

STUDENT PERCEPTIONS OF RESIDENCE HALL
ENVIRONMENTS

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CHAPTER I

THE PROBLEM

Introduction

American educational development grew out of the conflicting philosophies of the English universities and the European pattern of German scholasticism. The British idea of a college was as a residential unit of teachers and students, concerned with the whole life of the student. The European pattern left students to shift for themselves outside the classroom. Whereas the British system made the residence hall the center of the students' formal and informal education, the German principle ruled out the desirability of any concern for the student outside the classroom and therefore eschewed residence halls. (29).

The influence of these two philosophies, plus the unique conditions influencing American educational development, produced a pattern which is typically American. Along with the rapid growth of state universities and the lack of funds to support any activity except teaching, the early pattern was characterized by some of the students of the university being provided with housing and some social control but in which the social life of the residence hall was thought of as distinct and separate from the intellectual life of the classroom and laboratory. (119).

Although the proponents of residence halls have accomplished a

rejuvenation of the belief that where and how students live is of great educational significance, it must be noted that the great majority of residence halls, including some being built today, have not been conceived primarily as serving educational objectives.

Strozier and Litzenberg discussed the place of housing in higher education and have made the following observation:

If proper recognition of the importance of student housing to higher education ever becomes an universal reality, it will mark not only the greatest change in student personnel administration in the history of higher education in America, but also will represent a basic change in American educational philosophy as well. (119, p. 1).

Until recently, with the exception of housing plans at Harvard and Yale, few institutions of higher education have adapted an inter-linking of living arrangements and educational effort that contribute to the educational process. Particularly within the past two decades, numerous institutions have reported their efforts to provide student housing that will and has become an important adjunct to the educational program of the institution.

For example, Olson (84), Blackman (13), and more recently Adams (1) have reported current developments at Michigan State University since that institution initiated living-learning residence halls in 1961. As Adams has stated in the following paragraph, an emphasis is placed on the "environment" of the residence halls.

These residence halls were developed to take fullest advantage of peer group influences in order to establish an environment conducive to the intellectual aims of the University. The living-learning program provides student communities engaged in similar curricular offerings thereby giving students a commonality of attitudes and interest. In essence, smaller academic communities are built within the larger campus. Each of these communities is established around the needs of students

who live in the residential area or around a curriculum that would hopefully serve students who live or attend classes in the area. (1).

Numerous other institutions have recently reported similar efforts to capitalize upon the educational value of residence halls. Some institutions have developed available living units with academic facilities to serve the non-residence hall population. Increasingly, many institutions are reporting remodeling and expansion construction that brings faculty offices, classrooms, counseling center offices and other student resources to the residence hall areas.

There is a growing awareness and concern in American education regarding the role, function and influence of residence halls. In recent years it has become more and more obvious that the institution's responsibility for student housing goes beyond providing food and shelter (dormitories) and is closely associated with the major functions, goals, and purposes of higher education (residence halls). Residence halls are being recognized as an opportunity for educational achievement. (119).

This change in philosophy is partly the result of a change in educational theory. The theory that learning took place in terms of isolated factors and by memory and transfer of training from one situation to another has given way to the idea that all learning involves emotion, that one learns through the participation of the total personality, and that everything learned influences the development of the whole person. Therefore, teaching carried on in courses completely separated from the life which students live in the social groups created by residence halls cannot be defended. (119).

After tracing the historical developments of the American academic institutions, Wilson concludes with the following summary:

The historical developments. . . indicate that, under the impulse of changes inherent in American social and educational development, we have passed through the collegiate way of life as discerned and defended by Cotton Mather, through decades in which student life was often at war with the intellectual concerns of the college, through an excessive separation of curriculum and extracurriculum, and are now moving toward the concept of an integrated college. In this integrated college, the campus and the classroom, for good or ill, are bound together. The curriculum seems certain to become less remote from the students and the extracurriculum less remote from the faculty. Current reassessments of higher education, as well as life, tend toward an integrated college life as a better utilization of academic resources. (136, p. 23).

Burgeoning enrollments have made it necessary for colleges and universities to provide housing for increasing numbers of students. The rise of enrollment and demand for student housing has been a potent factor in the changing character of the campus scene. Poole has summarized this condition as follows:

Official estimates indicate that by 1970 the enrollment in colleges and universities in this country will be 7 million. By 1980 the enrollment may reach as high as 10 million. Of this total enrollment from 30 to 40 per cent will have to be housed on campus. If the present building trend continues, and indications are that it will, there could be as many as 2.8 million students in the residence halls in 1970 and 4 million by 1980. (93).

Kilbourn (61) has suggested that while administrators have been well aware of the physical "bodies", they have lacked insight in dealing with many of the personnel problems associated with large-scale communal living.

There appears to be general agreement among educators today on the contributions of residence halls to the educative process. The responsibility for housing of students should be clearly associated with the major functions and purposes of an institution of higher education. It should be recognized as an opportunity for educational achievement and

contribute to the educative process.

Schleman has summarized this point of view when she wrote:

University Operated Residence Units are an integral part of the institution's educational facilities, not just part of its physical plant. They are to be counted among the assets of the University in the same way that the History Building, the Library, the Physics Laboratory are, and there is just as much obligation on the part of the University, on the part of the Residence Halls Staff, and on the part of students living in the halls to see to it that what goes on in the halls is as truly a constructive part of the total educative process as are the activities carried on jointly by staff and students in these other University buildings mentioned. (102, p. 31).

Numerous other educators have also exposed the view that residence halls serve an educational function and should be integrally involved in the educational process. Howes has stated that:

One of the primary functions of any living group is that of acting as a useful adjunct to the University or college in the accomplishment of its aims. Higher education today has as one of its functions the purpose of facilitating learning. But the term learning embraces more than the gathering of knowledge and skills; it also embraces attitudes, values, beliefs and modes of behavior. (54, p. 63).

After obtaining the judgments of numerous housing administrators and a study of the literature in the field of student housing, Thompson concluded that there is consensus on the desirability of institutionally operated housing units, "where the housing program in all its phases can be used to implement the educational objectives of the college or university." (126, p. 323). This implies a concern that the residence hall occupy a position closer "to the center of the field of learning experiences rather than on the periphery where it now tends to be." (125, p. 654).

Nichols Murray Bulter, the late president of Columbia University, is reported to have made the following observation regarding the part

college housing should play in the total educative process:

It is to be borne in mind that the provision of residence halls is as essential a part of the work of the university as the provision for libraries, laboratories, and classrooms. The chief purpose of university residence halls is not one of housing, but of education and educational influence. (5, p. 202).

Underlying the enthusiastic support educators have given to the importance of the residence hall and its educational role is the notion that the students' living environment has a great deal to do with learnings students acquire due to their college experience.

An interesting trend toward the creation of a more favorable academic environment through more efficient use of physical facilities is evident in the promulgation and construction of co-educational living-learning units. The basic objective of these residence halls and their contributions to educational objectives has been stated by Allen, et al.

Residence halls as co-educational communities are men and women students living in a specific physical environment within a university or college campus, working and learning together in the changing process of human relationships and inter-relationships. (4, p. 82-83).

A major challenge facing today's educators concerns the planning and coordination of all aspects of the college or university's physical and social environment. It is felt that these environmental factors significantly influence learning and the responsibility to capitalize upon their potential educational influence must be the concern of everyone involved in the educative endeavor. It is generally recognized that since the total institutional environment may influence academic performance, educators must be concerned with the total living experience of their students. This concern is reflected by the view that residence halls are learning units or laboratories where significant

educational experiences can be provided. Rhulman attributes this shift in philosophy "as a result of reflective and scientific study" of institutions and students. (94, p. 3).

In considering the question of what makes the college or university what it is, the following three main elements have been described:

The first of these is a social environment of people who fall mainly into the categories of faculties, students, and administrators. Represented in these categories are persons of many social classes, races, nationalities, and religions. Within this environment will be discovered varieties of organized and informal activities which evolve from curricular and extra-curricular offerings.

The material objects of living, that is, the buildings, equipment, stadiums, residence halls, libraries, and other physical facilities, make up the second element. The adequacy of these material objects affects the activities that are possible on a campus. Obviously, a campus which has a good student union and many residence halls is able to have a different type of extra-curricular program for its students than the campus less amply supplied.

The third element is the general behavior pattern which results from the customs and traditions that grow up with and within an institution and give each institution a distinctness--a personality. These campus traditions are so strong that they tend to influence many aspects of college life, from the attitude toward learnings to how coeds dress.

All these things, plus the interaction of all persons and groups within the limits of the physical setting, combine to create institutional individuality. Each college and university must be looked upon, therefore, in terms of its uniqueness and analyzed as a particular cultural entity. (94, p. 4).

Higher education is concerned not only with the acquisition of knowledge and intellectual skills but also with personal and social development. The individual is unique with an accumulation of experience, feelings, attitudes, abilities, interests, appreciations, values, and skills. We teach a learner and not an abstraction called "intellect."

Therefore, the development of character and intellect cannot be separated. Higher education serves a diversity of students and must provide a similar diversity of methods in the accomplishment of its educational objectives. The college or university may be considered a culture in a true anthropological sense. The methods by which knowledge and understandings are acquired is an area of needed research in order to more fully understand the learning impact of all components of this culture. Residence halls constitute one of the these major components as they are believed to constitute a significant and distinguishable sub-culture within the larger institutional environment.

Much has been said about the social climate of institutions, and of particular concern here, in the social climate of living units or groups. Rhuman (94), in discussing the "Social Climate Within a Living Group", defines "social" to include any formal or informal situation in which more than one individual think, feel, and act together. Combining "climate" with "social", the following definition is offered:

. . . social climate in a college or university residence is actually the quality of the atmosphere over a long period in which students, head residents, and their helpers live together.

The social climate of any group may be discovered in the composite of the physical equipment, the activities of the advisers, the types of programs, the quality of friendly relationships, and the social growth demonstrated by the members of the living group. This resulting climate should be advantageous to all concerned. (94, p. 12).

It is expected that the social climate will continuously vary almost on a day to day basis and that each year's climate and associations will differ and be constantly changing.

Statement of the Problem

This investigation attempts to determine perceptual differences of residence hall environments among and between groups of freshman male migrant and non-migrant residents living in the six men's residence halls at the Oklahoma State University.

Specifically, this study is concerned with determining the differential perceptions of (1) non-migrant freshmen from each of the six men's residence halls, and (2) three selected groups of migrants and non-migrants to each of two different residence halls. The migrants are defined as those students who requested a priority assignment to a different specific residence hall for the next school year. The non-migrants are defined as those students who requested a priority assignment to the same residence hall for the next school year.

Need for the Study

College students differ from one another as distinctive personalities. The collectivity of students represented in a student body differ from other student bodies. The over-all culture of a college or university will assumedly be unique and differ from the culture of other campuses.

This investigation is based upon the premise that the individual residence hall units on the campus of the Oklahoma State University can be viewed as sub-cultures within the larger University social organization. These sub-cultures can and should be the subject of systematic study.

Mayhew has suggested that if an institution really wishes to study itself, the following things, among others, are of importance to consider.

What is the relationship between the press exerted by the institution and the kind of student attracted and affected by it? What are the characteristics of the various sub-cultures which exist on a college campus and how do they interact and interrelate? (75, p. 8).

Trow has further emphasized the importance of sub-cultures on students when he says:

The character of a college and the effect it has on the students who pass through it are both very much affected by the kinds and relative strength of sub-cultures that exist within its student body.

The importance of these sub-cultures is that they comprise a major part of a student's college environment. The kind of sub-culture(s) a student identifies with shapes the kinds of people he spends his time with, and the kinds of values and attitudes he is exposed, indeed, subjected to. We cannot fully understand a college and its influence on different kinds of students without taking these sub-cultures into account. (127, p. 58).

Nasatir (79) also recognizes that the determinants of success or failure of a student in college is more complex than the inter-relationship of variables antecedent to the experience of education. He went on to say:

It is also necessary to explore the milieu in which students gain their formal education.

Today's universities are often as large as small cities and as complex in their social life. The undergraduate community in such a setting is neither a collection of atomized individuals in a "mass" society nor a homogeneous village; it is instead divided into many sub-groups whose members interact far more with each other than they do with members of the larger community. The standards and conduct of these groups are often disparate; the years spent at the university may encompass quite different experiences for members of different groups.

The most important, visible, permanent, and manipulable basis for student sub-cultures is the set of organized residence groups - dormitories, fraternities and sororities, co-operative houses, private boarding houses, and the like. It is within

these settings that students take on the attitudes and values, the work habits and play orientations that shape their activities and temper their entire university careers. (79, p. 290-291).

We cannot avoid the basic conception that students respond to their living environment that has been largely made by educators. Educators are becoming increasingly interested in determining the impact of the college experience upon their students. This includes desired changes due to educational activities deliberately undertaken as well as to incidental features of the college environment.

The student gets a large part of his education from the group and from the surroundings in which he lives. A greater understanding is needed of the perceptual differences students have of their living environment. Before programs can be initiated to capitalize upon the residential living unit as having an educational function associated with the major functions of the university, it is necessary to know the students and their culture. The understandings obtained from this information can provide the basis for planning meaningful residence hall programs to compliment the instructional program of classroom and laboratory.

On the basis of learning theory and psychosocial environmental and non-intellective factors influencing the learning process, there is a need to study the relationship between all possible climates and environments to which students are exposed that may accommodate the diversity of students on the campus. A greater understanding is needed of the various residence hall environments that contribute or fail to contribute to the educational development of the student in that environment. The task of residence hall administrators is to determine what combination of characteristics will distinguish the most productive and most

enjoyable living environment. (34). Since people tend to become more like their environments, it is important that we study the common cultural meaning a given environment has to the group members associated with it.

The housing and student personnel staff at the Oklahoma State University are interested in learning more and understanding better the perceived conceptions freshmen male students have toward the six men's residence halls.

It is important to know how the residents of each hall see this environment and describe its climate. This is a pre-requisite to sound planning for the purpose of providing a stimulating living environment that complements the academic program and fosters the development of interpersonal skills.

Basic Assumptions

This investigation is based upon the assumption that each of the six men's residence halls at the Oklahoma State University has an unique atmosphere, climate, or environment. It is further assumed that the residents who are living in the different residence halls can more accurately describe the living environment of that residence hall than any other group.

Data for this study was gathered during the first week of May 1966 from freshmen male residents who had lived in their residence hall for the past eight months.

In addition to a review of the literature, Chapter II contains a presentation of the hypotheses to be tested, supplementary questions related to the hypotheses, and definitions of terms and variables.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In recent years there have appeared numerous articles and studies concerned with socio-psychological environments for learning in higher education. The volume The American College, edited by Sanford (100) has perhaps done the most to stimulate further thought and research directed to process and purpose of higher education.

Numerous studies in the past few years have contributed substantially to our understanding of the complex social organization of the college environment. As suggested by Stern (116) each college has a distinctive atmosphere. The unique characteristics of a particular college may be attributable to such things as "subtle differences in rules and regulations, rewards and restrictions, classroom climate, patterns of personal and social activity, and in other media through which the behavior of the individual student is shaped." (116, p. 35). A substantial body of literature regarding student perceptions of the prevailing atmosphere on a campus is reflected in the work of Pace and Stern (90), Pace and McFee (89), Thistlethwaite (121 & 122), McFee (72), Stern (115) and Astin (6). Excellent reviews of these research efforts and those of others are accessible in part through the summaries of Barton (8), Pace and McFee (89), and Stern (48).

It is assumed that although each university has a prevailing

atmosphere or climate unlike that of any other institution, there are numerous subcultures within the university, each with a unique atmosphere. Therefore, as stated by Berdie, "if several groups within the university have varying expectations and perceptions, then the assumption of homogeneity of institutional atmosphere is not justified." (9, p. 762-769). Just as students from different colleges, sexes, classes, backgrounds, majors, and living arrangements vary in their perceptions of a given university, so might it also be expected that students living in residential housing units of the same type will have differential perceptions of these residence hall environments.

As reflected in the recent studies of college environments, research activity on student ecology has been primarily concerned with inter-institutional differences. The purpose of these studies for measuring college environments is to systematically describe ways in which learning environments differ and to relate these environmental differences to student performance. An analysis of the student, the student's environment, and the interaction between students and their environment has, however, been a neglected area of systematic study.

In 1961, Robinson and Brown (97) conducted a survey of research currently underway at thirteen agencies actively engaged in the study of higher education. The nature of these studies in order of emphasis were: (1) studies of student characteristics, (2) studies of factors which affect college attendance, retention, and withdrawal, (3) studies of student personnel program characteristics, and (4) miscellaneous studies of educational achievement, institutional characteristics, mental health, and prognostications of academic success. It was noted that studies of the interrelationships of institutional climates and

student development and studies of the prediction of college success on the basis of non-intellectual psychological and sociological characteristics were receiving increased attention. However, of the 77 studies conducted by these thirteen agencies, none were related to student perceptions of intra-institutional living units.

In discussing "What is Missing?" in current student personnel research emphasis, Robinson and Brown state:

There is little evidence of research evaluating the contributions of programs such as student housing and student activities toward meeting institutional objectives, or of comparative studies of different approaches to program content, organization, or administration.

Much is being written about new developments in student housing, but research designed to study the effects and impact of different student housing programs is lacking. (97, p. 360).

Some approaches to the study of administration in student personnel work has had as its objective increasing the understanding of how the campus environment affects students. As Willerman has stated, these results "strongly suggest that the deliberate arrangement of the environment to realize educational objective is possible. (131, p. 69).

Research Related to Different Types of Housing Subcultures

Numerous studies have appeared in the literature that deal with differences among residence hall, fraternity, off-campus and variations of these living groups.

Matson has indicated that a great deal of time and effort has been spent in attempts to assess social environments provided for students. He went on to say:

However, the lack of research data and the necessity for administrative action prompts the personnel deans

to agree that changes in student housing accommodations must usually be made on the basis of 'educated guesses' or shared ignorance.

Because of the fact that the applied social sciences involve so many variables, research in the effects of these campus sub-cultures must be studied one variable at a time. (74, p. 24).

In this study by Matson, he attempted to identify the influence of fraternity, residence hall, and off-campus living on students of high, average, and low college potential at Indiana University. The 30 fraternities were divided into three groups of ten fraternities each and identified as fraternities of high prestige, middle prestige, and low prestige. Matson was mainly interested in studying the effects of these group membership housing arrangements on academic achievement. He concluded that "the fraternity with an average or better reputation and the residence hall environment seemed to produce the best atmosphere for academic achievement." (74, p. 28).

Baker's (7) investigation focused upon the relationship of type of residence to student perception of environmental press. The population sample was divided into three groups: (1) dormitory students, (2) boarding home students, and (3) students who live with their own parents. The data for this study was obtained from 110 junior students at Wisconsin State University, River Falls. These subjects responded to the Sterns College Characteristics Index in describing their institution. The results indicated that type of residence was significantly related to the perceptions students had of their college environment.

In another study of the impact of living arrangements on student environmental perceptions, Lindahl (66) studied the college environmental perceptions of commuter and resident students from the same campus and the relationship between college environmental perceptions

and the proportion of resident students for seven different colleges. He found significant differences between resident and commuter students' perceptions of their college environment and also between the proportion of resident students living on or near the campus and the student environmental perceptions of that college.

Lehmann and Payne reported a study in which they attempted to learn "whether it might be possible to isolate some experimental factors in college that might explain attitude and value changes that occur in students at a large midwestern state university during their freshman and sophomore years." (63, p. 403-404). They identified four groups of students who were "changers" in attitude and value measures by type as indicated below:

- (1) Those that became less stereotypic
- (2) Those that became more stereotypic
- (3) Those that became less traditional-value oriented
- (4) Those that became more traditional-value oriented

Three groups of students were identified for each of the above four measures: those that changed upward, downward, and no change group. Separate male and female differences were observed.

The interview technique was employed to explore ten different areas or experiences which might account for having an impact upon student behavior. These ten areas were: instructors, courses, social activities, cultural activities, dormitory life, fraternity or sorority membership, conformity, rules and regulations, living away from home, and friends. In addition to learning what experiences had an impact on these students the degree of impact was also rated by each subject from (0) no impact to (4) very much impact. The findings of this study indicate:

- (1) For males, there was a significant relationship

between attitudes toward rules and regulations and becoming less stereotypic. "These students, when confronted with regulations that had to be obeyed, tended to become less rigid and authoritarian in their relationships with others." (63, p. 406).

- (2) For females, there was a significant relationship between changes in values and the impact of (a) a course or courses, and (b) cultural activities. The researchers hypothesized that this result might be interpreted that if higher education has any impact on students, it causes them to think-- this thinking resulting in a questioning of existing values, ideals, and convictions. Further implications were also discussed.
- (3) For males, there was a significant relationship between changes in values and the impact or influence of friends. "Those males who became more emergent-value oriented stated that their friends had an impact on their behavior." (63, p. 407). A possible explanation for this offered by researchers was that the total male group "was moving from a traditional-value orientation to an emergent-value orientation." (63, p. 407) Thus, if the pressure of the peer group was such that conformity was necessary, it is understandable why friends might have had an impact on these students.

It is particularly interesting to note that Lehman and Payne found no

relationship between the type of attitude and/or value change and the impact of an instructor. They report:

In fact, very few instructors were mentioned either explicitly or implicitly as having any impact upon the students' behavior.

Although colleges assume that college instructors and courses will have some impact upon student's attitudes and values, our study does not bear this out.

For all intents and purposes, we might conclude that insofar as college experiences or contacts are concerned, the formal academic type such as instructors or courses have no impact upon student behavior. There appears to be a significant relationship between some of the informal, extracurricular activities and value changes. (63, p. 407-408).

A further observation reported by the researchers regarding dormitory life experiences and changes in attitudes and values is noted. Neither for the male nor female groups were significant differences obtained.

A study that in many ways is most closely related to the present investigation was concluded by Dollar (36) in 1963. Dollar identified certain psychological differences among dormitory, fraternity, and off-campus freshmen men at the Oklahoma State University that demonstrated diversity among these living groups. Among housing groups, these differences included such psychosocial factors as interpersonal values, temperament traits, academic aptitude, and socio-economic background. The evidence indicated that students from the three housing groups were not equal on certain initial characteristics and that those students who migrated from one housing group to another were more like the group they joined. Dollar deduced that because of different systems of wants and needs, the migrants perceived different living environments as more satisfying.

Research Related to Living Arrangements
and Academic Success

As stated earlier, most research related to the housing of students has employed the single criterion of academic progress or grade point average as the dependent variable. Some research has been directed to testing the impact of deliberate living arrangement assignments on various criteria as opposed to random assignment of students to residence halls.

DeCoster (34) reports a study conducted at the University of Florida in which he attempted to define a more desirable living arrangement for high-ability students than that provided through random assignments. The sample population was composed of high ability freshmen and women randomly assigned and assigned to specific living units. Four groups were identified as follows: (1) high-ability students composing 25 per cent of the living unit to which assigned, (2) high ability students composing 50 per cent of the living unit to which assigned, (3) students living with the high ability students, and (4) students not living with high ability students (control group). Two variables, withdrawal rate and academic performance, were investigated. DeCoster's study led him to offer the following tentative impressions.

High-ability students seem to have better academic success when living in close proximity with other high-ability students.

High-ability students seem to affect negatively the academic success of other students living in the same residence unit. (34, p. 21).

DeCoster's study supports the earlier finds of Nasatir (79) in which he found that students with a "non-academic" orientation living in an "academic" oriented environment have a high failure rate.

Nasatir suggested that the academic success of students may depend on the "relations of students to social contexts" rather than the type of individual or the type of context studied as separate variables. (79, p. 297).

DeCoster concluded that variables other than ability need to be studied in an attempt to improve upon random assignments to achieve the most compatible environment.

It is the task of residence hall administrators to determine what combinations of characteristics will distinguish the most productive and most enjoyable living environment. (34, p. 22).

In the study by Elton and Bate (39), two questions were investigated. They are:

1. Will commonly used predictors of academic success differentially predict academic success for freshmen roommates who are enrolled in similar academic programs as contrasted to roommates who are enrolled in different academic programs?
2. Is the university grade-point average of a student and effective predictor of his roommate's grade average? (39, p. 73).

Elton and Bate concluded that students housed together according to similarity of educational major does not affect first semester college achievement. A student's grade point average is independent of his roommate's major. This study was consistent with previous findings that a student's academic achievement is not related to the achievement of his roommate.

Research Related to Subculture Differences
Among Housing Units of the Same Type
on the Same Campus

Crew and Giblette (30) conducted a study in which they compared

the academic performance of freshman male roommates in required courses.

The following hypotheses were tested:

1. Roommates taking the same course will earn significantly higher grades than those predicted by the ACT scores for the general freshman population.
2. Significantly different grade patterns will be shown among residence halls for freshman males.

Hypothesis (1) was substantiated for only one of the three courses for which there was sufficient data to make comparisons. The second hypothesis was not confirmed.

This study is closely related, specifically hypothesis (2), to this writer's investigation as presented in this dissertation. The second hypothesis as stated above was "an attempt to show that grade patterns for roommates would vary among dormitories, with differences being associated with the larger peer-group rather than that of proximity for roommates." (30, p. 170). Within the context of study limitations noted by the authors, this finding negating the second hypothesis "was based upon the premise that factors operating in specific residence halls could have influenced roommate performance." (30, p. 169).

It would be presumptuous to generalize the results of this study relevant to the second hypothesis to other college and university campuses housing large numbers of students in numerous residence halls.

Crookston (31) and Butler (22) have reported research in which certain fraternities as a total group achieve higher academically than other fraternities when predicted achievement is controlled. These studies conducted at Utah and Kansas respectively reflect wide differences in student and fraternity culture existing between the two

institutions. Crookston has stated that:

The similar findings of these studies conducted in different environments, suggest that factors other than campus environments are operating to account for the differences in academic achievement between the pledges in the high and low-achieving groups. (31, p. 356).

Crookston concluded that further research may help "determine the extent to which the fraternity environment is operant as a factor affecting scholastic achievement of pledges." (31, p. 357).

One of Sinnett's (110) aims was to provide baseline data on the pre-experimental comparability of students in two dormitories. The subjects were 398 freshmen girls. The residents of dormitory A were compared with dormitory B on 40 variables in the areas of academic achievement, social behavior, use of psychological services, use of health service, discipline, and biographica data. This study revealed that although students were unselected in assignment to the two dormitories, they differed significantly on nine of the 40 variables at the .05 level of confidence. The researcher reports that the two dormitories are mirror-images of one another spatially, but identical in size, personnel, and facilities. Sinnett estimated that on the basis of assumed independence, and because of the interactions among variables, only two of the 40 comparisons would be expected to be significant by chance. He concluded that:

Although some of the differences clearly preexisted at entrance to college and some of the differences may be due to differences in the use of the rating scales by directors, some might be attributed to differences in the programs of the two living groups. (110, p. 995-996).

Studies of subculture differences among resident groups with one type, the university residence halls, are almost non-existent. In one

study directed to this purpose, Nasatir (79) examined the academic failure rate of entering students living in six residence halls at the Berkeley campus of the University of California. As a consequence of the procedure employed in assigning students to residence halls, it was assumed that "differences among entering students tend to be distributed throughout the dorms in a non-systematic fashion." (79, p. 292).

Nasatir offered the following explanation as to how these halls develop unique subcultures.

Similar as their entering students might be, however, each group achieves a more or less distinct character; the selective migration after admission, house mothers, graduate residents, and faculty fellows, and the traditions associated with particular dormitories are only some of the factors which contribute to their cultural differences. (79, p. 292).

Among the six residence halls the failure rate ranged from 0 to 56 percent. Discounting differences in physical facilities and location, the four residence halls which were identical in all physical respects still had a failure rate of from 0 to 33 percent.

Research Related to Residence Hall Environments and Residence Hall Programs

Discussions of residence halls and educational programs is frequently found in the literature. Most of the listings in the bibliography of this dissertation are of this nature. In essence, these discussions pertain to efforts that are and need to be employed by those responsible for university housing in order to capitalize on the opportunities for intellectual, social, and personal growth inherent in the living unit. Emphasis is particularly called to creating, building, and maintaining an environment conducive to meeting the individual needs of the residents

and the intellectual goals of the university. Brown (17) investigated the effects of grouping students with similar vocational goals in residence halls and faculty-led discussion programs for certain residence groups. Related theoretical propositions centered on the power of the peer group to influence attitudes, the relationship of propinquity and similarity of attitudes to friendship patterns, and the presence of personality and attitude correlates of a student's college major.

Of the 220 freshmen assigned to a four floor residence hall, two floors had an assigned ratio of science to humanities students of 4 to 1 and on the other two floors the ratio of humanities to science students was also 4 to 1. On one science dominated and one humanities dominated floor a series of monthly intellectual discussions were led by faculty members. Comparisons between majority and minority and between program and no program groups revealed a number of significant differences on the criterion measures of a specially constructed questionnaire and the Omnibus Personality Inventory. Brown concluded that the majority or minority treatment had its greatest impact upon the student's feelings about his major, the type and location of his best friends, and his satisfaction with residence hall and college life. The program had its greatest influence upon the intellectual attitudes of the student and the content of activities for science and humanities student. These results, as interpreted by Brown, suggest that manipulation of the environmental press in residence halls can assist colleges in achieving their educational objectives.

In another study related to the influence of the peer group on behavior and college performance, Boyer (15) has concluded that this influence can either enhance or detract from a student's college performance.

The results indicate that when peer groups are composed with the minimum requirement of "living together", social environments do emerge with varying consequences for student performance.

. . . Sometimes the peer group cultures which emerge help students adapt to and cope with the academic demands of the school; sometimes they do not. These results indicate that universities should consider ways in which they can influence the development of peer group cultures. (15).

Loeschner's (68) study investigated students' attitudes toward two systems of dormitory control used at Northwestern University from 1956-1959. These two systems included a counselor-controlled system for freshmen men and a student-controlled honor system for upper-class independent men's housing units. For students who had lived under both systems, the preference for one system or the other was determined by which control system: (1) provided the best conditions for study; (2) provided the greatest clarity and effectiveness of dormitory rules; (3) provided greater counselor effectiveness; and (4) was best in theory and/or practice. Among others, Loeschner sought the answer to the following questions: (1) Does the place of residence during the freshman year make a significant difference in the responses to the questions? (2) Does the place of residence during the sophomore year make any significant differences in the responses to the questions? The results indicated that there were recognizable differences in the students' responses when considered by place of both freshman and sophomore residence. Loeschner concluded that the size of the dormitory unit does not appear to affect students' attitudes toward the control system as much as the actual conditions operating within that unit.

Summary

Most recent and current research studies of college environments are primarily focused on obtaining perceptual measures of a specific institution and making inter-institutional comparisons. A few studies have been concerned with the differential perceptions among students from varying sub-culture identities within the university toward the university as a whole. Intra-institutional studies of specific subculture environments, such as among the institution's residence halls are almost non-existent. An exhaustive review of the literature by this writer failed to reveal a single study directed to the measurement and comparison of student perceptions of residence hall environments.

Definition of Terms and Concepts

Throughout this dissertation, certain important terms and concepts have been used that require specific definition. The general terms and concepts are listed separately from those listed as variables.

General Terms and Concepts:

- (1) Concept - refers to the stimuli rated by the respondent groups on the eighteen bi-polar adjectives of the semantic differential. In this study, all six concepts rated were residence halls housing male students at the Oklahoma State University. It is assumed that the meanings associated with these building names are intimately related to the responding groups social attitudes.
- (2) Environment - refers to the common psychological meaning toward the six residence halls as shared by one or more

different groups of residents. The terms climate and atmosphere are used synonymously with environment.

- (3) Group - refers to the seven different migrant or non-migrant respondent populations identified by specific residence hall.
- (4) Migrants - refers to those freshmen students who had lived in their specific residence hall for the past eight months of their freshman year and requested a priority assignment to a different specific residence hall for the next academic year.
- (5) Non-migrants - refers to those freshman students who had lived in their residence hall for the past eight months of their freshman year and requested a priority assignment to the same residence hall for the next academic year.
- (6) Perceptions - refers to the responses given by respondent groups to a specific concept on the 7-point bi-polar adjective scales of the semantic differential.
- (7) Scale - refers to each of the eighteen different bi-polar adjective pairs comprising the semantic differential used in this study.
- (8) Sub-culture - refers to each of the six residence halls as social units having an unique cultural meaning as perceived by selected groups of respondents.

All of the following named residence halls house single male students on the campus of the Oklahoma State University. Certain common, distinguishing, and descriptive characteristics of these residence halls

are noted below in addition to the definitions that follow. These include:

- (a) Most rooms are designed and shared by two men. Each of the residence halls has a few single rooms.
- (b) Each of the residence halls is staffed with a head resident responsible for both the management and student personnel functions.
- (c) Each head resident has a number of student assistants (student counselors) to provide for a ratio of student assistants to residents of 1 to 55.
- (d) Each of the residence halls has established its own residence hall council which plans educational, social, and recreational programs for its residents. The head resident is advisor to the hall council.
- (e) Each of the residence halls are represented in the Men's Residence Hall Association, a university-wide men's residence hall association.
- (f) Each of the residence halls was filled to capacity at the beginning of the 1966-67 academic year.
- (g) Individual room telephones are available to the residents of Parker and Kerr Halls only.
- (h) All residence hall personnel are male with the exception of the Hanner Hall head resident.
- (i) Only Parker and Kerr Halls are part of co-educational residence hall complexes.

Definition of Terms as Variables

- (9) Cordell Hall - an older 4-story residence hall built in 1937.

Designed occupancy is 511. In September 1966, this included 291 freshmen and 220 upperclassmen (57 per cent freshmen). Non-migrant freshmen requesting priority assignment to Cordell Hall for their sophomore year was 111 (38 per cent). A contract (20 meals per week) food service plan is purchased along with the room assignment. Total cost of room and board per semester is \$349.

- (10) East Bennett Hall - the east one-half of the larger 4-story Bennett Hall built in 1948. Designed occupancy is 555. In September 1966, this included 298 freshmen and 257 upper-classmen (54 per cent freshmen). Non-migrant freshmen requesting priority assignment to East Bennett Hall for their sophomore year was 81 (27 per cent). Bennett Hall is the farthest men's residence hall from the central campus and from any of the women's residence halls. An ala carte food service plan is purchased along with the room assignment. Because of the variance among students in food expenses, the average total cost of room and board per semester is approximately \$348.

- (11) Hanner Hall - a small 3-story residence hall built in 1927. Designed occupancy is 134. It is located closest to the central campus including library and classroom buildings. In September 1966 this included 103 freshmen and 31 upper-classmen (77 per cent freshmen). Non-migrant freshmen requesting priority assignment to Hanner Hall for their sophomore year was 38 (37 per cent). Residents pay for room only as there is no food service facility in

Hanner Hall. Total cost for room per semester is \$125.50.

- (12) Kerr Hall - a large 12-story residence hall opened for occupancy in September 1966. It is part of a coeducational facility with its mirror-image Drummond Hall for women separated from it by the common cafeteria and lounge. Designed occupancy is 716. In September 1966 this included 189 freshmen and 527 upperclassmen (26 per cent freshmen). Non-migrant freshmen requesting priority assignment to Kerr Hall for their sophomore year was 105 (55 per cent). A contract (20 meals per week) food service plan is purchased along with the room assignment. Total cost for room and board per semester is \$373.
- (13) Parker Hall - a 5-story residence hall built in 1962. It is part of a coeducational complex of three residence halls, the other two being a 5-story hall for women and a 10-story hall for women. Designed occupancy is 236. In September 1966, this included 55 freshmen and 181 upperclassmen (23 per cent freshmen). Non-migrant freshmen requesting priority assignment to Parker Hall for their sophomore year was 45 (81 per cent). A contract (20 meals per week) food service plan is purchased along with the room assignment. Total cost for room and board per semester is \$374.
- (14) West Bennett Hall - the west one-half of the larger 4-story Bennett Hall built in 1948. Designed occupancy is 551. In September 1966 this included 260 freshmen and 291 upper-classmen (47 per cent freshmen). Non-migrant freshmen

requesting priority assignment to West Bennett Hall for their sophomore year was 58 (22 per cent). Bennett Hall is the farthest men's residence hall from the central campus and from any of the women's residence halls. An ala carte food service plan is purchased along with the room assignment. Because of the variance among students in food expenses, the average total cost of room and board per semester is approximately \$348.

Statement of Hypotheses

To carry out the objectives of the study, four general null hypotheses have been formulated to test the mean response scale score differences on 18 bi-polar adjective scales of the semantic differential among and between migrant and non-migrant groups from the six men's residence halls at the Oklahoma State University. These general hypotheses are stated below.

- (1) There will be no significant differences in distribution of responses on a 7-point continuum for each of the bi-polar adjective scales among non-migrants responding to their residence hall as the concept.
- (2) There will be no significant differences in distribution of responses on a 7-point continuum for each of the bi-polar adjective scales between non-migrants responding to their residence hall as the concept.
- (3) There will be no significant differences in distribution of responses on a 7-point continuum for each of the bi-polar adjective scales among the three groups responding to the

two concepts (East Bennett Hall and Kerr Hall).

- (4) There will be no significant differences in distribution of responses on a 7-point continuum for each of the bi-polar adjective scales between the three groups responding to the two concepts (East Bennett Hall and Kerr Hall).

Supplementary Questions Related to Hypotheses

- (1) Do the non-migrant groups of the six residence halls perceive their residence hall as more positive than negative on all eighteen of the bi-polar adjective pairs?
- (2) Is there a relationship between the percent of subjects returning to their residence hall (non-migrants) and the overall perceptions these subjects gave as the environment of their residence hall?
- (3) Are there significant perceptual differences as to residence hall environment between the non-migrants of East and West Bennett Halls? (NOTE: Bennett Hall is a large residence structure with a designed occupancy of 1106 students. For administrative reasons, it is divided into two residence halls. All physical factors are sufficiently similar as to consider East and West Bennett Halls as identical.
- (4) Do the three residence hall groups responding to the instrument for the concept East Bennett Hall perceive its environment as more positive than negative on all eighteen of the bi-polar adjective scales?
- (5) Do the three residence hall groups responding to the instrument for the concept Kerr Hall perceive its

environment as more positive than negative on all eighteen of the bi-polar adjective scales?

- (6) Is there a greater number of significant differences between how the three residence groups perceive the environment of East Bennett Hall as opposed to significant differences among these three same residence groups and their perception of the environment of Kerr Hall?
- (7) Do the non-migrants of East Bennett Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceive these environments as more positive than negative on all eighteen of the bi-polar adjective pairs?
- (8) Do the non-migrants of East Bennett Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceive these environments as similar or significantly different?
- (9) Do the migrants of East Bennett Hall going to Kerr Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceive these environments as more positive than negative on all eighteen of the bi-polar adjective pairs?
- (10) Do the migrants of East Bennett Hall going to Kerr Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceive these environments as similar or significantly different?
- (11) Do the non-migrants of Kerr Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceive these environments as more positive than negative on all eighteen of the bi-polar adjective pairs?

- (12) Do the non-migrants of Kerr Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceive these environments as similar or significantly different?

CHAPTER III

METHOD AND PROCEDURE

This chapter includes a description of the subjects, the instrument, and the statistical procedure used in testing the hypotheses listed in Chapter II.

Subjects: Population and Sample

Six residence halls at the Oklahoma State University are currently used in housing single undergraduate and graduate male students. Each spring, usually in April, the residents living in university housing exercise their preference for priority assignment to the residence hall of their choice for the next academic year. No male student, regardless of classification, is required to live in university residence halls. After these requests for priority assignment have been processed, applications from new students are processed and assignments made. As a consequence of the procedure employed in assigning new housing applicants to the residence halls, it is assumed that differences among entering freshmen students tend to be distributed throughout the residence halls in a non-systematic fashion. However, entering freshmen who have applied for university housing early and specified a specific residence hall as their first choice are more likely to obtain the housing assignment they requested.

The population being studied consists of 517 single male freshmen

living in the six men's residence halls at the Oklahoma State University from September 1966 to the time the data for this study was collected, in May 1967. Six groups of non-migrants and one group of migrants comprise the total population as indicated below:

Population Groups	Number
East Bennett Hall Non-Migrants	81
West Bennett Hall Non-Migrants	58
Cordell Hall Non-Migrants	111
Hanner Hall Non-Migrants	38
Parker Hall Non-Migrants	45
Kerr Hall Non-Migrants	105
East Bennett Hall Migrants to Kerr Hall	<u>79</u>
	517 Total

The non-migrants are defined as those freshmen students who had lived in their specific residence hall for the past eight months of their freshmen year and requested a priority assignment to the same residence hall for the next academic year.

The migrants are defined as those freshmen students who had lived in their specific residence hall for the past eight months of their freshmen year and requested a priority assignment to a different specific residence hall for the next academic year.

The instrument used in this study was designed to elicit from the sample population their perceptions of one or more specific residence halls at the Oklahoma State University. These responses are interpreted as reflections of the atmosphere, climate, or environment of a specific residence hall.

In April 1967, a list of all men in this population was compiled by residence hall buildings. A random sample of thirty-five subjects from each of seven groups comprised the sample population. The sampling procedure followed was to number the men in each alphabetized list and then select the thirty-five subjects through the use of a table of

random numbers.

The sample population of the seven groups as listed above responded to the instrument for the concept of their residence hall. Specifically, each of the seven groups described the environment of the residence hall in which they were presently living.

In addition, three of the above listed seven groups responded to the instrument describing a second residence hall. Thus, the following three different groups of the sample population responded to both East Bennett Hall and Kerr Hall as concepts: non-migrants of East Bennett Hall, migrants of East Bennett Hall requesting Kerr Hall, and non-migrants of Kerr Hall.

The instrument used in this study along with the list of subject names were given to the Head Resident of each residence hall. He then contacted the subjects with the help of his student assistants and obtained the subjects' cooperation in responding to the instrument. After all subjects from a given residence hall group were contacted and completed the instrument, the instruments were returned to the researcher.

The Instrument

The semantic differential (hereafter abbreviated as SD), a method of observing and measuring the psychological meaning of things, usually concepts, was chosen as the instrument for this study. The 18 bi-polar adjective pairs comprising the SD used in this study were subjectively selected by this investigator as appropriate to the purposes of this study. A seven point rating scale was used for each of the bi-polar adjective pairs. (See Appendix B).

Osgood (88) developed the SD to measure the connotative meaning of concepts as points in what he has called "semantic space." An actual

SD consists of a number of scales, each of which is a bi-polar adjective pair, chosen from a large number of such scales for a particular research purpose, together with the concepts to be rated with the scales.

The SD used in this study was prepared for use according to the procedures suggested by Osgood, Suci, and Tannerbaum. (88). The ordering of concepts for the three sample populations responding to more than one concept, the order of scales, and the polarity of the adjectival pairs was left to a random non-systematic process so as to minimize response sets. The SD consisted of six concepts, all residence halls, which were rated on 18 bi-polar scales. The intensity of a rating was indicated by the position of a subject's check mark on a 7-point scale, where four is the neutral position. (See Appendix B).

Kerlinger (58) in his review of the SD has made the following observations:

The scales, or bi-polar adjectives, are 7-point (usually) rating scales, the underlying nature of which has been determined empirically. That is, each scale measures one, sometimes two, of the basic dimensions or factors that Osgood and his colleagues have found to be behind the scales: Evaluative, Potency, Activity. (58, p. 567).

The semantic differential can be applied to a variety of research problems. It has been shown to be sufficiently reliable and valid for many research purposes. It is also flexible and relatively easy to adapt to varying research demands, quick and economical to administer and to score. The main problems are to select appropriate and relevant concepts or other cognitive objects to be judged, and appropriate and relevant analyses. In both cases the researcher is faced with a plethora of possibilities. Selection and choice, as usual, are determined by the nature of the problems explored and the hypotheses tested. We have here (SD) a useful and perhaps sensitive tool to help in the exploration of an extremely important area of psychological and educational concern: connotative meaning. (58, p. 578-580).

The summary of a review on the SD by Remmers, appearing in the Handbook of Research on Teaching, edited by N. L. Gage, is quoted below.

In summary, the semantic differential, in the light of the rigorous and extensive experimentation that it has so far undergone, appears to be a widely useful research instrument. Of course, it needs further experimental evaluation, research, and development as its originator emphatically states (Osgood, Suci, and Tannenbaum, 1957). Its most obvious shortcoming for the naive rater is its apparent lack of "face validity." That one can obtain a valid diagnosis of a multiple personality (Osgood and Luria, 1954), against the criterion of a detailed clinical psychiatric diagnosis will possibly impress the unsophisticated observer as bizarre and leave him somewhat skeptical as to the "psychological sense" of such findings. One who accepts the logic of measurement and of factor analysis will be impressed with the convenience, power and flexibility of the device. (48, p. 362).

Statistical Design of the Study

The SD bi-polar adjective scale scores are simply the assigned ranks, number 1 through 7, with 4 being the mid-point on the scale or neutral position. This rank order ordinal level of measurement only permits the use of non-parametric statistics. There are three main sources of variance for this technique of the total sample of scores. These are: concepts, scales, subjects.

The scores obtained in this study were analyzed for differences between concepts (East Bennett and Kerr Halls), between subject groups (migrants and non-migrants), between scales (18 bi-polar adjective scales), and the combinations of these three.

The Kruskal-Wallis One-Way Analysis of Variance was employed to test for significance of whether the seven independent samples are from different populations. The question is whether the differences among the samples signify genuine population differences or whether they represent merely chance variations. The Kruskal-Wallis technique tests the null hypothesis that the samples come from the same population or

from identical populations with respect to averages. (106).

If the null hypothesis is rejected and there is a significant difference among the population samples, the Mann-Whitney U Test can be employed to determine where these differences occur. The Mann-Whitney U Test is used to test whether two independent groups have been drawn from the same population. According to Siegel (106), this is one of the most powerful of the non-parametric tests. It is used as an alternative to the parametric t-test when t-test's assumptions need to be avoided and the measurement is weaker than interval scaling.

Limitations of the Study

The following limitations of this study inclusive of the statistical treatment of the data need to be noted.

1. Test-retest reliabilities were not obtained for the groups responding to the instrument.
2. Although it was assumed that the subjects from each of the residence hall groups were initially assigned to that hall on a non-systematic basis, the possibility of their having been antecedent differences cannot be ruled out.
3. The sample studied is not representative of groups other than the population from which it was taken; therefore, generalization of these findings to other groups is not justified.
4. The 18 bi-polar adjectives included in this study represent at best only a few of the more important or descriptive characteristics of the concepts.

5. The results of the study are directly related to the validity of the assumption that the instrument used can be considered valid for the purpose of measuring the atmosphere, climate, or environment of the residence hall concepts.

CHAPTER IV
DIFFERENTIAL PERCEPTIONS OF SIX DIFFERENT
RESIDENCE HALLS

Introduction

This chapter is concerned with a statistical analysis of the data collected relevant to the differential perceptions of six non-migrant residence hall populations describing their respective residence halls. The sample population of each group (n=35) consists of single male freshmen who had requested a priority assignment for the next academic year in their present residence hall (non-migrants).

Two of the four general hypotheses (p. 32) concerned the six non-migrant residence hall groups. These hypotheses as stated in Chapter II are:

- (1) There will be no significant differences in distribution of responses on a 7-point continuum for each of the bipolar adjective scales among non-migrants responding to their residence hall as the concept.
- (2) There will be no significant differences in distribution of responses on a 7-point continuum for each of the bipolar adjective scales between non-migrants responding to their residence hall as the concept.

The Kruskal-Wallis one-way analysis of variance test was employed to test the first of these two hypotheses. The results revealed that

the groups of responses contained differences (in average rank) which were significant beyond the .05 level of probability. The null hypothesis was therefore rejected, supporting the alternative of significant differences among the populations sampled.

The Mann-Whitney U test was employed to determine the location of differences among groups as a test of the second general hypothesis. Again, the .05 level of probability was selected for statistical significance. This procedure was followed in all tests of data for the eighteen 7-point adjective scales of the SD. Tables I through XVIII show the location of differences between any two groups on each of the SD scales. Each of the six residence hall groups were responding to the concept of their residence hall.

Findings of the Mann-Whitney U Test

Table I, Pleasant-Unpleasant Scale:

All six residence hall groups perceived their residence hall as more pleasant than unpleasant. The rank order from most pleasant to least pleasant of mean scale scores among the six residence hall groups is as follows:

Kerr Hall	1.5
Cordell Hall	1.9
Parker Hall	2.0
Hanner Hall	2.5
East Bennett Hall	2.8
West Bennett Hall	3.7

Significant differences between groups were observed in eleven instances.

TABLE I

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
PLEASANT-UNPLEASANT SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	1.9	2.5	3.7	2.8	1.5
Parker	Parker	2.0	-0.280 ^{n.s.}	1.942 ^{n.s.}	4.971 ^{***}	3.503 ^{***}	-1.973 [*]
Cordell	Cordell	1.9		2.190 [*]	5.083 ^{***}	3.632 ^{***}	-1.634 ^{n.s.}
Hanner	Hanner	2.5			3.052 ^{**}	1.196 ^{n.s.}	-3.659 ^{***}
West Bennett	West Bennett	3.7				-2.172 [*]	-6.260 ^{***}
East Bennett	East Bennett	2.8					-5.117 ^{***}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

- (1) Kerr Hall was perceived as more pleasant than Parker Hall ($p < .05$), Hanner Hall ($p < .001$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (2) Cordell Hall was perceived as more pleasant than Hanner Hall ($p < .05$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (3) Parker Hall was perceived as more pleasant than East Bennett Hall ($p < .001$) and West Bennett Hall ($p < .001$).
- (4) Hanner Hall was perceived as more pleasant than West Bennett Hall ($p < .01$).
- (5) East Bennett Hall was perceived as more pleasant than West Bennett Hall ($p < .05$).

Table II, Helpful-Obstructive Scale.

Five of the six residence hall groups perceived their residence hall as more helpful than obstructive. Only the West Bennett Hall perceived their hall as more obstructive than helpful. The rank order from most helpful to obstructive of mean scale scores among the six residence hall groups is as follows:

Parker Hall	2.7
Kerr Hall	2.8
Cordell Hall	2.8
Hanner Hall	3.2
East Bennett Hall	3.7
West Bennett Hall	4.4

Significant differences between groups were observed in seven instances.

TABLE II

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
HELPFUL-OBSTRUCTIVE SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions
(Values in table are Mann-Whitney U test z scores)

Group		Cordell	Hanner	West Bennett	East Bennett	Kerr	
Concept		Cordell	Hanner	West Bennett	East Bennett	Kerr	
Group	Concept	Mean Rank	2.8	3.2	4.4	3.7	2.8
Parker	Parker	2.7	-0.332 ^{n.s.}	-1.405 ^{n.s.}	-4.648 ^{***}	-3.159 ^{**}	-0.012 ^{n.s.}
Cordell	Cordell	2.8		-1.028 ^{n.s.}	-4.157 ^{***}	-2.729 ^{**}	0.139 ^{n.s.}
Hanner	Hanner	3.2			-3.168 ^{**}	-1.672 ^{n.s.}	1.061 ^{n.s.}
West Bennett	West Bennett	4.4				1.758 ^{n.s.}	3.937 ^{***}
East Bennett	East Bennett	3.7					2.606 ^{**}

** Significant at the .01 level of confidence.
*** Significant at the .001 level of confidence.
n.s. Not significant

- (1) Parker Hall was perceived as more helpful than East Bennett Hall ($p < .01$) and West Bennett Hall ($p < .001$).
- (2) Kerr Hall was perceived as more helpful than East Bennett Hall ($p < .01$) and West Bennett Hall ($p < .001$).
- (3) Cordell Hall was perceived as more helpful than East Bennett Hall ($p < .01$) and West Bennett Hall ($p < .001$).
- (4) Hanner Hall was perceived as more helpful than West Bennett Hall ($p < .01$).

Table III, Cheerful-Melancholy Scale

All six residence hall groups perceived their residence hall as more cheerful than melancholy. The rank order from most cheerful to least cheerful of mean scale scores among the six residence hall groups is as follows:

Cordell Hall	2.1
Parker Hall	2.2
Kerr Hall	2.4
Hanner Hall	2.5
East Bennett Hall	3.3
West Bennett Hall	3.4

Significant differences between groups were observed in eight instances.

- (1) Cordell Hall was perceived as more cheerful than East Bennett Hall ($p < .001$) and West Bennett Hall ($p < .001$).
- (2) Parker Hall was perceived as more cheerful than East Bennett Hall ($p < .001$) and West Bennett Hall ($p < .01$).
- (3) Kerr Hall was perceived as more cheerful than East Bennett Hall ($p < .05$) and West Bennett Hall ($p < .05$).

TABLE III

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
CHEERFUL-MELANCHOLY SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.1	2.5	3.4	3.3	2.4
Parker	Parker	2.2	-0.514 ^{n.s.}	0.547 ^{n.s.}	3.260 ^{**}	3.352 ^{***}	0.826 ^{n.s.}
Cordell	Cordell	2.1		1.025 ^{n.s.}	3.490 ^{***}	3.526 ^{***}	1.289 ^{n.s.}
Hanner	Hanner	2.5			2.352 [*]	2.320 [*]	0.134 ^{n.s.}
West Bennett	West Bennett	3.4				0.085 ^{n.s.}	-2.312 [*]
East Bennett	East Bennett	3.3					-2.384 [*]

*Significant at the .05 level of confidence.

**Significant at the .01 level of confidence.

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

n.s. Not significant

- (4) Hanner Hall was perceived as more cheerful than East Bennett Hall ($p < .05$) and West Bennett Hall ($p < .05$).

Table IV, Progressive-Regressive Scale

Five of the six residence hall groups perceived their residence hall as more progressive than regressive. Only the West Bennett Hall group perceived their hall as more regressive than progressive. The rank order from most progressive to least progressive of mean scale scores among the six residence hall groups was as follows:

Kerr Hall	2.1
Cordell Hall	2.1
Parker Hall	2.4
Hanner Hall	3.4
East Bennett Hall	3.9
West Bennett Hall	4.2

Significant differences between groups were observed in nine instances.

- (1) Kerr Hall was perceived as more progressive than Hanner Hall ($p < .001$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (2) Cordell Hall was perceived as more progressive than Hanner Hall ($p < .001$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (3) Parker Hall was perceived as more progressive than Hanner Hall ($p < .01$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).

TABLE IV

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
PROGRESSIVE-REGRESSIVE SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions
(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.1	3.4	4.2	3.9	2.1
Parker	Parker	2.4	0.687 ^{n.s.}	-3.171 ^{**}	-4.494 ^{***}	-4.267 ^{***}	0.986 ^{n.s.}
Cordell	Cordell	2.1		-4.009 ^{***}	-5.191 ^{***}	-5.079 ^{***}	0.369 ^{n.s.}
Hanner	Hanner	3.4			-1.800 ^{n.s.}	-1.442 ^{n.s.}	4.041 ^{***}
West Bennett	West Bennett	4.2				0.467 ^{n.s.}	5.153 ^{***}
East Bennett	East Bennett	3.9					4.995 ^{***}

** Significant at the .01 level of confidence.
*** Significant at the .001 level of confidence.
n.s. Not significant

Table V, Warm-Cold Scale

All six residence hall groups perceived their residence halls as more warm than cold. The rank order from most warm to least warm of mean scale scores among the six residence hall groups is as follows:

Cordell Hall	2.1
Hanner Hall	2.6
Parker Hall	2.9
Kerr Hall	3.1
East Bennett Hall	3.5
West Bennett Hall	3.5

Significant differences between groups were observed in five instances.

- (1) Cordell Hall was perceived as more warm than Kerr Hall ($p < .01$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (2) Hanner Hall was perceived as more warm than East Bennett Hall ($p < .01$) and West Bennett Hall ($p < .05$).

Table VI, Important-Unimportant Scale

Five of the six residence hall groups perceived their residence hall as more important than unimportant. The West Bennett Hall residents perceived their hall in the neutral or middle position. The rank order from most important to least important among the six residence hall groups is as follows:

TABLE V

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
WARM-COLD SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.1	2.6	3.5	3.5	3.1
Parker	Parker	2.9	-1.796 ^{n.s.}	-0.566 ^{n.s.}	1.523 ^{n.s.}	1.859 ^{n.s.}	0.991 ^{n.s.}
Cordell	Cordell	2.1		1.464 ^{n.s.}	3.505 ^{***}	3.819 ^{***}	3.100 ^{**}
Hanner	Hanner	2.6			2.085 [*]	2.701 ^{**}	1.785 ^{n.s.}
West Bennett	West Bennett	3.5				0.422 ^{n.s.}	-0.475 ^{n.s.}
East Bennett	East Bennett	3.5					-1.122 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

TABLE VI

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
IMPORTANT-UNIMPORTANT SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions
(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.3	3.5	4.0	3.7	2.7
Parker	Parker	2.3	-0.397 ^{n.s.}	-3.256 ^{**}	-3.807 ^{***}	-3.703 ^{***}	-1.102 ^{n.s.}
Cordell	Cordell	2.3		-3.202 ^{**}	-3.777 ^{***}	-3.782 ^{***}	-0.898 ^{n.s.}
Hanner	Hanner	3.5			-1.006 ^{n.s.}	-0.795 ^{n.s.}	2.317 [*]
West Bennett	West Bennett	4.0				0.370 ^{n.s.}	2.977 ^{***}
East Bennett	East Bennett	3.7					2.953 ^{**}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

Cordell Hall	2.3
Parker Hall	2.3
Kerr Hall	2.7
Hanner Hall	3.5
East Bennett Hall	3.7
West Bennett Hall	4.0

Significant differences between groups were observed in nine instances.

- (1) Cordell Hall was perceived as more important than Hanner Hall ($p < .01$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (2) Parker Hall was perceived as more important than Hanner Hall ($p < .01$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (3) Kerr Hall was perceived as more important than Hanner Hall ($p < .05$), East Bennett Hall ($p < .01$) and West Bennett Hall ($p < .01$).

Table VII, Social-Unsocial Scale

All six residence hall groups perceived their residence halls as more social than unsocial. The rank order from most social to least social of mean scale scores among the six residence hall groups is as follows:

Kerr Hall	2.3
Parker Hall	2.4
Cordell Hall	2.5
Hanner Hall	3.2
East Bennett Hall	3.3
West Bennett Hall	3.5

TABLE VII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
SOCIAL-UNSOCIAL SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions
(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.5	3.2	3.5	3.3	2.3
Parker	Parker	2.4	0.037 ^{n.s.}	1.916 ^{n.s.}	2.906 ^{**}	2.542 [*]	-0.309 ^{n.s.}
Cordell	Cordell	2.5		1.893 ^{n.s.}	2.951 ^{**}	2.495 [*]	-0.420 ^{n.s.}
Hanner	Hanner	3.2			0.774 ^{n.s.}	0.423 ^{n.s.}	-2.188 [*]
West Bennett	West Bennett	3.5				-0.417 ^{n.s.}	-3.242 ^{**}
East Bennett	East Bennett	3.3					-2.866 ^{**}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

n.s. Not significant

Significant differences between groups were observed in seven instances.

- (1) Kerr Hall was perceived as more social than Hanner Hall ($p < .05$), East Bennett Hall ($p < .01$), and West Bennett Hall ($p < .01$).
- (2) Parker Hall was perceived as more social than East Bennett Hall ($p < .05$) and West Bennett Hall ($p < .01$).
- (3) Cordell Hall was perceived as more social than East Bennett Hall ($p < .05$) and West Bennett Hall ($p < .01$).

Table VIII, Beautiful-Ugly Scale

Three of the six residence hall groups perceived their residence hall as more beautiful than ugly. The East Bennett, Hanner, and West Bennett residents perceived their residence halls as more ugly than beautiful. The rank order from most beautiful to most ugly among the six residence hall groups is as follows:

Kerr Hall	1.7
Parker Hall	2.3
Cordell Hall	3.1
East Bennett Hall	4.2
Hanner Hall	4.3
West Bennett Hall	4.3

Significant differences between groups were observed in twelve instances.

- (1) Kerr Hall was perceived as more beautiful than Parker Hall ($p < .001$), Cordell Hall ($p < .001$), Hanner Hall ($p < .001$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (2) Parker Hall was perceived as more beautiful than Cordell Hall

TABLE VIII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
BEAUTIFUL-UGLY SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	3.1	4.3	4.3	4.2	1.7
Parker	Parker	2.3	-4.245***	-5.705***	-5.225***	-6.313***	3.388***
Cordell	Cordell	3.1		-3.880***	-3.620***	-4.580***	5.709***
Hanner	Hanner	4.3			0.271 ^{n.s.}	0.338 ^{n.s.}	6.214***
West Bennett	West Bennett	4.3				-0.006 ^{n.s.}	5.817***
East Bennett	East Bennett	4.2					6.531***

***Significant at the .001 level of confidence.
n.s. Not significant

($p < .001$), East Bennett Hall ($p < .001$), Hanner Hall ($p < .001$) and West Bennett Hall ($p < .001$).

- (3) Cordell Hall was perceived as more beautiful than East Bennett Hall ($p < .001$), Hanner Hall ($p < .001$), and West Bennett Hall ($p < .001$).

Table IX, Intellectual-Non-Intellectual Scale

Four of the six residence hall groups perceived their residence hall as more intellectual than non-intellectual. Both the East and West Bennett Hall residents perceived their residence halls as more non-intellectual than intellectual. The rank order from most intellectual to most non-intellectual among the six residence hall groups is as follows:

Parker Hall	2.6
Cordell Hall	3.0
Kerr Hall	3.1
Hanner Hall	3.5
West Bennett Hall	4.1
East Bennett Hall	4.4

Significant differences between groups were observed in eight instances.

- (1) Parker Hall was perceived as more intellectual than Hanner Hall ($p < .01$), West Bennett Hall ($p < .001$), and East Bennett Hall ($p < .001$).
- (2) Cordell Hall was perceived as more intellectual than West Bennett Hall ($p < .01$) and East Bennett Hall ($p < .001$).
- (3) Kerr Hall was perceived as more intellectual than West Bennett Hall ($p < .05$) and East Bennett Hall ($p < .001$).

TABLE IX

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
INTELLECTUAL-NON-INTELLECTUAL SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	3.0	3.5	4.1	4.4	3.1
Parker	Parker	2.6	1.693 ^{n.s.}	2.722 ^{**}	3.823 ^{***}	5.298 ^{***}	1.249 ^{n.s.}
Cordell	Cordell	3.0		1.353 ^{n.s.}	2.590 ^{**}	4.298 ^{***}	-0.109 ^{n.s.}
Hanner	Hanner	3.5			1.283 ^{n.s.}	2.656 ^{**}	-1.224 ^{n.s.}
West Bennett	West Bennett	4.1				1.114 ^{n.s.}	-2.383 [*]
East Bennett	East Bennett	4.4					-3.644 ^{***}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

- (4) Hanner Hall was perceived as more intellectual than East Bennett Hall ($p < .01$).

Table X, Convenient-Inconvenient Scale

Four of the six residence hall groups perceived their residence hall as more convenient than inconvenient. Both the East and West Bennett Hall residents perceived their residence halls as more inconvenient than convenient. The rank order from most convenient to most inconvenient among the six residence hall groups is as follows:

Hanner Hall	1.4
Cordell Hall	1.6
Parker Hall	2.1
Kerr Hall	2.8
West Bennett Hall	4.7
East Bennett Hall	5.3

Significant differences between groups were observed in thirteen instances.

- (1) Hanner Hall was perceived as more convenient than Parker Hall ($p < .01$), Kerr Hall ($p < .001$), West Bennett Hall ($p < .001$), and East Bennett Hall ($p < .001$).
- (2) Cordell Hall was perceived as more convenient than Parker Hall ($p < .05$), Kerr Hall ($p < .001$), West Bennett Hall ($p < .001$), and East Bennett Hall ($p < .001$).
- (3) Parker Hall was perceived as more convenient than Kerr Hall ($p < .05$), West Bennett Hall ($p < .001$), and East Bennett Hall ($p < .001$).
- (4) Kerr Hall was perceived as more convenient than West Bennett Hall ($p < .001$) and East Bennett Hall ($p < .001$).

TABLE X

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
CONVENIENT-INCONVENIENT SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	1.6	1.4	4.7	5.3	2.8
Parker	Parker	2.1	2.364*	3.012**	-4.888***	-5.985***	-2.466*
Cordell	Cordell	1.6		0.735 ^{n.s.}	-5.964***	-6.684***	-4.315***
Hanner	Hanner	1.4			-6.319***	-7.021***	-4.809***
West Bennett	West Bennett	4.7				-0.848 ^{n.s.}	3.520***
East Bennett	East Bennett	5.3					4.959***

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

Table XI, Strong-Weak Scale

Four of the six residence hall groups perceived their residence hall as more strong than weak. Both the East and West Bennett Hall residents perceived their residence halls as more weak than strong. The rank order from most strong to most weak among the six residents hall groups is as follows:

Cordell Hall	2.3
Parker Hall	2.6
Kerr Hall	2.9
Hanner Hall	3.5
East Bennett Hall	4.1
West Bennett Hall	4.2

Significant differences between groups were observed in nine instances.

- (1) Cordell Hall was perceived as more strong than Kerr Hall ($p < .05$), Hanner Hall ($p < .01$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (2) Parker Hall was perceived as more strong than Hanner Hall ($p < .01$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (3) Kerr Hall was perceived as more strong than East Bennett Hall ($p < .001$) and West Bennett Hall ($p < .001$).

Table XII, Bright-Dark Scale

Three of the six residence hall groups perceived their residence hall as more bright than dark. The Hanner Hall residents perceived their hall as neutral whereas both the East and West Bennett Hall residents perceived their halls as more dark than bright. The rank

TABLE XI

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
STRONG-WEAK SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions
(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.3	3.5	4.2	4.1	2.9
Parker	Parker	2.6	-1.032 ^{n.s.}	2.618 ^{**}	4.035 ^{***}	4.391 ^{***}	1.230 ^{n.s.}
Cordell	Cordell	2.3		3.194 ^{**}	4.494 ^{***}	4.724 ^{***}	2.034 [*]
Hanner	Hanner	3.5			1.810 ^{n.s.}	1.646 ^{n.s.}	-1.801 ^{n.s.}
West Bennett	West Bennett	4.2				-0.450 ^{n.s.}	-3.411 ^{***}
East Bennett	East Bennett	4.1					-3.767 ^{***}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

TABLE XII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
BRIGHT-DARK SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Cordell	Hanner	West Bennett	East Bennett	Kerr	
Concept		Cordell	Hanner	West Bennett	East Bennett	Kerr	
Group	Concept	Mean Rank	2.9	4.0	4.3	4.3	2.3
Parker	Parker	2.2	-2.881**	-4.128***	-5.394***	-6.040***	-0.512 ^{n.s.}
Cordell	Cordell	2.9		-2.653**	-3.604***	-4.469***	1.847 ^{n.s.}
Hanner	Hanner	4.0			-0.632 ^{n.s.}	-0.649 ^{n.s.}	3.799***
West Bennett	West Bennett	4.3				-0.288 ^{n.s.}	4.676***
East Bennett	East Bennett	4.3					5.308***

** Significant at the .01 level of confidence.

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

n.s. Not significant

order from most bright to most dark among the six residence hall groups is as follows:

Parker Hall	2.2
Kerr Hall	2.3
Cordell Hall	2.9
Hanner Hall	4.0
East Bennett Hall	4.3
West Bennett Hall	4.3

Significant differences between groups were observed in ten instances.

- (1) Parker Hall was perceived as more bright than Cordell Hall ($p < .01$), Hanner Hall ($p < .001$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (2) Kerr Hall was perceived as more bright than Hanner Hall ($p < .001$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).
- (3) Cordell Hall was perceived as more bright than Hanner Hall ($p < .001$), and East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).

Table XIII, Positive-Negative Scale

Five of the six residence hall groups perceived their residence hall as more positive than negative. Only the West Bennett Hall group perceived their hall as more negative than positive. The rank order from most positive to most negative among the six residence hall groups is as follows:

TABLE XIII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
POSITIVE-NEGATIVE SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.6	3.1	4.1	3.7	2.4
Parker	Parker	2.7	0.285 ^{n.s.}	1.427 ^{n.s.}	3.612 ^{***}	3.179 ^{**}	-0.080 ^{n.s.}
Cordell	Cordell	2.6		1.404 ^{n.s.}	3.834 ^{***}	3.445 ^{***}	-0.614 ^{n.s.}
Hanner	Hanner	3.1			2.611 ^{**}	2.076 [*]	-2.118 [*]
West Bennett	West Bennett	4.1				-0.793 ^{n.s.}	-4.616 ^{***}
East Bennett	East Bennett	3.7					-4.327 ^{***}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

Kerr Hall	2.4
Cordell Hall	2.6
Parker Hall	2.7
Hanner Hall	3.1
East Bennett Hall	3.7
West Bennett Hall	4.1

Significant differences between groups were observed in nine instances.

- (1) Kerr Hall was perceived as more positive than Hanner Hall ($p < .05$), East Bennett Hall ($p < .001$) and West Bennett Hall ($p < .001$).
- (2) Cordell Hall was perceived as more positive than East Bennett Hall ($p < .001$) and West Bennett Hall ($p < .001$).
- (3) Parker Hall was perceived as more positive than East Bennett Hall ($p < .01$) and West Bennett Hall ($p < .001$).
- (4) Hanner Hall was perceived as more positive than East Bennett Hall ($p < .05$) and West Bennett Hall ($p < .01$).

Table XIV, Excitable-Calm Scale

Four of the six residence hall groups perceived their residence hall as more excitable than calm. The West Bennett residents perceived their hall as neutral whereas the Hanner Hall residents perceived their hall as more calm than excitable. The rank order from most excitable to most calm among the six residence hall groups is as follows:

TABLE XIV

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
EXCITABLE-CALM SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	3.8	4.7	4.0	3.5	3.4
Parker	Parker	2.6	-3.344 ^{***}	-4.827 ^{***}	-3.198 ^{**}	-2.344 [*]	-2.289 [*]
Cordell	Cordell	3.8		-2.141 [*]	-0.311 ^{n.s.}	0.869 ^{n.s.}	1.119 ^{n.s.}
Hanner	Hanner	4.7			1.499 ^{n.s.}	2.847 [*]	3.114 ^{**}
West Bennett	West Bennett	4.0				1.131 ^{n.s.}	1.299 ^{n.s.}
East Bennett	East Bennett	3.5					0.209 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

Parker Hall	2.6
Kerr Hall	3.4
East Bennett Hall	3.5
Cordell Hall	3.8
West Bennett Hall	4.0
Hanner Hall	4.7

Significant differences between groups were observed in eight instances.

- (1) Parker Hall was perceived as more excitable than Kerr Hall ($p < .05$), East Bennett Hall ($p < .05$), Cordell Hall ($p < .001$), West Bennett Hall ($p < .01$), and Hanner Hall ($p < .001$).
- (2) Kerr Hall was perceived as more excitable than Hanner Hall ($p < .01$).
- (3) East Bennett Hall was perceived as more excitable than Hanner Hall ($p < .05$).
- (4) Cordell Hall was perceived as more excitable than Hanner Hall ($p < .05$).

Table XV, Free-Restrained Scale

Five of the six residence hall groups perceived their residence hall as more free than restrained. The Hanner Hall residents perceived their hall as more restrained than free. The rank order from most free to most restrained among the six residence hall groups is as follows:

Parker Hall	2.1
East Bennett Hall	3.2
Kerr Hall	3.3
Cordell Hall	3.3
West Bennett Hall	3.5
Hanner Hall	4.8

TABLE XV

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
FREE-RESTRAINED SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions
(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	3.3	4.8	3.5	3.2	3.3
Parker	Parker	2.1	-3.471***	-5.502***	-3.466***	-2.970**	-3.564***
Cordell	Cordell	3.3		-3.456***	-0.306 ^{n.s.}	0.114 ^{n.s.}	-0.228 ^{n.s.}
Hanner	Hanner	4.8			2.725**	3.428***	3.178**
West Bennett	West Bennett	3.5				0.453 ^{n.s.}	0.102 ^{n.s.}
East Bennett	East Bennett	3.2					-0.310 ^{n.s.}

** Significant at the .01 level of confidence.

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

n.s. Not significant

Significant differences between groups were observed in nine instances.

- (1) Parker Hall was perceived as more free than East Bennett Hall ($p < .01$), Kerr Hall ($p < .001$), Cordell Hall ($p < .001$), West Bennett Hall ($p < .001$), and Hanner Hall ($p < .001$).
- (2) East Bennett Hall was perceived as more free than Hanner Hall ($p < .001$).
- (3) Kerr Hall was perceived as more free than Hanner Hall ($p < .01$).
- (4) Cordell Hall was perceived as more free than Hanner Hall ($p < .001$).
- (5) West Bennett Hall was perceived as more free than Hanner Hall ($p < .01$).

Table XVI, Admired-Disliked Scale

Four of the six residence hall groups perceived their residence hall as more admired than disliked. Both the East and West Bennett residents perceived their halls as more disliked than admired. The rank order from most admired to most disliked among the six residence hall groups is as follows:

Kerr Hall	2.0
Parker Hall	2.7
Cordell Hall	2.7
Hanner Hall	3.6
West Bennett Hall	4.5
East Bennett Hall	4.7

Significant differences between groups were observed in twelve instances.

- (1) Kerr Hall was perceived as more admired than Cordell Hall

TABLE XVI

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
ADMIRE-DISLIKED SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions
(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.7	3.6	4.5	4.7	2.0
Parker	Parker	2.7	0.782 ^{n.s.}	2.729 ^{**}	4.441 ^{***}	4.531 ^{***}	-1.544 ^{n.s.}
Cordell	Cordell	2.7		2.430 [*]	4.618 ^{***}	5.116 ^{***}	-2.629 ^{**}
Hanner	Hanner	3.6			2.305 [*]	2.865 ^{**}	-4.568 ^{***}
West Bennett	West Bennett	4.5				0.450 ^{n.s.}	-6.191 ^{***}
East Bennett	East Bennett	4.7					-6.272 ^{***}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

($p < .01$), Hanner Hall ($p < .001$), West Bennett Hall ($p < .001$), and East Bennett Hall ($p < .001$).

- (2) Parker Hall was perceived as more admired than Hanner Hall ($p < .01$), West Bennett Hall ($p < .001$), and East Bennett Hall ($p < .001$).
- (3) Cordell Hall was perceived as more admired than Hanner Hall ($p < .05$), West Bennett Hall ($p < .001$), and East Bennett Hall ($p < .001$).
- (4) Hanner Hall was perceived as more admired than West Bennett Hall ($p < .05$), and East Bennett Hall ($p < .01$).

Table XVII, Personal-Impersonal Scale

Four of the six residence halls groups perceived their residence hall as more personal than impersonal. The East Bennett residents perceived their hall as neutral whereas the West Bennett residents perceived their hall as more impersonal than personal. The rank order from most personal to most impersonal among the six residence hall groups is as follows:

Cordell Hall	2.7
Parker Hall	2.9
Hanner Hall	3.1
Kerr Hall	3.6
East Bennett Hall	4.0
West Bennett Hall	4.4

Significant differences between groups were observed in nine instances.

- (1) Cordell Hall was perceived as more personal than Kerr Hall ($p < .05$), East Bennett Hall ($p < .001$), and West Bennett Hall ($p < .001$).

TABLE XVII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
PERSONAL-IMPERSONAL SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	2.7	3.1	4.4	4.0	3.6
Parker	Parker	2.9	-0.092 ^{n.s.}	-1.043 ^{n.s.}	-4.056 ^{***}	-3.140 ^{**}	-2.105 [*]
Cordell	Cordell	2.7		-1.074 ^{n.s.}	-4.472 ^{***}	-3.393 ^{***}	-2.213 [*]
Hanner	Hanner	3.1			-3.695 ^{***}	-2.476 [*]	-1.298 ^{n.s.}
West Bennett	West Bennett	4.4				1.245 ^{n.s.}	2.101 [*]
East Bennett	East Bennett	4.0					1.046 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

- (2) Parker Hall was perceived as more personal than Kerr Hall ($p < .05$), East Bennett Hall ($p < .01$), and West Bennett Hall ($p < .001$).
- (3) Hanner Hall was perceived as more personal than East Bennett Hall ($p < .05$), and West Bennett Hall ($p < .001$).
- (4) Kerr Hall was perceived as more personal than West Bennett Hall ($p < .05$).

Table XVIII, Democratic-Undemocratic Scale

Five of the six residence hall groups perceived their residence halls as more democratic than undemocratic. The West Bennett residents perceived their hall as more undemocratic than democratic. The rank order from most democratic to most undemocratic among the six residence hall groups is as follows:

Kerr Hall	2.6
Parker Hall	2.8
Cordell Hall	3.0
East Bennett Hall	3.2
Hanner Hall	3.6
West Bennett Hall	4.1

Significant differences between groups were observed in four instances.

- (1) Kerr Hall was perceived as more democratic than Hanner Hall ($p < .05$), and West Bennett Hall ($p < .01$).
- (2) Parker Hall was perceived as more democratic than West Bennett Hall ($p < .05$).
- (3) Cordell Hall was perceived as more democratic than West Bennett Hall ($p < .05$).

TABLE XVIII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO THE CONCEPT
OF THEIR RESIDENCE HALL ON THE
DEMOCRATIC-UNDEMOCRATIC SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Cordell	Hanner	West Bennett	East Bennett	Kerr
		Concept	Cordell	Hanner	West Bennett	East Bennett	Kerr
Group	Concept	Mean Rank	3.0	3.6	4.1	3.2	2.6
Parker	Parker	2.8	0.498 ^{n.s.}	1.928 ^{n.s.}	2.530*	1.071 ^{n.s.}	-0.522 ^{n.s.}
Cordell	Cordell	3.0		1.401 ^{n.s.}	2.212*	0.547 ^{n.s.}	-1.011 ^{n.s.}
Hanner	Hanner	3.6			0.937 ^{n.s.}	-0.876 ^{n.s.}	-2.496*
West Bennett	West Bennett	4.1				-1.834 ^{n.s.}	-3.103**
East Bennett	East Bennett	3.2					-1.619 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

n.s. Not significant

Summary

This chapter has presented an analysis of the data reflecting diversity of perceptions among and between the respondent groups to six specific residence halls at the Oklahoma State University.

The results of the Kurskal-Wallis one-way analysis of variance and the Mann-Whitney U tests were reported. The two general hypotheses in null form were rejected and significant differences among the responding groups were identified (Tables I - XVIII).

Figure 1 illustrates the differential perceptions each of four residence hall groups have regarding their specific residence halls. The perceptions held by the East Bennett Hall and Kerr Hall groups toward their residence halls is illustrated in Figures 2 and 3 of Chapter V. A summary of the direction of the response distributions for each of the non-migrant residence hall groups on the eighteen 7-point SD scales is as follows:

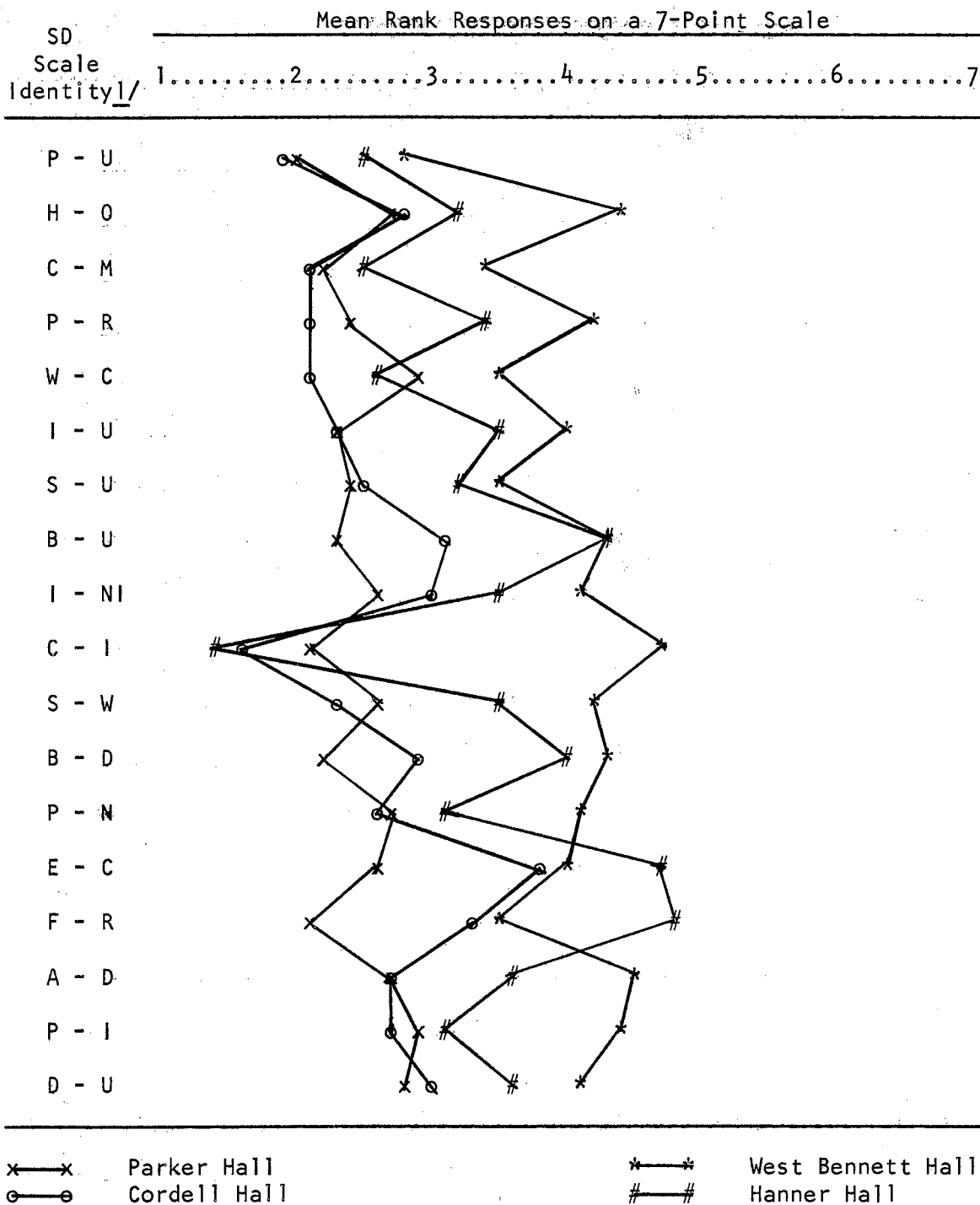
Cordell Hall

The Cordell Hall non-migrants perceived their residence hall in the direction of the more positive adjective pair for all eighteen bi-polar scales (mean ranks of less than 4.0).

East Bennett Hall

The East Bennett Hall non-migrants perceived their residence hall as being more positive than negative on eleven of the eighteen adjective pairs (mean ranks of less 4.0). These included the pleasant, helpful, cheerful, progressive, warm, important, social, positive, excitable, free, and democratic scales.

A mean rank of 4.0, reflecting a neutral position, was obtained on the personal-impersonal scale.



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

Figure 1: Responses of Four Non-Migrant Residence Hall Groups to the Concept of Their Respective Residence Halls

On six of the eighteen scales, the direction of response distributions was toward the negative adjective pair (mean ranks of more than 4.0). These perceptions included the ugly, non-intellectual, inconvenient, weak, dark, and disliked scales.

Hanner Hall

The Hanner Hall non-migrants perceived their residence hall as being more positive than negative on fourteen of the eighteen adjective pairs (mean ranks of less than 4.0). These included the pleasant, helpful, cheerful, progressive, warm, important, social, intellectual, convenient, strong, positive, admired, personal, and democratic scales.

A mean rank of 4.0, reflecting a neutral position, was obtained on the bright-dark scale.

On three of the eighteen scales, the direction of response distributions was toward the negative adjective pair (mean ranks of more than 4.0). These perceptions included the ugly, calm, and restrained scales.

Kerr Hall

The Kerr Hall non-migrants perceived their residence hall in the direction of the more positive adjective pair for all eighteen bipolar scales (mean ranks of less than 4.0).

Parker Hall

The Parker Hall non-migrants perceived their residence hall in the direction of the more positive adjective pair for all eighteen bipolar scales (mean ranks of less than 4.0).

West Bennett Hall

The West Bennett Hall non-migrants perceived their residence hall as being more positive than negative on five of the eighteen adjective pairs (mean ranks of less than 4.0). These included the pleasant,

cheerful, warm, social, and free scales.

A mean rank of 4.0, reflecting a neutral position, was obtained on the important-unimportant and excitable-calm scales.

On eleven of the eighteen scales, the direction of response distributions was toward the negative adjective pair (mean ranks of more than 4.0). These perceptions included the obstructive, regressive, ugly, non-intellectual, inconvenient, weak, dark, negative, disliked, impersonal, and undemocratic scales.

This chapter was concerned with the perceptions of six residence halls held by non-migrant residents of each hall. An analysis of the data revealed differences in distribution of responses (mean ranks) between any two groups for all eighteen 7-point scales of the semantic differential. A summary of the polarity of the response distributions for each of the responding groups on all adjectival scales was also presented.

Chapter V will be concerned with an analysis of the data regarding the responses of three selected groups of migrants and non-migrants to each of two residence halls.

CHAPTER V

DIFFERENTIAL PERCEPTIONS OF SELECTED RESIDENTS TO TWO DIFFERENT RESIDENCE HALLS

Introduction

This chapter is concerned with a statistical analysis of the data collected relevant to the differential perceptions of three selected groups of migrants and non-migrants to each of two residence halls. The two residence halls are East Bennett Hall and Kerr Hall. The same three residence hall groups (n=35) responded on the SD to each of these two residence halls. These groups are: East Bennett Hall non-migrants, East Bennett Hall migrants going to Kerr Hall, and Kerr Hall non-migrants. None of the freshmen men who had lived in Kerr Hall requested a priority assignment for the following academic year in East Bennett Hall. Therefore, a migrant group from Kerr Hall going to East Bennett Hall did not exist.

Two of the four general hypotheses (page 32) concerned the three groups responding to each of two concepts. These hypotheses as stated in Chapter II are:

- (1) There will be no significant differences in distribution of responses on a 7-point continuum for each of the bipolar adjective scales among the three groups responding to the two concepts (East Bennett Hall and Kerr Hall).
- (2) There will be no significant differences in distribution

of responses on a 7-point continuum for each of the bipolar adjectives scales between the three groups responding to the two concepts (East Bennett Hall and Kerr Hall).

The Kruskal-Wallis one-way analysis of variance test was employed to test the first hypothesis. The results revealed that the groups of responses contained differences (in average ranks) which were significant beyond the .05 level of probability. The null hypothesis was therefore rejected, supporting the alternative of significant differences among the populations sampled.

The Mann-Whitney U test was employed to determine the location of differences between any two groups as a test of the second general hypothesis. Again, the .05 level of probability was selected for statistical significance. This procedure was followed in all tests of data for the eighteen 7-point adjective scales of the SD. Tables XIX through XXXVI show the location of differences among groups for each concept and differences between concepts for each group.

Findings of the Mann-Whitney U Test

Table XIX, Pleasant Unpleasant Scale

A. Responses to the Concept East Bennett Hall

The non-migrants of East Bennett Hall perceived their residence hall as more pleasant than unpleasant (mean rank of 2.8) whereas both the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of Kerr Hall perceived it as more unpleasant (mean ranks of 4.2 & 5.7 respectively).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

TABLE XIX

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
PLEASANT-UNPLEASANT SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions
(Values in table are Mann-Whitney U test z scores)

Group		Mean Rank	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
Group	Concept	Mean Rank	East Bennett	East Bennett	Kerr	Kerr	Kerr
			4.2	5.7	1.5	2.0	2.1
Non-Migrants East Bennett	East Bennett	2.8	3.466***	5.857***		-3.253**	
Migrants of East Bennett	East Bennett	4.2		3.792***			-4.834***
Non-Migrants Kerr	East Bennett	5.7			-6.891***		
Non-Migrants Kerr	Kerr	1.5				1.959 ^{n.s.}	1.186 ^{n.s.}
Non-Migrants East Bennett	Kerr	2.0					-0.355 ^{n.s.}

** Significant at the .01 level of confidence.

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

n.s. Not significant

- (1) The non-migrants of East Bennett Hall perceived it as significantly more pleasant than did the migrants of East Bennett Hall going to Kerr Hall ($p < .001$) and the non-migrants of Kerr Hall ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as significantly less unpleasant than did the non-migrants of Kerr Hall ($p < .001$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more pleasant than unpleasant. The non-migrants of Kerr Hall perceived it as most pleasant (mean rank of 1.5), followed by the non-migrants of East Bennett Hall (mean rank of 2.0) and the migrants of East Bennett Hall going to Kerr Hall (mean rank of 2.1).

None of the differences between groups responding to the concept Kerr Hall are significant ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.0) as significantly more pleasant than East Bennett Hall (mean rank of 2.8). ($p < .01$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.1) as significantly more pleasant than East Bennett Hall (mean rank of 4.2). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 1.5) as significantly more pleasant than their unpleasant perception of East Bennett Hall (mean rank of 5.7). ($p < .001$).

Table XX, Helpful-Obstructive Scale

A. Responses to the Concept East Bennett Hall

The non-migrants of East Bennett Hall perceived their residence hall as more helpful than obstructive (mean rank of 3.7) whereas both the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of Kerr Hall perceived it as more obstructive (mean ranks of 4.6 and 5.0 respectively).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly more helpful than did the migrants of East Bennett Hall going to Kerr Hall ($p < .01$) and the non-migrants of Kerr Hall ($p < .001$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more helpful than obstructive. The non-migrants of Kerr Hall perceived it as most helpful (mean rank of 2.8), followed by the non-migrants of East Bennett Hall going to Kerr Hall (mean rank of 3.0) and the non-migrants of East Bennett Hall (mean rank of 3.4).

None of the differences between groups responding to the concept Kerr Hall are significant ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 3.4) as more helpful than East Bennett Hall (mean rank of 3.7). ($p > .05$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 3.0) as significantly more helpful

TABLE XX

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
HELPFUL-OBSTRUCTIVE SCALE

Mean Ranks are Group Means on a 7 Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
		Concept	East Bennett	East Bennett	Kerr	Kerr	Kerr
Group	Concept	Mean Rank	4.6	5.0	2.8	3.4	3.0
Non-Migrants East Bennett	East Bennett	3.7	2.892**	3.429***		-0.988 ^{n.s.}	
Migrants of East Bennett	East Bennett	4.6		1.063 ^{n.s.}			-4.519***
Non-Migrants Kerr	East Bennett	5.0			-5.110***		
Non-Migrants Kerr	Kerr	2.8				1.804 ^{n.s.}	0.801 ^{n.s.}
Non-Migrants East Bennett	Kerr	3.4					1.160 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

than East Bennett Hall (mean rank of 4.6). ($p < .001$).

- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.8) as significantly more helpful than East Bennett Hall (mean rank of 5.0). ($p < .001$).

Table XXI, Cheerful-Melancholy Scale

A. Responses to the Concept East Bennett Hall

Both the non-migrants of East Bennett Hall and the migrants of East Bennett Hall going to Kerr Hall perceived East Bennett Hall as more cheerful than melancholy (mean ranks of 3.3 and 3.8 respectively). The non-migrants of Kerr Hall perceived it as more melancholy (mean rank of 5.0).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly more cheerful than did the non-migrants of Kerr Hall. ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as significantly more cheerful than did the non-migrants of Kerr Hall. ($p < .01$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more cheerful than melancholy. The non-migrants of Kerr Hall perceived it as most cheerful (mean rank of 2.4), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 2.5) and the non-migrants of East Bennett Hall (mean rank of 2.8).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

TABLE XXI

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
CHEERFUL-MELANCHOLY SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
		Concept	East Bennett	East Bennett	Kerr	Kerr	Kerr
Group	Concept	Mean Rank	3.8	5.0	2.4	2.8	2.5
Non-Migrants East Bennett	East Bennett	3.3	1.202 ^{n.s.}	4.409 ^{***}		-1.077 ^{n.s.}	
Migrants of East Bennett	East Bennett	3.8		3.013 ^{**}			-3.171 ^{**}
Non-Migrants Kerr	East Bennett	5.0			-6.064 ^{***}		
Non-Migrants Kerr	Kerr	2.4				1.370 ^{n.s.}	0.122 ^{n.s.}
Non-Migrants East Bennett	Kerr	2.8					-1.352 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.8) as more cheerful than East Bennett Hall (mean rank of 3.3). ($p > .05$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.5) as significantly more cheerful than East Bennett Hall (mean rank of 3.8). ($p < .01$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.4) as significantly more cheerful than East Bennett Hall (mean rank of 5.0). ($p < .001$).

Table XXII, Progressive-Regressive Scale

A. Responses to the Concept East Bennett Hall

The non-migrants of East Bennett Hall perceived their residence hall as more progressive than regressive (mean rank of 3.9) whereas both the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of Kerr Hall perceived it as more regressive (mean ranks of 4.4 and 5.2 respectively).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly less progressive than did the non-migrants of Kerr Hall. ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as significantly less regressive than did the non-migrants of Kerr Hall. ($p < .05$).

TABLE XXII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
PROGRESSIVE-REGRESSIVE SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
		Concept	East Bennett	East Bennett	Kerr	Kerr	Kerr
Group	Concept	Mean Rank	4.4	5.2	2.1	2.7	2.2
Non-Migrants East Bennett	East Bennett	3.9	1.386 ^{n.s.}	3.709 ^{***}		-3.512 ^{***}	
Migrants of East Bennett	East Bennett	4.4		2.180 [*]			-5.335 ^{***}
Non-Migrants Kerr	East Bennett	5.2			-6.379 ^{***}		
Non-Migrants Kerr	Kerr	2.1				2.268 [*]	0.320 ^{n.s.}
Non-Migrants East Bennett	Kerr	2.7					-1.930 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more progressive than regressive. The non-migrants of Kerr Hall perceived it as most progressive (mean rank of 2.1), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 2.2) and the non-migrants of East Bennett Hall (mean rank of 2.7).

Significant differences between groups responding to the concept Kerr Hall are as follows:

- (1) The non-migrants of Kerr Hall perceived it as significantly more progressive than did the non-migrants of East Bennett Hall. ($p < .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.7) as more progressive than East Bennett Hall (mean rank of 3.9). ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.2) as significantly more progressive than East Bennett Hall (mean rank of 4.4). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.1) as significantly more progressive than East Bennett Hall (mean rank of 5.2). ($p < .001$).

Table XXIII, Warm-Cold Scale

A. Responses to the Concept East Bennett Hall

Both the non-migrants of East Bennett Hall and the migrants of East Bennett Hall going to Kerr Hall perceived East Bennett Hall as more warm than cold (mean scores of 3.5 and 3.8 respectively). The non-migrants of Kerr Hall perceived it as more cold (mean rank of 4.4).

TABLE XXIII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
WARM-COLD SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
		Concept	East Bennett	East Bennett	Kerr	Kerr	Kerr
Group	Concept	Mean Rank	3.8	4.4	3.1	3.4	3.1
Non-Migrants East Bennett	East Bennett	3.5	0.776 ^{n.s.}	2.599 ^{**}		-0.300 ^{n.s.}	
Migrants of East Bennett	East Bennett	3.8		1.560 ^{n.s.}			-1.675 ^{n.s.}
Non-Migrants Kerr	East Bennett	4.4			-3.430 ^{***}		
Non-Migrants Kerr	Kerr	3.1				0.781 ^{n.s.}	-0.204 ^{n.s.}
Non-Migrants East Bennett	Kerr	3.4					-0.905 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly more warm than did the non-migrants of Kerr Hall. ($p < .01$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more warm than cold. The non-migrants of Kerr Hall and the migrants of East Bennett Hall going to Kerr Hall perceived it as most warm (mean ranks of 3.1), followed by the non-migrants of East Bennett Hall (mean rank of 3.4).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 3.4) as more warm than East Bennett Hall (mean rank of 3.5). ($p > .05$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 3.1) as more warm than East Bennett Hall (mean rank of 3.8). ($p > .05$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 3.1) as significantly more warm than East Bennett Hall (mean rank of 4.4). ($p < .001$).

Table XXIV, Important-Unimportant Scale

A. Responses to the Concept East Bennett Hall

The non-migrants of East Bennett Hall perceived their residence hall as more important than unimportant (mean rank of 3.7) whereas both the migrants of East Bennett Hall going to Kerr Hall and the non-migrants

TABLE XXIV

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
IMPORTANT-UNIMPORTANT SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Mean Rank	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants Kerr	Migrants of East Bennett
Group	Concept	Mean Rank	East Bennett	East Bennett	Kerr	Kerr	Kerr
Non-Migrants East Bennett	East Bennett	3.7	4.3	4.6	2.7	2.8	2.5
			1.195 ^{n.s.}	2.355 [*]		-2.564 [*]	
Migrants of East Bennett	East Bennett	4.3		1.408 ^{n.s.}			-4.980 ^{***}
Non-Migrants Kerr	East Bennett	4.6			-4.608 ^{***}		
Non-Migrants Kerr	Kerr	2.7				0.434 ^{n.s.}	-0.433 ^{n.s.}
Non-Migrants East Bennett	Kerr	2.8					-0.953 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

of Kerr Hall perceived it as more unimportant (mean ranks of 4.3 and 4.6 respectively).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

(1) The non-migrants of East Bennett Hall perceived it as significantly more important than did the non-migrants of Kerr Hall. ($p < .05$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more important than unimportant. The migrants of East Bennett Hall going to Kerr Hall perceived it as most important (mean rank of 2.5), followed by the non-migrants of Kerr Hall (mean rank of 2.7) and the non-migrants of East Bennett Hall (mean rank of 2.8).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.8) as more important than East Bennett Hall (mean rank of 3.7). ($p < .05$)
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.5) as significantly more important than East Bennett Hall (mean rank of 4.3). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.7) as significantly more important than East Bennett Hall (mean rank of 4.6). ($p < .001$).

Table XXV, Social-Unsocial Scale

A. Responses to the Concept East Bennett Hall

Both the non-migrants of East Bennett Hall and the migrants of

TABLE XXV

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
SOCIAL-UNSOCIAL SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Mean Rank	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
Concept			East Bennett	East Bennett	Kerr	Kerr	Kerr
Non-Migrants East Bennett	East Bennett	3.3	3.9	5.0	2.3	2.3	2.6
Migrants of East Bennett	East Bennett	3.9	0.918 ^{n.s.}	3.861 ^{***}		-3.023 ^{***}	
Non-Migrants Kerr	East Bennett	5.0		2.456 [*]			-2.469 [*]
Non-Migrants Kerr	Kerr	2.3			-5.671 ^{***}		
Non-Migrants East Bennett	Kerr	2.3				-0.416 ^{n.s.}	0.900 ^{n.s.}
							1.168 ^{n.s.}

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

East Bennett Hall going to Kerr Hall perceived East Bennett Hall as more social than unsocial (mean ranks of 3.3 and 3.9 respectively). The non-migrants of Kerr Hall perceived it as more unsocial (mean rank of 5.0).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly more social than did the non-migrants of Kerr Hall ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as significantly more social than did the non-migrants of Kerr Hall. ($p < .05$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more social than unsocial. The non-migrants of Kerr Hall and the non-migrants of East Bennett Hall (mean ranks of 2.3) perceived it as most social, followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 2.6).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.3) as more social than East Bennett Hall (mean rank of 3.3). ($p < .01$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.6) as significantly more social than East Bennett Hall (mean rank of 3.9). ($p < .05$).

- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.3) as significantly more social than East Bennett Hall (mean rank of 5.0). ($p < .001$).

Table XXVI, Beautiful-Ugly Scale

A. Responses to the Concept East Bennett Hall

All three respondent groups perceived East Bennett Hall as more ugly than beautiful. The non-migrants of East Bennett Hall perceived it as least ugly (mean rank of 4.2), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 4.7) and the non-migrants of Kerr Hall (mean rank of 5.9).

Significant differences between groups responding to the concepts East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly less ugly than the non-migrants of Kerr Hall. ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as less ugly than did the non-migrants of Kerr Hall ($p < .001$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more beautiful than ugly. The non-migrants of East Bennett Hall perceived it as most beautiful (mean rank of 1.6), followed by the non-migrants of Kerr Hall (mean rank of 1.7) and the migrants of East Bennett Hall going to Kerr Hall (mean rank of 2.1).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 1.6) as more beautiful than East Bennett Hall

TABLE XXVI

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
BEAUTIFUL-UGLY SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett	
Concept		East Bennett	East Bennett	Kerr	Kerr	Kerr	
Group	Concept	Mean Rank	4.7	5.9	1.7	1.6	2.1
Non-Migrants East Bennett	East Bennett	4.2	1.227 ^{n.s.}	5.673 ^{***}		-6.730 ^{***}	
Migrants of East Bennett	East Bennett	4.7		3.462 ^{***}			-5.567 ^{***}
Non-Migrants Kerr	East Bennett	5.9			-6.973 ^{***}		
Non-Migrants Kerr	Kerr	1.7				-0.280 ^{n.s.}	0.809 ^{n.s.}
Non-Migrants East Bennett	Kerr	1.6					1.096 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

(mean rank of 4.2). ($p < .001$).

- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.1) as significantly more beautiful than East Bennett Hall (mean rank of 4.7). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 1.7) as significantly more beautiful than East Bennett Hall (mean rank of 5.9). ($p < .001$).

Table XXVII, Intellectual-Non-Intellectual Scale

All three respondent groups perceived East Bennett Hall as more non-intellectual than intellectual. The non-migrants of East Bennett Hall perceived it as least non-intellectual (mean rank of 4.4), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 4.5) and the non-migrants of Kerr Hall (mean rank of 4.7).

None of the differences between groups responding to the concept East Bennett Hall are significant. ($p > .05$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more intellectual than non-intellectual. The non-migrants of East Bennett Hall perceived it as most intellectual (mean rank of 2.9), followed by the non-migrants of Kerr Hall and the migrants of East Bennett Hall going to Kerr Hall (mean ranks of 3.1).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.9) as significantly more intellectual than East Bennett Hall (mean rank of 4.4). ($p < .001$).

TABLE XXVII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE INTELLECTUAL
NON-INTELLECTUAL SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Mean Rank	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
Concept			East Bennett	East Bennett	Kerr	Kerr	Kerr
Non-Migrants East Bennett	East Bennett	4.4	4.5	4.7	3.1	2.9	3.1
			0.413 ^{n.s.}	1.320 ^{n.s.}		-3.924 ^{***}	
Migrants of East Bennett	East Bennett	4.5		0.643 ^{n.s.}			-3.632 ^{***}
Non-Migrants Kerr	East Bennett	4.7			-4.147 ^{***}		
Non-Migrants Kerr	Kerr	3.1				-0.235 ^{n.s.}	0.091 ^{n.s.}
Non-Migrants East Bennett	Kerr	2.9					0.309 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 3.1) as significantly more intellectual than East Bennett Hall (mean rank of 4.5). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 3.1) as significantly more intellectual than East Bennett Hall (mean rank of 4.7). ($p < .001$).

Table XXVIII, Convenient - Inconvenient Scale

A. Responses to the Concept East Bennett Hall

All three respondent groups perceived East Bennett Hall as more inconvenient than convenient. The non-migrants of East Bennett Hall perceived it as least inconvenient (mean rank of 5.3), followed by the non-migrants of Kerr Hall (mean rank of 5.5) and the migrants of East Bennett Hall going to Kerr Hall (mean rank of 5.9).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly less inconvenient than did the migrants of East Bennett Hall going to Kerr Hall. ($p < .05$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more convenient than inconvenient. The migrants of East Bennett Hall going to Kerr Hall perceived it as most convenient (mean rank of 2.3), followed by the non-migrants of East Bennett Hall (mean rank of 2.5) and the non-migrants of Kerr Hall (mean rank of 2.8).

Significant differences between groups responding to the concept Kerr Hall are as follows:

- (1) The migrants of East Bennett Hall going to Kerr Hall perceived

TABLE XXVIII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
CONVENIENT-INCONVENIENT SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
		Concept	East Bennett	East Bennett	Kerr	Kerr	Kerr
Group	Concept	Mean Rank	5.9	5.5	2.8	2.5	2.3
Non-Migrants East Bennett	East Bennett	5.3	2.164*	0.562 ^{n.s.}		-5.473***	
Migrants of East Bennett	East Bennett	5.9		-1.579 ^{n.s.}			-6.130***
Non-Migrants Kerr	East Bennett	5.5			-5.303***		
Non-Migrants Kerr	Kerr	2.8				-1.230 ^{n.s.}	-1.967**
Non-Migrants East Bennett	Kerr	2.5					-0.701 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant

it as significantly more convenient than did the non-migrants of Kerr Hall. ($p < .05$).

C. Responses of the Three Residence Hall Groups to the Concept East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.5) as significantly more convenient than East Bennett Hall (mean rank of 5.3). ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.3) as significantly more convenient than East Bennett Hall (mean rank of 5.9). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.8) as significantly more convenient than East Bennett Hall (mean rank of 5.5). ($p < .001$).

Table XXIX, Strong-Weak Scale

A. Responses to the Concept East Bennett Hall

All three respondent groups perceived East Bennett Hall as more weak than strong. The non-migrants of East Bennett Hall perceived it as least weak (mean rank of 4.1), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 4.2) and the non-migrants of Kerr Hall (mean rank of 4.8).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly less weak than non-migrants of Kerr Hall. ($p < .05$)
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as significantly less weak than did the non-migrants of Kerr Hall. ($p < .05$).

B. Responses to the Concept Kerr Hall

TABLE XXIX

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
STRONG-WEAK SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants Kerr	Migrants of East Bennett	
Concept		East Bennett	East Bennett	Kerr	Kerr	Kerr	
Group	Concept	Mean Rank	4.2	4.8	2.9	2.8	3.1
Non-Migrants East Bennett	East Bennett	4.1	0.495 ^{n.s.}	2.386 [*]		-3.947 ^{***}	
Migrants of East Bennett	East Bennett	4.2		2.198 [*]			-3.455 ^{***}
Non-Migrants Kerr	East Bennett	4.8			-4.988 ^{***}		
Non-Migrants Kerr	Kerr	2.9				-0.354 ^{n.s.}	0.563 ^{n.s.}
Non-Migrants East Bennett	Kerr	2.8					0.905 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

All three respondent groups perceived Kerr Hall as more strong than weak. The non-migrants of East Bennett Hall perceived it as most strong (mean rank of 2.8), followed by the non-migrants of Kerr Hall (mean rank of 2.9) and the migrants of East Bennett Hall going to Kerr Hall (mean rank of 3.1).

None of the differences between groups responding to the concept Kerr Hall are significant, ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concept East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.8) as significantly more strong than East Bennett Hall (mean rank of 4.1). ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 3.1) as significantly more strong than East Bennett Hall (mean rank of 4.2). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.9) as significantly more strong than East Bennett Hall (mean rank of 4.8). ($p < .001$).

Table XXX, Bright-Dark Scales

A. Responses to the Concept East Bennett Hall

All three respondent groups perceived East Bennett Hall as more dark than bright. The non-migrants of East Bennett Hall perceived it as least dark (mean rank of 4.3), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 4.5) and the non-migrants of Kerr Hall (mean rank of 5.6).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as

TABLE XXX

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
BRIGHT-DARK SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
		Concept	East Bennett	East Bennett	Kerr	Kerr	Kerr
Group	Concept	Mean Rank	4.5	5.6	2.3	2.2	2.7
Non-Migrants East Bennett	East Bennett	4.3	1.100 ^{n.s.}	3.932 ^{***}		-5.683 ^{***}	
Migrants of East Bennett	East Bennett	4.5		3.543 ^{***}			-5.048 ^{***}
Non-Migrants Kerr	East Bennett	5.6			-6.677 ^{***}		
Non-Migrants Kerr	Kerr	2.3				-0.439 ^{n.s.}	1.162 ^{n.s.}
Non-Migrants East Bennett	Kerr	2.2					1.622 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

significantly less dark than did the non-migrants of Kerr Hall. ($p < .001$).

- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as significantly less dark than did the non-migrants of Kerr Hall. ($p < .001$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more bright than dark. The non-migrants of East Bennett Hall perceived it as most bright (mean rank of 2.2), followed by the non-migrants of Kerr Hall (mean rank of 2.3) and the migrants of East Bennett Hall going to Kerr Hall (mean rank of 2.7).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups in the Concept East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.2) as significantly more bright than East Bennett Hall (mean rank of 4.3). ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.7) as significantly more bright than East Bennett Hall (mean rank of 4.5). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.3) as significantly more bright than East Bennett Hall (mean rank of 5.6). ($p < .001$).

Table XXXI. Positive-Negative Scale

A. Responses to the Concept East Bennett Hall

The non-migrants of East Bennett Hall perceived their residence hall as more positive than negative (mean rank of 3.7) whereas both

TABLE XXXI

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
POSITIVE-NEGATIVE SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett	
Concept		East Bennett	East Bennett	Kerr	Kerr	Kerr	
Group	Concept	Mean Rank	4.2	4.9	2.4	2.9	2.6
Non-Migrants East Bennett	East Bennett	3.7	1.536 ^{n.s.}	3.261 ^{**}		-2.245 [*]	
Migrants of East Bennett	East Bennett	4.2		2.101 [*]			-4.531 ^{***}
Non-Migrants Kerr	East Bennett	4.9			-5.975 ^{***}		
Non-Migrants Kerr	Kerr	2.4				1.501 ^{n.s.}	0.434 ^{n.s.}
Non-Migrants East Bennett	Kerr	2.9					-0.886 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

the migrants of East Bennett Hall going to Kerr Hall and the migrants of Kerr Hall perceived it as more negative, (mean rank of 4.2 and 4.9 respectively).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly more positive than did the non-migrants of Kerr Hall. ($p < .01$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as significantly more positive than did the non-migrants of Kerr Hall. ($p < .05$).

All three respondent groups perceived Kerr Hall as more positive than negative. The non-migrants of Kerr Hall perceived it as most positive (mean rank of 2.4), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 2.6) and the non-migrants of East Bennett Hall (mean rank of 2.9).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concept East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 2.9) as significantly more positive than East Bennett Hall (mean rank of 3.7). ($p < .05$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 2.6) as significantly more positive than East Bennett Hall (mean rank of 4.2). ($p < .001$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.4) as significantly more positive than East Bennett Hall

(mean rank of 4.9). ($p < .001$).

Table XXXII, Excitable-Calm Scale

A. Responses to the Concept East Bennett Hall

All three respondent groups perceived East Bennett Hall as more excitable than calm. The non-migrants of East Bennett Hall perceived it as most excitable (mean rank of 3.5), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 3.6) and the non-migrants of Kerr Hall (mean rank of 3.7).

None of the differences between groups responding to the concept East Bennett Hall are significant. ($p > .05$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more excitable than calm. The non-migrants of Kerr Hall perceived it as most excitable (mean rank of 3.4), followed by the non-migrants of East Bennett Hall (mean rank of 3.6) and the migrants of East Bennett Hall going to Kerr Hall (mean rank of 3.9).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived East Bennett Hall (mean rank of 3.5) as more excitable than Kerr Hall (mean rank of 3.6). ($p > .05$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived East Bennett Hall (mean rank of 3.6) as more excitable than Kerr Hall (mean rank of 3.9). ($p > .05$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 3.4) as more excitable than East Bennett Hall (mean rank

TABLE XXXII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
EXCITABLE-CALM SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett	
Concept		East Bennett	East Bennett	Kerr	Kerr	Kerr	
Group	Concept	Mean Rank	3.6	3.7	3.4	3.6	3.9
Non-Migrants East Bennett	East Bennett	3.5	0.383 ^{n.s.}	0.760 ^{n.s.}		0.438 ^{n.s.}	
Migrants of East Bennett	East Bennett	3.6		0.367 ^{n.s.}			0.770 ^{n.s.}
Non-Migrants Kerr	East Bennett	3.7			-1.024 ^{n.s.}		
Non-Migrants Kerr	Kerr	3.4				0.668 ^{n.s.}	1.745 ^{n.s.}
Non-Migrants East Bennett	Kerr	3.6					1.153 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

of 3.7). ($p > .05$).

Table XXXIII, Free-Restrained Scale

A. Responses to the Concept East Bennett Hall

All three respondent groups perceived East Bennett Hall as more free than restrained. The non-migrants of East Bennett Hall perceived it as most free (mean rank of 3.2), followed by the non-migrants of Kerr Hall (mean rank of 3.5) and the migrants of East Bennett Hall going to Kerr Hall (mean rank of 3.7).

None of the differences between groups responding to the concept East Bennett Hall are significant. ($p > .05$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more free than restrained. The non-migrants of Kerr Hall perceived it as most free (mean rank of 3.3), followed by the non-migrants of East Bennett Hall (mean rank of 3.6) and the migrants of East Bennett Hall going to Kerr Hall (mean rank of 3.9).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived East Bennett Hall (mean rank of 3.2) as more free than Kerr Hall (mean rank of 3.6). ($p > .05$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived East Bennett Hall (mean rank of 3.7) as more free than Kerr Hall (mean rank of 3.9). ($p > .05$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 3.3) as more free than East Bennett Hall (mean rank of 3.5). ($p > .05$).

TABLE XXXIII

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
FREE-RESTRAINED SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett	
Concept		East Bennett	East Bennett	Kerr	Kerr	Kerr	
Group	Concept	Mean Rank	3.7	3.5	3.3	3.6	3.9
Non-Migrants East Bennett	East Bennett	3.2	0.923 ^{n.s.}	0.800 ^{n.s.}		0.781 ^{n.s.}	
Migrants of East Bennett	East Bennett	3.7		-0.179 ^{n.s.}			0.681 ^{n.s.}
Non-Migrants Kerr	East Bennett	3.5			-0.628 ^{n.s.}		
Non-Migrants Kerr	Kerr	3.3				0.532 ^{n.s.}	1.576 ^{n.s.}
Non-Migrants East Bennett	Kerr	3.6					0.932 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

Table XXXIV, Admired-Disliked Scale

A. Responses to the Concept East Bennett Hall

All three respondent groups perceived East Bennett Hall as more disliked than admired. The non-migrants of East Bennett Hall perceived it as least disliked (mean rank of 4.7), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 5.0) and the non-migrants of Kerr Hall (mean rank of 5.7).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly less disliked than did the non-migrants of Kerr Hall. ($p < .01$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more admired than disliked. The non-migrants of East Bennett Hall perceived it as most admired (mean rank of 1.8), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 1.9) and the non-migrants of Kerr Hall (mean rank of 2.0).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived Kerr Hall (mean rank of 1.8) as significantly more admired than East Bennett Hall (mean rank of 4.7). ($p < .001$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 1.9) as significantly more admired than East Bennett Hall (mean rank of 5.0). ($p < .001$).

TABLE XXXIV

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
ADMIRER-DISLIKED SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Mean Rank	Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
Group	Concept	Mean Rank	East Bennett	East Bennett	Kerr	Kerr	Kerr
Non-Migrants East Bennett	East Bennett	4.7	5.0	5.7	2.0	1.8	1.9
			1.331 ^{n.s.}	3.114 ^{**}		-6.482 ^{***}	
Migrants of East Bennett	East Bennett	5.0		1.773 ^{n.s.}			-5.973 ^{***}
Non-Migrants Kerr	East Bennett	5.7			-6.717 ^{***}		
Non-Migrants Kerr	Kerr	2.0				-0.933 ^{n.s.}	-0.673 ^{n.s.}
Non-Migrants East Bennett	Kerr	1.8					0.076 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.0) as significantly more admired than East Bennett Hall (mean rank of 5.7). ($p < .001$).

Table XXXV, Personal-Impersonal Scale

A. Responses to the Concept East Bennett Hall

The non-migrants of East Bennett Hall perceived East Bennett Hall as in the middle (neutral) position (mean rank of 4.0), whereas both the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of Kerr Hall perceived it more impersonal (mean ranks of 4.3 and 5.0 respectively).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly less impersonal than did the non-migrants of Kerr Hall. ($p < .05$).

B. Responses to the Concept Kerr Hall

The non-migrants of Kerr Hall perceived Kerr Hall as more personal than impersonal (mean rank of 3.6). The non-migrants of East Bennett Hall perceived Kerr Hall as in the middle (neutral) position (mean rank of 4.0). The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall as more impersonal than personal (mean rank of 4.1).

None of the differences between groups responding to the concept Kerr Hall are significant. ($p > .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived both East Bennett and Kerr Halls as being in the middle (neutral) position with respect to the personal-impersonal scale

TABLE XXXV

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
PERSONAL-IMPERSONAL SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

Group		Migrants of East Bennett	Non-Migrants Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett	
Concept		East Bennett	East Bennett	Kerr	Kerr	Kerr	
Group	Concept	Mean Rank	4.3	5.0	3.6	4.0	4.1
Non-Migrants East Bennett	East Bennett	4.0	0.970 ^{n.s.}	2.438*		0.091 ^{n.s.}	
Migrants of East Bennett	East Bennett	4.3		1.660 ^{n.s.}			-0.720 ^{n.s.}
Non-Migrants Kerr	East Bennett	5.0			-3.156**		
Non-Migrants Kerr	Kerr	3.6				1.291 ^{n.s.}	1.377 ^{n.s.}
Non-Migrants East Bennett	Kerr	4.0					0.134 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

(mean ranks of 4.0). ($p > .05$).

- (2) The migrants of East Bennett Hall going to Kerr Hall perceived Kerr Hall (mean rank of 4.1) as less impersonal than East Bennett Hall (mean rank of 4.3). ($p > .05$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 3.6) as significantly more personal than East Bennett Hall (mean rank of 5.0). ($p < .01$).

Table XXXVI, Democratic-Undemocratic Scale

A. Responses to the Concept East Bennett Hall

Both the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of East Bennett Hall perceived East Bennett Hall as more democratic than undemocratic (mean ranks of 3.0 and 3.2 respectively). The non-migrants of Kerr Hall perceived East Bennett Hall as in the middle (neutral) position (mean rank of 4.0).

Significant differences between groups responding to the concept East Bennett Hall are as follows:

- (1) The non-migrants of East Bennett Hall perceived it as significantly more democratic than did the non-migrants of Kerr Hall. ($p < .05$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived it as significantly more democratic than did the non-migrants of Kerr Hall. ($p < .05$).

B. Responses to the Concept Kerr Hall

All three respondent groups perceived Kerr Hall as more democratic than undemocratic. The non-migrants of Kerr Hall perceived it as most democratic (mean rank of 2.6), followed by the migrants of East Bennett Hall going to Kerr Hall (mean rank of 3.1) and the non-migrants of East

TABLE XXXVI

DIFFERENCES AMONG RESIDENCE HALL GROUPS RESPONDING TO TWO DIFFERENT
RESIDENCE HALL CONCEPTS ON THE
DEMOCRATIC-UNDEMOCRATIC SCALE

Mean Ranks are Group Means on a 7-Point Scale; Lower Values Indicate More Positive Perceptions

(Values in table are Mann-Whitney U test z scores)

		Group	Migrants of East Bennett	Non-Migrant Kerr	Non-Migrants Kerr	Non-Migrants East Bennett	Migrants of East Bennett
		Concept	East Bennett	East Bennett	Kerr	Kerr	Kerr
Group	Concept	Mean Rank	3.0	4.0	2.6	3.3	3.1
Non-Migrants East Bennett	East Bennett	3.2	-0.737 ^{n.s.}	2.060 [*]		0.445 ^{n.s.}	
Migrants of East Bennett	East Bennett	3.0		2.538 [*]			0.598 ^{n.s.}
Non-Migrants Kerr	East Bennett	4.0			-3.556 ^{***}		
Non-Migrants Kerr	Kerr	2.6				2.487 [*]	1.775 ^{n.s.}
Non-Migrants East Bennett	Kerr	3.3					-0.542 ^{n.s.}

* Significant at the .05 level of confidence.

** Significant at the .01 level of confidence.

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

n.s. Not significant.

Bennett Hall (mean rank of 3.3).

Significant differences between groups responding to the concept Kerr Hall are as follows:

- (1) The non-migrants of Kerr Hall perceived it as significantly more democratic than did the non-migrants of East Bennett Hall. ($p < .05$).

C. Responses of the Three Residence Hall Groups to the Concepts East Bennett Hall and Kerr Hall

- (1) The non-migrants of East Bennett Hall perceived East Bennett Hall (mean rank of 3.2) as more democratic than Kerr Hall (mean rank of 3.3). ($p > .05$).
- (2) The migrants of East Bennett Hall going to Kerr Hall perceived East Bennett Hall (mean rank of 3.0) as more democratic than Kerr Hall (mean rank of 3.1). ($p > .05$).
- (3) The non-migrants of Kerr Hall perceived Kerr Hall (mean rank of 2.6) as significantly more democratic than East Bennett Hall (mean rank of 4.0). ($p < .001$).

Summary

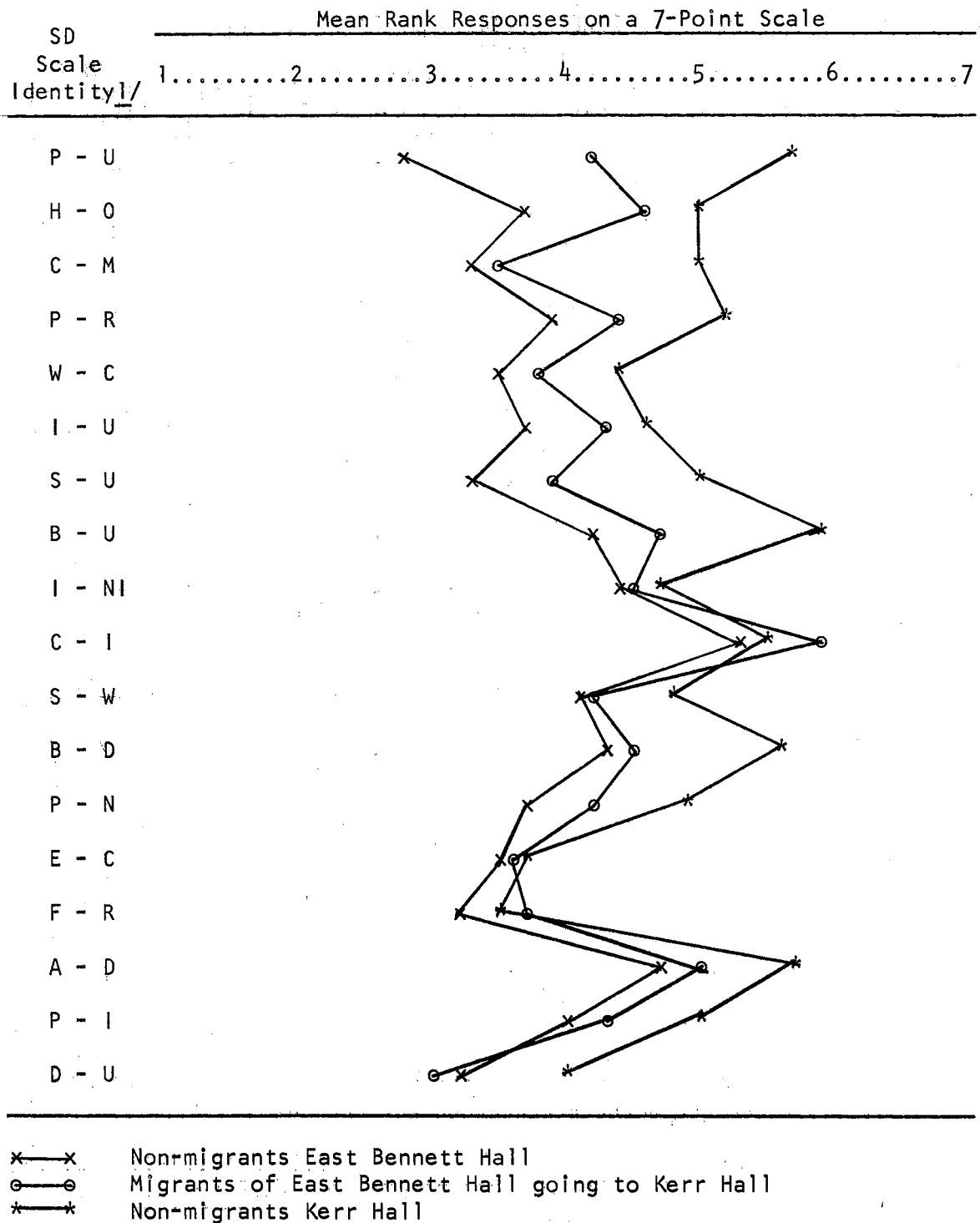
This chapter has presented an analysis of the data reflecting diversity of perceptions among and between three respondent groups to two specific residence halls at the Oklahoma State University. Differences between the two residence hall concepts for each response were also identified.

The results of the Kruskal-Wallis one-way analysis of variance and the Mann-Whitney U tests were reported. The two general hypotheses in null form, were rejected and significant differences among the responding groups were identified (Tables XIX through XXVIII).

Figure 2 illustrates the response group differences (in mean rank) to the concept East Bennett Hall. The non-migrants of East Bennett Hall perceived it as most positive, followed by the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of Kerr Hall.

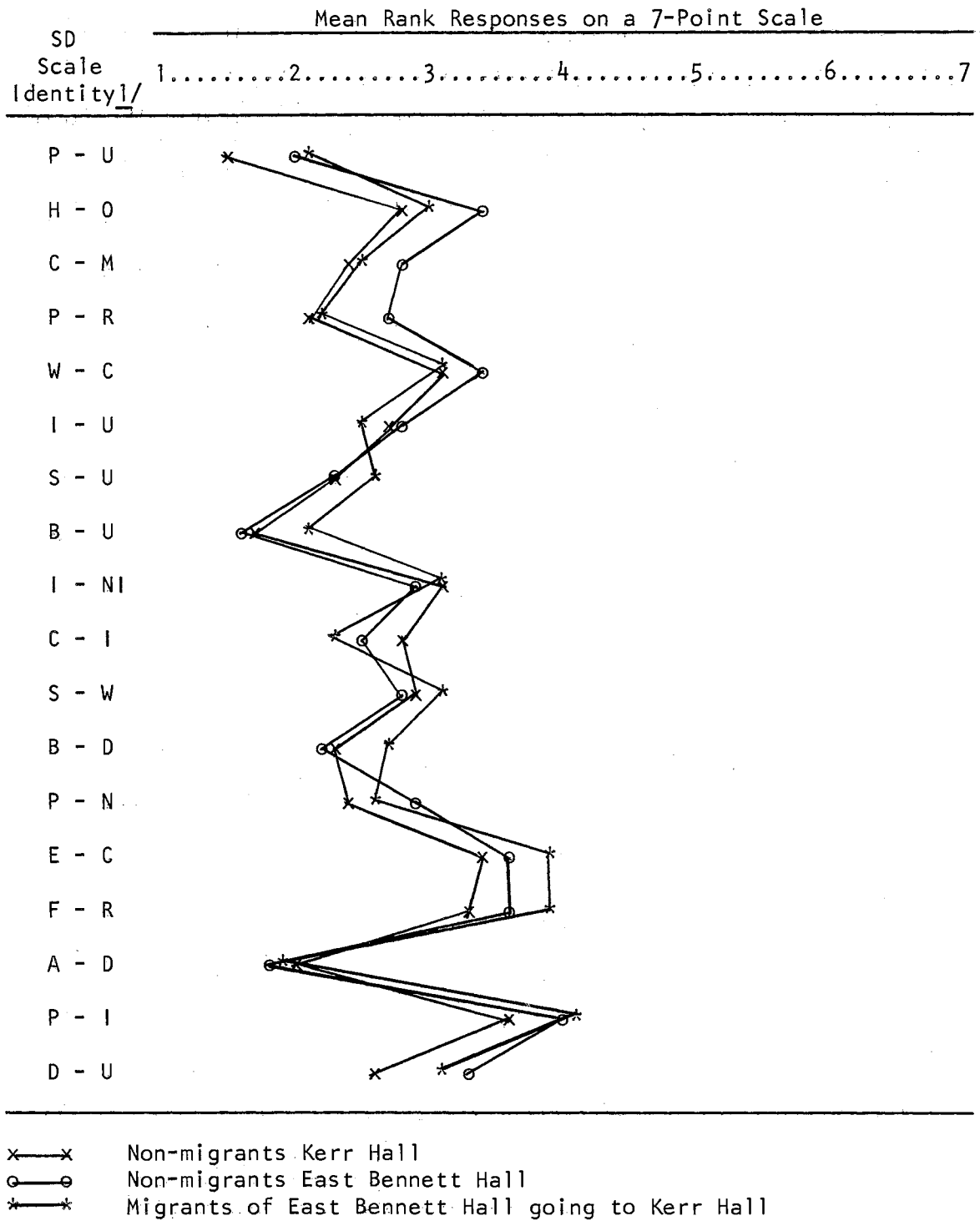
Figure 3 illustrates the response group differences (in mean rank) to the concept of Kerr Hall. The distinction among respondent groups to Kerr Hall reflects less diversity of perceptual meaning than reflected in Figure 2 for the concept East Bennett Hall. In general, the non-migrants of Kerr Hall perceived it as most positive, followed by the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of East Bennett Hall.

In Figures 4, 5, and 6, perceptual differences are illustrated between concepts for each of the three responding groups. The non-migrants of Kerr Hall reflected the greatest distinction between the two residence hall concepts (Figure 6), followed by the migrants of East Bennett Hall going to Kerr Hall (Figure 5), and the non-migrants of East Bennett Hall (Figure 4).



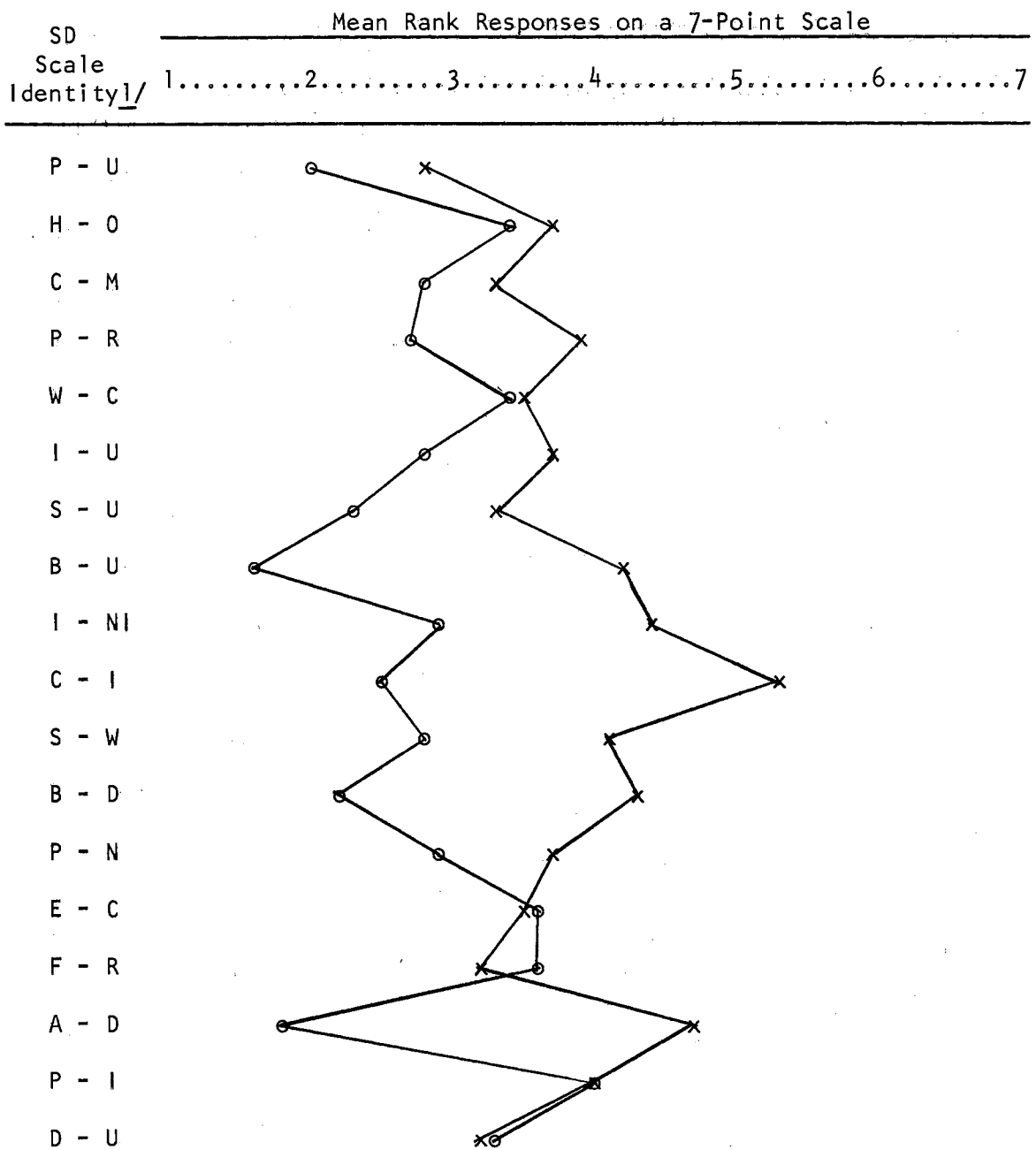
^{1/} SD scale identities are listed in Appendix B; the polarity of some adjective pairs have been rearranged so the lower values always indicate the most positive response.

Figure 2: Responses of Three Residence Hall Groups to the Concept East Bennett Hall



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

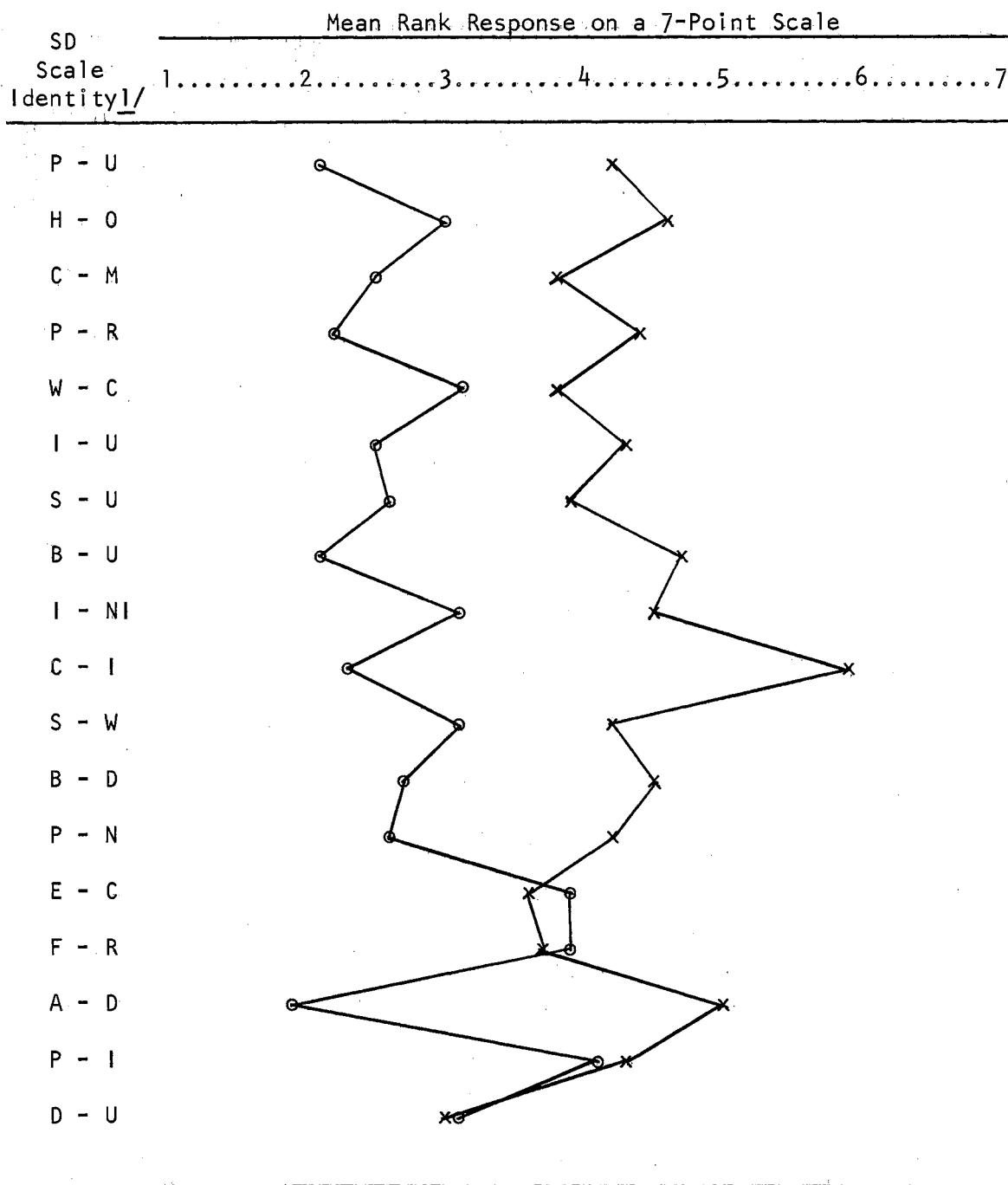
Figure 3: Responses of Three Residence Hall Groups to the Concept Kerr Hall



X—X Concept of East Bennett Hall
 o—o Concept of Kerr Hall

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

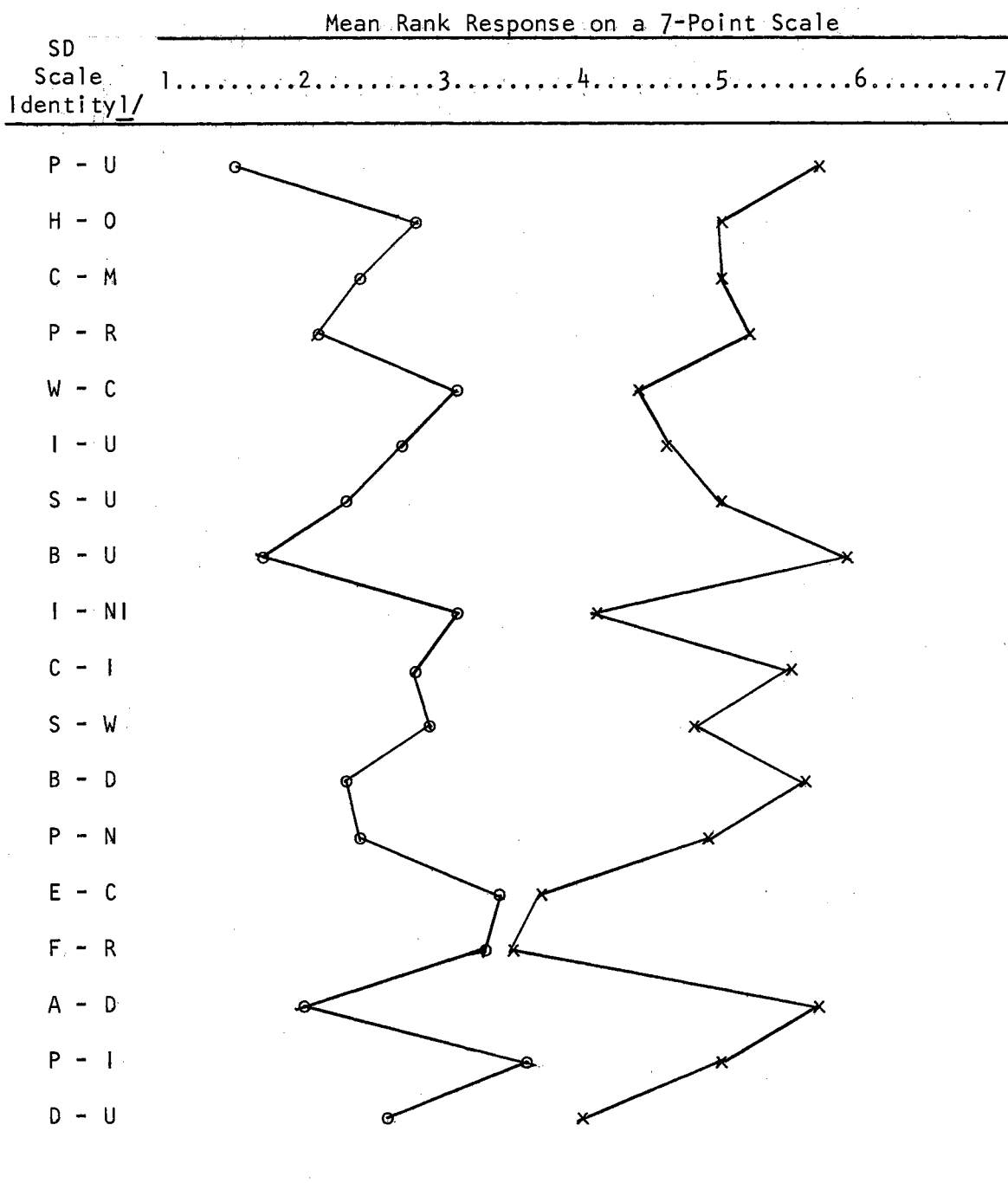
Figure 4: Responses of the Non-Migrants of East Bennett Hall to the Concepts East Bennett Hall and Kerr Hall



x—x Concept of East Bennett Hall
o—o Concept of Kerr Hall

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

Figure 5: Responses of the Migrants of East Bennett Hall Going to Kerr Hall to the Concepts East Bennett Hall and Kerr Hall



x—x Concept of East Bennett Hall
 o—o Concept of Kerr Hall

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

Figure 6: Responses of the Non-Migrants of Kerr Hall to the Concepts of East Bennett Hall and Kerr Hall

CHAPTER VI

SUMMARY AND CONCLUSIONS

Review of the Purpose and Design of the Study

This dissertation has reported the results of an investigation designed to determine perceptual differences of residence hall environments among and between groups of freshmen male migrants and non-migrants living in the six men's residence halls at the Oklahoma State University. Specifically, this study is concerned with determining the differential perceptions of (1) non-migrant male freshmen from each of the six men's residence halls to their respective residence halls, and (2) three selected groups of migrant and non-migrant male freshmen to each of two men's residence halls.

The study is based upon the premise that the individual residence hall units on the campus of the Oklahoma State University can be viewed as sub-cultures within the larger University social organization. It is assumed that each of the residence halls has an unique atmosphere, climate, or environment and that the residents living in the different residence halls can accurately describe these living environments.

It is felt that residence hall sub-cultures can and should be the subject of systematic study. The student gets a large part of his education from the group and from the surroundings in which he lives. Educators are becoming increasingly interested in the impact of the total college experience upon their students. Before programs can be

initiated to capitalize upon the residential living unit as having an educational function associated with the major functions of the university, it is necessary to know the students and their culture. For these reasons, the housing and student personnel staffs at the Oklahoma State University are interested in obtaining some measure of the social climates unique to each residence hall. This is a prerequisite to planning meaningful changes of educational activities, deliberately undertaken, as well as to a concern for incidental features of the residence hall environment. The purpose of these efforts would be to create that combination of characteristics for each residence hall that would allow for the development of a productive, stimulating, and enjoyable living environment complementing the total educational program of the university.

The population studied consisted of 517 single male freshmen living in the six men's residence halls at the Oklahoma State University from September 1966 to the time the data for the study was collected, in May 1967. Six groups of non-migrants and one group of migrants comprise the total population as indicated below:

Population Groups	Number
East Bennett Hall non-migrants	81
West Bennett Hall non-migrants	58
Cordell Hall non-migrants	111
Hanner Hall non-migrants	38
Parker Hall non-migrants	45
Kerr Hall non-migrants	105
East Bennett Hall migrants to Kerr Hall	<u>79</u>
Total	517

A random sample of thirty-five subjects from each of the seven groups comprised the sample population. As a consequence of the procedure employed in assigning freshmen to the residence halls, it was

assumed that differences among entering freshmen students tend to be distributed throughout the residence halls in a non-systematic fashion. A form of the semantic differential (SD), subjectively selected by this researcher as appropriate to the purposes of the study, was chosen as the instrument. (See Appendix B). A 7-point rating scale was used for each of the 18 bi-polar adjective pairs. The sample population of the seven groups responded to the instrument for the concept of their residence hall. In addition, three of the seven groups responded to the instrument describing a second residence hall. The ordering of concepts for the three sample populations responding to more than one concept, the ordering of scales, and the polarity of the adjectival pairs was left to a random process so as to minimize response sets.

To carry out the objectives of the study, four general null hypotheses were formulated to test the response scale score (mean rank) differences on the 18 bi-polar adjective pairs among and between the responding groups. The calculations for the study were made at the Oklahoma State University Computing Center.

The Kruskal-Wallis one-way analysis of variance test was employed to test for significance of whether the respondent groups were from different populations. Since the null hypothesis relating to among group population differences was rejected, the Mann-Whitney U test was employed to determine the location of differences between any two groups. This procedure was followed in all tests of data for the six non-migrant groups responding to their residence hall and the three different groups responding to each of two residence halls.

In addition to the four general null hypotheses tested, twelve supplementary questions related to the hypotheses were presented. An

analysis of the data related to these questions constitute the most important findings and are presented here as a rather concise, although oversimplified, summarization of the study.

Findings of the Study

1. Three of the six non-migrant groups, Parker Hall, Kerr Hall, and Cordell Hall, responding to their residence hall as the concept, perceived it positively on all 18 SD scales. The Hanner Hall non-migrants perceived their residence hall as more positive on fourteen scales, neutral on one scale, and in the negative direction on three scales. The East Bennett Hall non-migrants perceived their residence hall as more positive on eleven scales, neutral on one scale, and negatively on six scales. The West Bennett Hall non-migrants perceived their residence hall as more positive on five scales, neutral on two scales, and negatively on eleven scales.
2. Among the six non-migrant groups, there was a perfect positive rank order correlation between the per cent of subjects returning to their residence hall for the next school year (highest to lowest) and the responses of the sample populations to the semantic differential (positive to negative). In order, they are: Parker Hall, Kerr Hall, Cordell Hall, Hanner Hall, East Bennett Hall, and West Bennett Hall.
3. As compared with the perceptions of the West Bennett non-migrants toward their residence hall, the non-migrants of East Bennett Hall perceived their residence hall in the direction of the positive polar adjective on thirteen of the eighteen SD scales. However, only the response differences on the pleasant-unpleasant scale was statistically significant. On three scales, the non-migrants of West Bennett Hall perceived their hall in the direction of the more positive polar

adjective. On two scales, identical mean ranks were observed.

4. The three residence hall groups responding to the concept East Bennett Hall perceived its environment quite differently. The non-migrants of East Bennett Hall perceived it in the direction of the positive polar adjective on eleven scales, neutral on one scale, and negative on six scales. The migrants of East Bennett Hall going to Kerr Hall perceived it in the direction of the positive polar adjective on six scales and negative on twelve scales. The non-migrants of Kerr Hall perceived it in the direction of the positive polar adjective on two scales and negative on sixteen scales.

5. The three residence hall groups responding to the concept Kerr Hall perceived its environment quite similarly. The non-migrants of Kerr Hall perceived it in the direction of the positive polar adjective on all eighteen scales. The migrants of East Bennett Hall going to Kerr Hall perceived it in the direction of the positive polar adjective on seventeen scales and negative on one scale. The non-migrants of East Bennett Hall perceived it in the direction of the positive polar adjective on seventeen scales and neutral on one scale.

6. There was a greater number of significant differences between how the three residence hall groups (non-migrants of East Bennett Hall, migrants of East Bennett Hall going to Kerr Hall, and the non-migrants of Kerr Hall) perceived the environment of East Bennett Hall as opposed to significant differences among these same three residence hall groups and their perceptions of the environment of Kerr Hall. Twenty-six significant differences were observed between the three respondent groups to the concept East Bennett Hall. Only three significant differences were observed between the three respondent groups to the concept Kerr Hall.

7. The non-migrants of East Bennett Hall, responding both to the concepts of East Bennett Hall and Kerr Hall, perceived these environments as generally more positive than negative. Eleven positive, one neutral, and six negative response scale perceptions were observed on the eighteen bi-polar adjective scales for the concept East Bennett Hall. Seventeen positive and one neutral response scale perceptions were observed for the concept Kerr Hall.

8. The non-migrants of East Bennett Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceived these environments as significantly different on eleven of the eighteen adjective scales. In all eleven instances, the direction of response distributions was favorable to the Kerr Hall concept. Identical mean ranks were obtained for both concepts on one scale and in three instances, the direction of most positive response (not statistically significant) was the concept East Bennett Hall.

9. The migrants of East Bennett Hall going to Kerr Hall, responding both to the concepts of East Bennett Hall and Kerr Hall, perceived these environments quite differently. The distribution of responses to the concept East Bennett Hall resulted in seven positive and eleven negative response scale perceptions. The distribution of responses to the concept Kerr Hall resulted in seventeen positive and one negative response scale perceptions.

10. The migrants of East Bennett Hall going to Kerr Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceived these environments as significantly different on thirteen of the eighteen adjective scales. In all thirteen instances, the direction of response distributions was favorable to the Kerr Hall concept. In four instances,

the direction of most positive response (not statistically significant) was to the concept East Bennett Hall.

11. The non-migrants of Kerr Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceived these environments quite differently. The distribution of responses to the concept East Bennett Hall resulted in two positive, one neutral, and fifteen negative response scale perceptions. The distribution of responses to the concept Kerr Hall resulted in all eighteen positive response scale perceptions.

12. The non-migrants of Kerr Hall, responding both to the concept of East Bennett Hall and Kerr Hall, perceived these environments as significantly different on sixteen of the eighteen adjective scales. In all sixteen instances, the direction of response distributions was favorable to the Kerr Hall concept. Although not significant, the distributions of responses in the other two instances also favored the Kerr Hall concept.

Conclusions

The conclusions from this study are presented in three sections. The first section reports conclusions regarding the perceptions of six residence halls held by non-migrant male residents of each hall. The second and third sections report conclusions regarding the perceptions of (a) two residence halls by three different respondent groups and (b) three respondent groups to each of two residence halls.

Conclusions Regarding the Perceptions of Six Residence Halls Held by Non-Migrant Freshmen Male Residents of Each Hall

This study has accumulated some evidence of sub-culture differences among the six men's residence halls at the Oklahoma State University. Significant disparities existed between certain residence halls on all

eighteen SD response scales.

To the extent the data can be interpreted as a reflection of the atmosphere, climate, or environment of a residence hall, the following general conclusions are offered:

- (1) The perceptions of Parker, Kerr, and Cordell Halls tend to be quite positive, reflecting a certain degree of personal satisfaction with their living environment, a strong sub-culture identity, and a healthy social climate.
- (2) The perceptions of Hanner Hall are generally positive but the intensity of responses toward a strong healthy social climate is not reflected in the data.
- (3) The perceptions of East and West Bennett Halls tends to be negative, reflective of a social climate or quality of the atmosphere incongruent with educational goals.

Conclusions Regarding the Perceptions of Two Residence Halls by Three Different Respondent Groups

Significant disparities of perceptions exist as to the environment of East Bennett Hall between the non-migrants of East Bennett Hall, the migrants of East Bennett Hall going to Kerr Hall, and the non-migrants of Kerr Hall. Disparities occurred most frequently between the non-migrants of East Bennett Hall and the non-migrants of Kerr Hall. The second highest incidence of disparities occurred between the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of Kerr Hall. The least disparities occurred between the non-migrants of East Bennett Hall and the migrants of East Bennett Hall going to Kerr Hall. With few exceptions, the response group least familiar with East Bennett

Hall (non-migrants of Kerr Hall) tended to hold negative perceptions of it.

Significant disparities in perception as to the environment of Kerr Hall between the non-migrants of East Bennett Hall, the migrants of East Bennett Hall going to Kerr Hall, and the non-migrants of Kerr Hall were almost non-existent. There existed a greater degree of homogeneity of perception among the three groups to the environment of Kerr Hall than to the environment of East Bennett Hall.

Conclusions Regarding the Perceptions of Three Respondent Groups to Each of Two Residence Halls

Significant disparities existed between the environmental perceptions of East Bennett Hall and Kerr Hall for all three respondent groups. The incidence of disparate perceptions was greatest for the non-migrants of Kerr Hall, followed by the migrants of East Bennett Hall going to Kerr Hall and the non-migrants of East Bennett Hall. All three groups were in general agreement that the environment of Kerr Hall is substantially more positive than that of East Bennett Hall.

Implications

A number of implications, both substantive and methodological might be suggested as a result of the data collected and analyzed for this investigation. The limited scope of the study suggests that extreme caution should be exercised to avoid overuse of the findings. A few of the more important broad general implications are as follows:

- (1) As an intra-institutional study of housing units within one type, the university residence halls, interested and concerned educators may find these data helpful in gaining some insight to the

environments of selected residence halls at the Oklahoma State University.

- (2) The findings suggest that it would be desirable to pursue further research related to the purpose of this study. Data on the environments of other residence halls is needed along with a replication of this study, including larger and more representative population samples.
- (3) These data could be used as pretest data for a longitudinal study of the amount and direction of environmental change associated with deliberate undertakings to influence the social climate of a residence hall.
- (4) The findings of this study support the assumption that there are numerous subcultures within living units of one type on a single college campus. Each of these subcultures have a unique atmosphere.
- (5) To the extent that student perceptions of their residence living environment is significantly related to a generalization of these perceptions to the university as a whole, the subject of this study would seem to have importance to the total university community.
- (6) The findings suggest that the use of the semantic differential for measuring the connotative meaning of residence hall environments may be sufficiently valid for this purpose.

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APPENDIX A

Instructions to the Sample

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

Here is how you are to use these scales:

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

Fair X : _____ : _____ : _____ : _____ : _____ : _____ Unfair

OR

Fair _____ : _____ : _____ : _____ : _____ : X : _____ Unfair

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

Strong _____ : X : _____ : _____ : _____ : _____ : _____ Weak

OR

Strong _____ : _____ : _____ : _____ : _____ : X : _____ Weak

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

Active _____ : _____ : X : _____ : _____ : _____ : _____ Passive

OR

Active _____ : _____ : _____ : _____ : X : _____ : _____ Passive

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

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

Safe _____ : _____ : _____ : X : _____ : _____ : _____ : Dangerous

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

THIS :	NOT THIS
X	X
_____ : _____ : X : _____ : _____ : _____ : _____	

- (2) Be sure you check every scale for every concept---
do not omit any.
- (3) Never put more than one check-mark on a single scale.

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

APPENDIX B

The Semantic Differential

PLEASANT	___	:	___	:	___	:	___	:	___	:	___	:	___	UNPLEASANT
OBSTRUCTIVE	___	:	___	:	___	:	___	:	___	:	___	:	___	HELPFUL
CHEERFUL	___	:	___	:	___	:	___	:	___	:	___	:	___	MELANCHOLY
REGRESSIVE	___	:	___	:	___	:	___	:	___	:	___	:	___	PROGRESSIVE
WARM	___	:	___	:	___	:	___	:	___	:	___	:	___	COLD
UNIMPORTANT	___	:	___	:	___	:	___	:	___	:	___	:	___	IMPORTANT
SOCIAL	___	:	___	:	___	:	___	:	___	:	___	:	___	UNSOCIAL
UGLY	___	:	___	:	___	:	___	:	___	:	___	:	___	BEAUTIFUL
INTELLECTUAL	___	:	___	:	___	:	___	:	___	:	___	:	___	NON-INTELLECTUAL
INCONVENIENT	___	:	___	:	___	:	___	:	___	:	___	:	___	CONVENIENT
STRONG	___	:	___	:	___	:	___	:	___	:	___	:	___	WEAK
DARK	___	:	___	:	___	:	___	:	___	:	___	:	___	BRIGHT
POSITIVE	___	:	___	:	___	:	___	:	___	:	___	:	___	NEGATIVE
EXCITABLE	___	:	___	:	___	:	___	:	___	:	___	:	___	CALM
RESTRAINED	___	:	___	:	___	:	___	:	___	:	___	:	___	FREE
ADMIRER	___	:	___	:	___	:	___	:	___	:	___	:	___	DISLIKED
IMPERSONAL	___	:	___	:	___	:	___	:	___	:	___	:	___	PERSONAL
DEMOCRATIC	___	:	___	:	___	:	___	:	___	:	___	:	___	UNDEMOCRATIC

VITA

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Doctor of Education

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