

USES MADE OF THE BEDROOM BY EIGHTH-GRADE GIRLS,  
IN MIDWEST CITY, OKLAHOMA, AND THEIR  
PROBLEMS WITH AND ATTITUDES  
TOWARD THE BEDROOM

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## CHAPTER I

### RATIONALE

Homemaking education is designed to help individuals of various ages discover and develop understandings, habits, attitudes, ideals, and values that will provide their lives and those of their families with a better home life. The writer believes that especially the youth of our country need to be guided carefully during their formative years of mental, physical, emotional, spiritual, and social development because the understandings, habits, attitudes, ideals, and values which are formed during that period will be, to some degree, lasting and fundamental throughout their lifetimes.

As a teen-age girl starts to recognize how her home is the major factor providing her security, satisfactions, and human interaction with both her family and her friends, she should be given opportunity to begin understanding some basic housing theories which will assist her in formulating some attitudes toward her housing. Some of this knowledge, and her concepts, ideals, and attitudes will be acquired by the teen-ager from her family and home environment. Her understandings will not be complete, however, unless she is exposed also to a wide variety of housing situations, attitudes, opinions, and concepts. A homemaking program is one avenue through which she can become aware of the feelings, attitudes, and values of others regarding housing cognizant of factors related to differences among people. A program designed to



expose her to a variety of family situations and housing experiences, attitudes, values, and ideals should broaden her concepts of both people and housing.

The seventh or eighth grade level is a good place to introduce housing and its relationship to the individual's attitudes, ideals, and values because the adolescent in these grades is a relatively open-minded individual. A student at his age is also eager for knowledge and still young enough to confide without hesitation in her associates. Through stimulating an interest in housing, a foundation may be provided which helps her obtain better housing facilities now and as a forthcoming homemaker. As Shultz states:

A home environment which contributes richly to safety, which provides healthful, comfortable, and congenial living and inspires every individual to use his best efforts in creating and maintaining such an environment is a national asset worthy of school support.<sup>1</sup>

Stimulating students to have an interest in their homes is the challenge of homemaking teachers as they guide students in worthwhile learning experiences and in developing a well-rounded program.

The teacher, if she is to understand teen-agers as individuals, must know the adolescent behavior which may be expected of her students.

Moser gives these insights of an adolescent girl:

The outstanding characteristics of this period are her maturing body, her need for an intimate group of friends, her growing interest in boys, her intense concern over her personal appearance, her coming to terms with her new personality, and her adjustment to her family.<sup>2</sup>

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<sup>1</sup>Hazel Shultz, "Educational Possibilities: Housing," Journal of Home Economics, XLII (December, 1950), p. 797.

<sup>2</sup>Clarence G. Moser, Understanding Girls (New York, 1960), p. 139-140.

She feels her desires intensely, and she wants body comfort, pleasure, plenty of food, little work, a place to "flop," a convenient pillow, something active and doing. She is likely to be sloppy and not too neat around home, yet appear like a debutante when she steps out for a dress-up affair.<sup>3</sup>

Knowing and understanding the basic needs of adolescent girls, however, is not always sufficient information in itself. It is important also to know their personal needs, problems, and family circumstances, when planning for the educational growth of individuals. As Carey points out:

The informed teacher of today knows that boys and girls bring to school with them all of the problems, anxieties, prejudices, insecurities, conflicts, and concerns of the adult community. To these must be added the special problems of young people who are trying to find their places as young adults in a complex, rapidly changing culture.

.....

They know, too, that learning goes forward most effectively when children are helped to study, that is, think about, their real problems.<sup>4</sup>

A teacher's role is to help her students identify their individual problems and to accept the limitations imposed by their particular circumstances. A recognition of this role and of the different home environments, problems, attitudes, and family circumstances of her individual students and an interest in housing as an environment for family living has lead the writer to this research study.

The writer's teaching experiences have made her aware that her students' existing housing conditions cause enough concern to teen-agers that they are willing to mention their problems to others outside the

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<sup>3</sup>Ibid., p. 144.

<sup>4</sup>Miles E. Carey, "Looking at Teen-Age Problems," Journal of Home Economics, XL (December, 1948), pp. 575-576.

family. These concerns have been expressed in classroom discussions covering various phases of the homemaking curriculum. For example, while discussing friends' visiting in the home, while studying health requirements of teen-agers, while talking about grooming, or while discussing problems twelve- and thirteen-year-old girls have with other family members, the students often have made comments and posed questions which reveal dissatisfactions which may stem from their housing not meeting their individual needs. Examples of these are:

Where can my girl friends and I be alone in my home?  
Where can I entertain my girl friends at home?  
How do you keep dresser drawers neat?  
My sister takes up all the closet with her things.  
I don't like to sleep at Sue's because my head is always  
in a draft when she opens her window.

Housing is probably not the only factor causing the problems reflected in the above questions and statements. It is in the picture, however, either as a cause of or as a means for resolving one or more of these problems. Because it cannot be assumed that housing is a problem to all teen-agers or that they perceive problems associated with housing, the writer should like to have more objective evidence regarding teenage girls and perceptions of housing problems and if the girls have similar attitudes related to their housing.

#### Statement of the Problem

The primary purpose of this research study is to identify problems eighth-grade girls perceive and attitudes they hold which are related to their houses, particularly those concerning the occupancy and use made of their bedrooms. Bedrooms were selected as a referrent point for the investigation of problems and attitudes because as Ball states:

". . . the bedroom is the most private of man's castles."<sup>5</sup> It is one of the major locations in the home where some degree of privacy may be obtained and where privacy should be provided for, especially if the bedroom is shared by two or more people.

Problems perceived by teen-agers may be related to how well the room provides for the activities which they want to do in their "private castle" or to how much the inadequacies of the total house force them to do things in their bedrooms which they would rather do in another part of the house.

Problems with bedrooms which a teen-ager might perceive are those related to bedroom occupancy, that is to sharing or not sharing a bedroom. A child may have a bedroom of his or her own which is shared only with overnight guests. Others may share a bedroom with a brother or sister or with a parent or grandparent. Some teen-agers may not have a bedroom for sleeping, dressing, study, play, and relaxation, but instead have to sleep on a porch or in the dining room and dress in still another area. Each of these occupancy situations generates certain needs for privacy which, if not met, may create specific problems for a teen-age girl.

Other problems perceived and attitudes held by a young adolescent girl may be related to the facilities necessary for these activities. Conveniences such as electrical outlets for appliances used by the teen-age girl herself or when entertaining friends may be limited so that the use of extension cords is not only unattractive but also may be presenting hazards to safety.

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<sup>5</sup>Victoria Kloss Ball, The Art of Interior Design (New York, 1960), p. 56.

Problems perceived may be related to architectural features of the girl's bedroom. Space within the room as well as location of doors and windows may hinder the girl in carrying on some of her routine activities and hence lead to dissatisfactions. If the closet is too small the adolescent may become irritated as she attempts to store in her already over-crowded closet mementos of her school days.

Problems perceived may also evolve from the care which is required of her to keep the room acceptable to herself or a teen-ager as well as to her parent. Aesthetic features; that is, color in the room, ornamentation, or accessories, may create problems in the teen-ager's mind if she feels her room is less attractive than the rooms of her peers.

A second purpose of this study is to discover if the problems eighth-grade girls perceive and attitudes they hold concerning the bedroom area are related to the socio-economic status of the family, the size of the family group, and the sharing of the bedroom with other family members.

In accordance with these purposes the following hypotheses have been formulated:

(1) Eighth-grade girls in Midwest City, Oklahoma, perceive problems and hold attitudes related to their bedrooms.

(2) The problems perceived by and the attitudes held by these girls are related to the socio-economic status of their families, the size of the family, and the sharing of the bedroom with other family members.

This study is based on the assumption that these problems and attitudes may be revealed in the students' responses to a structured research instrument and that they can be identified through analyzing the responses given.

The independent variables used in this investigation are the socio-economic status of the family, the size and membership of the family, the sharing or non-sharing of the bedroom with other family members. The dependent variables are the problems and attitudes expressed by the respondents.

The investigation is limited to eighth-grade girl students enrolled at the two junior high schools of Midwest City, Oklahoma, during the 1961-62 school year. It also is limited to the responses made by this group of girls as they answer a questionnaire. In addition, the focus of this study is on those housing problems and attitudes which concern the bedroom area since it is this room with which the teen-ager identifies most and for which she is generally responsible.

Midwest City, the locale for this study, is a community having an unusual heritage. With an estimated population of nearly 42,000, it is located in the center of the State and, as reported in the 1960 official census, is the sixth largest city in Oklahoma. The community was founded in May, 1942, within a few months after ground was broken for Tinker Air Force Base. Tinker Air Force Base is headquarters of the Oklahoma City Air Materiel Command and is the largest air depot in the world.

A planned community which was created on the drawing board before its construction, Midwest City's beginning was made possible through the efforts of Mr. W. P. "Bill" Atkinson. As a builder and developer, Mr. Atkinson conceived and planned the community, which in 1951, the National Home Builders Association selected as "America's Model City." At the time of this research study, the community had the third largest school system in Oklahoma. It is known as Independent School District #52 and had a total of twenty school sites and over 15,000 school age boys and girls of which approximately 450 students were eighth-grade girls.

## CHAPTER II

### REVIEW OF LITERATURE

The review of literature was limited to those published materials concerned with housing as it relates to families and individuals in families. Studies concerned with other aspects of housing, such as financing, census count, and technological developments, are not included.

This review of literature was based upon a three-fold purpose:

- (1) to learn in what areas previous housing investigations have been conducted,
- (2) to become aware of findings which have relevance for the current study, and
- (3) to explore research methods and techniques used by the investigators of studies reviewed.

#### Areas of Housing Research

In the past, housing research related to family life has been centered on space and its use, especially storage and working spaces. After passage of the Research and Marketing Act in 1946, regional co-operative studies of farm families were conducted through the combined efforts of the United States Department of Agriculture and the Bureau of Human Nutrition and Home Economics. These studies investigated the opinions and attitudes of farm families concerning housing and the activities conducted by family members which define needs and preferences for the

family. The findings provided the bases for recommendations related to planning homes for rural families in four regions of the United States. These four regions included the Northeast, the South, the North Central, and the West.<sup>1</sup>

Studies related to housing and concerned primarily with adolescents have been carried on in states other than Oklahoma. These studies identified the type of homes from which the teen-agers came, their activities, and the storage needs which were expressed by the adolescent respondents.

Bunting's investigation was concerned with the amount of storage space available and that which teen-age children considered necessary for more satisfactory housing. Activities engaged in by these young people were determined and the locality of performing these activities identified.<sup>2</sup>

Molzen's study also centered around the idea of storage needs. Her emphasis was on grooming storage and facilities and the investigation was based upon the availability of bathroom facilities within the home.<sup>3</sup>

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<sup>1</sup>Glenn H. Beyer, Farm Housing in the Northeast. (Ithaca: Cornell University Press, 1949); Farm Housing in the South, Southern Cooperative Series, Bulletin 14, Agricultural Experiment Stations, Southern Region, n.d.; Paulena Nickell et al., Farm Family Housing Needs and Preferences in the North Central Region, Research Bulletin 378, (Ames: Iowa State College Agricultural Experiment Station, 1951); and Avis Woolrich, Elizabeth Beveridge, and Maud Wilson, Housing Needs of Western Farm Families, Western Cooperative Series, Research Report 1, (Agricultural Experiment Stations, Western Region, 1952).

<sup>2</sup>Pauline Bunting, "Storage Requirements for the Possessions of Children in Wyoming Rural Homes (Ten to Fourteen Years of Age)," (unpub. Master's thesis, Oregon State College, June, 1947).

<sup>3</sup>Hazel Margaret Molzen, "Certain Storage Requirements for Grooming Activities of Teen-Age Rural Youth in Harvey County, Kansas," (unpub. Master's thesis, Kansas State College, 1948).



Research in Oklahoma has been centered basically along the subject areas of housing values, attitudes, housing images, and space needs. A study conducted by Montgomery and some of his students identified the nature of the housing images held by college undergraduates. The study was also designed to determine if class standing, parents' socio-economic status, and the type of community in which the students had been reared were associated with the respondents' housing images.<sup>4</sup> Montgomery et al. dealt with satisfactions of rural housing and with housing improvements which had been accomplished within a given one-year period and those planned for the future. The respondents' images of homes that would be "just right for their family" also were identified.<sup>5</sup> Nygren used the housing image concept in identifying future houses desired by students in selected high schools in Oklahoma. These images were further studied to determine if the respondent's "image house" was associated with such factors as his sex, family socio-economic status, peer-group contacts, and his parental home.<sup>6</sup> Another investigation of housing imagery was conducted by Montgomery to determine if differences exist between the housing images of undergraduate college girls living in four widely separated regions of this country.<sup>7</sup>

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<sup>4</sup>James E. Montgomery, "Housing Imagery and the Teaching of Housing." Journal of Home Economics, LI (June, 1959), pp. 465-468.

<sup>5</sup>James E. Montgomery, Sara S. Sutker, and Maie Nygren, Rural Housing in Garfield County, Oklahoma: A Study of Processes, Images, and Values, Oklahoma State University Publication, Vol. 56, No. 2 (Stillwater, August, 1959), pp. 1-47.

<sup>6</sup>Maie Anabel Nygren, "The Housing Images of Selected Freshmen and Senior Secondary School Students in Certain Communities in Oklahoma," (unpub. Ed.D. dissertation, Oklahoma State University, 1961).

<sup>7</sup>James E. Montgomery, "Place of Residence As a Factor in Housing Desires and Expectations." Rural Sociology, XXVII, No. 4 (December, 1962), pp. 483-491.

In a rural area of Pennsylvania, Cottam obtained from farm families certain of their attitudes toward their housing. Family size, socio-economic status, and place of residence were used as analytical variables in determining differences in attitudes toward housing.<sup>8</sup>

Housing values was the area explored by Cutler. She devised an instrument to determine the dominant housing values held by a group of farm families. The ten housing values investigated in her study were beauty, comfort, convenience, location, health, personal interests, privacy, safety, friendship activities, and economy. To identify factors associated with these dominant housing values, the investigator analyzed the data according to social prestige class.<sup>9</sup>

#### Findings of Research

Findings from several of the research studies reviewed seem to have special relevance for the current investigation. For example, Bunting found that:

. . . 80 per cent of the children had inadequate storage facilities. Nearly 50 per cent of them were conscious of the need for additional storage space. Of the types of space desired, the largest percentages wanted additional closet rod space and bedroom drawer space.<sup>10</sup>

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<sup>8</sup>Howard R. Cottam, Housing and Attitudes Toward Housing in Rural Pennsylvania, Pennsylvania Agricultural Experiment Station Bulletin 436, (Pennsylvania State College, 1942) pp. 1-63.

<sup>9</sup>Virginia F. Cutler, Personal and Family Values in the Choice of a Home, Cornell University Agricultural Experiment Station Bulletin 840 (Ithaca, 1947).

<sup>10</sup>Bunting, p. 69.

Molzen's study revealed that conflicts arose between teen-agers and siblings over the use of grooming equipment. She reported that most of these conflicts occur with both younger and older sisters.<sup>11</sup>

Bedroom storage elicited the greatest amount of dissatisfactions from a group of rural women interviewed by Montgomery et al. Nearly all of the dissatisfied respondents desired more closets or larger storage areas.<sup>12</sup>

Several interesting findings emerged from one aspect of Nygren's investigation. In her study a question concerned with the importance teen-agers place upon having a bedroom of their own disclosed that:

Seniors feel more strongly about a teen-ager having a bedroom of his or her own than do the freshmen.  
.....

Girls feel it is "extremely" or "very" important for teen-age people to have their own bedrooms, whereas boys consider it only as "fairly or not very important."  
.....

Students of high socio-economic status also attach greater importance to a teen-ager's having a private bedroom than do the students of lower socio-economic status.  
.....

Urban students give more importance to a teen-ager's having his own bedroom than do rural students. Students who, because of membership in certain clubs and organizations, have opportunities to have their friends in their homes feel it is "extremely" or "very" important that people in the teen-age years should not have to share a bedroom.<sup>13</sup>

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<sup>11</sup>Molzen, p. 40.

<sup>12</sup>Montgomery et al., Rural Housing in Garfield County, Oklahoma: A Study of Processes, Images, and Values, p. 23.

<sup>13</sup>Nygren, pp. 145-148.

She concluded then that:

. . . how important a teen-ager believes it is for a person in the adolescent years to have a separate bedroom is related to his school class standing, his sex, the socio-economic status of his family, the rural or urban location of his parents' home, and his peer-group contacts.<sup>14</sup>

In his early study of housing images, Montgomery reported the housing images held by college women undergraduates as being highly standardized and highly similar for young adults.<sup>15</sup> This finding was verified by a subsequent investigation conducted among more heterogeneous respondents.<sup>16</sup>

Through questionnaires administered to rural children in grades six through eight Cottam discovered that:

Children who were most dissatisfied with their houses were most likely to want more space, structural repairs, papering, or electricity; those who were best satisfied most frequently named as wants a telephone, yard improvements, a refrigerator, or a bathroom and/or fixtures.

Among all families, the higher the family income, the better was the housing and the greater was the housing satisfaction.<sup>17</sup>

Cutler, by grouping children into three social prestige classes--upper, middle, and lower--found that middle-class children showed greater interest in friendship activities and the location of their homes than did the upper-class children. The upper-class children

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<sup>14</sup>Ibid., p. 149.

<sup>15</sup>Montgomery, "Housing Imagery and the Teaching of Housing," pp. 465-468.

<sup>16</sup>Montgomery, "Place of Residence As a Factor in Housing Desires and Expectations."

<sup>17</sup>Cotton, pp. 28 and 37.

showed greater interest in privacy than did those of the middle and lower classes. The lower-class children were less interested in personal interests and hobbies and more interested in economy than those of the upper class. Friendship activities and personal interests were of more concern to the middle class than to the lower class; however, the lower class had greater interest in safety and economy than the middle-class children. Although these differences appeared, Cutler stated that:

The data on children's values seem to indicate that, during the early school life of children, their values are much alike regardless of social status, but as they become more mature, they take on patterns similar to those of their parents.<sup>18</sup>

Because her findings show a large group of people to be either only "moderately satisfied" or "dissatisfied" with their homes, Cutler stated, ". . . that a fruitful field exists for an educational program on home improvement"<sup>19</sup>.

#### Methods of Research

The review of literature revealed that the questionnaire is an instrument frequently used in housing research. Questionnaire-type instruments were either self-administered or were used by the investigators in interviews with their respondents.

Bunting visited the homes of 164 rural families and interviewed children whose ages were within the range of ten to fourteen years. Her questionnaire included two types of questions, those which required the

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<sup>18</sup>Cutler, p. 68.

<sup>19</sup>Ibid., p. 75.

respondents to select from several choices and those which permitted the respondents to answer in their own words.<sup>20</sup>

A questionnaire was also used by Molzen in her sample of 58 teen-age girls and boys. In structuring her instrument, Molzen first identified the grooming activities usually carried on by teen-agers and then devised questions which, when answered, would describe the respondents' grooming patterns.<sup>21</sup>

A self-administered questionnaire was used by Montgomery and Nygren in their investigations of the housing images of college and high school students, and by Cottam in his study.<sup>22</sup> The questions were primarily of the type which required the respondent to select the appropriate response from a number of alternatives cited.

Cutler devised an instrument based on the premise that the paired-comparison technique would reveal the dominant "functional housing values" of her respondents. In order to reveal the verbal housing values, the respondents were asked to rank the ten values being investigated. Questions also were included to obtain information about the respondents' socio-economic status, sex, present housing, and family size.<sup>23</sup>

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<sup>20</sup>Bunting.

<sup>21</sup>Molzen.

<sup>22</sup>Montgomery, "Housing Imagery and the Teaching of Housing;" Mygren; and Cottam.

<sup>23</sup>Cutler.

### Summary

The review of literature disclosed that past housing investigations have involved such areas as space, storage, values, attitudes, and housing images. Research concerning teen-agers and having special relevance for this study is related to space needs and desires, conflicts with siblings over space and facilities, attitudes, and housing values and images.

Methods used in past investigations have included the use of self-administered or interviewer-administered questionnaire-type instruments.

From the review of literature the writer concluded that:

(1) it would be feasible to use socio-economic status of the family, size of the family group, and sharing of the bedroom area as variables in studying problems perceived by eighth-grade girls, and

(2) that a questionnaire would be a suitable instrument for obtaining necessary data.

## CHAPTER III

### DESCRIPTION OF THE PROCEDURE

To obtain the necessary information for this study, a questionnaire-type instrument was developed. Its construction was based upon the abilities of eighth-grade students to understand verbal instructions and questions; upon the limitations imposed by a one-hour class period which would be available for administering the instrument; upon the type of information needed; and upon methods to be employed in tabulating the responses.

The questions asked the respondents to impart knowledge concerning certain aspects of their families, their housing situations, and the use of their bedrooms as well as attitudes they hold toward the bedroom. The questions were designed to be read to the respondents who in turn recorded their responses on standardized answer sheets. Some of the questions required the respondents to select from a number of alternatives, the response which most clearly described their situations or opinions. "Flip charts" were used to present the alternative responses to the students. The participants in the study were seated in such a way they could see this chart as each question was asked. Other questions were open-ended, requiring the students to answer in their own words.



Permission was obtained from Oklahoma Independent School District #52, which serves the Midwest City and Del City areas, to collect data from both the pre-test and the final sample groups.

In administering the instrument the questions were read by the investigator to groups of students. The students recorded their replies on answer sheets developed to coincide with the questions. The answer sheet contained numbers corresponding to the questions. Beside each number the alternative responses were represented by a row of letters. After selecting the appropriate answer from the flip chart, each subject recorded her response by marking an "X" on the letter which corresponded to the appropriate alternative. For example, on Question One there were seven alternatives. If "D" was the appropriate response, the student placed an "X" on the letter "D", such as:

1.     A     B     C     ~~D~~     E     F     G.

The pre-test was administered to the eighth-grade girls enrolled at Kerr Junior High School (the third junior high school of Oklahoma Independent School District #52) which is located in Del City, a neighboring suburban community. Del City is similar to Midwest City in several ways, namely its location, growth, and its relationship to Tinker Air Force Base.

The pre-test consisted of fifty-five questions and was given to a total of 39 students in two homemaking classes of eighth-grade girls. Two different instruments were used in the pre-test. They contained the same questions but the questions were arranged in another sequence to assure that bias would not be introduced by the ordering of the questions. One questionnaire (Appendix A) and its answer sheet (Appendix B) were given to one group of twenty girls, while the other questionnaire

(Appendix C) and its corresponding answer sheet (Appendix D) were given to nineteen respondents. No differences which could be attributed to the ordering of questions emerged in the analysis of the pre-test responses. Following the analysis of the pre-test data, the questionnaire and the answer sheet were revised and the final instrument and answer sheet were prepared (Appendix E and F).

Three hundred forty-four eighth-grade girls comprised the sample for the study. The questionnaire was read to them during one of their regular homemaking classes. Girls not enrolled in homemaking classes joined one of the six class groups at each school.

Before the questionnaires were administered, the purposes of the study were explained to the students. The students were asked to answer all questions, however, "I don't know" responses were provided as alternatives should a student be unable to answer a specific question. The students were not required to include their names on the answer sheets.

Following the administration of the test, each answer sheet was given an identification number. Classifications were established for each of the independent and dependent variables. The dependent variables were then analyzed according to the three major independent variables.

The socio-economic status variable was classified into two socio-economic groups: upper and lower. The occupation of the father was used as the basis for this classification. The upper-income group included occupations requiring professional preparation or highly skilled training. Those occupations assigned to the lower socio-economic group included clerical and sales personnel, laborers, the unemployed, and the retired.

The second independent variable which was concerned with bedroom occupancy was also given two classifications: "the use of a bedroom all

by oneself" and "the sharing of a bedroom with other family members, such as parents, brothers, sisters, or other individuals."

Three classifications were established for the third independent variable which is related to the size and composition of the family. They were: (1) if two or three people were in the family, (2) if the family size were of four or five members, and (3) if there were six or more persons in the family group.

A number of dependent variables were investigated in the study. Responses to the open-ended questions concerning what the respondent "liked best about her bedroom," what "bothered her most about it," what she "wished her bedroom had," and what she would "do first if she could change it" were assigned to the following categories:

- (1) architectural aspects,
- (2) furnishings and accessories,
- (3) use and care, and
- (4) aesthetics.

Two classifications were established for each category. The classifications were "mentioned" or "not mentioned." For example, if the student's response to the question "What bothers you most about your bedroom or the room where you sleep?" was, "It's too small. I don't like the furniture.", this response was assigned to the four categories as follows: "mentioned architectural aspect," "mentioned furnishings and accessories," "did not mention use and care," and "did not mention aesthetics."

Following the recommendations made by the Computing Center staff, the data were prepared for card-punching. Responses were recorded on IBM Data Cards according to a numeric code. The staff of the Computing Center at Oklahoma State University processed the data to obtain

frequencies and percentages. Weighted scores were assigned to the responses given in answer to certain open-ended questions. Contingency tables were constructed and the Chi-square test was used to determine association between the independent and dependent variables. When the observed or expected frequencies were less than ten, Yates' correction for continuity<sup>1</sup> was employed in order to provide a more valid Chi-square value.

#### A Description of the Sample

The respondents were classified into two socio-economic groups: upper and lower. There were 119 girls in the upper group and 225 girls in the lower-income group. Of the girls from these two economic levels, one hundred and eighty-nine had bedrooms of their own while 155 shared their bedrooms with at least one other person who may have been either a parent, an adult, a brother or sister, or a child.

The composition of the family groups from which the sample of 344 eighth-grade girls came was very similar. Sixty-eight of the total sample belonged to families comprised of two or three individuals. Over one-half of the girls, 186, came from a family having four or five members and families having six or more persons were represented by ninety girls.

One hundred and fifty-six of the total sample have employed mothers. Over ninety-five per cent of the respondents reside in a house and over three-fourths of the parents are home owners or are buying the house in

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<sup>1</sup>Henry E. Garrett, Statistics in Psychology and Education (New York, 1961), pp. 258-261.

which the family lives. Two-bedroom homes are equally common among both the upper and the lower-income families. More three-bedroom homes are occupied by the lower than by the upper-income families and two-thirds of all the homes had three bedrooms.

Of the 344 respondents, 98 per cent have a bedroom which they occupy alone or share with another member in the household. The remainder use a living room or some other room in the home as a bedroom. Similar proportions of the two socio-economic groups tended to share bedrooms with sisters of all ages. Sixteen of the 344 respondents share bedrooms with brothers, whose ages range from one year or less to 12 years. In six families a teen-age girl shares a room with a brother who is over 12 years of age. Ten eighth-grade girls share their bedrooms with adults, usually with their parents. Two respondents share the bedroom area with a child who is younger than 12 years of age and who is not a brother or a sister.

Over 50 per cent of the teen-agers have their own room. At least one-third of the respondents in the upper and in the lower socio-economic levels share a room with one other person. Data in Table I show the percentages of the respondents sharing their room with one, two, or more persons.

Most of the girls who share their bedrooms share with only one other person, while almost one-fifth share with two or more persons. A much larger proportion of the girls from families having six or more members share a room as compared to families numbering less than six. Only slightly over one-tenth of the total sample room with three or more individuals.

TABLE I

NUMBER OF PERSONS WITH WHOM THE TEEN-AGER SHARES A BEDROOM ACCORDING TO RESPONDENT'S SOCIO-ECONOMIC STATUS, BEDROOM OCCUPANCY, AND FAMILY SIZE

Number Who Share With Teen-Ager	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper	Lower	Have Own	Share	2 or 3	4 or 5	6+
	Per Cent		Per Cent		Frequency		
One	35.3	37.3	1.6	79.6	8.8	37.1	56.7
Two	4.2	7.1	.5	12.9	0.0	2.7	17.8
Three or more	1.7	3.1	.0	5.8	2.9	0.0	7.8
No information	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not applicable	58.8	52.5	97.9	1.7	88.3	60.2	17.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of cases	(119)	(225)	(189)	(155)	(68)	(186)	(90)

## CHAPTER IV

### PRESENTATION OF THE FINDINGS

The findings of this study show the uses made of the bedroom area by the teen-agers, problems which they perceive in relation to their bedrooms, and attitudes they hold toward these bedrooms.

#### Activities Conducted in the Bedrooms of Teen-Agers

Thirty-two varied activities generally performed in a teen-ager's bedroom were included in the questionnaire.\* The respondents were asked to identify how frequently they carried on in their bedrooms each of a given series of activities. Three levels of frequency were provided: "nearly always," "sometimes," and "never." The data in Table II show how frequently the teen-age girls carry on various activities in their bedrooms. The activities are ranked in descending order according to those that are "nearly always" done.

The data reveal the activities which are "nearly always" or "sometimes" done in the bedroom area by teen-age girls. The writer believes these findings are of importance, especially to those persons concerned with providing living space for this age group, because it seems highly probable that if bedroom areas were planned to accommodate the types of

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\*The selection of activities was based on those activities investigated in other studies and on the writer's knowledge of teen-agers' behaviors.

TABLE II  
 FREQUENCY WITH WHICH ACTIVITIES ARE PERFORMED IN THE BEDROOM

Activity	Nearly Always	Sometimes	Never	Significant Difference*
Per Cent				
Dress and undress	81.9	15.7	2.9	
Brush and comb hair	65.4	29.1	5.5	
Listen to the radio	47.7	42.7	9.6	
Apply make-up	41.3	40.1	18.0	
Pin up hair	36.0	42.7	20.9	
Study	34.0	58.4	7.0	*
Read for pleasure	32.6	53.5	13.3	
Listen to records	32.0	37.5	29.6	
Manicure nails	31.1	50.3	18.0	
Loaf	29.6	57.5	12.2	*
Entertain girls friends	28.8	65.1	5.2	
Write letters	25.9	57.2	16.9	
Talk on the phone	22.1	22.9	54.1	
Eat snacks	19.8	57.8	22.1	*
Read aloud	19.2	35.5	44.2	*
Watch television	16.9	17.7	64.8	
Make collections (stamps, rocks, etc.)	16.3	29.1	54.6	
Play with pets	15.4	38.7	45.3	
Work with hobbies	15.1	43.9	39.8	*
Draw	13.3	61.9	24.4	
Polish shoes	13.3	34.6	51.7	
Iron clothes	13.1	30.8	55.8	
Sew by hand	12.2	57.3	30.2	
Play musical instruments	11.3	15.4	72.7	
Practice piano	10.8	11.6	76.7	
Write stories	10.2	36.3	52.3	
Make things (crafts)	9.3	54.9	35.5	
Paint	8.7	34.9	55.8	*
Play games with paper and pencil	7.9	48.0	43.9	
Sew by machine	7.6	28.8	63.3	
Play table games (puzzles, etc.)	7.3	44.2	48.2	
Play with dolls or other toys	3.8	22.4	72.4	

\*Significant differences emerge in relation to one or more of the independent variables.



activities most frequently performed in bedrooms by 50% of the teenagers, it should be possible for the occupants to receive more satisfaction from the use of their bedroom areas.

Two grooming activities--dressing and combing hair--are "nearly always" performed in the bedrooms of the 344 respondents. Other activities which over one-third of these teenagers "nearly always" carry on in their bedrooms are listening to the radio, applying make-up, pinning up their hair, and studying in their own rooms. Entertaining girl friends is an activity "sometimes" done by nearly two-thirds of the students. Three-fifths of the sample "never" play with dolls, watch television, sew by machine, or play musical instruments in their bedrooms. Frequent listening to records in their rooms is a practice of almost one-third of the teenagers. One-third do this only "sometimes" and the remainder "never" participate in this activity in their bedrooms.

A large majority of the respondents listen to the radio "nearly always" or "sometimes" in their bedrooms. Nearly one-half of the teenagers use a telephone in their rooms. Slightly over one-fifth of the students have a piano in their rooms and facilities for machine sewing are possible in more than one-third of the girls' bedrooms.

Data in Table III shows the activities which are frequently or sometimes carried on in their bedrooms by at least one-half of the teenage girls. Since these activities are common to the majority of the girls, they could be used as a basis for planning rooms to be used by adolescent girls'. These activities are ranked in descending order according to the combined frequencies of the "nearly always" and "sometimes" response.

TABLE III

## ACTIVITIES "SOMETIMES" OR "NEARLY ALWAYS" PERFORMED IN BEDROOMS

Activity	Per Cent	Significant Difference*
Dress and undress	97.6	
Brush and comb hair	94.5	
Entertain girl friends	93.9	
Study	92.4	*
Listen to the radio	90.4	
Loaf	87.1	*
Read for pleasure	86.1	
Write letters	83.1	
Manicure nails	81.5	
Apply make-up	81.4	
Pin up hair	78.7	
Eat snacks	77.6	*
Draw	75.2	
Listen to records	69.5	
Sew by hand	69.5	
Make things (crafts)	64.2	
Work with hobbies	59.0	*
Play games with paper and pencil	55.9	
Read aloud	54.7	*
Play with pets	54.1	

\*Significant differences emerge in relation to one or more independent variables.

Problems Reflected in Activities Which Teen-Agers "Dislike Doing in Bedroom" or Which Teen-Agers "Cannot Do But Would Like To Do"

The respondents were asked to list three activities they dislike doing in their bedrooms and three activities they cannot do in their bedroom but would like to do there. Their answers were classified into the following four areas: (1) entertaining self and others, (2) studying, (3) caring for the bedroom, and (4) caring for personal needs. A weighted score was determined for the responses mentioned first, second, or third. Responses mentioned first received a weighted score of three; those mentioned second received a weighted score of two; and those mentioned third received a weighted score of one. Activities receiving the highest scores were considered to be the activities teen-agers either "most" or "least" desire to do in their bedrooms.

If it can be assumed that a teen-ager's dislike for having to do something in her bedroom reflects a problem, then the data in Table IV reveal that for some girls studying in the bedroom is a problem. Of the activities named by the girls as those they dislike having to do in their bedrooms, "studying" was mentioned first more often than was any other activity. The activity mentioned next most often as one which the girls dislike doing in their bedrooms was "caring for it." "Entertaining self and others" and "taking care of their personal needs" (that is, manicuring nails, pinning up hair, putting on make-up, etc.) were other activities most frequently mentioned.

A comparison of the average weighted scores from the question concerning the three activities which the student disliked doing in her bedroom area reveals that socio-economic level, sharing or not sharing a

TABLE IV

AVERAGE WEIGHTED SCORES FOR ACTIVITIES TEEN-AGERS DISLIKE DOING IN THEIR BEDROOMS ACCORDING TO RESPONDENT'S SOCIO-ECONOMIC STATUS, BEDROOM OCCUPANCY, AND FAMILY SIZE

Activities	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper	Lower	Have Own	Share	2 or 3	4 or 5	6+
Entertain self and others	2.2	2.1	2.3	2.1	2.3	2.2	2.3
Study	2.7	2.5	2.5	2.6	2.6	2.6	2.4
Room care	2.3	2.3	2.3	2.2	2.3	2.3	2.1
Personal needs	2.1	2.1	2.1	2.1	2.0	2.1	2.1

bedroom and family size are not related to the activities students dislike doing in their bedrooms. In all cases the girls' responses are similar.

The desire to do an activity in the bedroom, which for some reason cannot be done there, might also be considered a reflection of a problem teen-agers have with their bedrooms. The data in Table V show that not being able to study in their bedrooms is a problem some teen-agers experience. Of the activities listed by the girls as things they cannot do in their bedrooms but which they would like to do there, studying was named first most often. "Entertaining self and others," "caring for the room," and "caring for personal needs" were named next most frequently.

A comparison of the average weighted scores given in Table V also reveals that socio-economic status, sharing or not sharing a bedroom, and family size are not related to the activities which teen-age girls would like to do but cannot do in their rooms.

TABLE V

AVERAGE WEIGHTED SCORES FOR ACTIVITIES RESPONDENTS CANNOT DO BUT DESIRE TO DO IN THEIR BEDROOMS ACCORDING TO RESPONDENT'S SOCIO-ECONOMIC STATUS, BEDROOM OCCUPANCY, AND FAMILY SIZE

Activities	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper	Lower	Have Own	Share	2 or 3	4 or 5	6+
Entertain self and others	2.2	2.2	2.2	2.3	1.9	1.4	1.9
Study	2.7	2.0	2.5	2.0	1.9	1.3	2.0
Room care	2.0	2.2	2.2	2.0	1.5	1.7	2.0
Personal needs	2.3	2.2	1.6	2.2	1.7	1.7	1.8

#### Variables Related to Bedroom Activities

As a whole bedrooms are used similarly by the girls regardless of their socio-economic status, family size, or bedroom occupancy patterns. Different frequency of use occurred in relation to the activities: studying, loafing, reading aloud, painting, working with hobbies, and eating snacks. The Chi-square test shows that frequency of use in regard to these activities differs significantly at the .05 level according to one or more of the three independent variables. The frequency with which the teen-age respondents used the bedroom for study, reading aloud, and eating snacks differed significantly according to the socio-economic status of the respondent. These differences are disclosed by the data in Table VI.

TABLE VI

PERFORMANCE OF THREE ACTIVITIES (STUDY, READING ALOUD, AND EATING SNACKS)  
ACCORDING TO RESPONDENT'S SOCIO-ECONOMIC STATUS

Performance	Study*		Reading Aloud**		Eating Snacks***	
	Upper Per Cent	Lower Per Cent	Upper Per Cent	Lower Per Cent	Upper Per Cent	Lower Per Cent
Nearly always	44.9	28.6	25.4	16.2	12.6	23.7
Sometimes	50.8	62.9	28.0	40.1	63.9	54.9
Never	4.3	8.5	47.6	43.7	23.5	21.4
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Cases	(118)	(224)	(118)	(222)	(119)	(224)

\* $\chi^2 = 9.865$ , Yates Correction applied. Tab.  $\chi^2 .01$  (9.210) d.f. = 2

\*\* $\chi^2 = 6.638$  Tab.  $\chi^2 .05$  (5.991) d.f. = 2

\*\*\* $\chi^2 = 6.0334$  Tab.  $\chi^2 .05$  (5.991) d.f. = 2

### Study

In both socio-economic groups, most girls use the bedroom area for study purposes, however, a significantly greater proportion of girls in the upper income, than in the lower-income group, "nearly always" study in their bedroom. In the lower socio-economic group, the girls are more inclined to use their bedroom just "sometimes" for study activities.

### Reading Aloud

The data indicates that a large number of teen-age girls "never" use their bedroom area for reading aloud. Girls from the upper-income areas are more likely to "nearly always" read aloud than are those from

the lower socio-economic group. Significantly more girls from the lower, than the upper, income level will "sometimes" read aloud in their rooms.

#### Eating Snacks

Contrary to adolescent behaviors depicted in cartoons, eating in the bedroom is not a regular pattern of behavior for these teen-age girls, although they do "sometimes" eat snacks in the bedroom. More girls from the lower-economic levels, than the upper levels, will "nearly always" eat snacks in their rooms. Girls in the upper-income level are least likely to eat snacks in their bedroom or only do it occasionally.

#### Other Activities

The frequency with which a girl uses her bedroom for loafing, her hobbies, or for painting does not vary according to her socio-economic status; however, when bedroom occupancy is used as an intervening variable, a difference emerges among the girls in the upper socio-economic group.

An examination of the data in Table VII will show that in the upper-income level, significantly more girls who room alone "nearly always" or "sometimes" work with hobbies in their room, while those who share a bedroom are more inclined to "never" work with hobbies in their room.

Of those from upper-income families, a significantly larger number of those who share a bedroom than those having a room alone use it "nearly always" for their spare-time loafing activities, while more of the girls who do not share their bedroom "sometimes" loaf in their rooms.

Although painting is not an activity usually done in the bedroom by these girls, a difference does occur among the lower socio-economic group according to bedroom occupancy. The data in Table VIII show that in the

TABLE VII

PERFORMANCE OF BEDROOM ACTIVITIES (WORKING WITH HOBBIES AND LOAFING)  
ACCORDING TO THE BEDROOM OCCUPANCY OF THE UPPER SOCIO-ECONOMIC  
STATUS RESPONDENTS

Performance	Working with Hobbies*		Loafing**	
	Bedroom Occupancy		Bedroom Occupancy	
	Have Own	Share	Have Own	Share
	Per Cent		Per Cent	
Nearly always	17.9	8.0	20.3	40.8
Sometimes	58.2	40.0	71.0	44.9
Never	23.9	52.0	8.7	14.3
	100.0	100.0	100.0	100.0
Number of Cases	(67)	(50)	(69)	(49)

\* $\chi^2 = 8.503$ , Yates Correction applied. Tab.  $\chi^2 .025 (7.38)$  d.f. = 2

\*\* $\chi^2 = 6.757$ , Yates Correction applied. Tab.  $\chi^2 .05 (5.991)$  d.f. = 2

lower-income group a larger proportion of the girls who do not share a room will frequently or sometimes paint in their bedrooms.

TABLE VIII

PERFORMANCE OF PAINTING ACCORDING TO BEDROOM OCCUPANCY OF RESPONDENTS  
IN THE LOWER SOCIO-ECONOMIC STATUS

Painting	Bedroom Occupancy	
	Have Own	Share
	Per Cent	
Nearly always	10.8	1.9
Sometimes	35.0	31.1
Never	54.2	67.0
	100.0	100.0
Number of Cases	(120)	(103)

$\chi^2 = 6.658$ , Yates Correction applied. Tab.  $\chi^2 .05 (5.991)$  d.f. = 2



## Variables Related to Attitudes

Significant differences at the .05 level of confidence between the variables emerged through using the Chi-square test in analyzing the questions concerning how the respondent likes her bedroom, her comparison of the bedroom with her friend's bedroom, and changes she desired for her bedroom. Analysis of the responses to the question "Do you like the bedroom or room in which you sleep at home?", revealed that although a large per cent of the girls "liked" their bedroom, a significantly greater number of respondents from the lower socio-economic level "disliked" their bedroom area than did the girls in the upper-income level. Data in Table IX show the girls' "like" or "dislike" for their bedrooms. A larger proportion

TABLE IX

FREQUENCY OF ATTITUDE TOWARD THE BEDROOM ACCORDING TO RESPONDENT'S SOCIO-ECONOMIC STATUS, BEDROOM OCCUPANCY, AND FAMILY SIZE

Attitude	Socio-economic Status*		Bedroom Occupancy**		Family Size***		
	Upper	Lower	Have Own	Share	2 or 3	4 or 5	6+
	Per Cent		Per Cent		Per Cent		
Like	89.5	78.7	87.8	75.9	76.1	88.5	75.0
Dislike	10.5	21.3	12.2	24.1	23.9	11.5	25.0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Cases	(114)	(207)	(180)	(141)	(67)	(174)	(90)

$$*X^2 = 5.892 \text{ Tab. } X^2 .02 (5.412) \text{ d.f.} = 1$$

$$**X^2 = 7.758 \text{ Tab. } X^2 .01 (6.635) \text{ d.f.} = 1$$

$$***X^2 = 9.345 \text{ Tab. } X^2 .01 (9.210) \text{ d.f.} = 2$$

of the girls in the upper-income group "like" their bedrooms as compared to the girls in the lower-income group. Bedroom occupancy, this is, sharing or non-sharing and family size are also related to the respondent's attitude toward her room. More of the girls having their own room like their rooms than do those sharing a bedroom. More of the girls from families having four or five members "like" their rooms than do the girls from the smaller families.

The respondents were asked to select either their own bedroom or their best friend's bedroom in answer to the question "In comparing your bedroom or the room in which you sleep with that of your best friend's, which do you like best?" One-half of all the respondents liked their room better than their best friend's room regardless of whether the bedroom they used was shared or used alone. A significantly greater number of girls having their own bedrooms than those sharing responded that they would choose their own bedroom over a friend's. Two-fifths of those who share liked their best friend's room better than their own. The data in Table X show the respondents' preferences for their "own bedrooms" or for their "best friend's bedrooms."

TABLE X  
FREQUENCY OF PREFERENCE FOR BEDROOM ACCORDING TO  
RESPONDENT'S BEDROOM OCCUPANCY

Preference	Bedroom Occupancy	
	Have Own	Share
		Per Cent
My bedroom	73.1	59.4
Best friend's bedroom	26.9	40.6
	100.0	100.0
Number of Cases	(145)	(128)

$$X^2 = 5.722 \quad \text{Tab. } X^2 \quad .02 \quad (5.412) \quad \text{d.f.} = 1$$

The responses to the question "If you were allowed to do anything you wanted with your bedroom, what would be the first thing you would do?", were assigned to four categories: architectural aspects, furnishings and accessories, use and care, and aesthetics. Tabulations indicated whether the respondent "mentioned" or did "not mention" some feature related to these aspects of a room. Although a majority of girls are not very concerned with changes involving use and care of their bedroom area, significant differences in relation to use and care of the bedroom area occurred between the girls who share a room and those who occupy a room alone. This difference is disclosed by the data in Table XI which shows the relative frequency with which the respondents indicated they would do something about the use and the care of their bedroom if they were permitted to do as they desired.

TABLE XI

CHANGES RELATING TO USE AND CARE WHICH ARE DESIRED FOR THE BEDROOM  
ACCORDING TO THE RESPONDENT'S BEDROOM OCCUPANCY

Use and Care	Bedroom Occupancy	
	Have Own	Share
	Per Cent	
Mentioned	2.6	26.5
Not mentioned	97.4	73.5
	100.0	100.0
Number of Cases	(189)	(155)

$$\chi^2 = 32.411$$

$$\text{Tab. } \chi^2 .01 (61635) \quad \text{d.f.} = 1$$

Significant differences also emerged when the responses given in answer to the question "What bothers you most about your bedroom or the room where you sleep?" were analyzed in relation to the major variables. Again, the responses were assigned to four categories: architectural aspect "mentioned" or "not mentioned," furnishings and accessories "mentioned" or "not mentioned," use and care of the room "mentioned" or "not mentioned," and aesthetics "mentioned" or "not mentioned."

Problems concerning "use and care" of the bedroom area appear to be related to the student's pattern of bedroom occupancy. Data in Table XII show that although the majority of the sample did not identify use or care of their bedroom as a problem, a significantly greater number of those sharing, than of those not sharing a bedroom do consider this to be a problem.

TABLE XII

PROBLEMS OF USE AND CARE OF THE BEDROOM ACCORDING TO  
RESPONDENT'S BEDROOM OCCUPANCY AND FAMILY SIZE

Responses	Use and Care Problems				
	Bedroom Occupancy*		Family Size**		
	Have Own	Share	2 - 3	4 - 5	6+
	Per Cent		Per Cent		
Mentioned	13.2	49.7	10.3	31.2	41.1
Not mentioned	86.8	50.3	89.7	68.8	58.9
	100.0	100.0	100.0	100.0	100.0
Number of Cases	(189)	(155)	(68)	(189)	(90)

$$*X^2 = 54.111$$

$$\text{Tab. } X^2 .005 (7.88)$$

$$\text{d.f.} = 1$$

$$**X^2 = 16.22$$

$$\text{Tab. } X^2 .01 (9.210)$$

$$\text{d.f.} = 2$$

The identification of use and care problems by the teen-age girls also appears to have a direct relationship with family size as shown by the data in Table XII. Significantly more girls from larger than from smaller families expressed problems with the use and care of their bedrooms. Girls from families of two or three members are less likely to perceive use and care problems than are girls from larger families. These data indicate what one might assume, that the more people who share a limited amount of space just normally get in each others way as they try to use and care for the bedroom area, therefore causing situations which result in problem conditions.

#### Similarity of Attitudes

Certain attitudes expressed by the students are highly similar regardless of how the respondents are classified according to the variables socio-economic status, bedroom occupancy, and family size. When students were asked "Do you think an eighth-grade girl should have a bedroom to herself or share her bedroom?", over four-fifths of the sample were of the opinion an eighth grader should have a room alone. The data in Table XIII show the respondents' attitudes toward sharing a bedroom according to the major independent variables.

Girls in the lower-economic group, those who room alone, and those from the smallest families appear to be more in favor of a teen-ager having her own bedroom, than are those of the upper-income level, those who share, and those who come from larger families; however, the differences which emerged are not significant. It is interesting that the girls in this latter group are more uncertain of their own attitude toward a girl's having her own room.

TABLE XIII

ATTITUDE TOWARD SHARING ACCORDING TO RESPONDENT'S SOCIO-ECONOMIC STATUS,  
BEDROOM OCCUPANCY, AND FAMILY SIZE

Attitude of Sharing--"An Eighth-Grade Girl Should--	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper	Lower	Have Own	Share	2 - 3	4 - 5	6 +
	Per Cent		Per Cent		Per Cent		
Have own room	83.2	92.9	94.2	83.8	94.1	90.8	83.3
Share room	3.3	2.7	5.3	6.5	0.0	1.1	8.9
I don't know	13.5	3.1	.5	8.4	5.9	7.0	6.7
No information	0.0	1.3	0.0	1.3	0.0	1.1	1.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Cases	(119)	(225)	(189)	(155)	(68)	(186)	(90)

Chi-square is not valid.

The responses to another question, "Do you know anyone who has a bedroom just like the one you would want?", revealed that about one-half of the students know someone having a bedroom like the one they would like to have. For many of these girls the bedroom was one occupied by a friend or relative as opposed to bedrooms of motion picture personalities or other bedrooms pictured in magazines or newspapers. Data in Table XIV which is presented according to the independent variables show the frequency of knowledge of a desirable bedroom belonging to another person. These data appear to indicate that many of the respondents are either happy with their own bedroom situation or they have not seen a bedroom which they would rather have than their own.

TABLE XIV

KNOWLEDGE OF A DESIRABLE BEDROOM AND ITS OWNER ACCORDING TO  
RESPONDENT'S SOCIO-ECONOMIC STATUS, BEDROOM OCCUPANCY,  
AND FAMILY SIZE

Knowledge of a Room	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper Per Cent	Lower Per Cent	Have Own Per Cent	Share Per Cent	2 - 3 Per Cent	4 - 5 Per Cent	6 + Per Cent
Yes	45.4	54.2	52.9	49.0	48.5	52.7	50.0
No	40.3	32.0	37.0	32.3	39.7	36.0	28.9
I don't know	14.3	13.8	10.1	18.7	11.8	11.3	21.1
	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
<b>Number of Cases</b>	<b>(119)</b>	<b>(225)</b>	<b>(189)</b>	<b>(155)</b>	<b>(68)</b>	<b>(186)</b>	<b>(90)</b>
<b>Source of the Room</b>							
Friend's or relative's	37.0	40.0	39.1	38.7	36.7	37.6	43.4
Personalities	1.7	5.3	6.4	1.3	5.9	4.3	2.2
Pictures or movies	5.9	8.0	6.3	8.4	4.4	10.2	3.3
Not identified	.8	.9	1.1	.6	1.5	.6	1.1
Not applicable	54.6	45.8	47.1	51.0	51.5	47.3	50.0
	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>	<u>100.0</u>
<b>Number of Cases</b>	<b>(119)</b>	<b>(225)</b>	<b>(189)</b>	<b>(155)</b>	<b>(68)</b>	<b>(186)</b>	<b>(90)</b>

Chi-square is not valid.

A second question having reference to the above question asked "What does that bedroom have that you wish your bedroom had?" The responses were classified into the categories "architectural aspect," "furnishings and accessories," "use and care," and "aesthetics." In Table XV the data indicate how frequently features of a room, which can be classified in one of the categories listed above, were identified by the girls. The data are presented according to the socio-economic status, bedroom occupancy, and family size of the respondents.

TABLE XV  
BEDROOM FEATURES DESIRED ACCORDING TO RESPONDENT'S  
SOCIO-ECONOMIC STATUS, BEDROOM OCCUPANCY,  
AND FAMILY SIZE

Features Desired	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper	Lower	Have Own	Share	2 - 3	4 - 5	6 +
	Per Cent		Per Cent		Per Cent		
Architectural aspect mentioned	26.1	30.7	30.7	27.1	25.0	31.2	27.8
Furnishings and accessories mentioned	34.5	40.0	40.7	34.8	39.7	37.1	38.9
Use and care mentioned	3.4	5.3	2.1	7.7	0.0	4.8	7.8
Aesthetics mentioned	11.8	15.1	13.2	14.8	13.2	12.9	16.7
Number of Cases	(119)	(225)	(189)	(155)	(68)	(186)	(90)

Chi-square is not valid.

Differences which emerged were not significant; however, fewer girls from upper-income families identified features of a room they would like



to have in their own rooms than did those of the lower-income level. More girls having rooms of their own than those who share a room identified features related to such architectural aspects of a room as size of the room, location of doors and windows, and electrical outlets; furnishings and accessories; and aesthetics. Use and care features were mentioned by more girls who share a bedroom and by more of those who are from the largest families. More of the girls from large families identified aesthetics as a desired feature than did the girls from the other family sizes. Architectural aspects were identified most frequently by girls from families of four or five members.

The same four categories were used in classifying the responses to the question, "What do you like best about the bedroom or room in which you sleep?". As a whole, the best-liked features were the furnishings and accessories of the bedroom. The data in Table XVI indicate the frequency with which a feature identified as architectural, furnishings and accessories, aesthetics, and use and care, was named by the girls as a best-liked feature in their bedrooms. Aesthetics and the use and care of the room were less frequently identified as being best-liked features. More girls of the upper-economic group liked some architectural aspects of their rooms than did those of the lower-income level.

The respondents' attitudes toward two specific housing situations were investigated. These housing situations were: lack of privacy and having to share a room. Attitudes toward these housing situations were studied because they have been identified as sources of problems in other studies. Because an open request for an expression of these attitudes would not necessarily yield valid evidence, indirect evidence regarding these attitudes was obtained by observing the expression or

non-expression of them in response to open-ended questions. The open-ended questions were: "What do you like best about the bedroom or room in which you sleep?", "What bothers you most about your bedroom or the room where you sleep?", "What does that bedroom (one you would want) have that you wish your bedroom had?", and "If you were allowed to do anything you wanted with your bedroom, what would be the first thing you would do?"

TABLE XVI

BEST-LIKED BEDROOM FEATURES ACCORDING TO RESPONDENT'S  
SOCIO-ECONOMIC STATUS, BEDROOM OCCUPANCY,  
AND FAMILY SIZE

Features Mentioned	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper	Lower	Have Own	Share	2 - 3	4 - 5	6 +
	Per Cent		Per Cent		Per Cent		
Architectural aspect	59.7	38.2	44.4	47.1	44.1	45.7	46.7
Furnishings and accessories	73.1	71.6	76.7	66.5	75.0	76.9	60.0
Use and care	14.3	14.7	19.6	8.4	17.7	15.6	10.0
Aesthetics	30.3	27.1	31.8	23.9	36.8	25.8	26.7
Number of Cases	(119)	(225)	(189)	(155)	(68)	(186)	(90)

Chi-square is not valid.

More girls of the lower than of the upper-economic status "dislike" sharing a room. Almost half of the girls who share a room indicated they "disliked" sharing the bedroom. Girls from larger families "dislike" sharing more than do those from smaller families.

Contrary to an expectation that girls who share a room with someone else would have problems concerned with sharing, there were no differences in the frequency with which sharing was mentioned as a problem by the girls who share and those who do not share their bedrooms. The data in Table XVII show the respondents' attitudes toward sharing the bedroom according to the three independent variables.

TABLE XVII

ATTITUDE TOWARD SHARING ACCORDING TO RESPONDENT'S SOCIO-ECONOMIC STATUS, BEDROOM OCCUPANCY, AND FAMILY SIZE

Sharing Attitude	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper	Lower	Have Own	Share	2 - 3	4 - 5	6 +
	Per Cent		Per Cent		Per Cent		
Liked	.8	.4	0.0	1.3	0.0	1.1	0.0
Disliked	17.7	24.0	1.1	47.1	3.0	22.0	35.5
None expressed	81.5	75.6	98.9	51.6	97.0	76.9	64.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Cases	(119)	(225)	(189)	(155)	(68)	(186)	(90)

Chi-square is not valid.

The data presented in Table XVIII show the relationship between the respondent's attitude toward privacy and the socio-economic status, size of her family and the occupancy of her bedroom.

TABLE XVIII

ATTITUDE TOWARD PRIVACY ACCORDING TO RESPONDENT'S SOCIO-ECONOMIC STATUS,  
BEDROOM OCCUPANCY, AND FAMILY SIZE

Attitude of Privacy	Socio-economic Status		Bedroom Occupancy		Family Size		
	Upper	Lower	Have Own	Share	2 - 3	4 - 5	6 +
	Per Cent		Per Cent		Per Cent		
Mentioned	19.3	20.0	20.1	19.4	10.3	22.6	21.1
Not mentioned	80.7	80.0	79.9	80.6	89.7	77.4	78.9
	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Cases	(119)	(225)	(189)	(155)	(68)	(186)	(90)

Chi-square is not valid.

#### Summary

Activities conducted in the bedrooms of teen-age girls are for the most part quite similar regardless of the respondents' socio-economic status, the size of her family, or the sharing or non-sharing of her bedroom. As one might expect, grooming activities are frequently performed in this area by a very large proportion of the girls. Frequency of using the bedroom for five activities by more than one-half of the sample appear to be related to a girl's socio-economic status and her bedroom occupancy situation. These activities were studying, loafing, eating snacks, working with hobbies, and reading aloud. Teen-agers from the upper-income levels tend to use their bedrooms for study purposes more than girls from the lower-economic groups. Those of the upper levels will "nearly always" study in their bedroom, while this area is used only "sometimes" for studying by those of the lower-economic group. Little

significance results when the data is analyzed according to the size of the girls' families or to her sharing of a bedroom.

Reading aloud in the bedroom is not a behavior generally practiced by these girls, although a number of girls in both economic levels do "sometimes" read aloud in their rooms.

Teen-age girls on the whole do not regularly use their bedroom area for eating snacks. More girls of the lower than of the upper-economic level will eat snacks in their bedrooms.

From the upper-income families more girls who have a room of their own, than those who share, tend to work with hobbies "nearly always" or "sometimes" in their bedrooms. Girls in the lower-income group who have a room to themselves are more likely to "nearly always" or "sometimes" paint in their bedroom than are the girls in this income level who share a bedroom. A majority of girls in the lower-income group will "never" paint in their room, however, regardless of whether the room is shared or not.

Girls sharing a room are less likely to work with hobbies in their bedrooms than are those who room alone. Although most girls use their bedrooms for loafing activities, more girls of the upper-income group who share their bedrooms may be expected to "nearly always" loaf there.

If it can be assumed that problems teen-age girls have with their bedrooms are reflected through an identification of activities they dislike doing in their bedrooms or activities they cannot but would like to do in their bedrooms, then the activities presenting most problems for these girls are in relation to studying, entertaining self and others, caring for their room, and caring for their personal needs.

Girls who have a room of their own are more pleased with it than are those who share. Girls of the upper socio-economic group, those who have their own bedrooms, and those who are from families of four or five members are more apt to "like" their bedroom than are the other respondents. A teen-age girl is more inclined to like her own bedroom better than her best friend's room, if she has a room to herself. If a bedroom area is shared, a teen-ager is inclined to like the room of a best friend better than her own room.

Girls who have their own bedroom are more likely to desire making changes to that room which would involve furnishings and accessories. Next of importance are changes concerning some architectural feature, which are followed closely by aesthetics. Few of these girls are concerned with changes related to use and care of their bedrooms. Eighth-grade girls who share their bedroom, want changes which center on furnishings and accessories. Their next concerns are changes in aesthetic qualities, architectural aspects, and lastly use and care. Significant difference occurs between girls who share and those who do not share their bedroom. The former group indicated less satisfaction with the use of the room and its care and a desire to change their present bedroom.

Girls having their own bedrooms tend to perceive problems with their rooms more in terms of some architectural feature of the room, then in terms of furnishings and accessories, aesthetics, and lastly in regard to the use and care of their rooms. More of those who share and those from the larger families have concern for the use and care. Following closely in importance are problems involving an architectural feature, then furnishings and accessories, and finally aesthetics.

The majority of the sample was in agreement when they indicated that an eighth-grade girl should have her own room. According to indirect evidence, the girls are similar in their attitudes toward sharing a room and toward privacy.

About one-half of the girls indicated knowledge of a bedroom just like the one they desire. Usually it was the bedroom of a friend or a relative. The features of these rooms which they most desired were the furnishings and/or accessories, some architectural aspect or aesthetic quality of the room, or some feature related to its use and care. These same features were identified by the teen-agers as the things they like best about their own bedrooms which seems to suggest that in looking at, thinking about, and evaluating bedrooms, furnishings and accessories are the first concerns of the teen-age girl; that architectural features and aesthetic qualities are next in importance; and that probably, use and care of the room are of least concern to her.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND IMPLICATIONS

#### Summary

The study was focused on problems and attitudes concerning the bedroom area which are perceived or held by teen-age girls. The identification of such problems and attitudes was the purpose of this study. This area was chosen for investigation in an effort to become more aware of and alert to factors which cause young people to be concerned with their bedrooms.

The hypotheses of the study were that: (1) eighth-grade girls in Midwest City, Oklahoma, have problems and attitudes related to their bedrooms, and that (2) these problems and attitudes are associated with the socio-economic status and size of the respondent's family, and with her having to share a bedroom with other family members.

Data were obtained from the eighth-grade girl students who attended the two junior high schools of Midwest City, Oklahoma, during the 1961-62 academic year. The data were obtained by a questionnaire. The investigator read the questions to the students who recorded their replies on a standardized answer sheet. Some questions required the respondents to select from a number of alternatives the response which most clearly described their situations or attitudes. A "flip chart" on which the alternatives were listed was used in presenting the alternatives to the



students. Other questions were open-ended requiring the students to answer in their own words.

Permission was obtained from the Oklahoma Independent School District #52, which serves the Midwest City, Oklahoma area, to collect data from both the pre-test and the final sample groups. Three hundred forty-four eighth-grade girls were used as respondents for the final study. They were not required to place their names on the answer sheets.

The respondents were classified according to three independent variables which were used in analyzing the data. The socio-economic status variable was assigned the classifications of "upper" and "lower." The occupation of the father was used as the basis for these classifications. The upper-income group included occupations requiring professional preparation and highly skilled training. Occupations assigned to the lower socio-economic group included clerical and sales personnel, laborers, the unemployed, and the retired. The second independent variable was also given two classifications: "the use of a bedroom all by oneself" and "the sharing of a bedroom with other family members, such as parents, brothers, sisters, or other individuals." Three classifications were established for the third independent variable, which was concerned with the size of the family. They were: (1) if two or three people were in the family, (2) if the family size were of four or five members, and (3) if there were six or more persons in the family group.

The data were processed by the staff of the Computing Center at Oklahoma State University. Chi-square was used to determine relationship between the independent and dependent variables. Yates correction for continuity was employed when the frequency in any cell of a contingency table was less than ten.

### Conclusions

It is apparent that problems with her bedroom do exist for the teen-age girl. The Chi-square test at the .05 level of significance revealed that certain of the dependent and independent variables are associated.

Conclusions drawn from the data are:

(1) that activities which can be expected to be done in the bedrooms by a majority of the teen-age girls are: dressing and undressing, brushing and combing hair, entertaining girl friends, studying, listening to the radio, loafing, reading for pleasure, writing letters, manicuring nails, applying make-up, pinning up hair, eating snacks, drawing, listening to records, sewing by hand, making things (crafts), working with hobbies, playing games with paper and pencil, reading aloud, and playing with pets;

(2) that the frequency with which studying, reading aloud, and eating snacks are conducted in the bedroom is related to socio-economic status of the respondent;

(3) that working with hobbies in the bedroom is related to bedroom occupancy;

(4) that loafing and painting activities are related to socio-economic status and to bedroom occupancy;

(5) that attitudes toward the teen-ager's own bedroom are related to socio-economic status, bedroom occupancy, and family size;

(6) that attitudes toward the best-liked bedroom (friend's or own) are related to bedroom occupancy; and

(7) that problems concerning use and care of the bedroom are related to bedroom occupancy and family size.

Therefore, the hypotheses that eighth-grade girls in Midwest City, Oklahoma, perceive problems and hold attitudes related to their bedrooms and that the problems perceived and the attitudes held by these girls are related to the socio-economic status of their families, the size of the family, and the sharing of the bedroom with other family members appear to be supported by the data.

#### Implications

To those individuals who provide housing for people, the knowledge of activities carried on in bedroom areas by teen-agers will provide information helpful in planning toward more housing satisfactions for the consumer. Individual and family needs and activities should be a basis for supplying housing of a satisfactory design which is flexible and can be adapted easily to individual family needs and activities.

Because this study reveals that the teen-agers have problems regarding use and care of the bedroom, it, therefore, appears that girls of this age need help in identifying their personal needs, their problems and attitudes in regard to the use and care of their bedrooms. These girls also are in need of knowledge regarding ways to correct or improve existing conditions which are causing problems. This is the challenge for those individuals who have the responsibility of planning for and teaching girls similar to this sample group. These teachers should be cognizant and concerned with helping their students to identify and rectify their individual problems.

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**APPENDIXES**

APPENDIX A

TRIAL FORM I QUESTIONNAIRE

## QUESTIONNAIRE

1. How many people, counting yourself, are now living in your home?
  - A. Two.
  - B. Three.
  - C. Four.
  - D. Five.
  - E. Six.
  - F. Seven.
  - G. If more than seven, give number \_\_\_\_\_.
  
2. Who lives in your home?
  - A. Father or step-father.
  - B. Mother or step-mother.
  - C. Brothers or half-brothers. (give number) \_\_\_\_\_.
  - D. Sisters or half-sisters. (give number) \_\_\_\_\_.
  - E. Other adults. (give number) \_\_\_\_\_.
  - F. Other children. (give number) \_\_\_\_\_.
  
3. Is your father (or the head of your household) employed?
  - A. Yes.
  - B. No.
  
4. For whom does he work?
  - A. Self-employed.
  - B. Government.
  - C. A business or company. (name it) \_\_\_\_\_.
  - D. Don't know.
  
5. What is his exact job? (supervisor, engineer, truck driver, clerk, teacher, doctor, etc.) \_\_\_\_\_.
  
6. Does your mother (or step-mother) work outside the home?
  - A. Yes.
  - B. No.
  
7. For whom does she work?
  - A. At home only.
  - B. Government.
  - C. A business or company. (name it) \_\_\_\_\_.
  - D. Don't know.
  
8. What is her job? (clerk, secretary, nurse, teacher, waitress, etc.) \_\_\_\_\_.
  
9. In what kind of home do you live?
  - A. A house.
  - B. An apartment.
  - C. A trailer.
  - D. Other. (name it) \_\_\_\_\_.



10. Does your family rent or own its home?  
A. We rent it.  
B. We own it.  
C. We are buying it.  
D. We live on the air base.  
E. Other (explain) \_\_\_\_\_.  
F. I don't know.
11. How many bedrooms does your home have?  
A. 1  
B. 2  
C. 3  
D. 4  
E. more than 4
12. Do you have a bedroom all to yourself?  
A. Yes.  
B. No.
13. Do you share a bedroom with more than one person?  
A. Yes (give number) \_\_\_\_\_.  
B. No.
14. If you do not have a bedroom to yourself, with whom do you share it?  
(if necessary, check more than 1)  
A. Sister or sisters (give ages) \_\_\_\_\_.  
B. Brother or brothers (give ages) \_\_\_\_\_.  
C. Adult or adults (identify) \_\_\_\_\_.  
D. Other persons (list) \_\_\_\_\_.
15. If you neither have a bedroom nor share a bedroom, in which room do you sleep?  
A. Living room.  
B. Dining room.  
C. Other. (list) \_\_\_\_\_.
16. Do you think an eighth-grade girl should have a bedroom to herself or share her bedroom?  
A. Have her own bedroom.  
B. Share her bedroom.  
C. I don't know.
17. If you were allowed to do anything you wanted with your bedroom, what would be the first thing you would do? \_\_\_\_\_  
\_\_\_\_\_.
18. Do you like the bedroom or room in which you sleep at home?  
A. Yes.  
B. No.  
C. I don't know.

19. What do you like best about this room? \_\_\_\_\_  
\_\_\_\_\_
20. What bothers you most about your bedroom or the room where you sleep? \_\_\_\_\_
21. Do you know anyone who has a bedroom just like the one you would want?  
A. Yes (Who?) \_\_\_\_\_  
B. No.  
C. I don't know.
22. What does that bedroom have that you wish your bedroom had? \_\_\_\_\_  
\_\_\_\_\_
23. In comparing your bedroom or the room in which you sleep with that of your best friend, which do you like best?  
A. My bedroom.  
B. My best friend's bedroom.  
C. I don't know.

The following list of activities may be done in the bedroom by some teenagers. Mark an X over the letter A if you NEARLY ALWAYS do the activity in your bedroom. Mark an X over the letter B if you SOMETIMES do the activity in your bedroom. Mark an X over the letter C if you NEVER do the activity in your bedroom. Letter D will be used later.

24. Listen to the radio.
25. Study.
26. Entertain girl friends.
27. Talk on the phone.
28. Read for pleasure.
29. Listen to records.
30. Play with pets.
31. Loaf.
32. Watch television.
33. Write letters.
34. Read aloud.
35. Play table games (puzzles, etc.)
36. Play games with paper and pencil.
37. Sew by hand.
38. Sew by machine.
39. Paint.
40. Draw.
41. Practice piano.
42. Play with dolls or other toys.
43. Write stories.
44. Play musical instruments.
45. Make collections (stamps, rocks, etc.)
46. Work with hobbies.
47. Make things (crafts).
48. Dress and undress.
49. Brush and comb hair.

50. Apply make-up.
51. Pin up hair.
52. Manicure nails.
53. Iron clothes.
54. Eat snacks.
55. Polish shoes.

Now look back at the activities for which you marked an A or a B. Place an X over the letter D if you dislike doing this activity in your room and would rather do it some other place in your home.

Now, for every item for which you marked a D, write on the line the room in which you would rather do this activity.

**APPENDIX B**

**TRIAL FORM I ANSWER SHEET**

ANSWER SHEET FOR EIGHTH-GRADE GIRLS  
QUESTIONNAIRE ON HOUSING

B. Eckhardt  
Fall, 1961

INSTRUCTIONS:

- A. You do not need to put your name on this paper.
- B. The questions will be read to you.
- C. There are no right or wrong answers to the questions I will read to you.
- D. You will select the answers from the flip chart at the front of the room or write your own answer on the line provided.
- E. Mark (X) over the letter that represents your answer. For example: Supposing the question read by me was: In what kind of home do you live?

The answers listed on the flip chart are:

- A. A house.
- B. An apartment
- C. A trailer
- D. Other. (name it) \_\_\_\_\_

The letters (A, B, C, and D) on your answer sheet correspond to the letters opposite the answers given on the flip chart:

1. A B C D \_\_\_\_\_

If for example, your answer is "A house," mark (X) like this:

1.  B C D \_\_\_\_\_

Or if your answer is a duplex (a two family house), mark D and write the word "duplex" like this:

1. A B C  \_\_\_\_\_ duplex

1. A B C D E F G \_\_\_\_\_
2. A B C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F \_\_\_\_\_
3. A B
4. A B C \_\_\_\_\_ D
5. \_\_\_\_\_
6. A B
7. A B C \_\_\_\_\_ D
8. \_\_\_\_\_
9. A B C D \_\_\_\_\_
10. A B C D E \_\_\_\_\_ F
11. A B C D E
12. A B
13. A \_\_\_\_\_ B
14. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_
15. A B C \_\_\_\_\_
16. A B C
17. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
18. A B C
19. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
20. \_\_\_\_\_  
\_\_\_\_\_

21. A \_\_\_\_\_ B C

22. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

23. A B C

A NEARLY ALWAYS  
B SOMETIMES  
C NEVER

24. A B C D \_\_\_\_\_ Listen to the radio.

25. A B C D \_\_\_\_\_ Study.

26. A B C D \_\_\_\_\_ Entertain girl friends.

27. A B C D \_\_\_\_\_ Talk on the phone.

28. A B C D \_\_\_\_\_ Read for pleasure.

29. A B C D \_\_\_\_\_ Listen to records.

30. A B C D \_\_\_\_\_ Play with pets.

31. A B C D \_\_\_\_\_ Loaf.

32. A B C D \_\_\_\_\_ Watch television.

33. A B C D \_\_\_\_\_ Write letters.

34. A B C D \_\_\_\_\_ Read aloud.

35. A B C D \_\_\_\_\_ Play table games (puzzles, etc.)

36. A B C D \_\_\_\_\_ Play games with paper and pencil.

37. A B C D \_\_\_\_\_ Sew by hand.

38. A B C D \_\_\_\_\_ Sew by machine.

39. A B C D \_\_\_\_\_ Paint.

40. A B C D \_\_\_\_\_ Draw.

41. A B C D \_\_\_\_\_ Practice piano.

42. A B C D \_\_\_\_\_ Play with dolls or other toys.

43. A B C D \_\_\_\_\_ Write stories.

44. A B C D \_\_\_\_\_ Play with building blocks.

44. A B C D \_\_\_\_\_ Play musical instruments.
45. A B C D \_\_\_\_\_ Make collections (stamps, rocks, etc.)
46. A B C D \_\_\_\_\_ Work with hobbies.
47. A B C D \_\_\_\_\_ Make things (crafts).
48. A B C D \_\_\_\_\_ Dress and undress.
49. A B C D \_\_\_\_\_ Brush and comb hair.
50. A B C D \_\_\_\_\_ Apply make-up.
51. A B C D \_\_\_\_\_ Pin up hair.
52. A B C D \_\_\_\_\_ Manicure nails.
53. A B C D \_\_\_\_\_ Iron clothes.
54. A B C D \_\_\_\_\_ Eat snacks.
55. A B C D \_\_\_\_\_ Polish shoes.



APPENDIX C

TRIAL FORM II QUESTIONNAIRE

## QUESTIONNAIRE

1. How many people, counting yourself, are now living in your home?
  - A. Two.
  - B. Three.
  - C. Four.
  - D. Five.
  - E. Six.
  - F. Seven.
  - G. If more than seven, give number \_\_\_\_\_
  
2. Who lives in your home?
  - A. Father or step-father.
  - B. Mother or step-mother.
  - C. Brothers or half-brothers. (give number) \_\_\_\_\_
  - D. Sisters or half-sisters. (give number) \_\_\_\_\_
  - E. Other adults. (give number) \_\_\_\_\_
  - F. Other children. (give number) \_\_\_\_\_
  
3. Is your father (or the head of your household) employed?
  - A. Yes.
  - B. No.
  
4. For whom does he work?
  - A. Self-employed.
  - B. Government.
  - C. A business or company. (name it) \_\_\_\_\_
  - D. Don't know.
  
5. What is his exact job? (supervisor, engineer, truck driver, clerk, teacher, doctor, etc.) \_\_\_\_\_
  
6. Does your mother (or step-mother) work outside the home?
  - A. Yes.
  - B. No.
  
7. For whom does she work?
  - A. At home only.
  - B. Government.
  - C. A business or company. (name it) \_\_\_\_\_
  - D. Don't know.
  
8. What is her job? (clerk, secretary, nurse, teacher, waitress, etc.)  
 \_\_\_\_\_
  
9. In what kind of home do you live?
  - A. A house.
  - B. An apartment.
  - C. A trailer.
  - D. Other. (name it) \_\_\_\_\_

10. Does your family rent or own its home?  
A. We rent it.  
B. We own it.  
C. We are buying it.  
D. We live on the air base.  
E. Other (explain) \_\_\_\_\_  
F. I don't know.
11. How many bedrooms does your home have?  
A. 1  
B. 2  
C. 3  
D. 4  
E. more than 4
12. Do you like the bedroom or room in which you sleep at home?  
A. Yes.  
B. No.  
C. I don't know.
13. What do you like best about this room? \_\_\_\_\_  
\_\_\_\_\_
14. What bothers you most about your bedroom or the room where you sleep?  
\_\_\_\_\_
15. Do you know anyone who has a bedroom just like the one you would want?  
A. Yes (who?) \_\_\_\_\_  
B. No.  
C. I don't know.
16. What does that bedroom have that you wish your bedroom had? \_\_\_\_\_  
\_\_\_\_\_
17. In comparing your bedroom or the room in which you sleep with that of your best friend, which do you like best?  
A. My bedroom.  
B. My best friend's bedroom.  
C. I don't know.
18. Do you have a bedroom all to yourself?  
A. Yes.  
B. No.
19. Do you share a bedroom with more than one person?  
A. Yes (give number) \_\_\_\_\_  
B. No.

20. If you do not have a bedroom to yourself, with whom do you share it? (if necessary, check more than one)
- A. Sister or sisters (give ages) \_\_\_\_\_
- B. Brother or brothers (give ages) \_\_\_\_\_
- C. Adult or adults (identify) \_\_\_\_\_
- D. Other persons (list) \_\_\_\_\_
21. If you neither have a bedroom nor share a bedroom, in which room do you sleep?
- A. Living room.
- B. Dining room.
- C. Other. (list) \_\_\_\_\_
22. Do you think an eighth-grade girl should have a bedroom to herself or share her bedroom?
- A. Have her own bedroom.
- B. Share her bedroom.
- C. I don't know.
23. If you were allowed to do anything you wanted with your bedroom, what would be the first thing you would do? \_\_\_\_\_

The following list of activities may be done in the bedroom by some teenagers. Mark an X over the letter A if you NEARLY ALWAYS do the activity in your bedroom. Mark an X over the letter B if you SOMETIMES do the activity in your bedroom. Mark an X over the letter C if you NEVER do the activity in your bedroom. Letter D will be used later.

24. Listen to the radio.
25. Study.
26. Entertain girl friends.
27. Talk on the phone.
28. Read for pleasure.
29. Listen to records.
30. Play with pets.
31. Loaf.
32. Watch television.
33. Write letters.
34. Read aloud.
35. Play table games (puzzles, etc.)
36. Play games with paper and pencil.
37. Sew by hand.
38. Sew by machine.
39. Paint.
40. Draw.
41. Practice piano.
42. Play with dolls or other toys.
43. Write stories.
44. Play musical instruments.
45. Make collections (stamps, rocks, etc.)
46. Work with hobbies.
47. Make things (crafts).

48. Dress and undress.
49. Brush and comb hair.
50. Apply make-up.
51. Pin up hair.
52. Manicure nails.
53. Iron clothes.
54. Eat snacks.
55. Polish shoes.

Now look back at the activities for which you marked an A or a B. Place an X over the letter D if you dislike doing this activity in your room and would rather do it some other place in your home.

Now, for every item for which you marked a D, write on the line the room in which you would rather do this activity.

APPENDIX D

TRIAL FORM II ANSWER SHEET

ANSWER SHEET FOR EIGHTH-GRADE GIRLS  
QUESTIONNAIRE ON HOUSING

B. Eckhardt  
Fall, 1961

INSTRUCTIONS:

- A. You do not need to put your name on this paper.
- B. The questions will be read to you.
- C. There are no right or wrong answers to the questions I will read to you.
- D. You will select the answers from the flip chart at the front of the room or write your own answer on the line provided.
- E. You are to indicate your answers on the attached answer sheets.
- F. Mark (X) over the letter that represents your answer. For example: Supposing the question read by me was: In what kind of home do you live?

The answers listed on the flip chart are:

- A. A house.
- B. An apartment.
- C. A trailer.
- D. Other. (name it) \_\_\_\_\_

The letters (A, B, C, and D) on your answer sheet correspond to the letters opposite the answers given on the flip chart:

1. A B C D \_\_\_\_\_

If for example, your answer is "A house," mark (X) like this:

1. ~~X~~ B C D \_\_\_\_\_

Or if your answer is a duplex (a two family house), mark D and write the word "duplex" like this:

1. A B C ~~X~~ duplex \_\_\_\_\_

1. A B C D E F G \_\_\_\_\_
2. A B C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F \_\_\_\_\_
3. A B
4. A B C \_\_\_\_\_ D.
5. \_\_\_\_\_
6. A B
7. A B C \_\_\_\_\_ D
8. \_\_\_\_\_
9. A B C D \_\_\_\_\_
10. A B C D E \_\_\_\_\_ F
11. A B C D E
12. A B C
13. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
14. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
15. A \_\_\_\_\_ B C
16. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
17. A B C
18. A B
19. A \_\_\_\_\_ B
20. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_
21. A B C \_\_\_\_\_



22. A B C

23.

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A NEARLY ALWAYS  
 B SOMETIMES  
 C NEVER

24. A B C D \_\_\_\_\_ Listen to the radio.
25. A B C D \_\_\_\_\_ Study.
26. A B C D \_\_\_\_\_ Entertain girl friends.
27. A B C D \_\_\_\_\_ Talk on the phone.
28. A B C D \_\_\_\_\_ Read for pleasure.
29. A B C D \_\_\_\_\_ Listen to records
30. A B C D \_\_\_\_\_ Play with pets.
31. A B C D \_\_\_\_\_ Loaf.
32. A B C D \_\_\_\_\_ Watch television.
33. A B C D \_\_\_\_\_ Write letters.
34. A B C D \_\_\_\_\_ Read aloud.
35. A B C D \_\_\_\_\_ Play table games (puzzles, etc.)
36. A B C D \_\_\_\_\_ Play games with paper and pencil.
37. A B C D \_\_\_\_\_ Sew by hand.
38. A B C D \_\_\_\_\_ Sew by machine.
39. A B C D \_\_\_\_\_ Paint.
40. A B C D \_\_\_\_\_ Draw.
41. A B C D \_\_\_\_\_ Practice piano.
42. A B C D \_\_\_\_\_ Play with dolls or other toys.
43. A B C D \_\_\_\_\_ Write stories.
44. A B C D \_\_\_\_\_ Play musical instruments.

45. A B C D \_\_\_\_\_ Make collections (stamps, rocks, etc.)
46. A B C D \_\_\_\_\_ Work with hobbies.
47. A B C D \_\_\_\_\_ Make things (crafts).
48. A B C D \_\_\_\_\_ Dress and undress.
49. A B C D \_\_\_\_\_ Brush and comb hair.
50. A B C D \_\_\_\_\_ Apply make-up.
51. A B C D \_\_\_\_\_ Pin up hair.
52. A B C D \_\_\_\_\_ Manicure nails.
53. A B C D \_\_\_\_\_ Iron clothes.
54. A B C D \_\_\_\_\_ Eat snacks.
55. A B C D \_\_\_\_\_ Polish shoes.

APPENDIX E

FINAL FORM QUESTIONNAIRE

## QUESTIONNAIRE

1. How many people, counting yourself, are now living in your home?
  - A. Two.
  - B. Three.
  - C. Four.
  - D. Five.
  - E. Six.
  - F. Seven.
  - G. If more than seven, give number \_\_\_\_\_.
  
2. Who lives in your home?
  - A. Father or step-father.
  - B. Mother or step-mother.
  - C. Brothers, half-brothers, or step-brothers. (give number) \_\_\_\_\_.
  - D. Sisters, half-sisters, or step-sisters. (give number) \_\_\_\_\_.
  - E. Other adults. (give number) \_\_\_\_\_.
  - F. Other children. (give number) \_\_\_\_\_.
  
3. Is your father (or the head of your household) employed?
  - A. Yes.
  - B. No.
  
4. For whom does he work?
  - A. Self-employed.
  - B. City, State, or Federal Government.
  - C. A business or company. (name it) \_\_\_\_\_
  - D. Don't know.
  - E. Not employed.
  
5. What is his exact job? (supervisor, engineer, truck driver, clerk, teacher, doctor, etc.) \_\_\_\_\_
  
6. Does your mother (or step-mother) work outside the home?
  - A. Yes.
  - B. No.
  
7. For whom does she work?
  - A. At home only.
  - B. City, State, or Federal Government.
  - C. A business or company. (name it) \_\_\_\_\_
  - D. Don't know.
  
8. What is her job? (clerk, secretary, nurse, teacher, waitress, home-maker, etc.) \_\_\_\_\_
  
9. In what kind of home do you live?
  - A. A house.
  - B. An apartment or duplex.
  - C. A trailer.
  - D. Other. (name it) \_\_\_\_\_

10. Does your family rent or own its home?  
A. We rent it.  
B. We own it.  
C. We are buying it.  
D. We live on the air base.  
E. Other (explain) \_\_\_\_\_  
F. I don't know.
11. How many bedrooms does your home have?  
A. 1  
B. 2  
C. 3  
D. 4  
E. more than 4
12. Do you like the bedroom or room in which you sleep at home?  
A. Yes.  
B. No.  
C. I don't know.
13. What do you like best about the bedroom or room in which you sleep?  
\_\_\_\_\_
14. What bothers you most about your bedroom or the room where you sleep?  
\_\_\_\_\_
15. Do you know anyone who has a bedroom just like the one you would want?  
A. Yes. (who?) \_\_\_\_\_  
B. No.  
C. I don't know.
16. What does that bedroom have that you wish your bedroom had? \_\_\_\_\_
17. In comparing your bedroom or the room in which you sleep with that of your best friend's, which do you like best?  
A. My bedroom.  
B. My best friend's bedroom.  
C. I don't know.
18. Do you have a bedroom all to yourself?  
A. Yes.  
B. No.
19. If you share a bedroom, with how many people do you share?  
A. None.  
B. One.  
C. Two.  
D. Three.  
E. Four.  
F. Five.  
G. More than five.

20. If you do not have a bedroom to yourself, with whom do you share it? (if necessary, check more than one)
- A. Sister or sisters (give ages) \_\_\_\_\_
- B. Brother or brothers (give ages) \_\_\_\_\_
- C. Adult or adults (identify) \_\_\_\_\_
- D. Other persons (list) \_\_\_\_\_
21. If you neither have a bedroom nor share a bedroom, in which room do you sleep?
- A. Living room.
- B. Dining room.
- C. Other. (list) \_\_\_\_\_
22. Do you think an eighth-grade girl should have a bedroom to herself or share her bedroom?
- A. Have her own bedroom.
- B. Share her bedroom.
- C. I don't know.
23. If you were allowed to do anything you wanted with your bedroom, what would be the first thing you would do? \_\_\_\_\_

The following list of activities may be done in the bedroom by some teenagers.

Mark an X over the letter A if you NEARLY ALWAYS do the activity in your bedroom.

Mark an X over the letter B if you SOMETIMES do the activity in your bedroom.

Mark an X over the letter C if you NEVER do the activity in your bedroom.

24. Listen to the radio.
25. Study.
26. Entertain girl friends.
27. Talk on the phone.
28. Read for pleasure.
29. Listen to records.
30. Play with pets.
31. Loaf.
32. Watch television.
33. Write letters.
34. Read aloud.
35. Play table games (puzzles, etc.)
36. Play games with paper and pencil.
37. Sew by hand.
38. Sew by machine.
39. Paint.
40. Draw.
41. Practice piano.
42. Play with dolls or other toys.
43. Write stories.
44. Play musical instruments.
45. Make collections. (stamps, rocks, etc.)
46. Work with hobbies.

47. Make things (crafts).
48. Dress and undress.
49. Brush and comb hair.
50. Apply make-up.
51. Pin up hair.
52. Manicure nails.
53. Iron clothes.
54. Eat snacks.
55. Polish shoes.

56. List three activities you dislike doing in your bedroom.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

57. List three things you cannot do in your room but you would like to do.

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

APPENDIX F

FINAL FORM ANSWER SHEET



## ANSWER SHEET FOR EIGHTH-GRADE GIRLS QUESTIONNAIRE ON HOUSING

Barbara Eckhardt  
Fall, 1961

## INSTRUCTIONS:

- A. You do not need to put your name on this paper.
- B. The questions will be read to you.
- C. There are no right or wrong answers to the questions I will read to you.
- D. You will select the answers from the flip chart at the front of the room or write your own answer on the line provided.
- E. You are to indicate your answers on the attached answer sheets.
- F. Mark (X) over the letter that represents your answer. For example: Supposing the question read by me was: How many people, counting yourself, are now living in your home?

The answers listed on the flip chart are:

- A. Two.
- B. Three.
- C. Four.
- D. Five.
- E. Six.
- F. Seven.
- G. If more than seven, give number \_\_\_\_\_ .

Letters (A, B, C, D, E, F, G) on your answer sheet correspond to the letters opposite the answers given on the flip chart:

1. A B C D E F G \_\_\_\_\_

If for example, your answer is "four," mark (X) like this:

1. A B ~~X~~ D E F G \_\_\_\_\_

Or if your answer is "eight," mark G and write the number 8 like this:

1. A B C D E F ~~X~~ 8

1. A B C D E F G \_\_\_\_\_
2. A B C \_\_\_\_\_ D \_\_\_\_\_ E \_\_\_\_\_ F \_\_\_\_\_
3. A B
4. A B C \_\_\_\_\_ D E
5. \_\_\_\_\_
6. A B
7. A B C \_\_\_\_\_ D
8. \_\_\_\_\_
9. A B C D \_\_\_\_\_
10. A B C D E \_\_\_\_\_ F
11. A B C D E
12. A B C
13. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
14. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
15. A \_\_\_\_\_ B C
16. \_\_\_\_\_  
 \_\_\_\_\_
17. A B C
18. A B
19. A B C D E F G \_\_\_\_\_
20. A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_
21. A B C \_\_\_\_\_

22. A B C

23.

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A NEARLY ALWAYS  
B SOMETIMES  
C NEVER

24. A B C Listen to the radio.
25. A B C Study.
26. A B C Entertain girl friends.
27. A B C Talk on the phone.
28. A B C Read for pleasure.
29. A B C Listen to records.
30. A B C Play with pets.
31. A B C Loaf.
32. A B C Watch television.
33. A B C Write letters.
34. A B C Read aloud.
35. A B C Play table games (puzzles, etc.)
36. A B C Play games with paper and pencil.
37. A B C Sew by hand.
38. A B C Sew by machine.
39. A B C Paint.
40. A B C Draw.
41. A B C Practice piano.
42. A B C Play with dolls or other toys.
43. A B C Write stories.
44. A B C Play musical instruments.

45. A B C Make collections (stamps, rocks, etc.)
46. A B C Work with hobbies.
47. A B C Make things (crafts).
48. A B C Dress and undress.
49. A B C Brush and comb hair.
50. A B C Apply make-up.
51. A B C Pin up hair.
52. A B C Manicure nails.
53. A B C Iron clothes.
54. A B C Eat snacks.
55. A B C Polish shoes.

56. A

B

C

57. A

B

C

VITA

Barbara Ann Eckhardt

Candidate for the Degree of

Master of Science

**Thesis:** USES MADE OF THE BEDROOM BY EIGHTH-GRADE GIRLS IN MIDWEST CITY, OKLAHOMA, AND THEIR PROBLEMS WITH AND ATTITUDES TOWARD THE BEDROOM.

**Major Field:** Housing and Interior Design

**Biographical:**

**Personal data:** Born in Oklahoma City, Oklahoma, September 18, 1931, the daughter of William A. and Edna Morrison Eckhardt.

**Education:** Attended Edgemere, Harding Junior High, and Central High Schools in Oklahoma City, Oklahoma, graduating in 1949; attended Oklahoma College for Women, Chickasha, Oklahoma, 1949, and received The Bachelor of Science degree from Oklahoma State University with a major in Home Economics Education in May, 1953; completed requirements for the Master of Science Degree with a major in Housing and Interior Design in August, 1963.

**Professional experience:** Taught Vocational Home Economics, Wetumka High School, Wetumka, Oklahoma, 1953-1955; taught General Home Economics, Jarman Junior High School, Midwest City, Oklahoma, 1955-1963.

**Professional organizations:** Life member of the National Education Association; active member of the Oklahoma Education Association, the Classroom Teachers Association, the American Home Economics Association, and the Oklahoma Home Economics Association.