groups on the degree of value placed on conformity, benevolence, and leadership with the pledges valuing conformity and benevolence to a higher degree than juniors and leadership to a lesser degree than juniors. By the end of the year the only significant difference that existed was the value placed on leadership with freshmen still placing less value on leadership than did juniors.

Residence hall freshmen and juniors showed no differences during the fall of the year on interpersonal values and in the spring differed significantly only on the value placed on leadership with residence hall freshmen placing less value on leadership than did residence hall juniors.

Open-Mindedness

No significant difference existed between residence hall and sorority freshmen either at the beginning or the end of the year. Nor was there a significant difference between the two junior groups or between residence hall freshmen and juniors. A significant difference existed between sorority freshmen and juniors in the fall semester with the juniors being more open-minded; however, the freshmen changed over the year to the degree that by the end of the year no difference existed between the two groups.

Changes Which Occurred Within Each Freshman Group

Changes did appear to occur within each freshman group over the course of the year on personality characteristics, as well as on interpersonal values. Over the course of the year significant changes in mean scores for sorority freshmen occurred on seven out of the eighteen

variables. These included dominance, capacity for status, social presence, psychological mindedness, femininity, flexibility, and communality. This may be interpreted to mean that over the course of the year this group became somewhat more aggressive, confident, and self-reliant. They appeared to have developed more leadership potential and initiative. They also appeared to have developed in those personal qualities and attributes which underlie and lead to status. Most significant was that the group gained in feelings of poise, spontaneity, and self-confidence in personal and social interaction. Sorority freshmen became more interested in and responsive to the needs and experiences of others.

Fewer changes on personality characteristics occurred within the freshman residence hall group. These freshman women appeared to gain in self-confidence and poise. Other significant changes occurred on good impression and psychological mindedness. These changes imply that freshmen residence hall women became less concerned with creating a favorable impression and how others react toward them and more concerned and responsive to the inner needs of others.

During the course of the year the residence hall group changed significantly on the interpersonal values of conformity and independence. Less importance was placed on conformity and more importance on independence. Sorority freshmen changed significantly on conformity, recognition, and independence. Over the course of the year the sorority freshmen place a significantly higher value on independence and significantly less value on conformity and recognition.

It appeared that the freshmen became more open-minded as the year progressed. The mean scores of both residence hall freshmen and

sorority freshmen shifted so that by the end of the year a significant difference occurred between pre-test and post-test scores for each group. The change was in the direction of being more open-minded and less dogmatic.

Academic Aptitude

While there were no significant differences between the two freshman groups, the freshmen and juniors in the sorority group or residence hall group, a significant difference existed between the residence hall and sorority women in the junior year. The ACT mean composite was 22.17 for sorority freshmen and 21.07 for residence hall freshmen. The mean composite score for sorority juniors was 22.46 and was 21.17 for residence hall juniors.

Grade Point Average

In regard to grade point averages there were significant differences between residence hall women and sorority women. Sorority freshmen had a significantly higher high school grade point average and first semester grade point average than did the residence hall freshmen. All grade point averages were based on a 4.0 scale. Sorority freshmen had a mean high school grade point average of 3.38 as compared with a grade point average of 3.21 for residence hall freshmen. First semester grade point averages for sorority freshmen was 2.79 and was 2.44 for residence hall freshmen. This same pattern existed for juniors as junior sorority women had a significantly higher grade point average than residence hall juniors. Sorority junior women had an over-all grade point average of 2.88 as compared to a 2.60 for residence hall

juniors. This is consistent with grade average statistics compiled by the Dean of Women's Office which indicate that at Oklahoma State University the sorority women's over-all grade point average is consistently higher than the all-women's over-all grade point average and the women's residence halls over-all grade point average.

Career-Marriage Rating Scale

No significant difference existed on the career-marriage rating scale between:

1. Residence hall and sorority freshmen
2. Residence hall and sorority juniors
3. Residence hall freshmen and juniors
4. Sorority freshmen and juniors.

A slightly larger number of sorority freshmen and juniors tended toward marriage than did residence hall freshmen and juniors. The residence hall women tended toward a combination career-marriage pattern. Neither of these tendencies was significant.

Prestige Factors

Due to the distribution of the data collected, there was no statistical test appropriate to test the significance of the results, therefore, a visual presentation of the data was made in the form of frequency tables and percentages.

The subject responded to each of the questions which are stated below with the following factors:

1. Being original and creative
2. Having a pleasing personality

3. Demonstrating scholarly capacity
4. Being active in campus activities
5. Dedicating yourself to your studies
6. Not being too critical
7. Coming from the right social background
8. Being active in varsity activities
9. Being a member of a fraternity or sorority.

The tabulated data indicated the following:

Question 1: At the beginning of your freshman year, which of these factors did you feel gave a student prestige with the faculty?

The highest percentage of each of the four groups felt that "demonstrating scholarly capacity" was most important. The second highest percentage in each group felt "dedicating oneself to one's studies" was most important. "Being original and creative" received the third highest percentage of responses from each group.

Question 2: Now that you have completed your first year of college which of these factors do you feel gives a student prestige with the faculty?¹

The highest percentage of all four groups indicated "demonstrating scholarly capacity" as most important. "Having a pleasing personality" received the second highest percentage of responses from residence hall freshmen while "dedicating yourself to your studies" received the third highest percentage of responses. An equal percentage of sorority

¹Question 2 was reworded for junior women as follows: Now that you have completed two and a half years of college which of these factors do you feel gives a student prestige with the faculty?

freshmen responded that having a "pleasing personality" and "dedicating yourself to your studies" gave a student prestige with the faculty. Based upon the percentage of responses these two factors were ranked second.

"Being original and creative" received the second highest percentage of responses from both junior groups while "dedicating yourself to your studies" received the third highest percentage of responses.

Question 3: Which single factor do you feel is the most important with the faculty?

The single factor which appeared to be most important was "demonstrating scholarly capacity." This factor received the highest percentage of responses in each group.

Question 4: Which single factor do you think should be most important to faculty?

It appears that sorority freshmen and juniors felt "demonstrating scholarly capacity" should be most important, as this factor received the most responses from each of these groups. Residence hall freshmen responded most frequently with "dedicating yourself to your studies," while residence hall juniors responded most frequently with "being original and creative."

Question 5: Which factors do you feel give a student prestige with his fellow students?

"Having a pleasing personality" was most frequently mentioned by members in all four groups. The second most frequently mentioned was "being active in campus activities." With the exception of residence hall juniors, the third most frequently mentioned by members of each group was "being a member of a fraternity or sorority."

"Being original and creative" and "demonstrating scholarly capacity" each received the third highest percentage of responses from residence hall juniors.

Question 6: What single factor do you think is most important to students?

Over fifty percent of each group indicated that "having a pleasing personality" is the most important factor to students.

Question 7: What single factor do you think should be most important to students?

Over fifty percent of each group felt that having a pleasing personality should be most important to students. Responses between what is important and what should be important were congruent.

High School Data

Statistical analysis of high school data revealed that sorority pledges tended to come from high schools with larger graduating classes, were more involved in high school activities and had a higher mean grade point average than the residence hall freshman women. There was no significant difference between the two groups on the number within each of these groups who held queen titles or who received honors and awards while in college.

Socio-Economic Data

Parents' Educational Level. There appeared to be a significant relationship between whether or not a woman student was a member of a sorority or lived in a residence hall at both the freshman and junior classifications and the level of mother's education and of father's

education. The mothers of more residence hall women than sorority women had a high school education or less while more mothers of sorority pledges attended or graduated from college than did mothers of residence hall freshmen. The fathers of more residence hall women than sorority women had a high school education or less while more of the fathers of sorority pledges graduated from college or professional school than did fathers of residence hall freshmen. No significant relationship existed between freshman and junior classifications for either sorority or residence hall women and the level of parents' education.

Level of Income. Approximately 43 per cent of the sorority pledges were unaware of family income as compared to 17 per cent of the residence hall freshmen. As a result statistical analysis could not actually produce valid findings when sorority pledge data were involved. It did appear that at both the freshman and junior levels a higher number of residence hall women reported family income below \$9,500 while a higher number of sorority pledges reported family incomes of \$11,000 or above. No significant relationship was evidenced between freshman and junior classification and the level of family income for residence hall women.

Father's Occupational Classification. There is a significant relationship between type of living group affiliation and father's occupation for both freshmen and juniors. A higher percentage of the occupations of fathers of both sorority freshmen and juniors fall in the professional and semiprofessional classifications and the proprietors, managers, and officials classifications than do the fathers of residence hall freshmen and juniors. These two classifications have

the highest average prestige scores.

Participation in College Activities

Significant differences existed between residence hall and sorority freshmen and residence hall and sorority juniors in participation in college activities. In both instances sorority women participated to a higher degree than did residence hall women.

No significant difference existed between the two freshman groups in relationship to the number holding queen titles or the number receiving special honors and awards. There was a significant difference between the junior groups on the number of queen titles held with more sorority women holding more queen titles than do residence hall women. There is no significant difference between the two groups on honors and awards.

Disposition of the Hypotheses

Due to the number of hypotheses tested in this study a summary of the disposition of the hypotheses is presented. The hypotheses are stated in the null form to test to determine if significant differences existed between groups.

Hypothesis 1. There will be no significant differences on any personality characteristic between:

- a. freshman sorority pledges and freshman residence hall women at the time they enter the university.

Significant differences were noted for measures of capacity for status, self-acceptance, and sociability, therefore, the null hypothesis was rejected on these variables. The null was accepted on the

remaining fifteen personality characteristics.

- b. freshman sorority women and freshman residence hall women at the end of their first year in college.

The null hypothesis was rejected on dominance, capacity for status, sociability, good impression, and communality between the two groups but it was accepted on the remaining thirteen variables.

- c. junior sorority women and junior residence hall women.

The only significant difference which existed between the two groups was on self-acceptance. The null hypothesis was, therefore, rejected on self-acceptance and accepted on the remaining seventeen variables.

- d. freshman sorority pledges at the beginning and end of the freshman year and junior sorority women.

The significant differences between the pre-test scores of freshman sorority women and the scores of junior women on social presence, tolerance, achievement via independence, and intellectual efficiency resulted in the null hypothesis being rejected for these variables. The null hypothesis was accepted on the other fourteen variables for pre-test data. Based upon post-test data the null was rejected on the variables of communality and achievement via independence. The null hypothesis was accepted on the other sixteen personality characteristics.

- e. freshman residence hall women at the beginning and end of the freshman year and junior residence hall women.

In relationship to pre-test data significant differences existed

between the groups on ten out of eighteen variables. The null was rejected on dominance, capacity for status, sociability, social presence, sense of well-being, tolerance, achievement via conformance, achievement via independence, intellectual efficiency, and psychological mindedness. The null was accepted on the other eight variables. Post-test data indicated that significant differences existed between the two groups on capacity for status, sense of well-being, socialization, self-control, tolerance, achievement via conformance, intellectual efficiency, and psychological mindedness; therefore, the null was rejected on these variables. Based upon post-test data the null was accepted on the other ten variables.

Hypothesis 2. There will be no significant differences on any interpersonal value between:

- a. freshman sorority pledges and freshman residence hall women.

Based upon pre-test data significant difference existed on recognition and independence, therefore, the null was rejected on these interpersonal values. The null was accepted on support, conformity, benevolence, and leadership.

No differences were revealed on post-test data, therefore, the null was accepted on each interpersonal value.

- b. junior sorority women and junior residence hall women.

The null hypothesis was rejected on the interpersonal values of support and benevolence. The null was accepted on conformity, recognition, independence, and leadership.

- c. freshman sorority pledges at the beginning and end

of the freshman year and junior sorority women.

Significant differences existed on support and benevolence, therefore, the null was rejected on these variables and accepted on conformity, recognition, independence, and leadership for pre-test data.

The null was rejected on leadership and accepted on support, conformity, recognition, independence, and benevolence for post-test data.

- d. freshman residence hall women at the beginning and end of the freshman year and junior residence hall women.

As no significant differences were revealed on pre-test data the null was accepted on each interpersonal value. Post-test data revealed a significant difference on the value placed on leadership, therefore, the null was rejected on this variable. The null hypothesis was accepted on five remaining interpersonal values for post-test data.

Hypothesis 3. There will be no significant difference in open-mindedness between the comparative groups.

Of the seven comparison groups, a significant difference on open-mindedness existed only between freshman sorority pledges at the beginning of the freshman year and junior sorority women. This significant difference resulted in the null being rejected for this comparison group. No significant differences on open-mindedness existed between the two freshman groups at the beginning or end of the year, the two junior groups, sorority pledges at the end of the freshman year and junior sorority women, and freshman residence hall women at the beginning and end of the freshman year and junior residence hall women. The null was accepted on each of these comparisons.

Hypothesis 4. There will be no significant change on any personality characteristic over the academic year for:

a. freshman sorority women.

Significant change occurred on the following variables: dominance, capacity for status, sociability, good impression, and communality. The null hypothesis was rejected for these variables. The null was accepted on the other thirteen variables.

b. freshman residence hall women.

The null was rejected on social presence, good impression, and psychological mindedness. The null was accepted for each of the remaining fifteen variables.

Hypothesis 5. There will be no significant change on any interpersonal value over the academic year for the freshman groups.

A significant change on the values of conformity, recognition, and independence for freshman sorority women resulted in the null being rejected on these interpersonal values. The null hypothesis was accepted on support, benevolence, and leadership.

The null was rejected on the interpersonal values of conformity and independence for freshman residence hall women. The null was accepted on support, recognition, benevolence, and leadership.

Hypothesis 6. There will be no significant change in open-mindedness over the academic year for the freshman groups.

A significant change in open-mindedness occurred for each freshman group, therefore, the null hypothesis was rejected for each group.

Hypothesis 7. There will be no significant difference between the comparative groups on academic aptitude.

Based upon a significant difference on academic aptitude between

junior sorority and junior residence hall women the null hypothesis was rejected for this comparison.

There was no significant difference between freshman sorority and freshman residence hall women, freshman and junior sorority women or freshman and junior residence hall women. The null hypothesis was accepted for each of these comparative groups.

Hypothesis 8. There will be no significant difference on college grade point averages between comparison groups.

A significant difference in grade point average existed between freshman sorority and residence hall women and junior sorority and residence hall women, therefore, the null was rejected for each comparison.

Hypothesis 9. There will be no significant difference between the comparative groups on career-marriage plans.

Comparative groups included freshman sorority and residence hall women, junior sorority and residence hall women, freshman and junior sorority women, and freshman and junior residence hall women. No significant difference existed between any of these groups, therefore, the null hypothesis was accepted for each comparison.

Hypothesis 10. Participation in extra-curricular activities will not differ significantly between comparative groups.

A significant difference existed between freshman sorority and residence hall women and junior sorority and residence hall women, therefore, the null hypothesis was rejected for each of these comparisons.

Hypothesis 11. There will be no significant differences between comparative groups on factors which they feel lead to

high prestige of students.

Comparative groups included freshman sorority and residence hall women, and junior sorority and residence hall women. Due to the distribution of the data collected there was no statistical test appropriate to test the significance of the results.

Hypothesis 12. Freshman sorority women will not differ significantly from freshman residence hall women on:

- a. size of high school graduating class
- b. high school grade point averages
- c. participation in high school activities.

In each comparison a significant difference existed, therefore, each null hypothesis was rejected.

Hypothesis 13. There will be no significant difference on parents' educational level between the comparative groups.

Significant differences existed between freshman sorority and residence hall women and junior sorority and residence hall women, therefore, the null hypothesis was rejected for each of these comparisons. However, when comparisons were made between freshman and junior sorority women and freshman and junior residence hall women no significant differences existed. The null was accepted for each of these comparisons.

Hypothesis 14. There will be no significant difference on family income between comparative groups.

Significant differences existed between junior residence hall women and sorority women, and freshman and junior sorority women on family income, therefore, the null hypothesis was rejected for each of these comparison groups. The null hypothesis was accepted for the

comparative groups of freshman sorority and residence hall women and for freshman and junior residence hall women.

The validity of the analysis of data which included sorority freshmen is questioned due to the number in the group who were not aware of the family's income.

Hypothesis 15. There will be no significant difference on prestige of father's occupation between comparative groups.

A significant difference on prestige of father's occupation between junior sorority and residence hall women, and freshman and junior residence hall women resulted in the null hypothesis being rejected for each of these comparative groups. No significant difference existed between comparative groups of freshman sorority and residence hall women or freshman and junior sorority women, therefore, the null was accepted for each of these comparative groups.

Conclusions

This study was based upon interpersonal relationships and their effect upon human growth and development. Sullivan (83), Chickering (15), White (91), and Coons (19) each reflect upon the uniqueness of the period of development in which the college age student finds himself. This stage is one of transition as the individual moves from adolescence to adulthood. Sullivan (83) indicates that personality evolves through specific stages of development. He goes on to state that change is most apt to occur at the beginning of the various stages of development. The findings of this study were in accord with those studies cited in the review of the literature that indicate change does occur. Lehman and Dressel's (25) study and Plant's (61) study revealed

that the greatest change occurs during the first two years. The findings of this study revealed that change did occur within each group of freshmen.

Change appeared to occur in more factors for sorority freshmen than residence hall freshmen. Sorority freshmen became more confident in social and personal relationships. They tended to become more concerned with and better able to respond to the needs of others. Sorority freshmen tended to become more flexible and adaptive in relationship to social behaviors. By the end of the year they appeared to have developed in leadership potential and social initiative as well as being more independent and persistent. Sorority freshmen tended to become more independent and valued independence to a greater degree. As this occurred the need for conformity lessened. Although this group became more capable of achieving status, they expressed less need for recognition. The sorority freshmen tended to become more tolerant and less dogmatic.

Freshman residence hall women also gained more confidence in social relationships. They, too, became more concerned with and responsive to others. This group became less concerned with the impression they made on others. Over the course of the year they placed more value on independence and less on conformity. These freshmen also became more open-minded and less dogmatic.

It may be concluded that the freshmen in this study appeared to gain in social presence and self-confidence in social relationships. They also became more concerned with and able to respond to the needs of others. All placed more value on independence and less on conformity. The freshmen in this study tended to become more open-minded and

less dogmatic. These results were consistent with those in other studies.

Differences did exist between freshman sorority and residence hall women at the beginning and end of the year. Fewer differences existed between junior sorority and residence hall women than between the two freshman groups. The majority of differences on personality characteristics occurred on measures of poise, ascendancy, and self-assurance.

Differences occurred between freshman sorority and residence hall women on interpersonal values. At the beginning of the year sorority freshmen placed greater value on recognition while residence hall freshmen placed greater value on independence. By the end of the year no differences existed between the two freshman groups on interpersonal values. Junior sorority women appeared to place greater value on support while residence hall juniors placed greater value on benevolence.

The junior sorority women's high mean score on the interpersonal value of support may be expected when the position of the sorority junior is considered. Juniors have assumed leadership functions within their group as well as outside the group. Many were apt to find themselves more deeply involved than before. As this involvement occurred they may have found themselves in a rather curious position which may have involved pressures from the peer group, the alumnae advisory group, the university administration, and seniors who now have interests elsewhere and do not care to participate in the group. In considering these factors it is understandable why this group might place more importance on being treated with understanding, receiving encouragement from other people, and being treated with kindness and consideration.

No differences existed between sorority and residence hall groups on open-mindedness.

Differences existed between sorority and residence hall groups on grade point averages, participation in extra-curricular activities, size of high school graduation class, and socio-economic data. Sorority women had higher grade point averages than residence hall women. Junior sorority women had a higher academic aptitude than junior residence hall women. Sorority women tended to come from larger high school graduating classes. They also participated in extra-curricular activities to a greater extent than did residence hall women.

In relationship to socio-economic factors, family incomes of sorority pledges and members tended to be higher as did prestige of fathers' occupations and level of parents' education. No differences existed between groups on career-marriage plans.

Juniors, as a total group, were very close in personality characteristics. The only significant difference on personality characteristics was on self-acceptance. As a total group, juniors appeared to be more tolerant, open-minded, and less dogmatic than freshmen when the freshmen arrived on campus. The juniors also appeared to be more socially self-assured than freshmen who had just arrived. They also appeared to place greater value on leadership.

The reference group concept was reflected when freshmen groups were studied in relationship to their junior counterpart. The greatest number of differences between any two groups existed between the freshman and junior residence hall groups at both the beginning and the end of the year. Although fewer differences existed by the end of the year the freshman women did not appear to be as tolerant, open-minded, and

less dogmatic than the juniors. The juniors tended to be freer from self-doubt, were more versatile, and were more apt to value work for the sake of work. Residence hall juniors were also more interested in and responsive to the needs of others. This group appeared to place a higher value on intellectual activities and achievement. The freshmen moved closer to the junior residence hall group in relationship to leadership potential and initiative, persistence, confidence, and self-assurance in social situations. They also moved closer toward the junior group as far as sociability was concerned, however, the freshmen did not attain those qualities and attributes which underlie and lead to status to the degree that junior women possessed them. Although they appeared to develop in leadership potential, the freshmen placed slightly less value on leadership by the end of the year. Junior women appeared to place greater value on leadership. No significant differences existed on academic aptitude, career-marriage, and socio-economic data.

Fewer differences existed between the freshmen and junior sorority women. In relationship to social factors the only difference which existed was that freshman women did not possess the degree of social presence and self-assurance when they came to college as junior women possessed, however, the freshmen appeared to develop in these areas and, therefore, moved closer to the junior group. By the end of the year no significant difference existed on these characteristics. As the year progressed, freshmen became more tolerant, thus moving closer to the junior group. They also moved toward the juniors as they became more open-minded and less dogmatic. No significant differences existed between the groups on open-mindedness by the end of the year. Although

the freshman women placed more value on intellectual activities as the year progressed, junior women appeared to feel more confident in these areas.

When the freshman sorority women arrived, they placed higher value on conformity and benevolence and less on leadership; however, mean scores shifted over the course of the academic year, resulting in the freshmen moving closer to the junior group by the end of the year.

It does appear that those who pledged were of a more social disposition and elected to become a part of a group of like disposition. This was reflected in academic achievement, participation in activities, and socio-economic factors. Sorority pledges had higher high school grades, higher first semester grades, and a higher composite ACT score than residence hall freshmen. Junior sorority women had a higher grade point average and a higher ACT composite score than residence hall juniors.

Freshman pledges were more active in high school activities than residence hall freshmen. This participation continued in college. Junior sorority women were more active in college activities than residence hall juniors. In relationship to socio-economic factors, sorority pledges appeared similar to sorority juniors.

Those who pledged appeared to aspire to be a part of a group with similar interests and socio-economic backgrounds. In turn, sororities appeared to select persons of like interests and backgrounds as is indicated in Scott's (76) study.

Based upon the findings of studies reported in the review of the literature, it would be expected that the residence hall group would be more heterogeneous in personality characteristics and interpersonal

values, thereby, resulting in a greater number of differences between the two residence hall groups. The two groups of sorority women were more homogeneous in personality characteristics and interpersonal values, particularly in regard to social interests.

It is interesting to consider changes which occurred within the freshman groups and differences between freshmen and juniors in relationship to White's "growth trends."

1. Stabilizing of ego identity. This refers to the individual coming into being as a person in his own right and as he wants to be. This was evidence by the changes which occurred within the freshmen groups and the fact that as mean scores shifted they moved closer to the junior group. It appeared that the persons in each of these groups were stabilizing their identity as well as moving closer to the group with which they were associated.
2. Freeing of personal relationships. This trend reflects one's ability to respond to another's inner being. The shift in mean scores on psychological mindedness indicated the college women were beginning to become more aware of and able to respond to the inner needs of others.
3. Deepening of interests refers to doing something for its own sake. The description of sense of well-being includes "valuing work and effort for its own sake." Juniors' mean scores were higher on the variable, thereby, suggesting that when the freshmen reach the same stage they, too, will be more apt to value those things they are involved in for the sake of the activity itself.
4. Humanizing of values involves development of a value system. White (91) stressed that this trend emphasizes that the value system one

has become one's own. The number of changes which occurred on personal characteristics, interpersonal values, and open-mindedness implies that the student no longer feels the same way to the same degree about a certain thing. Some things are no longer as important while others are more important. An example of this is the shift in emphasis both freshman groups placed on conformity and independence. Over the course of the year less value was placed on conformity and more value was placed on independence. Another example is the shift in open-mindedness. Both freshman groups became more open-minded and less dogmatic over the course of the year. By virtue of the fact that various degrees of value were placed on interpersonal values would imply that the value system was in the developing process.

5. Expansion of caring. The highest mean score for each group with the exception of sorority juniors on interpersonal values was on benevolence. Also with the exception of junior sorority women, all groups were above the mean score of the norm group on the interpersonal value of benevolence. The description of benevolence indicates concern for others. Both freshman groups shifted over the course of the year on psychological-mindedness. The personality characteristic is related to the degree to which an individual is interested in and responsive to the inner needs and experiences of others. Both freshman groups appear to be able to be more concerned about others.

Reviewing the growth trends in relationship to the findings of the study emphasizes the question of what degree the university environment effects changes as compared to the natural maturation process.

Katz (44) stated that to many freshmen the sorority served as a "mama." This perhaps provides insight into why sorority pledges initially placed less importance on independence and greater value on conformity at the beginning of the year than did residence hall women. Pledges have someone to tell them to study and to suggest what activities in which to participate. Sorority pledges place more value on independence over the course of the year.

It was interesting to note that during the freshman year two subjects included in the sorority freshman sample withdrew from the university as compared to fifteen subjects in the freshman residence hall sample. Since no further data were collected on those who withdrew no conclusions can be drawn.

Both freshman and junior women possess certain characteristics which appear to relate to the level of classification. It does appear that freshmen change over the year in such a way that fewer differences exist between freshmen and juniors by the end of the year. This is an indication that were these freshmen tested at the junior level their responses might not differ significantly from the responses of the juniors involved in this study. In looking at these groups from the standpoint of living groups it is noted that differences other than those which one would expect as a result of normal maturation do exist. The major differences appear to be centered around the emphasis on the "social aspects" found in the sorority and in socio-economic background. The sorority does appear to act as a reference group. These findings reflect unique characteristics and values of each group.

Need for Further Research

The results of this study indicate that differences do exist between residence hall and sorority pledges. It also indicates that those students who affiliate with a sorority appear to have certain needs which they feel will be met by such affiliation. In order to determine the sorority's influence on the attrition rate, a study of a group of residence hall freshmen matched with a group of freshman pledges on socio-economic variables, academic aptitude, high school grade point average, and participation in extra-curricular activities should add additional information related to attrition rate. Matched groups are proposed as academic aptitude and achievement are considered in the sorority membership selection process.

The area of peer group influence is an interesting one. Further study needs to be conducted on groups that form with residence halls that might serve as reference groups. Although it is generally stated that the advantage of residence hall living is the opportunity to meet a variety of persons, it would be interesting to know on what basis hall residents group themselves when they may select their own living unit and area. Do persons actually tend towards groups which have similar interests and come from similar socio-economic backgrounds?

If each young woman who is capable of doing so is to persist in college and function in such a way as to meet her needs and reach her potential, all aspects of her college life should be considered. Special emphasis should be placed on the groups she identifies with or aspires to identify with.

Other areas of study could include those who pledge and then decide to depledge, those who indicate an interest in sorority living

but feel they cannot afford the extra cost, and those who pledge and are initiated and then begin to question the value of the group. There has been a trend in residence halls to group according to stated interests. The question arises as to whether or not this would be more apt to provide an individual a group with which to identify and, therefore, increase the chance that this student would stay in college. Every year there are girls who indicate an interest in pledging by attending rush week or signing up for informal rush that never receive bids. What happens to them? Are their needs met through residence hall living. Another group to be considered are those who pledge and then depledge within a few weeks or months. It would be interesting to know how close they are in personality characteristics, interpersonal values, academic aptitude and achievement, and socio-economic background to those who pledge and ultimately become members.

This study dealt with a random sample which included women from each sorority. Attention should be given to differences between students in the various sororities. Attention should also be given to sorority and residence hall women who withdraw during their freshman year.

Studies which compare selected groups of freshman women students, such as residence hall women and sorority women, against those freshman women students who voluntarily withdraw from the university could make a significant contribution to the data on attrition rates.

Further studies are needed to determine the degree to which the normal maturation process contributes to the changes which take place while a student is in college and the degree to which factors with the university environment effect the change.

As studies are conducted consideration should be given to the unique characteristics of the stage of development of the college student.

SELECTED BIBLIOGRAPHY

- (1) American College Testing Program. Technical Report, 1965 Edition. Iowa City, Iowa: American College Testing Program, Inc., 1965.
- (2) Baird, Leonard L. "Effects of College Residence Groups on Students Self-Concepts, Goals and Achievements." Personnel and Guidance Journal, XLVII (1969), 1015-1021.
- (3) Birmingham, Stephen. "Are Fraternities Necessary?" Holiday, XXIV (1958), 50-51.
- (4) Boneau, C. Allen. "The Effects of Violations of Assumptions Underlying the 't' Test." Psychological Bulletin, LVII (1960), 49-64.
- (5) Bradshaw, H. L., and R. Kahoe. "Differential Effects of Fraternity and Sorority Membership upon Academically Promising Students." Journal of Educational Research, LXI (1967), 62-64.
- (6) Brainard, Stephen R., and Robert J. Dollar. "Personality Characteristics of Leaders Identifying With Different Student Subcultures." Journal of College Student Personnel, XII (1971), 200-203.
- (7) Brown, Donald R., and Denise Bystry. "College Environment, Personality and Social Ideology of Three Ethnic Groups." Journal of Social Psychology, XLIV (1956), 279-288.
- (8) Brunson, May A. "Residence Halls As Centers of Learning!" Journal of the National Association of Women Deans and Counselors, XXVII (1963), 32-35.
- (9) Bugelski, Bernard R., and Olive P. Lester. "Changes in Attitudes in a Group of College Students During Their College Course and After Graduation." Journal of Social Psychology, XII (1940), 319-332.
- (10) Bullock, Terry L. "Fraternities: Whence and Whither." A speech presented at the University of Oklahoma, 1969.
- (11) Butler, William R. "Forces at Work in the Development of Fraternities." Journal of College Student Personnel, VI (1965), 240-243.

- (12) _____ . "Individual Growth in the Residence Hall Program." Journal of College Student Personnel, VI (1964), 12-17.
- (13) "Campus Housing Recommendations: Stanford University." School and Society, 97 (1969), 201-203.
- (14) Chase, C. J. "The Nonpersistent University Freshman." Journal of College Student Personnel, IX (1963), 165-170.
- (15) Chickering, Arthur W. "The Young Adult: A New and Needed Course for College Personnel Administrators." Journal of the National Association of Women Deans and Counselors, XXX (1967), 98-110.
- (16) Coffelt, John J., and Dan S. Hobbs. In and Out of College. Oklahoma City, Oklahoma: State Regents for Higher Education, 1964.
- (17) Colladay, Stephen. "Reactionary Fraternity Leaders." Journal of College Student Personnel, XXII (1971), 214.
- (18) Collins, Wanda, and Robert D. Whetstone. "A Comparison of Sorority and Independent Women Based on Retention, Academic Achievement and Scholastic Aptitude." Journal of the National Association of Women Deans and Counselors, XXVIII (1965), 177-178.
- (19) Coons, Frederick W. "The Resolution of Adolescence in College." Personnel and Guidance Journal, XLIV (1970), 533-541.
- (20) Cope, Robert G. "Limitations of Attrition Rates and Causes Given for Dropping Out of College." Journal of College Student Personnel, IX (1968), 386-391.
- (21) Cronback, Lee J. "Stereotype and College Sororities." Journal of Higher Education, XV (1944), 214-216.
- (22) "Death of the Greeks: End of the Fraternity System, Williams College." Newsweek, LX (1962), 84-85.
- (23) Dollar, Robert J. "Interpersonal Values and College Persistence." Journal of College Student Personnel, XI (1970), 200-202.
- (24) Dressell, Paul L., and Irvin J. Lehmann. "Critical Thinking, Attitudes, Values in Higher Education." Cooperative Research Project 372. U.S. Office of Education; Department of Health, Education, and Welfare, 1959.
- (25) _____ . "Critical Thinking, Attitudes, Values in Higher Education." Cooperative Research Project 490. U.S. Office of Education; Department of Health, Education, and Welfare, 1959.

- (26) Eddy, Edward D. The College Influence on Student Character. Washington D.C.: American Council on Education, 1959.
- (27) Erickson, Eric H. "Growth and Crises of the 'Healthy Personality'." Personality in Nature, Society, Culture. Eds. Clyde Kluckhohn and Henry A. Murray. New York: Alfred A. Knopf, 1955.
- (28) Gehring, D. D. "Prediction of Roommate Compatability." Journal of College Student Personnel, XI (1970), 58-61.
- (29) Gordon, Leonard V. Manual for Survey of Interpersonal Values. Chicago: Science Research Associates, Inc., 1960.
- (30) Gough, Harrison G. Manual for the California Personality Inventory. Palo Alto: Consulting Psychologists Press, Inc., 1957.
- (31) _____. "Theory and Measurement of Socialization." Journal of Consulting Psychology, XXIV (1960), 23-30.
- (32) Greenleaf, Elizabeth. "Residence Halls 1970's." National Association of Student Personnel Administrators, VII (1969), 65-71.
- (33) Hall, Calvin S., and G. Lindzey. Theories of Personality. New York: John Wiley and Sons, Inc., 1957.
- (34) Hartley, Ruth E. "Norm Compatibility, Norm Preference, and the Acceptance of New Reference Groups." The Journal of Social Psychology, LII (1960), 87-95.
- (35) _____. "Personal Needs and the Acceptance of a New Group as a Reference Group." The Journal of Social Psychology, LI (1960), 349-358.
- (36) _____. "Relationships Between Perceived Values and Acceptance of a New Reference Group." The Journal of Social Psychology, LI (1960), 181-190.
- (37) Havinghurst, Robert J. Human Development and Education. New York: McKay Company Inc., 1953.
- (38) Howard, J. "Rush, University of Alabama." Life, LI (1961), 102-103+.
- (39) Hyman, Herbert. "The Psychology of Status." Archives of Psychology, (1942), 269.
- (40) "Intellectual Work in Fraternities." School and Society, LXXXXV (1967), 282+.

- (41) Interdepartmental Committee on the Status of Women. American Women, 1963-1968. Washington D.C.: U. S. Government Printing Office, 1968.
- (42) Jackson, Ronald, and Ronald C. Winkler. "Comparison of Pledges and Independents." Personnel and Guidance Journal, XLII (1964), 379-382.
- (43) Jacob, Philip E. Changing Values in College. New York: Harper Brothers, 1957.
- (44) Katz, Joseph, and Associates. No Time For Youth. San Francisco: Jossey-Bass, Inc., 1968.
- (45) Lee, A. M. "Fraternities Without Brotherhood." New Republic, CXXXIV (1956), 18-19.
- (46) Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1965.
- (47) Letchworth, George E. "Fraternities: Now and in the Future." Journal of College Student Personnel, X (1969), 118-122.
- (48) Lloyd, Betty J. "A Questionnaire Portrait of the Freshman Coed: Easy Adjustment." Journal of the National Association of Women Deans and Counselors, XXVIII (1965), 160-166.
- (49) Lozier, G. G. "Compatibility of Roommate Assigned Alphabetically Versus Those Assigned According to Educational Goals or Extra-curricular Plans." Journal of College Student Personnel, XI (1970), 256-260.
- (50) Mitchell, J. V., and J. Pierce-Jones. "A Factor Analysis of Gough's California Psychological Inventory." Journal of Consulting Psychology, XXIV (1960), 453-456.
- (51) Merton, Robert K. Social Theory and Social Structure. Chapter VII, "Contributions to the Theory of Reference Group Behavior," pp. 225-280. Chapter IX, "Continuities in the Theory of Reference Groups and Social Structure," pp. 281-386. Glenco, Illinois: The Free Press, 1959.
- (52) Mueller, Kate H. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Company, 1961.
- (53) Newcomb, Theodore M., and E. K. Wilson (Eds.). College Peer Groups. Chicago: Adline, 1966.
- (54) Oklahoma State University: Office of the Dean of Women. "Survey of the 1960 Class of Freshman Women." Memeographed report.
- (55) _____. "Women's Enrollment Surveys: Fall, 1965; Fall, 1966; and Fall 1967." Memeographed reports.

- (56) _____ . "Women's Housing Reports: Fall, 1966 and Fall, 1967." Memeographed reports.
- (57) Oklahoma State University: Panhellenic Council. "Pledge Activities Survey, 1967." Memeographed report.
- (58) Oslen, Leroy A. "Students Reacting to Living-Learning Residence Halls." Journal of College Student Personnel, VI (1964), 29-31.
- (59) Pace, Theron. "Roommate Dissatisfaction in Residence Halls." Journal of College Student Personnel, XI (1970), 144-147.
- (60) Pierce, R. A. "Roommate Satisfaction as a Function of Need Similarity." Journal of College Student Personnel, XI (1970), 355-359.
- (61) Plant, Walter T. "Personality Changes Associated With a College Education." Cooperative Research Project 348. U. S. Office of Education; Department of Health, Education and Welfare, 1962.
- (62) _____ . "Sex, Intelligence and Sorority or Fraternity Membership and Changes in Ethnocentrism Over a Two Year Period." Journal of Genetic Psychology, LXXXIII (1958), 53-57.
- (63) Popham, W. James. Educational Statistics. New York: Harper and Row Publishers, 1967.
- (64) President's Commission on the Status of Women. American Women: 1963. Washington, D.C.: U. S. Government Printing Office, 1963.
- (65) Reiss, Albert J., Otis D. Duncan, Paul K. Hatt, and Cecil C. North. Occupations and Social Status. New York: Free Press, 1961.
- (66) Riker, Harold C. College Housing as Learning Centers. The American College Personnel Association, Student Personnel Series No. 3, 1965.
- (67) Robson, John. The College Fraternity and Its Modern Role. Menasha, Wisconsin: The Collegiate Press, George Banta Company, Inc., 1966.
- (68) Rokeach, Milton. The Open and Closed Mind. New York: Basic Books Inc., 1960.
- (69) Rossman, J. E., and Barbara A. Kirk. "Factors Related to Persistence and Withdrawal Among University Students." Journal of Counseling Psychology, XVII (1970), 56-62.

- (70) Sanford, R. Nevitt (Ed.). The American College. New York: John Wiley and Sons, Inc., 1962.
- (71) _____, Mervin B. Freedman, Harold Webster, and Donald Brown. "Personality Development During the College Years." Journal of Social Issues, XII (1956), 3-72.
- (72) _____. Self and Society. New York: Atherton Press, 1966.
- (73) _____. Where College Fails. San Francisco: Jossey-Bass Inc., 1967.
- (74) Schmidt, Marlin R. "Personality Change in College Women." Journal of College Student Personnel, XI (1970), 414-418.
- (75) _____. "Relationship Between Sorority Membership and Changes in Selected Personality Variables and Attitudes." Journal of College Student Personnel, XII (1971), 208-212.
- (76) Scott, William A. "Personal Values in Fraternities and Sororities." Journal of the National Association of Women Deans and Counselors, XXVIII (1965), 187-192.
- (77) _____. Values and Organizations: A Study of Fraternities and Sororities. Chicago: Rand, McNally and Co., 1965.
- (78) Scott, J. Finley. "The American College Sorority: Its Role in Class and Ethnic Endogamy." American Sociological Review, XXX (1965), 514-527.
- (79) Sherif, Muzafer, and Carolyn Sherif. An Outline of Social Psychology. New York: Harper and Brothers, 1965.
- (80) Siegel, Sidney. Nonparametric Statistic for the Behavioral Sciences. New York: McGraw-Hill Company, Inc., 1965.
- (81) Snead, Robert F., and Richard B. Caple. "Some Effects of the Environmental Press in University Housing." Journal of College Student Personnel, XII (1971), 189-192.
- (82) Stone, LeRoy A., Marlo A. Skurdal, and David R. Skeen. "Hellenic Affiliation Scale." Journal of College Student Personnel, IX (1968), 332-333.
- (83) Sullivan, Harry S. The Interpersonal Theory of Psychiatry. New York: W. W. Norton and Company, 1953.
- (84) Summerskill, J. "Dropouts for College." The American College. New York: Willy Company, 1962, 627-657.
- (85) Sutherland, Robert L., Wayne H. Holtzman, Earl A. Koile, and Bert K. Smith (Eds.). Personality Factors on the College Campus: Review of a Symposium. Austin, Texas: The Hogg Foundation for Mental Health, The University of Texas, 1962.

- (86) Thompson, Wade C. "My Crusade Against Fraternities." Nation, CLXXXIX (1959), 169-172.
- (87) U. S. Department. Bureau of the Census. United States Census of Population: 1960. General Social and Economic Characteristics: Alphabetical Index of Occupations and Industries. Vol. I, PP (1)-1C to 53C.
- (88) U. S. Department of Commerce. Bureau of Census. United States Census of Population: 1960. Sources and Structure of Family Income Subject Reports, Vol. II, PC (2)-4C.
- (89) U. S. Department of Health, Education and Welfare. Retention and Withdrawal of College Students. By R. E. Iffert, Bulletin No. 1. Washington, D.C.: Office of Education, 1957.
- (90) Van Dalen, Deobold B. Understanding Educational Research. New York: McGraw-Hill Book Company, Inc., 1962.
- (91) White, Robert W. Lives in Progress. New York: Holt, Rinehart, and Winston, 1966.
- (92) Widmary, Gary E. A Comparative Study of Fraternity and Sorority Membership Aspirations of Entering Freshmen at the Florida State University. Unpublished Doctoral Dissertation, 1967.
- (93) Woodruff, Asahel D. "The Roles of Values in Human Behavior." Journal of Social Psychology, XXXVI (1952), 97-107.
- (94) Yoshino, Roger. "College Drop-Outs at the End of the Freshman Year." Journal of Educational Sociology, XXXII (1958), 42-48.
- (95) Zissis, Cecelia. "A Study of the Life Planning of 550 Freshmen Somen at Purdue University." Journal of the National Association of Women Deans and Counselors, XXVII (1964), 153-159.

APPENDIX A

LETTERS SENT REQUESTING STUDENTS TO PARTICIPATE
IN THE STUDY, AND SAMPLES OF SCHEDULING
CARDS AND REMINDERS

Letter Sent to Freshman Women Requesting Their
Participation in the Pre-Test
Phase of the Study

October 3, 1967

Dear

You are being asked to take part in a study involving 250 freshman women students at Oklahoma State University. The finding of this study should lead to a greater understanding of the needs and interests of our women students thus enabling those of us working with you to be more effective in our efforts. The results of the data collected will be presented in a doctoral dissertation study.

You may be assured that all the information will be kept confidential. Individual responses are not identifiable in the study.

In order to have an adequate representation of freshman women your participation is essential. The testing period requires approximately two hours. Realizing you already have a full and busy schedule several testing sessions will be held. Enclosed are two cards with the dates, times and places of testing. Please check the testing session which would be most convenient for you. Return the self-addressed card through campus mail. Please check the other card and keep it as a reminder. For the sake of comfort, please feel free to wear sports attire during the testing session.

If you have any questions concerning the nature of the study or the testing sessions, please call me at University Extension 6016.

Thank you for your cooperation.

Sincerely

Mary G. Morris
Assistant Dean of Women

Letter Sent to Junior Women Requesting
Their Participation in the Study

April 5, 1968

Dear

You are being asked to take part in a study involving one hundred and fifty junior women students and two hundred and fifty freshman women students at Oklahoma State University. The findings of this study should lead to a greater understanding of the needs and interests of our women students, and how these needs and interests might change, enabling those of us working with you to be more effective in our efforts. The results of the data collected will be presented in a doctoral dissertation study.

In order to have an adequate representation, participants have been selected from each of the residence halls and sorority houses. Your participation is essential. You may be assured that all the information will be kept confidential. Individual responses are not identifiable in the study.

The testing period requires approximately one and one half hours. None of the items included in the test packet are timed; therefore, you may leave when you have completed all the items. (The test packet includes such items as a personality inventory, extra-curricular activities survey, marriage-career rating scale, etc.)

Realizing you already have a full and busy schedule, several testing sessions will be held. Enclosed are two cards with the dates, times, and places of testing. Please check the testing session which would be most convenient for you and return the self-addressed card through campus mail. You may check the other card and keep it as a reminder.

If you have any questions concerning the nature of the study or the testing sessions, please call me at university extension 6016.

Thank you for your cooperation.

Sincerely,

Mary G. Morris
Assistant Dean of Women

Letter Sent to Freshman Women Requesting Their
Participation in the Post-Test
Phase of the Study

April 18, 1968

Dear

This fall you were asked to take part in a study involving two hundred and fifty freshman women students at Oklahoma State University. Since that time, one hundred and fifty junior women students have been asked to participate in the study.

I am once again requesting cooperation in order to secure additional information to complete the research. I appreciate your assistance in the past and hope that you will be willing to set aside some time to participate in a retesting program. The items used in the retesting will be essentially the same as were used last fall. The purpose is to determine whether or not you have changed in your feelings and attitudes since last fall. The data obtained from the original testing and retest, and the data collected from the junior women should provide us with a more complete picture of our women students. Without your cooperation and assistance in this final phase of the study, the data collected will be limited and of little value.

I realize that the one and one half hours of your time which I have requested is something of an imposition, especially during this time of the year; however, I hope that upon consideration, you will feel the study is of value and will participate in this final phase. Enclosed are two cards with the dates, times, and places of testing. Please check the testing session which would be most convenient for you and return the self-addressed card through campus mail. You may check the other card and keep it as a reminder. Arrangements can be made for you to take the tests on an individual basis if this would be more convenient.

You may be assured that all the information will be kept confidential. Individual responses are not identifiable in the study.

If you have any questions concerning the nature of the study or the testing sessions, please call me at university extension 6016.

Thank you very much for your cooperation.

Sincerely,

Miss Mary G. Morris
Assistant Dean of Women

Samples of Scheduling Cards Which the Student
Returned Through the Mail and of the
Reminder Sent Out: These Cards Were
Used for Each Testing Period

Name _____	Room# _____
<p>Scheduled below are a number of times and places when the testing will take place. Please check (X) the day that is most convenient for you and return this card immediately.</p>	
Sat. April 20 Clrm. Bldg. 212	9:00 a.m. ___ 10:30 a.m. ___
Mon. April 22 Clrm. Bldg. 217	___ 8:30 p.m. ___
Tues. April 23 Kerr-Drummond Cafeteria (South)	7:00 p.m. ___ 8:30 p.m. ___
Weds. April 24 Wentz Cafeteria	7:00 p.m. ___ 8:30 p.m. ___
Thurs. April 25 Stout Cafeteria	___ 8:30 p.m. ___
Sat. April 27 Business Bldg. 123	9:00 a.m. ___ 10:30 a.m. ___
<p>If the above times are inconvenient, please call me at extension 6016.</p>	
Mary G. Morris	

<p>JUST A REMINDER</p> <p>The postcard that you returned earlier indicated that it would be most convenient for you to meet on _____, October __, 1967, at _____ in _____. This is a reminder of <u>date</u>, <u>place</u>, and <u>time</u>. Please put it in a conspicuous place.</p> <p>(If you now find that this time is extremely inconvenient for you, please phone Extension 6016 immediately to arrange for another time.)</p> <p>Thank you so very much for your cooperation.</p> <p style="text-align: center;">Mary G. Morris</p>
--

Follow-Up Letter Sent to Those Who
Did Not Return Scheduling Card

Dear

As was stated in a previous letter, in order to have an adequate representation in the study involving freshmen women, your participation is essential.

If you have not selected a time to attend one of the testing sessions, or if the times stated are not convenient, please call Ext. 6016 in order to schedule a time which would be most suitable for you.

Thank you for your cooperation.

Sincerely,

Mary G. Morris
Assistant Dean
of Women

MGM:s

Follow-Up Letter Sent to Those Who Indicated
They Would Participate in the Study But
Did Not Attend the Scheduled
Testing Session

Dear

A few days ago you received a letter requesting your cooperation in a study involving freshmen and junior women at Oklahoma State University. I received a card indicating you would be willing to participate in the study. Apparently you were unable to attend the testing session, as I have no record of your attendance. In order to have an adequate representation, your participation is essential. Although you may feel your responses will not be missed, you can see that if many of the one hundred and fifty students feel the same way, the data collected will be very limited and of little value.

I realize how busy you are at the present time; however, I hope you will still take part in the study. Additional testing sessions have been scheduled. You may either return the enclosed card or call Ext. 6016 to schedule a time. Also, arrangements can be made for you to take the tests on an individual basis if this would be more convenient.

Thank you very much for your cooperation.

Sincerely,

Mary G. Morris

MGM:gb

APPENDIX B

CALIFORNIA PERSONALITY INVENTORY: DESCRIPTION
OF SCALE, DESCRIPTION OF HIGH AND LOW SCORERS,
TAKEN FROM THE MANUAL FOR THE CALIFORNIA
PERSONALITY INVENTORY (PAGES 10 AND 11)

HIGH SCORERS Tend to be seen as:	SCALE AND PURPOSE	LOW SCORERS Tend to be seen as:
CLASS I. MEASURES OF POISE, ASCENDANCY, AND SELF-ASSURANCE		
Aggressive, confident, persistent, and planful; as being persuasive and verbally fluent; as self-reliant and independent; and as having leadership potential and initiative.	1. Do (dominance) To assess factors of leadership ability, dominance, persistence, and social initiative.	Retiring, inhibited, commonplace, indifferent, silent and unassuming; as being slow in thought and action; as avoiding of situations of tension and decision; and as lacking in self-confidence.
Ambitious, active, forceful, insightful, resourceful, and versatile; as being ascendant and self-seeking; effective in communication; and as having personal scope and breadth of interests.	2. Cs (capacity for status) To serve as an index of an individual's capacity for status (not his actual or achieved status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status.	Apathetic, shy, conventional dull, mild, simple, and slow; as being stereotyped in thinking; restricted in outlook and interests; and as being uneasy and awkward in new or unfamiliar social situations.
Outgoing, enterprising, and ingenious; as being competitive and forward; and as original and fluent in thought.	3. Sy (sociability) To identify persons of outgoing, sociable, participative temperament.	Awkward, conventional, quiet, submissive, and unassuming; as being detached and passive in attitude; and as being suggestible and overly influenced by others' reactions and opinions.
Clever, enthusiastic, imaginative, quick, informal, spontaneous, and talkative; as being active and vigorous; and as having an expressive, ebullient nature.	4. Sp (social presence) To assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.	Deliberate, moderate, patient, self-restrained, and simple; as vacillating and uncertain in decision; and as being literal and unoriginal in thinking and judging.

HIGH SCORERS Tend to be seen as:	SCALE AND PURPOSE	LOW SCORERS Tend to be seen as:
CLASS I. MEASURES OF POISE, ASCENDANCY, AND SELF-ASSURANCE		
Intelligent, outspoken, sharp-witted, demanding, aggressive, and self-centered; as being persuasive and verbally fluent; and as possessing self-confidence and self-assurance.	5. Sa (self-acceptance) To assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.	Methodical, conservative, dependable, conventional, easygoing; and quiet; as self-abasing and given to feelings of guilt and self-blame; and as being passive in action and narrow in interests.
Energetic, enterprising, alert, ambitious, and versatile; as being productive and active; and as valuing work and effort for its own sake.	6. Wb (sense of well-being) To identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.	Unambitious, leisurely, awkward, cautious, apathetic, and conventional; as being self-defensive and apologetic; and as constricted in thought and action.
CLASS II. MEASURES OF SOCIALIZATION, MATURITY, AND RESPONSIBILITY		
Planful, responsible, thorough, progressive, capable, dignified, and independent; as being conscientious and dependable; resourceful and efficient; and as being alert to ethical and moral issues.	7. Re (responsibility) To identify persons of conscientious, responsible, and dependable disposition and temperament.	Immature, moody, lazy, awkward, changeable, and disbelieving; as being influenced by personal bias, spite, and dogmatism; and as under-controlled and impulsive in behavior.
Serious, honest, industrious, modest, obliging, sincere, and steady; as being conscientious and responsible; and as being self-denying and conforming.	8. So (socialization) To indicate the degree of social maturity, integrity, and rectitude which the individual has attained.	Defensive, demanding, opinionated, resentful, stubborn, headstrong, rebellious, and undependable; as being guileful and deceitful in dealing with others; and as given to excess, exhibition, and ostentation in their behavior.

HIGH SCORERS Tend to be seen as:	SCALE AND PURPOSE	LOW SCORERS Tend to be seen as:
CLASS II. MEASURES OF SOCIALIZATION, MATURITY, AND RESPONSIBILITY		
Calm, patient, practical, slow, self-denying, inhibited, thoughtful, and deliberate; as being strict and thorough in their own work and in their expectations for others; and as being honest and conscientious.	9. Sc (self-control) To assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centeredness.	Impulsive, shrewd, excitable, irritable, self-centered, and uninhibited; as being aggressive and assertive; and as over-emphasizing personal pleasure and self-gain.
Enterprising, informal, quick, tolerant, clear-thinking, and resourceful; as being intellectually able and verbally fluent; and as having broad and varied interests.	10. To (tolerance) To identify persons with permissive, accepting, and non-judgmental social beliefs and attitude.	Suspicious, narrow, aloof, wary, and retiring; as being passive and overly judgmental in attitude; and as disbelieving and distrustful in personal and social outlook.
Co-operative, enterprising, outgoing, sociable, warm, and helpful; as being concerned with making a good impression; and as being diligent and persistent.	11. Gi (good impression) To identify persons capable of creating a favorable impression, and who are concerned about how others react to them.	Inhibited, cautious, shrewd, wary, aloof, and resentful; as being cool and distant in their relationships with others; and as being self-centered and too little concerned with the needs and wants of others.
Dependable, moderate, tactful, reliable, sincere, patient, steady, and realistic; as being honest and conscientious; and as having common sense and good judgment.	12. Cm (communality) To indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.	Impatient, changeable, complicated, imaginative, disorderly, nervous, restless, and confused; as being guileful and deceitful; inattentive and forgetful; and as having intentional conflicts and problems.

HIGH SCORERS Tend to be seen as:	SCALE AND PURPOSE	LOW SCORERS Tend to be seen as:
CLASS III. MEASURES OF ACHIEVEMENT POTENTIAL AND INTELLECTUAL EFFICIENCY		
Capable, co-operative, efficient, organized, responsible, stable, and sincere; as being persistent and industrious; and as valuing intellectual activity and intellectual achievement.	13. Ac (achievement via conformance) To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.	Coarse, stubborn, aloof, awkward, insecure, and opinionated; as easily disorganized under stress or pressures to conform; and as pessimistic about their occupational futures.
Mature, forceful, strong, dominant, demanding, and foresighted; as being independent and self-reliant; and as having superior intellectual ability and judgment.	14. Ai (Achievement via independence) To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.	Inhibited, anxious, cautious, dissatisfied, dull, and wary; as being submissive and compliant before authority; and as lacking in self-insight and self-understanding.
Efficient, clear-thinking, capable, intelligent, progressive, planful, thorough, and resourceful; as being alert and well-informed; and as placing a high value on cognitive and intellectual matters.	15. Ie (intellectual efficiency) To indicate the degree of personal and intellectual efficiency which the individual has attained.	Cautious, confused, easygoing, defensive, shallow, and unambitious; as being conventional and stereotyped in thinking; and as lacking in self-direction and self-discipline.

CLASS IV. MEASURES OF INTELLECTUAL AND INTEREST MODES

Observant, spontaneous, quick, perceptive, talkative, resourceful, and changeable; as being verbally fluent and socially ascendant; and as being rebellious toward rules, restrictions, and constraints.	16. Py (psychological-mindedness) To measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.	Apathetic, peaceable, serious, cautious, and unassuming; as being slow and deliberate in tempo; and as being overly conforming and conventional.
--	---	--

HIGH SCORERS Tend to be seen as:	SCALE AND PURPOSE	LOW SCORERS Tend to be seen as:
CLASS IV. MEASURES OF INTELLECTUAL AND INTEREST MODES		
Insightful, informal, adventurous, confident, humorous, rebellious, idealistic, assertive, and egoistic; as being sarcastic and synical; and as highly concerned with personal pleasure and diversion.	17. Fx (flexibility) To indicate the degree of flexibility and adaptability of a person's thinking and social behavior.	Deliberate, cautious, worrying, industrious, guarded, mannerly, methodical, and rigid; as being formal and pedantic in thought; and as being overly deferential to authority, custom, and tradition.
Appreciative, patient, helpful, gentle, moderate, persevering, and sincere; as being respectful and accepting of others; and as behaving in a conscientious and sympathetic way.	18. Fe (femininity) To assess the masculinity or femininity of interests. (High scores indicate more feminine interests, low scores more masculine.)	Outgoing, hard-headed, ambitious, masculine, active, robust, and restless; as being manipulative and opportunistic in dealing with others; blunt and direct in thinking and action; and impatient with delay, indecision, and reflection.

APPENDIX C

INSTRUCTION SHEETS AND INSTRUMENTS USED
IN THE COLLECTION OF DATA

Freshman Woman's Post-test Instruction Sheet

No. _____

INSTRUCTIONS

Please fill out

1. NAME:
2. DATE:
3. MAJOR:

Every item in this packet is numbered in accordance with the number on this sheet; therefore, it is not necessary to write your name or any other information on the various items.

Five (5) items are included in the packet.

1. Survey of Interpersonal Values
2. California Psychological Inventory
3. College Extra-Curricular Activities Survey
4. Questionnaire II
5. Rokeach's Dogmatism Scale

Please read the directions at the beginning of each inventory, survey, etc., very carefully. Use the pencil included in the packet in filling out the items.

No item included is timed; therefore, when you complete one, please go on to the next.

Thank you very much for your participation.

Mary G. Morris

Name _____

QUESTIONNAIRE I

Please check (X) the most accurate response to each of the following statements:

1. The highest level of formal education attempted or completed by your mother and father was

MOTHER	FATHER	LEVEL OF EDUCATION
_____	_____	Attended grade school (grades 1 to 8) but did not finish
_____	_____	Completed grade school through grade 8.
_____	_____	Attended high school (grades 9 to 12) but did not finish.
_____	_____	Graduated from high school.
_____	_____	Attended college but did not graduate.
_____	_____	Graduated from college.
_____	_____	Attended graduate school or professional school but did not attain a graduate or professional degree.
_____	_____	Graduated from graduate or professional school.

2. Your family's income per year is

_____	Under 5,000
_____	Between 5,000 and 6,499
_____	Between 6,500 and 7,999
_____	Between 8,000 and 9,499
_____	Between 9,500 and 10,999
_____	Between 11,000 and 14,499
_____	Over 15,000
_____	Don't know

3. Father's occupation _____.

Name _____

QUESTIONNAIRE II (For Junior Women)

In every college that we know of, some students seem to have a very high standing, and some seem to have a low standing. But the reasons seem different in the different colleges and universities.

Listed below are nine factors which might lead to high prestige. We would like to know those factors which you feel to be important to students, to faculty, and to both students and faculty. The factors are as follows:

1. Being original and creative
2. Having a pleasing personality
3. Demonstrating scholarly capacity
4. Being active in campus activities
5. Dedicating yourself to your studies
6. Not being too critical
7. Coming from the right social background
8. Being active in varsity athletics
9. Being a member of a fraternity or sorority

Please read each statement carefully. Those questions which are starred request a single response. You may have one or more responses to the other questions.

Please write in the number or numbers of the factors which you feel apply to the question

1. As a freshman, which of these factors did you feel gave a student prestige with the faculty? _____
2. Now that you have completed two and a half years of college, which of these factors do you feel gives a student prestige with the faculty? _____
- *3. Which single factor do you feel is the most important with the faculty? _____
- *4. Which single factor do you think should be most important to faculty? _____
5. Which factors do you feel give a student prestige with his fellow students? _____
- *6. Which single factor do you think is most important to students? _____
- *7. Which single factor do you think should be most important to students? _____

Name _____

QUESTIONNAIRE II (For Freshman Women)

In every college that we know of, some students seem to have a very high standing, and some seem to have a low standing. But the reasons seem different in the different colleges and universities.

Listed below are nine factors which might lead to high prestige. We would like to know those factors which you feel to be important to students, to faculty, and to both students and faculty. The factors are as follows:

1. Being original and creative
2. Having a pleasing personality
3. Demonstrating scholarly capacity
4. Being active in campus activities
5. Dedicating yourself to your studies
6. Not being too critical
7. Coming from the right social background
8. Being active in varsity athletics
9. Being a member of a fraternity or sorority

Please read each statement carefully. Those questions which are starred request a single response. You may have one or more responses to the other questions.

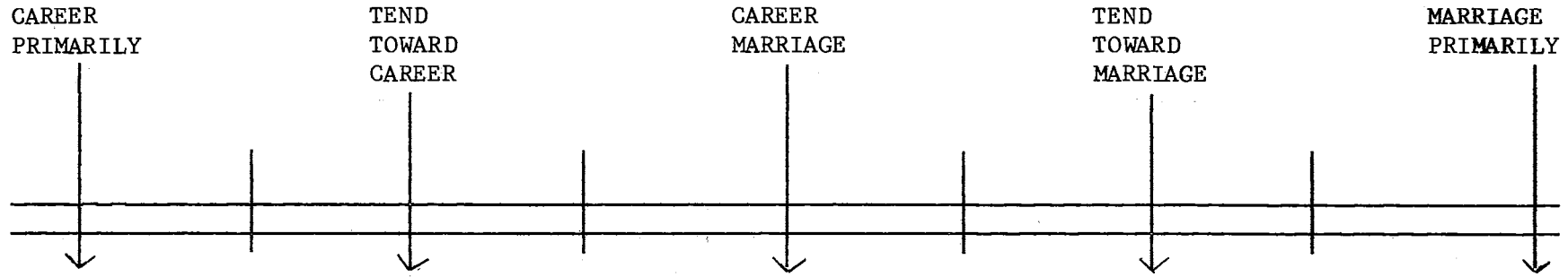
Please write in the number or numbers of the factors which you feel apply to the question.

1. At the beginning of your freshman year, which of these factors did you feel gave a student prestige with the faculty? _____
2. Now that you have nearly completed your first year of college, which of these factors do you feel gives a student prestige with the faculty? _____
- *3. Which single factor do you feel is the most important with the faculty? _____
- *4. Which single factor do you think should be most important to faculty? _____
5. Which factors do you feel give a student prestige with his fellow students? _____
- *6. Which single factor do you think is most important to students? _____
- *7. Which single factor do you think should be most important to students? _____

Name _____

ZISSIS CAREER-MARRIAGE RATING SCALE

Please read the following definitions very carefully. Check (X) that point on the scale which you feel most adequately describes your career-marriage plans.



DEFINITIONS:

Career Primarily: Primary interest in vocational plans, educational preparation, and training. May look forward to work experience for some time, perhaps permanently. Marriage plans off in distant future. Does not exclude marriage.

Tend Toward Career: Strong interest in educational training and vocational planning. Anticipate work experience upon completion of school. Will probably marry soon after period of working. Expect to resume in later years.

Career-Marriage: Plan to combine work and marriage. Want educational preparation for both. Includes variety of patterns: work before marriage; work along with marriage; return in later years, or if necessary, may work permanently, time out only for children.

Tend Toward Marriage: Interest focused on marriage plans. May work short period before marriage, in jobs of convenience rather than training. Expect to be full-time homemaker. Do not anticipate working unless necessary.

Marriage Primarily: Marriage is definite goal. May drop out for marriage or marry in school. Do not expect to work unless absolutely necessary.

Name _____

HIGH SCHOOL ACTIVITIES SURVEY

High school activities are many and varied. The purpose of this survey is to determine the extra curricular activities in which you participated while in high school.

DIRECTIONS:

Included is a list of clubs, organizations and other types of high school activities. It is impossible to list every organization; therefore, in some instances, general classifications have been made and spaces provided in order that you may write in the specific club or organization to which you belong.

Three types of information are requested; the number of years you were a member of the club or organization, how many elected and appointed offices you held, and how active you feel you were in the organization.

In COLUMN I indicate the number of years you participated in the organization.

In COLUMN II indicate the number of elected offices you held in the organization, and the number of offices or committee chairmanships to which you were appointed.

The information requested under III relates to your participation in the organization. Please read the following descriptions carefully. Determine which type member you feel you were and check (X) the appropriate column.

INACTIVE MEMBER On the membership role; however, rarely attended meetings, special functions and events. Did not participate in activities.

MODERATELY ACTIVE MEMBER Attended meetings, special functions and events fairly regularly. Participated in some of the organizations activities.

ACTIVE MEMBER Attended meetings, special functions and events on a regular basis. Participated in a majority of the organizations activities.

EXAMPLE :

CLUB OR ORGANIZATION	I	II		III		
	No. of Years	Offices		Member Participation		
		Elected	Appointed	Inactive	Moderately Active	Active
15. Service Organizations						
<u>Courtesy</u>	3	2	3			X
<u>Student Volunteers</u>	1		1		X	

The above illustration shows that a student belonged to two groups which would be classified as service organizations. She has belonged to the Courtesy Club for three (3) years. During this time, she has been elected to two (2) offices and appointed to three (3) offices or committee chairmanships. She considers herself as being active. This student also belonged to Student Volunteers for one year, held no elected offices, was appointed to one (1) office and felt she was moderately active.

PART I

CLUB OR ORGANIZATION	I	II		III		
	No. of Years	Offices		Member Participation		
		Elected	Appointed	Inactive	Moderately Active	Active
1. <u>Art Organizations</u>						
2. <u>Drama or Speech Organizations</u>						
3. <u>Future Business Leaders of America</u>						

CLUB OR ORGANIZATION	I	II		III		
	No. of Years	Elected	Appointed	Inactive	Moderately Active	Active
4. Future Homemakers of America						
5. Future Scientists of America						
6. Future Teachers of America						
7. Other Professionally Oriented Organizations						
8. International Organizations						
9. Junior Red Cross						
10. Journalism Organizations						
11. Language Clubs						
12. Music Organizations						
13. Pep Club						
14. Religious Organizations						
15. Service Organizations						

CLUB OR ORGANIZATION	I No. of Years	II Offices		III Member Participation		
		Elected	Appointed	Inactive	Moderately Active	Active
16. <u>Special Interest</u>						
17. <u>Student Council</u>						
18. <u>National Honor Society</u>						
19. <u>State Honor Society</u>						
20. <u>Art Honor Organizations</u>						
21. <u>Language Honor Organization</u>						
22. <u>Literary Societies</u>						
23. <u>Mathematics Honor Organization</u>						
24. <u>Music Honor Organization</u>						
25. <u>Science Honor Organization</u>						
26. <u>Others (include those activities not sponsored by the school such as 4-H, Rainbow Girls, etc.)</u>						

PART II

Other activities or offices you may have held are listed below. Please follow directions for each section.

A. Please indicate the number years you participated.

- | | No. of yrs. |
|--------------------------|-------------|
| 1. Band | _____ |
| 2. Choir | _____ |
| 3. Special Singing Group | _____ |
| 4. Musical Productions | _____ |
| 5. Plays | _____ |
| 6. Debate Team | _____ |
| 7. Newspaper | _____ |
| 8. Yearbook Staff | _____ |
| 9. Competitive Sports | _____ |
| 10. Cheerleader | _____ |
| 11. Newspaper Editor | _____ |
| 12. Yearbook Editor | _____ |

C. If you held a class or home-room office, please check which year.

	Frosh	Soph	Jr	Sr
Class				
Homeroom				

D. Please indicate the number of queen titles held, and the number of times you were a queen attendant.

- | | |
|--------------------------|--------|
| | Number |
| 1. Queen Titles _____ | |
| 2. Queen Attendant _____ | |

B. Please indicate the following:

1. Number of scholastic awards received _____
2. Number of special recognitions received _____
(Citizenship, girl of the month, top senior, Girl's State, etc.)

E. Please check (x) the most accurate response to the following statement.

The number of students in my high school senior class was

- _____ Less than 25
- _____ 25-49
- _____ 50-99
- _____ 100-499
- _____ 500 or over

Name _____

COLLEGE EXTRA-CURRICULAR ACTIVITIES SURVEY

Extra-curricular activities are many and varied. The purpose of this survey is to determine the extra-curricular activities in which you have participated or are participating in while in college.

DIRECTIONS:

Included is a list of organizations and other types of extra-curricular activities. It is impossible to list every organization; therefore, in some instances, general classifications have been made and spaces provided in order that you may write in the specific organizations to which you belong.

Three types of information are requested; the number of semesters you have been a member of the club or organization, the number of elected and appointed offices you have held, and how active you feel you have been in the organization.

In COLUMN I indicate the number of semesters you have participated in the organization.

In COLUMN II indicate the number of elected offices you have held in the organization, and the number of offices or committee chairmanships to which you have been appointed.

The information requested under III relates to your participation in the organization. Please read the following descriptions carefully. Determine which type member you feel you were or are in the organization and check (X) the appropriate column.

INACTIVE MEMBER On the membership role; however, rarely attends meetings, special functions and events. Do not participate in activities.

MODERATELY ACTIVE MEMBER Attends meetings, special functions and events fairly regularly. Participates in some of the organizations activities.

ACTIVE MEMBER Attends meetings, special functions and events on a regular basis. Participates in a majority of the organizations activities.

EXAMPLE:

CLUB OR ORGANIZATION	I	II		III		
	No. of Semesters	Offices		Member Participation		
		Elected	Appointed	Inactive	Moderately Active	Active
11. College or departmental clubs or organizations (Include college student council, professional organizations, etc.)						
Home Ec. Student Council	1					X
The Home Economics Chapter	4		1		X	
Housing and Interior Design Club	5	2	3			X

The above illustration shows that a student belonged to three groups which would be classified as college or departmental clubs or organizations. She has served on the Home Economics Student Council one (1) semester. She considers herself as being active; however, she holds no office. This student also has belonged to the Home Economics Chapter for four (4) semesters, holds one (1) appointed chairmanship and considers herself as being moderately active. She has belonged to the Housing and Interior Design Club for five (5) semesters. During this time she has held three (3) appointed offices and two (2) elected offices. She considers herself as being active.

PART I

CLUB OR ORGANIZATION	I	II		III		
	No. of Semesters	Offices		Member Participation		
		Elected	Appointed	Inactive	Moderately Active	Active
1. Student Senate						
2. Student Association Exec. Council						
3. Association of Women Students						

CLUB OR ORGANIZATION	I	II		III		
	No. of Semesters	Offices		Member Participation		
		Elected	Appointed	Inactive	Moderately Active	Active
4. Women's Residence Hall Assoc.						
5. Panhellenic Council						
6. Student Union Activities Board						
7. Campus Chest						
8. Women's Recreation Assoc.						
9. Publications (Board of Publications, Redskin, O'Collegian, etc.)						
10. Living Group						
11. College or Departmental Clubs or Organizations (Include college student council, professional organizations, etc.)						
12. Honorary Organizations						

CLUB OR ORGANIZATION	I	II		III		
	No. of Semesters	Offices		Member Participation		
		Elected	Appointed	Inactive	Moderately Active	Active
13. Special Interest-Clubs or Organizations (Music, drama, sports)						
14. Religious Organizations						
15. Service Organizations						
16. Drill Team						
17. O'Staters						
18. Lassoos and Larriets						
19. Intercollegiate Party						
20. University Party						
21. Young Democrates						
22. Young Republicans						
23. Lobby for Higher Education						
24. Southside Tutoring Project						
25. Other Clubs or Organizations						

PART II

Other activities or offices you may have held are listed below. Please follow directions for each section.

A. Please indicate the number of semesters you participated.

	No. of Semesters
1. Band	_____
2. Choir	_____
3. Special Singing Group	_____
4. Musical Productions	_____
5. Plays	_____
6. Debate Team	_____
7. Varsity Sports	_____
8. Intramural Sports	_____
9. Cheerleader	_____
10. Class Officer	_____

B. Please indicate the following:

1. Number of scholastic awards received _____
2. Number of special recognitions received _____

C. Please indicate the number of queen titles held, and the number of times you have been a queen attendant.

	Number
1. Queen Titles	_____
2. Queen Attendant	_____

ROKEACH'S DOGMATISM SCALE

FORM E

The following is a study of what the general public thinks and feels about a number of important social and personal questions. The best answer to each statement below is your personal opinion. We have tried to cover many different and opposing points of view; you may find yourself agreeing strongly with some of the statements, disagreeing just as strongly with others, and perhaps uncertain about others; whether you agree or disagree with any statement, you can be sure that many people feel the same as you do.

CODE:

+1: I Agree A Little	-1: I Disagree A Little
+2: I Agree On The Whole	-2: I Disagree On The Whole
+3: I Agree Very Much	-3: I Disagree Very Much

Respond to each statement in the left margin according to how much you agree or disagree with it.

EXAMPLE:

⊕+3 +2 +1 -1 -2 -3 (1) All youth should be educated.

In this example the respondent agreed very much with this statement.

PLEASE RESPOND TO EVERY QUESTION. CIRCLE ONLY ONE NUMBER.

- +3 +2 +1 -1 -2 -3 1. The United States and Russia have just about nothing in common.
- +3 +2 +1 -1 -2 -3 2. The highest form of government is a democracy and the highest form of democracy is a government run by those who are most intelligent.
- +3 +2 +1 -1 -2 -3 3. Even though freedom of speech for all groups is a worthwhile goal, it is unfortunately necessary to restrict the freedom of certain political groups.
- +3 +2 +1 -1 -2 -3 4. It is only natural that a person would have a much better acquaintance with ideas he believes in than with ideas he opposes.
- +3 +2 +1 -1 -2 -3 5. Man on his own is a helpless and miserable creature.
- +3 +2 +1 -1 -2 -3 6. Fundamentally, the world we live in is a pretty lonesome place.
- +3 +2 +1 -1 -2 -3 7. Most people just don't give a "damn" for others.
- +3 +2 +1 -1 -2 -3 8. I'd like it if I could find someone who would tell me how to solve my personal problems.
- +3 +2 +1 -1 -2 -3 9. It is only natural for a person to be rather fearful of the future.
- +3 +2 +1 -1 -2 -3 10. There is so much to be done and so little time to do it in.
- +3 +2 +1 -1 -2 -3 11. Once I get wound up in a heated discussion I just can't stop.
- +3 +2 +1 -1 -2 -3 12. In a discussion I often find it necessary to repeat myself several times to make sure I am being understood.
- +3 +2 +1 -1 -2 -3 13. In a heated discussion I generally become to absorbed in what I am going to say that I forget to listen to what the others are saying.
- +3 +2 +1 -1 -2 -3 14. It is better to be a dead hero than to be a live coward.

- +3 +2 +1 -1 -2 -3 15. While I don't like to admit this even to myself, my secret ambition is to become a great man, like Einstein, or Beethoven, or Shakespeare.
- +3 +2 +1 -1 -2 -3 16. The main thing in life is for a person to want to do something important.
- +3 +2 +1 -1 -2 -3 17. If given the chance I would do something of great benefit to the world.
- +3 +2 +1 -1 -2 -3 18. In the history of mankind there have probably been just a handful of really great thinkers.
- +3 +2 +1 -1 -2 -3 19. There are a number of people I have come to hate because of the things they stand for.
- +3 +2 +1 -1 -2 -3 20. A man who does not believe in some great cause has not really lived.
- +3 +2 +1 -1 -2 -3 21. It is only when a person devotes himself to an ideal or cause that life becomes meaningful.
- +3 +2 +1 -1 -2 -3 22. Of all the different philosophies which exist in this world there is probably only one which is correct.
- +3 +2 +1 -1 -2 -3 23. A person who gets enthusiastic about too many causes is likely to be a pretty "wishy-washy" sort of person.
- +3 +2 +1 -1 -2 -3 24. To compromise with our political opponents is dangerous because it usually leads to the betrayal of our own side.
- +3 +2 +1 -1 -2 -3 25. When it comes to differences of opinion in religion we must be careful not to compromise with those who believe differently from the way we do.
- +3 +2 +1 -1 -2 -3 26. In times like these, a person must be pretty selfish if he considers primarily his own happiness.
- +3 +2 +1 -1 -2 -3 27. The worst crime a person could commit is to attack publicly the people who believe in the same thing he does.

- +3 +2 +1 -1 -2 -3 28. In times like these it is often necessary to be more on guard against ideas put out by people or groups in one's own camp than by those in the opposing camp.
- +3 +2 +1 -1 -2 -3 29. A group which tolerates too much differences of opinion among its own members cannot exist for long.
- +3 +2 +1 -1 -2 -3 30. There are two kinds of people in this world: those who are for the truth and those who are against the truth.
- +3 +2 +1 -1 -2 -3 31. My blood boils whenever a person stubbornly refuses to admit he's wrong.
- +3 +2 +1 -1 -2 -3 32. A person who thinks primarily of his own happiness is beneath contempt.
- +3 +2 +1 -1 -2 -3 33. Most of the ideas which get printed nowadays aren't worth the paper they are printed on.
- +3 +2 +1 -1 -2 -3 34. In this complicated world of ours the only way we can know what's going on is to rely on leaders or experts who can be trusted.
- +3 +2 +1 -1 -2 -3 35. It is often desirable to reserve judgment about what's going on until one has had a chance to hear the opinions of those one respects.
- +3 +2 +1 -1 -2 -3 36. In the long run the best way to live is to pick friends and associates whose tastes and beliefs are the same as one's own.
- +3 +2 +1 -1 -2 -3 37. The present is all too often full of unhappiness. It is only the future that counts.
- +3 +2 +1 -1 -2 -3 38. If a man is to accomplish his mission in life it is sometimes necessary to gamble "all or nothing at all."
- +3 +2 +1 -1 -2 -3 39. Unfortunately, a good many people with whom I have discussed important social and moral problems don't really understand what's going on.
- +3 +2 +1 -1 -2 -3 40. Most people just don't know what's good for them.

VITA

Mary Glenda Bland

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF SELECTED PSYCHOLOGICAL AND SOCIAL FACTORS FOR
SORORITY AND RESIDENCE HALL WOMEN AT OKLAHOMA STATE UNIVERSITY

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in El Reno, Oklahoma, September 24, 1937,
the daughter of Mr. and Mrs. G. B. Morris.

Education: Graduated from Classen High School, Oklahoma City,
Oklahoma, in May 1955; received Bachelor of Science degree
in Vocational Home Economic Education from Oklahoma State
University in 1959; received Master of Science degree with a
major in Student Personnel and Guidance from Oklahoma State
University in 1963; and completed requirements for the Doctor
of Education degree at Oklahoma State University in May, 1972.

Professional Experience: Patent Research Analyst, Invention Inc.,
Washington, D.C., 1959-60; substitute teacher, Oklahoma City
Public Schools, 1960-61; Head Counselor, Murray Residence
Hall, Oklahoma State University, 1961-63; Residence Adviser,
Sproul Residence Hall, University of California at Los
Angeles, 1963-64; Dean of Women, Phillips University, Enid,
Oklahoma, 1964-65; Head Counselor, Stout Residence Hall,
Oklahoma State University, 1965-66; Graduate Assistant, NDEA
Counseling and Guidance Institute, Oklahoma State University,
summer 1966; Instructor, College of Education, Oklahoma State
University and Counselor, Northern Oklahoma College, Tonkawa,
Oklahoma, 1966-67; Assistant Dean of Women, Oklahoma State
University, 1967-69; Vocational Rehabilitation Counselor,
Tulsa Evaluation Facility, Department of Institutions, Social
and Rehabilitative Services, Tulsa, Oklahoma, 1969 to present.