This dissertation has been 61–2904
microfilmed exactly as received

MURRAY, John Richard, 1932–
SELECTED CHARACTERISTICS AND
PROBLEMS OF MARRIED STUDENTS AT THE
UNIVERSITY OF OKLAHOMA.

The University of Oklahoma, Ed.D., 1961
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

Downloaded from SHAREOK. Persistent Handle URL: https://hdl.handle.net/11244/1502

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

SELECTED CHARACTERISTICS AND PROBLEMS OF MARRIED STUDENTS AT THE UNIVERSITY OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

JOHN RICHARD MURRAY

Norman, Oklahoma

1961

SELECTED CHARACTERISTICS AND PROBLEMS OF MARRIED STUDENTS AT THE UNIVERSITY OF OKLAHOMA

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGMENT

The writer wishes to express appreciation to Dr. Claude Kelley, who served as chairman of the doctoral committee for his criticisms and suggestions. Thanks are extended to Dr. Charlyce King, Dr. William Monohan, Dr. Mary Clare Petty, and Dr. Glenn R. Snider for their assistance.

Appreciation is expressed to The Psychological Corporation for permission to adapt the Mooney Problem Check List.

Dr. Clifford Craven, Dr. Jodie Smith and Mr. Gene Russell of the Office of Student Affairs were quite helpful during the early stages of the study. Gratitude is felt for their aid.

The writer wishes to acknowledge the contributions made by his wife, Joann Murray, for her help, confidence, and encouragement.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENT iii

LIST OF TABLES vi

Chapter

I. 1

Background and Need for the Study
Statement of the Problem
Basic Assumptions
Delimitation of the Problem
Definition of Terms
Method of Study
Treatment of the Data
Review of Related Literature

II. CHARACTERISTICS OF THE GROUP STUDIED 18

Summary

III. PROBLEMS OF THE GROUP 48

Introduction
Social and Recreational Activities
Adjustment to College Work
Curriculum and Teaching
Finance
Personal and Psychological Relations
Health and Physical Development
Marriage Relations
Religion and Morals
The Future - Vocational and Educational
Social and Psychological Relations
Family Relations
Reaction of Subjects to the Check List
Most Frequent Problems
Most Frequent Serious Problems
Summary Statistics for the Check List
Summary

Chapter Page

IV. OPINIONS OF THE SUBJECTS 86

Introduction
Services and Facilities Provided by the University
Summary

V. SUMMARY, FINDINGS, AND RECOMMENDATIONS 106

Introduction
Findings of the Study
Conclusions
Recommendations
Recommendations for Further Study

BIBLIOGRAPHY 117

APPENDIXES 120

A. LETTER OF AUTHORIZATION 120

B. LETTER OF TRANSMITTAL, QUESTIONNAIRE, PROBLEM CHECK LIST 122

LIST OF TABLES

Table		Page
1.	Married Student Enrollments at the University of Oklahoma for the Years from 1949 to 1959 . .	4
2.	Results of the Chi-Square Tests of Significance	10
3.	The Number of Those Who Are Married of the 18-24 Year Age Group	17
4.	Age Distribution of Resident Married Students .	20
5.	Per Cent of the Subjects of This Study Who Were Veterans	21
6.	Per Cent of the Subjects of This Study Who Were Enrolled in the Various Colleges	21
7.	Sex of Resident Married Students of the University of Oklahoma	22
8.	Classification of Resident Married Students of the University of Oklahoma	22
9.	Housing Facilities Utilized by Resident Married Students of the University of Oklahoma	23
10.	Number of Months Lived in Norman by Resident Married Students of the University of Oklahoma	24
11.	Level of Education Attained by Subjects of This Study at Time of Marriage	25
12.	Effect of Enrollment in School upon Time of Marriage of Resident Married Students of the University of Oklahoma	26
13.	Per Cent of Subjects' Spouses Who Were Students at the Time of Marriage	26
14.	Per Cent of Subjects' Spouses Who Were Students at the Time of This Study	27

Table Page

15. Enrollment Status of Spouses in School at the Time of This Study 27

16. Level of Education Attained by Spouses of the Subjects of This Study 28

17. Percentage of Resident Married Students Who Were Parents and/or Were Expecting to Be Parents 29

18. Age of Children of Resident Married Student-Parents of the University of Oklahoma 30

19. Per Cent of Students Who Had One or More Children Born While the Parent Was a Student . . . 30

20. Level of Education Attained by Fathers of the Subjects of This Study 31

21. Level of Education Attained by Mothers of the Subjects of This Study 32

22. Occupational Class of the Subjects' Fathers . . 34

23. Occupational Class of Subjects' Mothers 35

24. Number of Financial Sources Utilized by the Subjects of This Study 36

25. Percentage of Resident Married Students Who Received Financial Support from Listed Sources 37

26. Average Monthly Income of Resident Married Students of the University of Oklahoma 39

27. Percentage of Employed Students Who Worked for Various Local or Outside Agencies 40

28. Percentage of Employed Spouses of Students Who Worked for Various Local or Outside Agencies . 40

29. Distribution of Fellowship, Scholarship, Assistantship and Grant Monies to Recipients of Such Aid 42

30. Percentage of Total Number of Grants, Assistantships, Fellowships, Scholarships and Loans Supplied or Administered by Various Agencies . 43

Table Page

31. Number of Hours Per Week Spent in Class by Married Resident Students of the University of Oklahoma 44

32. Average Number of Hours Per Week Spent in Study by Married Resident Students of the University of Oklahoma 45

33. Average Number of Hours Per Week Spent on Job by Employed Resident Married Students of the University of Oklahoma 46

34. Problems Listed by the Subjects of This Study in the Area of Social and Recreational Activities 50

35. Problems Listed by the Subjects of This Study in the Area of Adjustment to College Work . . . 52

36. Problems Listed by the Subjects of This Study in the Area of Curriculum and Teaching 54

37. Problems Listed by the Subjects of This Study in the Area of Finance 56

38. Problems Listed by the Subjects of This Study in the Area of Personal and Psychological Relations 59

39. Problems Listed by the Subjects of This Study in the Area of Health and Physical Development 60

40. Problems Listed by the Subjects of This Study in the Area of Marriage Relations 62

41. Problems Listed by the Subjects of This Study in the Area of Religion and Morals 64

42. Problems Listed by the Subjects of This Study in the Area of the Future Vocational and Educational 66

43. Problems Listed by the Subjects of This Study in the Area of Social and Psychological Relations 68

44. Problems Listed by the Subjects of This Study in the Area of Family Relations 70

Table Page

45. Sixty Items Most Frequently Considered Problems by the Group 75

46. Items Considered Serious Problems by Five Per Cent or More of the Population 77

47. Average Number of Items Considered Problems in Each Area of the Check List 79

48. Average Number of Items Considered Serious Problems in Each Area of the Check List 80

49. Ranking of Problem Areas in Terms of the Number of Problems Expressed by the Group . . . 82

50. Ranking of Problem Areas in Terms of the Number of Serious Problems Expressed by the Group . . 83

51. Per Cent of Student Who Had Used Selected Services and Facilities 90

52. Rating of Selected Services and Facilities by Undergraduate Students 91

53. Rating of Selected Services and Facilities by Graduate Students 92

54. Rating of Selected Services and Facilities by Graduate and Undergraduate Students 93

55. Opinions of Undergraduates with Regard to Need for Certain Facilities and Services 94

56. Opinions of Graduate Students with Regard to Need for Certain Facilities and Services . . . 95

57. Opinions of Undergraduate and Graduate Students with Regard to Need for Certain Facilities and Services 96

58. Additional Services and Facilities Suggested by Undergraduate and Graduate Students 97

59. Level of Living Afforded by the Income of the Subjects of This Study 99

60. Estimated Minimum Monthly Income Needed by Student Couples 100

Table Page

61. Estimated Minimum Savings Needed by Student Couples 100

62. Expressed Opinions of the Subjects of This Study with Regard to Acceptance of Financial Assistance from Parents 102

63. Subjects Opinions Concerning Circumstances Which Justify the Wife Working Outside the Home 103

64. Probable Affect of Marriage on Length of Time Spent in School 103

SELECTED CHARACTERISTICS AND PROBLEMS OF MARRIED STUDENTS AT THE UNIVERSITY OF OKLAHOMA

CHAPTER I

Background and Need for the Study

The presence of married students on college campuses has been a cause for concern in recent years. Such concern is indicated by the large number of recent articles concerning them in newspapers and popular magazines.

The attitudes of the public and of higher institutions have been subject to change with regard to this population. Riemer tells of a reception held in the home of the President of the University of Washington for the first married couple on that campus. The event occurred during World War I. The reception was held "not to celebrate the event but to avoid misunderstandings which might arise from such an unusual relationship."[1]

Returning veterans from World War II and the Korean conflict had peculiar impacts upon the campuses of institutions of higher education in this country. Federal

---

[1]Svend Riemer, "Marriage on the Campus of the University of Washington," American Sociological Review, VII, (December, 1942), p. 802.

assistance allowed many to enroll in colleges and universities who might have been unable to attend had it not been for their "G. I. Bill of Rights."

Many of those who enrolled were older, were married, and were parents. The number of students who enrolled and the fact that many of them were married necessitated changes in the types of accomodations and services which colleges provided.

Housing was most apparent as one of the areas in which the universities' efforts exerted toward the solution of the problems of this group. Temporary quarters, barracks buildings, quonset huts, and trailer parks became commonplace.

The phenomenon of the married student on American college campuses did not end with the passing of the World War II veteran from the scene. Though the Korean conflict was halted several years ago, the phenomenon still persists. It might be said that the extraordinary is rapidly becoming ordinary. As evidence of the previous statement, Sorman reported that twelve midwestern universities showed married student enrollments averaging 20% in 1956.[1] Local enrollment figures (Table 1) indicate that trends at the University of Oklahoma have been similar to the national trend.

---

[1]John L. Sorman, The Housing of Married Students (Unpublished Ed. D. dissertation, Teacher's College, Columbia University, 1956), p. 180.

Student personnel workers must be prepared to meet change.

> As the characteristics and composition of the student body change the activity program should be adapted to new needs and conditions. Often, when these changes occur, the methods best suited to accomplish the aims of life outside the classroom are not obvious or predictable on the basis of past experience.[1]

Rogers states that "the increasing number of married students and the lack of information about their personal characteristics suggests a need for further research in this area."[2]

The literature to the year 1942 on this subject is summarized as follows:

> Systematic research in this field seems to be entirely lacking. Magazine articles on various aspects of the problem carry strong opinions of their authors either in favor or against student marriages. They are mainly based on uncontrolled experiences.
>
> Even the most elementary evaluation of the registration records with regard to married students is lacking. We don't know who they are, how they support themselves and what careers they enter upon, not to speak of the success of these marriages with regard to internal harmony, curricular achievements, and social adjustment to the campus environment. The practical importance of these questions for the student adviser and for the university administration need not be stressed.[3]

---

[1]Ester Lloyd Jones and Margaret Ruth Smith (eds.), Student Personnel Work as Deeper Teaching, (New York: Harper and Brothers, 1954), p. 126.

[2]Everett M. Rogers, "The Effect of Campus Marriage on Participation in College Life," College and University, XXXIII, (Winter, 1958), p. 193.

[3]Riemer, op. cit., p. 802.

TABLE 1

MARRIED STUDENT ENROLLMENTS AT THE UNIVERSITY OF OKLAHOMA[1] FOR THE YEARS FROM 1949 TO 1959

Year	Total Enrollment	Married Students	Per Cent of Total
1949	11,503	3,160	27.47
1950	9,195	2,611	28.39
1951	7,962	1,812	22.75
1952	8,740	1,730	19.79
1953	9,103	2,014	22.12
1954	10,117	2,540	25.10
1955	10,960	2,445	22.30
1956	11,507	2,594	22.54
1957	11,974	2,752	22.98
1958	11,771	2,761	23.45
1959	11,577	2,736	23.63

Colleges and universities formerly thought of their students as unmarried. Their programs were specifically oriented toward unmarried undergraduate students. A realignment of this viewpoint is needed.

It is believed that the married student has many unique characteristics which set him apart from the unmarried student. Though many university regulations still

[1]Figures pertaining to first semester enrollments supplied by the Office of Admissions and Records, University of Oklahoma.

apply to him, he is not as likely to be directly affected by them. Marriage, itself, may solve some of his problems, but it may cause others to become evident.

When a student marries he assumes an adult role. His responsibilities are greater than those of the typical unmarried student. He may be self-supporting or supported by his mate. He may still be partially dependent upon his parents for financial support. He may, himself, be a parent.

Approximately one-fourth of the current enrollees of the University of Oklahoma are married. The problems of marriage and pursuit of higher education when placed in the same context, may have severe reactions upon the individual, his marriage, and his program of studies. It is believed that a study of the characteristics and problems of married students has implications for any university.

Statement of the Problem

This is a study to determine the characteristics and problems of the married student population of the University of Oklahoma and their implications for the institution.

It was deemed necessary to subdivide the problem into the following:

1. What are the characteristics of the group?
    a. Where do they live?

b. What means of financial support do they utilize?

c. Did they marry early in life?

d. Were they in school when they married?

2. What are the problems of the group?

a. What are the specific problems?

b. What problem areas cause the group greatest concern?

c. Which of their problems do they consider most serious?

3. What facilities and services has the University made available to the group?

a. When were the needs for services and facilities first recognized?

b. What services and facilities were instituted?

4. Do married students perceive that the services and facilities presently offered them are adequate?

a. Which services and facilities do they feel are adequate?

b. To what extent are married students utilizing University facilities and services?

c. What additional facilities and services do they feel are needed?

Basic Assumptions

As the number and relative proportion of married students increases, the type of administrative problems dealt with will probably change. As the type of administrative problems changes, there will be a necessity for the development of new policies. It is assumed that various characteristics of the group can be ascertained so as to identify their special problems and that such information is necessary before sound policies and programs can be developed for the married student group.

Delimitation of the Problem

This study was limited to full-time, married students living in Norman, Oklahoma, who were enrolled in the spring semester of the 1959-1960 academic year on the University of Oklahoma campus. Married students in the College of Law were not included in this study due to the fact that this college uses a different classification system than do the other colleges (the freshman law student is not a first year student).

Definition of Terms

"Graduate Student" - A person taking work at a level beyond the bachelor's or first professional degree which leads toward an advanced degree or diploma.

"Undergraduate Student" - A person taking work toward the bachelor's degree.

"Full-Time Student" - A student whose total program of study was equal to twelve semester hours or more during the semester when the group was studied.

"Resident Student" - A student who lived in Norman, Oklahoma during the semester when the study was made.

"Characteristics" - Only those identifying features which might reasonably be expected to affect the individual during the pursuit of his program or those which may have implications for the University. Although academic characteristics are important, they were not considered in this study.

"Problems" - Those situations which cause the individual concern; specifically, the items checked on a modified form of the Mooney Problem Check List.

Method of Study

It was found that there were eleven hundred twelve full-time, resident, married students at the University of Oklahoma during the semester when data were gathered for this study. Nine hundred forty-four of these students were undergraduates and one hundred sixty-eight were graduate students.

Random stratified samples consisting of one-third of the undergraduate and one-third of the graduate group were chosen. Characteristics selected as means of stratification of the samples were sex, college in which the student was enrolled, and classification. An additional basis for

stratification was veteran or non-veteran status. It was believed that such variables as the above should be controlled in the selection of the sample.

The subjects were contacted and asked to respond to two instruments which were mailed to them. Both instruments were submitted to a pilot group for the purpose of, (1) strengthening the questionnaire, and (2) reducing the number of items to be included in the problem check list. The purpose of such reduction was to economize the respondees' time.

The first instrument was a structured questionnaire and the second, a problem check list. The list used was a modified form of the Mooney Problem Check List. It was necessary to incorporate questions from the adult form and the college form because of the nature of the group to be studied. Permission to modify the problem check lists was secured from the Psychological Corporation, New York, New York.[1]

Of the three hundred fifteen undergraduate students contacted, two hundred nine (66.34 per cent) responded to the instruments. Forty-two (75.00 per cent) of the graduate students supplied the requested information. Two questionnaires which were returned were marked "divorced" and were not included in the study.

---

[1]See Appendix A.

Treatment of the Data

Chi-square tests of significance were run on the data concerning the characteristics which served as a basis for stratification. The known characteristics in the parent population and derived characteristics within the sample were compared using the chi-square formula suggested by Walker and Lev[1] for the treatment of data in the form of percentages. Table 2 summarizes the application of the chi-square tests. No statistically significant difference was found between the expected frequency and the observed frequency of any of the stratification characteristics at the .05 level of confidence.

TABLE 2

RESULTS OF THE CHI-SQUARE TESTS OF SIGNIFICANCE

Variable	Degrees of Freedom	Obtained χ^2	$\chi^2.05$	Significance
Veteran Status	1	.904	3.841	not significant
Sex	1	.653	3.841	not significant
Class	5	.929	11.070	not significant
College	10	2.157	18.307	not significant

[1]Helen M. Walker and Joseph Lev, Statistical Inference, Henry Holt and Company, New York, 1953, p. 94.

The data gathered from the questionnaire were reported and summarized. Typical and atypical answers were presented in order that a realistic portrayal of the groups would be presented. The responses of graduate and undergraduate students were compared.

Responses on the problem check list were analyzed in terms of the problem areas which occupied the greatest significance in each sample. Further analysis was made of the specific problems indicated most frequently by the respondees.

The setting in which the study was done was described. The services and/or facilities which have been provided were described. An overview was developed of the manner in which the University of Oklahoma has made adjustments to the presence of married students.

Findings were analyzed and recommendations made with regard to the needs of the group.

Review of Related Literature

> According to the American stereotype, two young people grow up, finish their education, the man gets a job so he can begin to support a family and they marry . . . Although that is the stereotype, more and more current day marriages do not conform to the pattern.[1]

Strain concurred with the above belief when he

---

[1]Judson T. Landis and Mary G. Landis, Building a Successful Marriage, (Englewood Cliffs, N. J.: Prentice-Hall Inc., 1953), p. 113.

said, "There is no precedent for the type of marriage which is developing today."[1]

The above statements refer to marriages in general. A few studies made at various American colleges and universities give indications that the previous statements are especially true in the collegiate setting.

The earliest study of marriage on a college campus was reported by Riemer in 1942.[2] He stated that 5.8 per cent of the student body of the University of Washington were married. He also found that less than a third of these students were women and that approximately one-third of the married students were graduate students. Intensive case studies of sixty members of the above group caused the writer to draw these conclusions.

> Undeniably, student marriages involve peculiar strain. The situation is not pre-defined by convention. On the other hand, the preoccupation with economics and educational difficulties has a distracting or mitigating effect upon potential incompatibilities.
>
> Economic strain is unavoidable. In a few exceptional cases only, parental support of the husband is continued after marriage.
>
> The sincerity of the married students makes them a desirable addition to the student body. Economically, the married student stands on his own feet, but may be dependent upon possibilities to work his way through college.[3]

---

[1]Frances Bruce Strain, Marriage Is for Two, (New York: Longman, Green and Company, 1955), p. 169.

[2]Riemer, op. cit., pp. 802-815.

[3]Riemer, op. cit., p. 802.

It can be seen from the previous statements that married students had begun to make their appearance on college campuses prior to World War II. The years immediately following World War II brought a great deluge of students to the colleges. Approximately half of these students were veterans, about one-third of the veterans were married, and about one-third of the married students had children.[1]

A 1947 study of the academic performances of married students showed that married students made better grades than single students. Married students with children made better grades than those who had no children.[2]

One of the reasons for the higher grades made by married students is suggested by Riemer. He found in a study of 544 college married couples that married students felt that marriage provided an emotional security and stability to their lives which made their purposes more clear.[3]

The presence of married students in large numbers on college and university campuses necessitated additional facilities for the accomodation of these students and their

---

[1]Noble B. Hendrix, "On-Campus Problems Related to Veterans," Current Problems in Higher Education, (Washington, D. C.; National Education Association, 1947), p. 189.

[2]Svend Riemer, "Married Students Are Good Students," Marriage and Family Living, IX, (February, 1947), pp. 11-12.

[3]Judson T. Landis, "On the Campus," Survey Midmonthly, LXXXIV, (January, 1948), pp. 17-19.

families. Strozier summarized the situation by stating:

> Before the influx of married veterans to campuses in recent years, colleges and universities did not feel they had much responsibility for housing married students. Recently, however, practically all the large institutions in this country--and many small ones as well--have been forced to provide some form of housing for this group; trailer camps, quonset hut villages, and barracks communities have become standard expressions of a new type of student life.[1]

Colleges and universities which had discouraged the attendance of married students prior to World War II found themselves in the position of providing facilities and services for this type of student. Their purpose was not to encourage students to marry. It was to provide much needed living space for students who were already married. The facilities provided in most cases were of a temporary nature.

> The need for housing for married veterans was acute and immediate; housing had to be provided in large amounts, and in a hurry. But it has already become clear that providing housing for married students is not a temporary matter. The shortage of housing especially low-rent, small-family units, will apparently continue indefinitely. The number of married students, particularly at large universities, will doubtless be considerable, even after the veterans are gone. As the time taken to prepare for professional careers becomes longer and longer, extending through the best years for marriage and for child bearing, it is probable that more and more students will be married while they are still in college.[2]

---

[1]R. M. Strozier (ed.), Student Personnel Work, A report of the American Council on Education, Series VI, Number 14, (Washington, D. C.: The Council, 1950), pp. 52-53.

[2]Ibid., p. 53.

One hazard which married students face is the possibility of disruption of the college career of one or both of the couple due to pregnancy. Since many of the wives of college students work, pregnancy may mean that one of the primary sources of income may be removed. Studies at Purdue University[1] and Michigan State College[2] showed that only one-third of the first pregnancies among student couples were planned.

People are staying in school for longer periods of time than was formerly the case.

> The percentages of the population sixteen years of age attending school in the census years beginning with 1910, were 51, 51, 66, 76, and 81. For 20 years of age the percentages were 8, 8, 13, 13, and 18. So larger proportions of the population are staying in school for longer periods.[3]

A number of factors have had an effect on the presence or absence of married students from the college scene. Periods of economic depression, wars, job availability, the trend toward mass education and parental attitudes toward marriage have each had an impact.

---

[1] Harold T. Christensen and Robert E. Philbrick, "Family Size as a Factor in the Marital Adjustments of College Students," American Sociological Review, XVII, (June, 1952), pp. 306-312.

[2] Shirley Poffenberger, Thomas Poffenberger, and Judson T. Landis, "Intent toward Conception and the Pregnancy Experience," American Sociological Review, XVII, (October, 1952), pp. 616-620.

[3] _____, Statistical Abstract of the United States, (Washington, D. C.: United States Government Printing Office, 1953), p. 109.

Formalized requirements for admission to and advancement in various professions have been raised. Scientific advances and advances in technology have caused the educational requirements for skilled jobs to be elevated. People must now stay in school for a longer period of time in order to be qualified for existing positions. As people stay in school for longer periods of time because of the demands of the profession or vocation to which they aspire, it is only natural to assume that there will be an increasing tendency for them to be married.

Studies completed since the close of World War II and the Korean conflict have demonstrated that the married college student, though present to a limited degree before those conflicts, is largely a phenomenon of the post-war era. In a study of twelve midwestern colleges and universities, Sorman[1] found that from 13 to 25 per cent of the students in these institutions were married. Officials of the twelve schools estimated that the married student enrollment might reach thirty-five per cent within the next few years. Census figures for the years 1940 and 1950 (Table 3) seem to reinforce the predictions of the previous study.

In the most recent study of college marriages Rogers[2] found that married students do not participate in

---

[1]Sorman, op. cit., p. 180.

[2]Rogers, op. cit., pp. 194-195.

TABLE 3

THE NUMBER OF THOSE WHO ARE MARRIED OF[1] THE 18 - 24 YEAR AGE GROUP

Age	Total	Married	Per Cent Married
	1940		
18	2,582,648	257,778	9.9
19	2,436,186	395,401	16.2
20	2,367,042	578,441	24.4
21	2,367,661	766,384	32.4
22	2,291,842	934,916	40.8
23	2,280,231	1,127,487	49.0
24	2,281,059	1,290,302	56.6
Total	16,606,699	5,350,709	32.2
	1950		
18	2,191,860	311,280	14.2
19	2,165,760	514,740	23.8
20	2,163,510	746,400	34.5
21	2,269,230	1,039,860	45.8
22	2,297,610	1,288,410	56.1
23	2,328,840	1,510,170	64.8
24	2,351,010	1,673,280	71.2
Total	15,767,820	7,084,140	44.9

the same extra-curricular activities as single students and that there is a tendency for the wives of married students to participate in more of these activities than do their husbands. He found that married students are more likely to be male, advanced students, who work part-time for their support. It is also suggested that marriage is the major cause of academic mortality for women.

[1]Sorman, op. cit., p. 15.

CHAPTER II

CHARACTERISTICS OF THE GROUP STUDIED

The purpose of this study was to identify characteristics and problems of the married students at the University of Oklahoma. In Chapter II is presented the data concerning the characteristics of the group. This data was secured through the use of a questionnaire. This questionnaire had been developed following submission of preliminary forms to the pilot group described in Chapter I, faculty members of the College of Education, and staff members of the Office of Student Affairs, University of Oklahoma. Suggestions of each of the foregoing were incorporated into the final instrument.

This instrument was sent to a random, stratified sample of three hundred fifteen undergraduate students and fifty-six graduate students during the spring semester of the 1958-1959 school year.

Information was sought with regard to:

1. Personal characteristics of the student, i. e., age, sex, and classification.
2. The background of the student's marriage as to length of marriage, age when married, number of children, and education of spouse.

3. The educational and occupational background of the student's parents.

4. The sources and amount of the student's income.

Table 4 shows that undergraduate students ranged in age from seventeen to forty-six. Graduate married students ranged in age from twenty-two to fifty-three. The average age of undergraduate students was twenty-four years and the average age of graduate students, twenty-eight years. Sixty-four per cent of the undergraduates were twenty-four years old or younger. Sixty-seven per cent of the graduates were below the average age of the graduate group. The following table shows the distribution of ages in the population.

About forty per cent of the subjects of this study were military service veterans. A greater proportion of the graduate group were veterans than was the case in the undergraduate group. Table 5 shows that 29.66 per cent of the undergraduates, 23.80 per cent of the graduates, and 28.68 per cent of the total group listed earnings from veterans benefits. A smaller per cent of the graduate students received veterans benefits although a greater proportion were veterans.

Table 6 indicates that thirty-three per cent of the undergraduate subjects were enrolled in the College of Engineering. Fine Arts had only 2.87 per cent of the responding students in its division. Fifty-seven per cent of the graduate group were in the College of Arts and Sciences.

TABLE 4

AGE DISTRIBUTION OF RESIDENT MARRIED STUDENTS

	Undergraduate Married Students	Graduate Married Students	All Married Students
Age	Per Cent	Per Cent	Per Cent
17	.47	.00	.39
18	.95	.00	.79
19	3.34	.00	2.78
20	9.09	.00	7.56
21	19.13	.00	15.93
22	15.31	11.90	14.74
23	8.61	16.66	9.96
24	7.17	4.76	6.77
25	4.30	11.90	5.57
26	9.56	9.52	9.56
27	5.74	14.28	6.37
28	4.30	.00	3.58
29	2.39	4.76	2.78
30	1.91	4.76	2.38
31	2.39	.00	1.99
32	.95	2.38	1.19
33	.00	.00	.00
34	.00	2.38	.39
35	1.43	.00	1.19
36	.47	2.38	.79
37	.47	4.76	1.19
38	.00	2.38	.79
39	.00	.00	.00
40	.47	2.38	.79
41	.00	.00	.00
42	.95	.00	.79
43	.00	2.38	.39
44	.00	.00	.00
45	.00	.00	.00
46	.47	.00	.39
53	.00	2.38	.30

TABLE 5

PER CENT OF THE SUBJECTS OF THIS STUDY WHO WERE VETERANS

Item	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Veteran	35.40	59.52	39.44
Non-Veteran	64.60	40.48	60.56

TABLE 6

PER CENT OF THE SUBJECTS OF THIS STUDY WHO WERE ENROLLED IN THE VARIOUS COLLEGES

College	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Arts and Sciences	16.26	57.14	23.10
Business	13.39	14.28	13.54
Education	13.39	14.28	13.54
Engineering	33.01	14.28	29.88
Fine Arts	2.87	.00	2.39
Pharmacy	3.82	.00	3.18
University	17.22	.00	14.34

Table 7 reveals that the predominant proportion of the married population was male. The percentage of males in the graduate population was higher than in the undergraduate population.

TABLE 7

SEX OF RESIDENT MARRIED STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Sex	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Male	82.77	90.47	84.06
Female	17.22	9.52	15.93

Inspection of the data in the following table shows that undergraduate married students tend to be advanced students. Over fifty per cent of the respondees were in their senior year of study. Among graduate students, it was found that sixty-four per cent were first year graduate students.

TABLE 8

CLASSIFICATION OF RESIDENT MARRIED STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Classification	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Freshman	7.17	*	5.97
Sophomore	11.96	*	9.96
Junior	30.62	*	25.49
Senior	50.23	*	41.83
First Year Graduate	*	64.28	10.75
Second Year Graduate	*	9.53	1.59
Third Year Graduate	*	26.19	4.38

*Not applicable.

TABLE 9

HOUSING FACILITIES UTILIZED BY RESIDENT MARRIED STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Facilities Used	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Sooner City	18.18	9.52	16.73
Niemann Apartments	10.04	4.76	9.16
Parkview Apartments	16.74	16.66	16.73
Rented Apartment in Norman	30.14	28.57	29.88
Rented House in Norman	15.31	23.80	16.73
With Relatives in Norman	.47	.00	.39
In Own Home in Norman	9.09	16.66	10.35

All of the subjects of this study lived in Norman, Oklahoma. More than one-half of the undergraduates (fifty-five per cent) and two-thirds of the graduates (sixty-nine per cent) lived in housing other than that provided by the University. There was a greater percentage of home ownership among graduate students than among undergraduates. Undergraduate students utilized apartment-type dwellings to a greater degree than did graduate students.

Table 10 shows that the group studied was primarily a year-round population. Almost three-fourths (74.63 per cent) of the undergraduates and over three-fourths (78.56

per cent) of the graduate students lived in Norman for either eleven or twelve months per year.

TABLE 10

NUMBER OF MONTHS LIVED IN NORMAN BY RESIDENT MARRIED STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Number of Months	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Nine	21.05	21.43	21.11
Ten	4.78	.00	3.58
Eleven	5.26	11.90	6.37
Twelve	69.37	66.66	68.92

Table 11 indicates that graduate students studied had attained a higher educational level when they married than had the undergraduates. Fifty per cent of the graduate students did not marry until they had completed their baccalaurette degree. Only 4.76 per cent married before beginning college.

Almost one-third (32.53 per cent) of the undergraduates married before they started college. One per cent married while in high school and 66.50 per cent of the undergraduate students married while in college.

TABLE 11

LEVEL OF EDUCATION ATTAINED BY SUBJECTS OF THIS STUDY AT TIME OF MARRIAGE

Time of Marriage	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
While in high school	.95	.00	.79
Between high school and undergraduate school	32.53	4.76	27.83
In undergraduate school	66.50	40.47	62.15
Between undergraduate and graduate school	*	50.00	8.36
In graduate school	*	4.76	.79

*Not applicable.

Table 12 relates to the effect of enrollment in school upon time of marriage. A greater percentage of graduate students delayed their marriage because of enrollment in school than did undergraduates. More than one-fourth (26.19 per cent) indicated that attendance of school had caused them to delay their marriage. On the other hand, 88.44 per cent of the total population indicated that enrollment in school caused no delay of marriage.

A majority (58.16 per cent) of the students in this study married persons who were not students. Slightly more than forty per cent in the graduate and undergraduate group married students.

TABLE 12

EFFECT OF ENROLLMENT IN SCHOOL UPON TIME OF MARRIAGE OF RESIDENT MARRIED STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Delayed Marriage?	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Yes	8.61	26.19	11.55
No	91.38	73.80	88.44

TABLE 13

PER CENT OF SUBJECTS' SPOUSES WHO WERE STUDENTS AT THE TIME OF MARRIAGE

Spouse a Student When Married	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Yes	41.62	42.85	41.83
No	58.37	57.14	58.16

Table 13 indicates that a smaller proportion of the subjects' spouses were students at the time of this study than were students at the time of marriage. Although 41.83 per cent of the spouses were students when they married, only 28.68 per cent were students at the time of this study.

Over half (55.55 per cent) of the graduates and almost three-fourths (73.02 per cent) of the undergraduate students' spouses who were enrolled in school were full-time students.

TABLE 14

PER CENT OF SUBJECTS' SPOUSES WHO WERE STUDENTS AT THE TIME OF THIS STUDY

Spouse a Student at Time of Study	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Yes	30.14	21.42	28.68
No	69.85	78.57	71.31

TABLE 15

ENROLLMENT STATUS OF SPOUSES IN SCHOOL AT THE TIME OF THIS STUDY

Status	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Full-time	73.02	55.55	70.83
Part-time	26.98	44.44	29.16

As was seen in Table 11, graduate students tended to marry when further advanced in their educational careers. The persons they married were further advanced, also. None of the spouses of graduate students had less than twelve years of schooling. Almost half (45.23 per cent) had completed four years of college and some had received graduate school training. An additional 28.56 per cent had received some college training.

Only 18.16 per cent of the spouses of undergraduate students had completed four or more years of college. Of

this group, 35.85 per cent had attained twelve years or less of public school training.

TABLE 16

LEVEL OF EDUCATION ATTAINED BY SPOUSES OF THE SUBJECTS OF THIS STUDY

	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Elementary School (grade)			
six	.00	.00	.00
seven	.47	.00	.39
eight	.47	.00	.39
High School (years)			
one	.00	.00	.00
two	.47	.00	.39
three	1.43	.00	1.19
four	33.01	14.28	29.88
Undergrad School (years)			
one	13.39	2.38	11.55
two	18.18	16.66	17.92
three	6.69	9.52	7.17
four	15.31	33.33	18.32
Graduate School (years)			
one	1.91	9.52	3.18
two	.47	.00	.39
three	.47	2.38	.79
four	.00	.00	.00
Other:			
Business College	5.74	.00	4.78
Nurses Training	.95	9.52	2.39
Airline Training Sch.	.47	.00	.39
Technical Institute	.47	.00	.39
Law School	.00	2.38	.39

Advanced professional and/or vocational schooling had been completed by 7.63 per cent of the undergraduate students' spouses and 11.90 per cent of the graduate students' spouses.

Table 17 shows that half of the undergraduate students and 59.52 per cent of the graduates had children. Of the total population, 14.74 per cent were expecting children.

TABLE 17

PERCENTAGE OF RESIDENT MARRIED STUDENTS WHO WERE PARENTS AND/OR WERE EXPECTING TO BE PARENTS

Were Parents	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Yes	51.19	59.52	52.58
No	48.80	40.47	47.41
Expecting	15.78	9.52	14.74

Almost 60 per cent of the children of undergraduate students were younger than three years of age. Fifty-two per cent of the children of graduate students were three years of age or older. About one-fourth (24.00 per cent) of the graduate students' children had attained legal age for attendance of public school. Only 15.33 per cent of the undergraduate students' children had reached the age of six.

Graduate student-parents had an average of 2.00 children per family and undergraduate parents had an average

of 1.52 children per family. Seventy-six per cent of the children were the children of undergraduates.

TABLE 18

AGE OF CHILDREN OF RESIDENT MARRIED STUDENT-PARENTS OF THE UNIVERSITY OF OKLAHOMA

Age	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Less than one year	25.15	18.00	23.47
One year	13.49	12.00	13.14
Two years	20.85	18.00	21.18
Three years	11.04	14.00	11.73
Four years	6.74	8.00	7.50
Five years	7.36	6.00	7.50
Six years or more	15.33	24.00	17.37

Sixty per cent of the student-parents in this study had one or more of their children born while the parents were students.

TABLE 19

PER CENT OF STUDENTS WHO HAD ONE OR MORE CHILDREN BORN WHILE THE PARENT WAS A STUDENT

Born While Parent Was Student	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Yes	59.81	64.00	60.60
No	40.18	36.00	39.40

TABLE 20

LEVEL OF EDUCATION ATTAINED BY FATHERS OF THE SUBJECTS OF THIS STUDY

	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Elementary School (grades)			
two	.00	2.38	.39
three	.95	2.38	1.19
four	.47	2.38	.79
five	.47	.00	.39
six	2.39	.00	1.99
seven	.95	4.76	1.59
eight	14.83	14.28	3.18
High School (years)			
one	2.39	4.76	2.78
two	4.30	4.76	4.38
three	5.26	2.38	5.17
four	25.83	16.66	24.30
Undergrad School (years)			
one	4.30	9.52	5.17
two	11.96	7.14	11.15
three	1.91	2.38	1.99
four	7.65	9.52	11.55
Graduate School (years)			
one	1.43	4.76	1.99
two	.47	7.14	1.59
three	1.43	.00	1.19
four	.95	.00	.79
Other:			
Medical School	3.34	.00	2.78
Business College	2.87	.00	2.39
Law School	1.43	4.70	1.99
Barber School	.47	.00	.39
Unknown	.47	.00	.39

TABLE 21

LEVEL OF EDUCATION ATTAINED BY MOTHERS OF THE SUBJECTS OF THIS STUDY

	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Elementary School (grades)			
two	.47	.00	.39
three	1.43	.00	.79
four	.00	.00	.00
five	.00	.00	.00
six	.47	2.38	.79
seven	.95	4.76	1.59
eight	3.82	9.52	13.14
High School (years)			
one	.47	.00	.39
two	5.74	4.76	5.57
three	3.82	7.14	4.38
four	37.32	30.95	36.25
Undergrad School (years)			
one	5.26	2.38	4.78
two	6.69	14.28	7.96
three	2.87	2.38	2.78
four	11.00	16.66	11.95
Graduate School (years)			
one	2.39	4.76	2.78
two	1.91	.00	1.59
three	.00	.00	.00
four	.00	.00	.00
Other:			
Business College	2.87	.00	2.39
Nurses Training	1.43	.00	1.19
Beauty School	.95	.00	.79

The fathers of the students of this study reached varying levels of educational attainment. Twenty per cent of the fathers of undergraduate students completed eight grades of public schooling or less. Fifty-eight per cent completed twelve grades or less.

Eight grades or less were completed by 26.18 per cent of the fathers of graduate students in this study. Fifty-five per cent of this group had completed twelve years of public school or less. About three-fourths of the fathers of both graduates and undergraduates had less than sixteen years of formal education.

The per cent of mothers who had completed twelve years of public schooling was comparable to the per cent of fathers. It may be noted however, that the subjects' mothers did not drop out of school so soon as did the fathers.

The occupations of the fathers of the subjects of this study and also those of the mothers were classified according to the system used by the United States Bureau of Census.[1] More than fifty-two per cent of the fathers of the subjects of this study were in these categories: (1) Professional, technical, and kindred workers and (2) Managers, officials, and proprietors. An additional twenty-five per cent of the fathers were (1) farmers and farm managers or

---

[1] _____, Census of Population: 1950, U. S. Department of Commerce, U. S. Government Printing Office: Washington, D. C., 1952, Vol. II, Part 36, pp. 176-178.

(2) craftsmen, foremen, and kindred workers. The data concerning the occupation of the fathers seem to suggest that most of the subjects of this study came from the middle social class or above. Only 8.76 per cent of the fathers came from the service workers, operatives and laboring categories.

TABLE 22

OCCUPATIONAL CLASS OF THE SUBJECTS' FATHERS

Occupational Class	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Professional, Technical, and kindred workers	20.09	26.19	21.11
Managers, officials, and proprieters	33.01	23.80	31.47
Clerical and kindred workers	.95	9.52	2.59
Sales work	7.65	2.38	6.77
Farmers and farm managers	12.44	14.28	12.74
Craftsmen, foremen, and kindred workers	12.44	14.28	12.74
Operatives and kindred workers	4.78	4.76	4.78
Service workers	2.39	.00	1.99
Laborers	1.91	2.38	1.99
Retired, deceased or unknown	4.30	2.38	3.98

TABLE 23

OCCUPATIONAL CLASS OF SUBJECTS' MOTHERS

Occupational Class	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Housewives	67.49	66.66	67.33
Professional, technical or kindred	13.34	11.11	13.14
Managers, officials, and proprieters	3.82	2.38	3.58
Clerical and kindred workers	9.56	2.38	8.36
Sales workers	2.87	7.14	3.58
Craftsmen, foremen, and kindred	.95	2.38	1.19
Service workers	1.91	2.38	1.99
Deceased	.00	4.76	.79

Inspection of Table 23 reveals that only about one-third of the mothers of the subjects of this study were employed outside the home. Aside from the housewife category, the two occupational groups in which most of the mothers were employed were (1) professional, technical, and kindred work and (2) sales work.

One of the more interesting aspects of this study concerns the number of sources from which married students received financial support. Sixty-seven per cent of the undergraduates and 54.77 per cent of the graduates received support from three or more sources. As was previously

TABLE 24

NUMBER OF FINANCIAL SOURCES UTILIZED BY THE SUBJECTS OF THIS STUDY

Number of Sources	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
One	10.04	16.66	11.15
Two	22.48	28.57	23.50
Three	30.62	23.80	29.48
Four	23.92	19.04	23.10
Five	8.61	7.14	8.36
Six	1.91	2.38	1.99
Seven	.47	2.38	.79

stated, married students received support from numerous sources. The five sources of income mentioned most frequently (Table 25) by the total group were: (1) earnings of spouse, (2) aid from relatives, (3) students' own earnings from part-time jobs, (4) summer earnings, (5) personal savings.

It was found that the undergraduate listings corresponded in rank to the total group listings. Among graduate students it was found that "graduate assistantships" ranked second in the list of sources of support.

TABLE 25

PERCENTAGE OF RESIDENT MARRIED STUDENTS WHO RECEIVED FINANCIAL SUPPORT FROM LISTED SOURCES

Source of Support	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Earnings of spouse	59.33	45.23	52.98
Aid from relatives	47.84	28.57	44.62
Students earnings from part-time job	47.36	21.42	43.02
Summer earnings	44.49	28.57	41.83
Personal savings	31.57	28.57	31.07
Veterans benefits	29.66	23.80	28.68
Loan	21.05	16.66	20.31
Scholarship	13.87	21.42	15.13
Graduate assistantship	*	30.95	5.17
Military service pay	3.34	9.52	4.38
Research assistantship	3.82	2.38	3.58
Investments	2.39	7.14	3.18
Grant	.00	9.52	1.59
Fellowship	.47	4.76	1.19
Retirement benefits	.95	.00	.79

*Not applicable.

Table 26 presents data concerning average monthly income of the subjects. The average monthly income of undergraduate students in this study was $296. For graduate students, the average monthly income was $389. It should be noted, however, that these figures include the average income of several persons who were in the military service and were receiving full pay while attending school. An average which excludes this group showed the average undergraduate received $280 per month and the average graduate student received $347 per month.

The lowest average income listed by an undergraduate student was $75 per month and the highest was $900. Average monthly income for graduate students ranged from $140 per month to $1000 per month.

Table 27 shows that fifty-two per cent of the students who were employed were employed by the University of Oklahoma. The University employed a greater per cent of the graduate students than the undergraduate students.

Twenty-six per cent of the graduate students and 14.67 per cent of the employed undergraduates worked outside of Norman. The majority of these persons worked for Oklahoma City business firms or the Federal Government.

As was indicated by Table 25, fifty-three per cent of the students' spouses were employed. The University of Oklahoma is the principle employer of the spouses of the subjects in this study. Forty-five per cent of the husbands and wives of students are employed by the University.

TABLE 26

AVERAGE MONTHLY INCOME OF RESIDENT MARRIED STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Interval	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
$50-99	.47	.00	.39
100-149	2.39	2.38	2.39
150-199	13.39	7.14	.39
200-249	19.61	19.04	19.59
250-299	16.74	7.14	15.13
300-349	19.61	4.76	17.13
350-399	9.09	16.66	10.35
400-449	5.74	11.90	6.77
450-499	3.82	4.76	3.98
500-549	2.87	7.14	3.58
550-599	2.39	4.76	2.78
600-649	.47	2.38	.79
650-699	.47	4.76	1.19
700-749	.95	2.38	1.19
750-799	.47	2.38	.79
800-849	.00	.00	.00
850-899	.47	.00	.39
900-949	.47	.00	.39
950-999	.00	.00	.00
1000-1049	.00	2.38	.39

TABLE 27

PERCENTAGE OF EMPLOYED STUDENTS WHO WORKED FOR VARIOUS LOCAL OR OUTSIDE AGENCIES

Employer and/or Place of Employment	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Oklahoma University	49.54	65.21	52.27
Norman Business Firm	29.60	4.34	22.72
In a Professional Capacity	6.42	.00	5.30
Self-employed	.91	4.34	1.51
Employed Outside of Norman	14.67	26.08	16.66

TABLE 28

PERCENTAGE OF EMPLOYED SPOUSES OF STUDENTS WHO WORKED FOR VARIOUS LOCAL OR OUTSIDE AGENCIES

Employer and/or Place of Employment	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Oklahoma University	45.08	45.00	45.07
Norman Business Firm	18.85	15.00	18.35
In a Professional Capacity	7.37	10.00	7.76
Self-employed	2.45	.00	2.11
Employed outside of Norman	26.22	30.00	26.70

Over one-fourth of the spouses work outside of Norman. The majority of those employed outside of Norman work in Oklahoma City for business firms. The remainder work for the Federal Government or as nurses or teachers in nearby towns.

Twenty-four per cent of the undergraduate subjects of this study received aid from fellowships, scholarships, assistantships or grants. Fifty-two per cent of the married graduate students received aid from the above sources.

The amounts received by undergraduates ranged from $100 to $2600 and the amounts received by graduate students ranged from $100 to $4000. The average amount awarded to undergraduates was $450. The average granted to graduate students was $1407.

Only 11.82 per cent of the undergraduate awards were over $1000, but 72.76 per cent of the graduate awards were above this figure. Undergraduate awards were generally in the form of scholarships. Graduate awards were generally in the form of assistantships and fellowships.

Oklahoma University (Table 30) was listed as the agency supplying the greater per cent of the grants, loans, fellowships and assistantships. The University supplied a greater number of this form of assistance than did the next four agencies combined.

TABLE 29

DISTRIBUTION OF FELLOWSHIP, SCHOLARSHIP, ASSISTANTSHIP AND GRANT MONIES TO RECIPIENTS OF SUCH AID

Amount of Aid	Recipient		
	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
$100-199	9.81	9.08	9.56
200-299	19.61	4.54	15.04
300-399	9.82	4.54	8.19
400-499	7.84	.00	5.47
500-599	15.68	4.54	12.32
600-699	11.77	.00	8.20
700-799	6.80	4.54	8.20
800-899	3.92	.00	2.73
900-999	1.97	.00	1.36
1000-1099	1.97	9.09	4.10
1300-1399	1.97	22.71	8.18
1400-1499	1.97	.00	1.36
1500-1599	1.97	4.54	2.72
1800-1899	1.97	4.54	2.72
2000-2099	.00	13.63	3.99
2200-2299	.00	4.54	1.36
2300-2399	.00	4.54	1.36
2400-2499	.00	4.54	1.36
2600-2699	1.97	.00	1.36
4000-4099	.00	4.54	1.36

TABLE 30

PERCENTAGE OF TOTAL NUMBER OF GRANTS, ASSISTANTSHIPS, FELLOWSHIPS, SCHOLARSHIPS AND LOANS SUPPLIED OR ADMINISTERED BY VARIOUS AGENCIES

Agency or Donor	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Oklahoma University	38.80	61.25	45.91
Federal Government	17.91	19.35	18.36
Lew Wentz Foundation	11.94	.00	8.16
National Defense Loan	8.95	6.45	8.16
Private Foundation	10.44	.00	7.14
Private Corporation	7.46	6.45	7.14
Private Award	2.98	3.22	3.06
Civic Clubs	1.49	.00	1.02
Other	.00	3.22	1.02

Undergraduate students included in this study spent an average of eighteen hours per week in class. The average number of hours spent in class by graduate students was thirteen. Regulations regarding the total number of hours in which graduate students may enroll and particularly those regulations dealing with the number of semester hours in which graduate assistants may enroll influenced the average for graduate students considerably. Likewise the influence of laboratory courses is shown in the undergraduate figures.

TABLE 31

NUMBER OF HOURS PER WEEK SPENT IN CLASS BY MARRIED RESIDENT STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Number of Hours	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
2-4	.00	4.76	.79
5-7	.00	.00	.00
8-10	3.34	16.66	5.57
11-13	6.22	33.33	10.75
14-16	22.96	33.33	24.70
17-19	28.22	9.52	25.09
20-22	16.74	.00	13.94
23-25	11.96	.00	9.96
26-28	3.82	2.38	3.58
29-31	3.82	.00	3.18
32-34	2.39	.00	1.99

Graduate students indicated that they spent an average of twenty-seven hours per week in study and preparation for classes. Twenty-two hours was the average amount of time spent by undergraduates in study per week.

TABLE 32

AVERAGE NUMBER OF HOURS PER WEEK SPENT IN STUDY BY MARRIED RESIDENT STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Number of Hours	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
1-5	4.30	2.38	3.98
6-10	13.39	4.76	11.95
11-15	12.91	11.90	12.74
16-20	19.13	21.42	19.59
21-25	16.74	9.52	15.53
26-30	13.39	19.04	14.34
31-35	5.74	7.14	5.97
36-40	9.09	14.28	9.96
41-45	1.91	.00	1.59
46-50	3.82	4.76	3.98
51-55	.47	.00	.39
56-60	.95	4.76	1.59

The average employed undergraduate student spent twenty hours per week on his job. Seventeen hours was the average time spent by employed graduate students. About one-half (47.36 per cent) of all undergraduate subjects were employed and 57.11 per cent of the graduate students were employed.

TABLE 33

AVERAGE NUMBER OF HOURS PER WEEK SPENT ON JOB BY EMPLOYED RESIDENT MARRIED STUDENTS OF THE UNIVERSITY OF OKLAHOMA

Number of Hours	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
1-5	5.15	8.33	5.78
6-10	22.68	33.33	24.79
11-15	9.27	4.16	8.26
16-20	30.90	25.00	29.75
21-25	14.43	12.50	14.04
26-30	7.21	4.16	6.61
31-35	4.12	4.16	4.13
36-40	2.61	8.33	3.31
41-45	1.03	.00	.82
46-50	3.09	.00	2.47

Summary

Data presented in this chapter summarize the responses to the group studied to the first section of the questionnaire.

It was found that the majority of the undergraduate married students were (1) twenty-four years of age or younger, (2) non-veterans, (3) male, (4) parents, (5) advanced students, (6) in residence for more than ten months per year, and married while in college.

Fewer than half of the undergraduate subjects (1) lived in University operated housing, (2) married students, (3) had spouses who were attending school at the time of the study, and (4) married persons who had less than a high school education.

The majority of graduate students studied were twenty-eight years of age or younger, (2) veterans, (3) male, (4) in their first year of graduate school, (5) parents, (6) in residence more than ten months per year, and (7) married after completion of the undergraduate degree or while in graduate school.

Fewer than half of the graduate subjects (1) lived in University operated housing, (2) married students, (3) had spouses who were students at the time of this study, and (4) had spouses who had completed college.

Both graduate and undergraduate students had generally attained a higher level of education than either their fathers or mothers. Most of the fathers of both groups were engaged in occupations usually ranked as middle class or above.

Earnings of spouse, aid from relatives, students earnings, summer earnings, savings, and veterans benefits were listed as the major sources of financial support.

Average monthly income of the students included in this study was $280 per month for undergraduates and $347 per month for graduate students.

CHAPTER III

PROBLEMS OF THE GROUP

Introduction

The following chapter deals with the responses of the group studied to a modified form of the Mooney Problem Check list. The form used was developed by using various items that appear in other forms of the check list. Two hundred seventy-five items divided into eleven categories are contained in the modified form.

The eleven categories are: (1) Health and physical development, (2) Finance, (3) Social and recreational activities, (4) Social and psychological relations, (5) Personal and psychological relations, (6) Family relations, (7) Marriage relations, (8) Religion and morals, (9) Adjustment to college work, (10) The future-vocational and educational, and (11) Curriculum and teaching. Twenty-five items appear in each problem area.

The data presented in this chapter summarize the responses of graduate and undergraduate subjects to the check list. The tables are presented in rank order. Figures which are asterisked indicate that five per cent or more of either or both groups listed the items as a serious problem.

Social and Recreational Activities

More problems were indicated in the area of social and recreational activities than in any other area. Seventeen and one-half per cent of the total number of problems expressed in all areas were in this section.

Each of the items in this portion of the list was indicated as a problem by some undergraduate students. Only two of the twenty-five items were not checked as problems by any graduate student. "Not having enough time for recreation," ". . . too little chance to read what I like," ". . . needing more exercise," and other items of this type seem to indicate a direct relationship between the ranking problems in this area and a lack of time for leisure activities. The above contention is supported by information in Chapter II which reveals that in most cases both the student and his spouse work and are parents in addition going to school.

This area ranked second in terms of the number of serious problems expressed. Problems in this area were generally of greater concern for graduate students than for undergraduates. More serious problems were indicated by graduate students in this area than in any other section of the list.

TABLE 34

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF SOCIAL AND RECREATIONAL ACTIVITIES

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Not having enough time for recreation	36.84*	42.85*	37.84*
Too little chance to read what I like	33.01	33.33	33.06
Needing more exercise	32.05*	33.33	32.27*
Not being as efficient as I wound like	32.53*	28.57*	31.87*
Wanting to read worthwhile books more	29.18	40.47	31.07
Needing more outdoor air and sunshine	29.18*	33.33	29.88*
Wanting very much to travel	22.96*	26.19*	23.50*
Too little chance to pursue a hobby	23.92	19.04	23.10
Little opportunity to enjoy nature	20.09*	23.80*	20.71*
Too little chance to do what I want to do	19.61*	19.04	19.59*
Wanting to improve my mind	19.13*	19.04	19.12
Wanting to improve myself culturally	19.13	14.28	18.32
Needing a vacation	16.26	19.04	16.73
Not using my leisure time well	14.83	14.28	14.74
Having trouble understanding what I read	15.31*	9.52	14.34*
Not having a well-rounded life	14.83	4.76	13.14
Too little social life	13.39	7.14	12.35
Little chance to enjoy art or music	12.44	16.66	12.35
Wanting worthwhile discussions with people	10.52	11.90	10.75
Not entertaining often enough	9.09	7.14	8.76

TABLE 34 - Continued

Item	Per Cent of Students Who Underlined Item		
	Undergraduate N-209	Graduate N-42	Total N-251
Too little time to myself	9.09	4.76	8.36
Spending too many evenings at home	9.56	.00	7.96
Wanting to improve my appearance	7.17	9.52	7.56
Wanting to improve my manners or etiquette	4.78	2.38	4.38
Being alone too much	2.39	.00	1.99

*Listed as a serious problem by five per cent or more of the group.

Adjustment to College Work

Sixteen of the twenty-five items in the area of adjustment to college work were checked as problems by more than ten per cent of the total group. Some of the frequently checked items might also be indicated as problems by unmarried students; however, these problems may be intensified by the adjustments necessitated by being married while in school.

All of the items in this area were checked as serious problems by some undergraduate students. More serious problems were listed in this area by undergraduates and the total group than in any other section of the list. The more serious problems generally relate to study habits, distractions from study, and poor background for college work.

TABLE 35

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF ADJUSTMENT TO COLLEGE WORK

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Not spending enough time in study	39.23*	23.80*	36.65*
Easily distracted from my work	34.92*	19.04*	32.27*
Worrying about examinations	30.14*	14.28	27.49*
Having a poor background for some subjects	28.70*	16.66	26.69*
Weak in spelling or grammar	29.66*	9.52	26.29*
Inadequate high school training	28.22*	9.52	25.09*
Forgetting things I've learned in school	22.00*	23.80	22.31
Slow in reading	21.53*	11.90*	19.92*
Unable to concentrate well	20.09*	11.90*	18.72*
Not knowing how to study effectively	20.57*	2.38	17.52*
Vocabulary too limited	18.18*	11.90*	17.13*
Unable to express myself well in words	18.66*	7.14	16.73*
Needing a vacation from school	15.78	16.66	15.93
Slow in Mathematics	13.87	4.76	12.35
Not planning my work ahead	13.87	4.76	12.35
Weak in writing	11.96	11.90*	11.95*
Trouble in note taking	11.00	2.38	9.56
Having too many outside interests	9.56	7.14	9.16
Fearing failure in college	9.56	4.76	8.76
Weak in logical reasoning	4.78	4.76	4.78
Trouble organizing term papers	8.61	7.14	8.36
Slow with theories and abstractions	8.61	4.76	7.96
Afraid to speak up in class discussions	7.17	4.76	6.77
Poor memory	7.17	4.76	6.77
Trouble with oral reports	5.26	.00	4.38

*Listed as a serious problem by five per cent or more of the group.

Curriculum and Teaching

The item most frequently mentioned as a problem in the entire check list was in the area of curriculum and teaching. This item was "some courses poorly organized." Forty-eight per cent of the undergraduate group and thirty-five per cent of the graduate group listed this as a problem. Earlier writers in this field have indicated that married students are better students and that a more serious attitude is evident among married students. It may be that the problems expressed in this area are indicative of a more critical attitude on the part of married students due to the previously mentioned ideas.

All except two of the items in this portion of the list were listed as serious problems by some undergraduates. On the other hand, over half of the items were not listed as serious problems by any graduate student. The most frequently mentioned problems in this area relate to organization of courses, characteristics of teachers and advisors, and grades.

TABLE 36

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF CURRICULUM AND TEACHING

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Some courses poorly organized	48.32*	35.71	46.21*
Grades unfair as measures of ability	29.18*	7.14	25.49*
Too many poor teachers	24.88*	16.66	23.50*
Hard to study in living quarters	21.53*	23.80	21.91*
Dull classes	22.00*	19.04	21.51*
Forced to take classes I don't like	20.57*	2.38	17.52
Teachers lacking interest in students	17.22*	16.66	17.13
Not having a good college advisor	17.22	11.90	16.33
Too much work required in some courses	16.26	7.14	14.74
Campus lacking in school spirit	16.26	7.14	14.74
Teachers lacking personality	10.52	9.52	10.35
Not enough class discussion	10.52	7.14	9.96
College too indifferent to student needs	10.04	7.14	9.56
Classes too large	9.56	7.14	9.16
Unfair tests	9.56	2.38	8.36
Unable to take courses I want	8.61	4.76	7.96
Textbooks too hard to understand	9.09	.00	7.56
Not knowing what is expected by teachers	8.13	4.76	7.56
Not enough chances to talk to teachers	7.56	4.76	7.17
Courses too unrelated to each other	7.17	.00	5.97

TABLE 36 - Continued

Item	Per Cent of Students Who Underlined Item		
	Undergraduate N-209	Graduate N-42	Total N-251
Campus lacking in recreational spirit	5.26	.00	4.38
Teachers too hard to understand	4.78	.00	3.98
Campus activities poorly coordinated	4.30	2.38	3.98
Teachers too theoretical	3.82	2.38	3.58
Difficulty in getting required books	2.39	7.14	3.58

*Listed as a serious problem by five per cent or more of the group.

Finance

Problems relating to finance were of considerable concern to the married students studied. Chapter II indicated that income of the participants in this study came from varied sources. Disliking financial dependence on others ranked as the first problem in this area. The necessity of depending on others for financial support coupled with myriad needs for money and the inability to provide self-support created problems for these students.

As was the case in all areas of the check-list a greater portion of undergraduate students indicated problems and serious problems than was true of graduate students. Financial problems ranked second in terms of number of serious problems expressed by undergraduate students. Only one

problem in this area was listed as serious by more than five per cent of the graduate group. Although this area ranked fourth in terms of the number of problems expressed by the group, it ranked third in terms of the number of serious problems expressed.

TABLE 37

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF FINANCE

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Disliking financial dependence on others	27.27*	11.90*	24.70*
Needing financial assistance	23.44*	16.66	22.31*
Too little money for recreation	22.00*	11.90	20.31*
Can't seem to make ends meet	19.61	2.38	16.73*
Too little money for clothes	16.74	11.90	15.93
Going through school on too little money	16.74*	9.52	15.53*
Having to spend all my savings	14.35*	14.28	14.34*
Not having a systematic savings plan	15.31	4.76	13.54
Too many financial problems	13.87*	4.76	12.35*
Not having enough money for necessities	12.91*	2.38	11.15*
Financially unable to have children	10.52	9.52	10.35
Transportation or commuting problems	9.56	2.38	8.36
Needing money for graduate training	8.13	9.52	8.36
Lacking privacy in my living quarters	8.61	2.38	7.56
Not enough money for medical expenses	7.65	7.14	7.56

TABLE 37 - Continued

Item	Per Cent of Students Who Underlined Item		
	Undergraduate N-209	Graduate N-42	Total N-251
Managing my finances poorly	8.13	.00	6.77
Living in an undesirable location	6.22	.00	5.17
Doing more outside work than is good for me	5.74	2.38	5.17
Needing a job	5.26	4.76	5.17
Going into debt for college expenses	4.30	7.14	4.78
Poor living conditions	4.78	2.38	4.38
No steady income	4.78	2.38	4.38
Family worried about finances	4.78	2.38	4.38
Having no place to entertain friends	3.82	4.76	3.98
Buying too much on the installment plan	.00	4.76	.79

*Listed as a serious problem by five per cent or more of the group.

Personal and Psychological Relations

The area of personal and psychological relations ranked fifth among the various problem areas of the group studied. Problems in this area relate primarily to the individuals reaction to himself, his emotions, and his habits.

Undergraduates exemplified, generally speaking, less concern than did graduate students to items in this area. A greater portion of the graduate group listed serious problems in this area than was true of undergraduates. This area ranked third among the areas with regard

TABLE 38

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF PERSONAL AND PSYCHOLOGICAL RELATIONS

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Unable to express myself well in words	19.13	9.52	17.52
Being lazy	17.70	14.28	17.13
Taking things too seriously	16.26	21.42	17.13
Lacking self-confidence	15.78	19.04	16.33
Finding it difficult to relax	12.44*	23.80	14.34*
Nervousness	15.78	4.76	13.94
Constantly worrying	11.96	7.14	11.15
Daydreaming	10.52	14.28*	11.15
Bothered by thoughts running through my head	11.48	4.76	10.35
Giving in to temptation	11.48	4.76	10.35
Afraid of making mistakes	10.52	9.52	10.35
Mind constantly wandering	9.56	4.76	8.76
Not really being smart enough	8.13	11.90*	8.76
Forgetting things	7.65	7.14	7.56
Worrying how I impress people	6.69	7.14	6.77
Not reaching the goal I've set for myself	5.26	11.90	6.37
Worrying about unimportant things	6.69	2.38	5.97
Too nervous or high-strung	5.74	4.76	5.57
Tending to exaggerate too much	5.74	4.76	5.57
Having difficulty in making decisions	4.78	4.76	4.78
Feeling inferior	4.30	4.76	4.38
Getting excited too easily	4.78	.00	3.98
Too easily moved to tears	3.34	2.38	3.18
Sometimes lying without meaning to	3.34	2.38	3.18
Can't make up my mind about things	3.34	2.38	3.18

*Listed as a serious problem by five per cent or more of the group.

to number of serious problems expressed by graduate students.

Among the problems ranking high in this area were: (1) Unable to express myself well in words, (2) Being lazy, (3) Taking myself too seriously, (4) Lacking self-confidence, and (5) Finding it difficult to relax.

Health and Physical Development

Health and physical development ranked sixth in the order of problem areas. The problems checked most frequently seemed to be those which might be expected in any group which spends a considerable portion of its time indoors. Lack of exercise, outdoor air and sunshine, rest and sleep ranked high among the problems listed in this area. Minor physical disorders related to close work and prolonged reading and study were also indicated.

Only seven of the twenty-five items in the list were indicated as serious problems by graduate students. All but one of the twenty-five items was listed as a serious problem by at least one undergraduate. The area was ranked as sixth in terms of number of serious problems by undergraduates and tenth by graduate students. Major physical disorders were listed in very few cases.

TABLE 39

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF HEALTH AND PHYSICAL DEVELOPMENT

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Not getting enough exercise	27.27*	23.80	26.69*
Not getting enough outdoor air and sunshine	25.35*	21.42	24.70*
Not getting enough rest or sleep	26.78*	11.90	24.30*
Too much underweight or over-weight	18.66*	11.90	17.52*
Feeling tired much of the time	12.91*	7.14	11.95*
Allergies (asthma, hayfever, hives, etc.)	12.44	7.14	11.55
Having trouble with my eyes	11.48	9.52	11.15
Frequent nose or sinus troubles	11.96	4.76	10.75
Having considerable trouble with my teeth	8.61	4.70	7.96
Frequent headaches	6.69	.00	5.57
Gradually losing weight	6.22	2.38	5.57
Poor complexion or skin trouble	5.74	4.76	5.57
Feeling hurt or tire easily	5.74	.00	4.78
Not as strong and healthy as I should be	5.74	.00	4.78
Poor posture	4.30	4.76	4.38
Trouble with digestion or elimination	4.30	2.38	3.98
Occasional pressure or pain in my head	3.82	.00	3.18
Menstrual or female disorders	3.34	.00	2.78
Trouble with my hearing	2.39	.00	1.99
Muscular aches and pains	1.91	.00	1.59

TABLE 39 - Continued

Item	Per Cent of Students Who Underlined Item		
	Undergraduate N-209	Graduate N-42	Total N-251
Kidney or bladder trouble	1.43	2.38	1.59
Needing an operation or medical treatment	1.43	2.38	1.59
Occasionally feeling faint or dizzy	1.43	.00	1.19
High blood pressure	.95	.00	.79
Needing medical advice	.95	.00	.79

*Listed as a serious problem by five per cent or more of the group.

Marriage Relations

Earlier editions of the Mooney Problem Check List did not include an area of items relating to marriage relations. Items listed in this area were extracted from a previous area entitled "Courtship, Sex, and Marriage" and from other items suggested from early trials of the present instrument.

The difficulties encountered by married students who attend school are suggested in the problems of this portion of the check list. The various roles which a married student must play are evident. There are the roles of mate, parent, provider and above all student which must be filled. When these roles are combined, difficulties are frequently encountered. Trying to combine marriage and school, parenthood and school, and the necessity for the

wife to work outside the home were listed as serious problems by more than five per cent of the total group. Wondering whether my marriage will succeed was listed by five per cent of the undergraduate students as a problem.

Graduate students expressed fewer serious problems in this section than undergraduates. Increased maturity and tenure of the marriages may have brought about solutions to some of the problems in the area.

TABLE 40

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF MARRIAGE RELATIONS

Item	Per Cent of Students Who Underlined Item		
	Undergraduate N-209	Graduate N-42	Total N-251
Trying to combine parenthood and school	17.70*	16.66	17.52*
Trying to combine marriage and school	16.74*	14.28	16.33*
Wife forced to work outside of the home	16.26*	11.90*	15.53*
Mate sacrificing too much for me	11.00*	14.28	11.55
Sexual needs differ from mate's	11.96	2.38	10.35
Wanting to have a child	11.48	4.76	10.35
Having clashes of opinion with my mate	11.48	4.76	10.35
Being away from my mate too much	11.00*	7.14	10.35*
Home untidy and ill kept	10.52	7.14	9.96
Having different interests from my mate	10.04	7.14	9.56

TABLE 40 - Continued

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Mate having a hard time of it	8.61*	7.14	8.36
Educational level different from my mate's	8.13	4.76	7.56
No suitable place for children to play	6.69	4.76	6.37
Being criticized by my mate	6.69	.00	5.57
Being too easily aroused sexually	4.78	7.14	5.17
Wondering if my marriage will succeed	5.26	2.38	4.78
Needing advice about a marriage problem	4.78	2.38	4.38
My mate	4.30	2.38	3.98
Carrying heavy home responsibilities	3.82	4.76	3.98
Mate expecting too much of me	4.30	.00	3.58
Not telling mate everything	3.82	2.38	3.58
Deciding whether I'm really in love	2.39	2.38	2.39
Needing advice about raising children	1.43	.00	1.19
Afraid of the responsibilities of marriage	.95	.00	.79
Caring for more than one person	.47	.00	.39

*Listed as a serious problem by five per cent or more of the group.

Religion and Morals

The area of religion and morals caused some concern among the subjects of this study. The most frequently mentioned problems in this area were associated with formal religion, religious rites, and religious doctrines. Each item in this portion of the list was checked by some undergraduate student and all except one of the items were checked by graduate students. Non-attendance of church services, loss of earlier religious faith, and dissatisfaction with church services were the problem items most frequently mentioned. The area of religion and morals ranked ninth among the areas of serious concern of undergraduate students. The ranking of the area by graduate students was four.

TABLE 41

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF RELIGION AND MORALS

Item	Per Cent of Students Who Underlined Item		
	Undergraduate N-209	Graduate N-42	Total N-251
Not going to church often enough	29.66*	14.28	27.09*
Losing my earlier religious faith	10.04	16.66*	11.15
Dissatisfied with church services	10.04	14.28	10.75
Wanting to understand more about the Bible	11.48	4.76	10.35
Wondering if there is a life after death	9.09	14.28	9.96

TABLE 41 - Continued

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Confused in some of my religious beliefs	9.09	9.52	9.16
Having beliefs that differ from my church	9.56	4.76	8.76
Can't forget some mistakes I've made	9.09	7.14	8.76
Giving into temptations	9.56	2.38	8.36
Don't know what to believe about God	8.13	9.52	8.36
Having a certain bad habit	8.13	7.14	7.96
Missing spiritual elements in college life	7.65	7.14	7.56
Wanting to feel close to God	7.17	7.14	7.17
Differing with my husband or wife about religion	6.22	4.76	5.97
Lacking self-control	5.74	2.38	5.17
Affected by racial or religious prejudice	5.26	2.38	4.78
Sometimes lying without meaning to	5.26	2.38	4.78
Married to someone of a different race or religion	4.30	2.38	3.98
Doubting the existence of God	2.87	7.14	3.58
Sometimes not as honest as I should be	3.34	2.38	3.18
Troubled by lack of religion in others	2.39	4.76	2.78
Confused on some moral questions	2.39	2.38	2.39
Differing from my family in religious beliefs	1.91	4.76	2.39
Upset by arguments about religion	2.39	.00	1.99
Pretending to be something I'm not	1.43	2.38	1.59

*Listed as a serious problem by five per cent or more of the group.

The Future - Vocational and Educational

The problems checked in this area of the check list related more often to the vocational future than to the educational future. Anxiety about the vocational future seemed to be a problem for a large number of the subjects.

Three of the items listed frequently as a problem are particularly notable. Restless at delay in starting life work was indicated as a problem by almost thirty per cent of the subjects. Twenty-one per cent of the students wondered if they would be successful in life. Nine per cent of the graduate group wondered if further education was worthwhile. Graduate students listed only eight of the problems in this area as problems which were serious in nature.

TABLE 42

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF THE FUTURE VOCATIONAL AND EDUCATIONAL

Item	Per Cent of Students Who Underlined Item		
	Undergraduate N-209	Graduate N-42	Total N-251
Restless at delay in starting life work	31.10*	21.42*	29.48*
Wondering if I'll be successful in life	22.00*	19.04	21.51*
Wanting part-time experience in my field	14.83	2.38	12.74
Doubting if I can get a job in my chosen voc.	11.48	4.76	10.35
Doubting wisdom of my vocational choice	10.04	11.90	10.35

TABLE 42 - Continued

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Not knowing what I really want	9.09	14.28	9.96
Doubting college prepares me for working	8.13	.00	6.77
Deciding whether to leave college for a job	6.69	2.38	5.97
Not reaching the goal I've set for myself	5.74	7.14	5.97
Choosing best courses to prepare for a job	6.22	2.38	5.57
Doubting the value of a college degree	5.74	2.38	5.17
Wondering whether further education is worthwhile	4.30	9.52	5.17
Needing to decide on an occupation	4.78	4.76	4.78
Needing to know my vocational abilities	4.30	7.14	4.78
Lacking necessary experience for a job	4.78	.00	3.98
Wanting to quit college	3.82	2.38	3.58
Not knowing where I belong in the world	2.39	9.52	3.58
Needing to plan ahead for the future	3.34	2.38	3.18
Wanting advice on next steps after college	2.87	4.76	3.18
Unable to enter desired vocation	2.39	4.76	2.78
Needing information about occupations	2.87	.00	2.39
Not knowing how to look for a job	2.39	.00	1.99
Purpose in going to college not clear	1.91	.00	1.59
Family opposing my choice of vocation	.95	.00	.79
Wanting to change to another college	.00	.00	.00

*Listed as a serious problem by five per cent or more of the group.

Social and Psychological Relations

The items listed in the area of social and psychological relations were checked infrequently by the participants of this study. It should be noted that the lack of time for social and recreational activities probably limits the social contacts of married students. Then too, it may be that the married student is less motivated to influence others socially than is the case with the single student. None of the problems in this area was listed as serious problems by more than five per cent of either group.

TABLE 43

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF SOCIAL AND PSYCHOLOGICAL RELATIONS

Item	Per Cent of Students Who Underlined Item		
	Undergraduate N-209	Graduate N-42	Total N-251
Finding it hard to talk before a group	14.35	9.52	13.54
Losing my temper	13.87	4.76	12.35
Sometimes acting childish or immature	12.44	9.52	11.95
Moodiness, "Having the blues"	8.13	19.04	9.96
Wanting a more pleasing personality	7.17	11.90	7.96
Speaking or acting without thinking	7.65	4.76	7.17
Awkward in meeting people	5.74	4.76	5.57
Disliking certain persons	5.26	4.76	5.17
Too self-centered	5.26	4.76	5.17
Too many personal problems	5.26	2.38	4.78

TABLE 43 - Continued

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Lacking leadership ability	4.78	4.76	4.78
Feeling that I am a failure	4.78	4.76	4.78
Being stubborn or obstinate	5.26	.00	4.38
Being rude or tactless	4.30	4.76	4.38
Can't forget an unpleasant experience	4.78	.00	3.98
Not taking things seriously enough	3.34	2.38	3.18
Being influenced too easily by others	3.34	2.38	3.18
Hurting other people's feelings	3.34	.00	2.78
Feeling ill at ease with other people	2.39	4.76	2.78
Feelings too easily hurt	2.39	2.38	2.39
People finding fault with me	1.91	.00	1.59
Being disliked by someone	.00	2.38	.39
Being treated unfairly by others	.47	.00	.39
Suffer from racial or religious prejudice	.47	.00	.39
Missing someone back home	.00	.00	.00

*Listed as a serious problem by five per cent or more of the group.

Family Relations

The items listed in the area of family relations generally relate to relations with parents rather than relations with the spouse. It is interesting to note the differences between the responses of undergraduate and graduate students. Seventeen of the twenty-five items listed were not checked by any graduate students as problems. On the other hand, all of the items were listed as problems by some undergraduates. This might relate to the fact that graduate students had higher incomes and had been married longer. Family relations ranks last among the problems areas in terms of number of problems expressed and number of serious problems expressed.

TABLE 44

PROBLEMS LISTED BY THE SUBJECTS OF THIS STUDY IN THE AREA OF FAMILY RELATIONS

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Member of my family working too hard	9.09	9.52*	9.16*
Worried about a member of my family	10.04	.00	8.36
Mate's parents	8.13	.00	6.77
Irritated by habits of a member of my family	7.65	.00	6.37
Parents sacrificing too much for me	6.22	.00	5.17

TABLE 44 - Continued

Item	Per Cent of Students Who Underlined Item		
	Under-graduate N-209	Graduate N-42	Total N-251
Member of my family in poor health	4.78	4.76	4.78
Parents having a hard time of it	4.78	4.76	4.78
My parents	4.30	2.38	3.98
Drinking by a member of my family	4.30	.00	3.58
Educational level different from my family's	3.34	4.76	3.58
Mother or father not living	3.82	.00	3.18
Wishing I had a different family background	3.82	.00	3.18
Relatives interfering with family affairs	3.82	.00	3.18
Parents separated or divorced	3.34	.00	2.78
Wanting love and affection	3.34	.00	2.78
Sickness in the family	1.91	7.14	2.78
Not seeing parents often enough	1.91	4.76	2.39
Living at home, or too close to home	2.39	.00	1.99
Parents expecting too much of me	1.91	2.38	1.99
Not telling parents everything	2.39	.00	1.99
Being away from my parents too much	.95	.00	.79
Having too many decisions made for me	.95	.00	.79
Feeling rejected by my family	.47	.00	.39
Being an only child	.47	.00	.39
Married to someone my family won't accept	.47	.00	.39

*Listed as a serious problem by five per cent or more of the group.

Reaction of Subjects to the Check List

The subjects of this study were asked if they felt that the items they had presented on the check list gave a well-rounded picture of their problems. Of those who responded, 92.34 per cent of the total group answered in the affirmative. Only 8.77 per cent of the total group answered negatively.

Additional items or explanations were solicited. A few students wrote extra items which they felt were problems. Most of these items were already included in the check list. Those who felt that the check list did not adequately describe their problems frequently answered with a categorical "no." Some did state that the list described things that were bothering them "for the moment", but that at a later date the problems might be different.

A second question was asked at the end of the check list. The question was, "If the opportunity were afforded, would you like to talk any of the problems over with someone on the University staff?" Although a majority still replied affirmatively, the per cent of those who said "yes" was less in both groups. A smaller portion of the graduates (64.28 per cent) than of the undergraduates (78.46 per cent) indicated a willingness to discuss their problems with a University staff member. Of the total group, slightly over three-fourths (78.09 per cent) said they would like to discuss their problems.

The following quotes indicate the general nature of the responses.

> Can it be that someone is finally taking an interest?

> They (my problems) are too personal.

> We have problems, most of which are financial. My husband and I will receive our degrees in June. We expect that many of our problems will cease to exist.

> We are able to work out our own solutions.

A more atypical remark was:

> It probably wouldn't help. My husband and I have been growing further apart for several years. It has become worse since I have been in school.

The preceding statement prompted the writer to study the questionnaire of the respondee and to compare it with the problem check list. It was noted that there was an eight year span between the educational attainment level of the husband and the wife.

A further check revealed that nine of the thirteen persons who checked the item, "wondering if my marriage will succeed" had four or more years of education beyond that which the spouse had received.

Most Frequent Problems

Table 45 lists the sixty items most frequently considered problems by the group. Twenty-eight of the first sixty problems were from the areas of adjustment to college and social and recreational activities. No items from the area of social and psychological relations or family rela-

tions were included in this listing. The area of religion contributed only one item; the future-vocational and educational had two and marriage relations added three. The curriculum and teaching area contributed ten problems to this list. Seven problems came from the area of finance, five from personal and psychological relations, and four from health and physical development.

Most Frequent Serious Problems

The items most frequently considered as serious problems are listed in Table 46. Of the items considered serious problems by five or more per cent of the population, adjustment to college was the area which ranked highest. Those items listed frequently as problems were listed frequently as serious problems. Twelve items in this area were listed as serious problems by more than five per cent of the group.

The areas of finance and social and recreational activities each contributed eight items. Five serious problems came from the area of curriculum and teaching and five from the area of health and physical development.

Marriage relations had four problems listed as serious by more than five per cent of the group. No problems were contributed by the area of social and psychological relations. Five serious problems were listed in the remaining four groups.

TABLE 45

SIXTY ITEMS MOST FREQUENTLY CONSIDERED PROBLEMS BY THE GROUP

Rank Order of Frequency Underlined	Item	Per Cent of Group Who Underlined Item
1	Some courses poorly organized	46.21
2	Not having time for recreation	37.84
3	Not spending enough time in study	36.65
4	Too little chance to read what I like	33.06
5	Needing more exercise	32.27
5	Easily distracted from my work	32.27
7	Not being as efficient as I would like	31.87
8	Wanting to read worthwhile books more	31.07
9	Needing more outdoor air and sunshine	29.88
10	Restless at delay in starting life work	29.48
11	Worrying about examinations	27.49
12	Not going to church often enough	27.09
13	Having a poor background for some subjects	26.69
13	Not getting enough exercise	26.69
15	Weak in grammar or spelling	26.29
16	Grades unfair as measures of ability	25.49
17	Inadequate high school training	25.09
18	Disliking financial dependence on others	24.70
18	Not getting enough outdoor air and sunshine	24.70
20	Not getting enough rest or sleep	24.30
21	Wanting very much to travel	23.50
21	Too many poor teachers	23.50
23	Too little chance to pursue a hobby	23.10
24	Needing financial assistance	22.31
24	Forgetting things I've learned in school	22.31
26	Hard to study in living quarters	21.91
27	Dull classes	21.51
27	Wondering if I'll be successful in life	21.51
29	Little opportunity to enjoy nature	20.71
30	Too little money for recreation	20.31

TABLE 45 - Continued

Rank Order of Frequency Underlined	Item	Per Cent of Group Who Underlined Item
31	Slow in reading	19.92
32	Too little chance to do what I want to do	19.59
33	Wanting to improve my mind	19.12
34	Unable to concentrate well	18.72
35	Wanting to improve myself culturally	18.32
36	Forced to take courses I don't like	17.52
36	Not knowing how to study effectively	17.52
36	Trying to combine parenthood and school	17.52
36	Unable to express myself well in words	17.52
36	Too much overweight or underweight	17.52
41	Being lazy	17.13
41	Vocabulary too limited	17.13
41	Taking things too seriously	17.13
41	Teachers lacking interest in students	17.13
45	Can't seem to make ends meet	16.73
45	Needing a vacation	16.73
45	Unable to express myself well in words	16.73
48	Lacking self-confidence	16.33
48	Not having a good college adviser	16.33
48	Trying to combine marriage and school	16.33
51	Too little money for clothes	15.93
51	Needing a vacation from school	15.93
53	Going through school on too little money	15.53
53	Wife forced to work outside the home	15.53
55	Not using my leisure time well	14.74
55	Too much work required in some courses	14.74
55	Campus lacking in school spirit	14.74
58	Finding it difficult to relax	14.34
58	Having trouble understanding what I read	14.34
58	Having to spend all my savings	14.34

TABLE 46

ITEMS CONSIDERED SERIOUS PROBLEMS BY FIVE PER CENT OR MORE OF THE POPULATION

Rank Order of Frequency Underlined	Item	Per Cent of Group Who Circled Item
1	Not spending enough time in study	18.72
2	Disliking financial dependence on others	11.95
3	Not having enough time for recreation	11.55
3	Some courses poorly organized	11.55
5	Needing financial assistance	11.15
5	Easily distracted from my work	11.15
7	Grades unfair as measures of ability	10.75
8	Worrying about examinations	10.35
8	Too many poor teachers	10.35
10	Not being as efficient as I would like	9.96
11	Weak in spelling or grammar	9.56
12	Wondering if I'll be successful in life	9.16
12	Restless at delay in starting life work	9.16
14	Inadequate high school training	8.76
15	Can't seem to make ends meet	8.36
16	Not getting enough rest or sleep	7.96
16	Wife forced to work outside the home	7.96
16	Slow in reading	7.96
19	Unable to concentrate well	7.56
19	Vocabulary too limited	7.56
21	Too much overweight or underweight	7.17
21	Going through school on too little money	7.17
21	Not going to church often enough	7.17
21	Not knowing how to study effectively	7.17
25	Too many financial problems	6.77
25	Wanting very much to travel	6.77
25	Having a poor background for some subjects	6.77
25	Unable to express myself well in words	6.77
29	Not getting enough outdoor air and sunshine	6.37
29	Little opportunity to enjoy nature	6.37
29	Dull classes	6.37
32	Not getting enough exercise	5.97
32	Not having enough money for necessities	5.97
32	Needing more exercise	5.97
32	Needing more outdoor air and sunshine	5.97

TABLE 46 - Continued

Rank Order of Frequency Underlined	Item	Per Cent of Group Who Circled Item
32	Hard to study in living quarters	5.97
32	Trying to combine parenthood and school	5.97
32	Being away from mate too much	5.97
39	Too little money for recreation	5.57
39	Having trouble understanding what I read	5.57
39	Too little chance to do what I want to do	5.57
42	Feeling tired much of the time	5.17
42	Having to spend all my savings	5.17
42	Finding it difficult to relax	5.17
42	Member of my family working too hard	5.17
42	Weak in writing	5.17
42	Trying to combine marriage and school	5.17

Summary Statistics for the Check List

There were twenty-five items in each area of the problem check list. Table 47 presents the average number of items considered problems in the various areas of the list. The average number of items considered problems by undergraduate students was 27.05. A smaller number, 19.32, was the average number of problems expressed by graduate students. The average number of problems expressed by the total group was 25.91.

The number of problems listed by undergraduate students ranged from zero to one hundred sixty-five. The range for graduate students was from four problems to sixty-three. Two undergraduate students indicated that they had "no problems."

TABLE 47

AVERAGE NUMBER OF ITEMS CONSIDERED PROBLEMS IN EACH AREA OF THE CHECK LIST

Problem Area	Average Number of Problems Underlined		
	Undergraduate N-209	Graduate N-42	Total N-251
Health and Physical Development	2.11	1.21	1.96
Finance	2.71	1.52	2.51
Social and Recreational Activities	4.56	4.40	4.54
Social and Psychological Relations	1.26	1.04	1.23
Personal and Psychological Relations	2.32	2.04	2.27
Family Relations	.94	.40	.85
Marriage Relations	1.89	1.30	1.86
Religion and Morals	1.82	1.57	1.78
Adjustment to College	4.39	2.44	4.05
The Future-Vocational and Educational	1.71	1.33	1.65
Curriculum	3.44	2.07	3.21

Table 48 presents the number of problems in the various areas which were considered serious. It can be seen that the average number of serious problems was highest in the area of adjustment to college for undergraduate students. Social and recreational activities as an area received the greatest concern of graduate students.

The average number of serious problems of graduate students was 5.38. The average number of serious problems listed by undergraduate students was 8.32. The average number of serious problems expressed by the total group was 8.03.

TABLE 48

AVERAGE NUMBER OF ITEMS CONSIDERED SERIOUS PROBLEMS IN EACH AREA OF THE CHECK LIST

	Average Number of Problems Circled		
	Under-graduate N-209	Graduate N-42	Total N-251
Health and Physical Development	.68	.21	.60
Finance	1.09	.50	.99
Social and Recreational Activities	1.06	1.11	1.07
Social and Psychological Relations	.36	.28	.35
Personal and Psychological Relations	.66	.54	.64
Family Relations	.33	.16	.30
Marriage Relations	.83	.45	.76
Religion and Morals	.44	.50	.45
Adjustment to College	1.51	.88	1.40
The Future-Vocational and Educational	.57	.30	.52
Curriculum and Teaching	1.04	.40	.93

The number of serious problems of undergraduate students ranged from zero to thirty-five and for graduate students, the range was from zero to twenty-six. Five students indicated that they had no serious problems.

Tables 49 and 50 depict the rank order of problems and serious problems of the group. Table 49 shows that the areas having the greatest number of problems expressed were: (1) adjustment to college, (2) social and recreational activities, (3) finance, and (4) curriculum and teaching. The areas in which the smallest number of problems were expressed were: (1) religion and morals, (2) the future-vocational and educational, (3) social and psychological relations and (4) family relations.

It was found that the rank assigned to each of the areas on the basis of the responses of the group was quite similar for graduate and undergraduate students. No rank difference greater than one existed between the two groups, except in the area of marriage relations. The responses of graduate students caused a rank of five to be assigned to this area. The rank of this area for undergraduates was seven.

The areas which ranked high in terms of number of problems expressed, ranked high in terms of the number of serious problems expressed. Those which ranked low in the first list (Table 49) ranked low in the second list.

TABLE 49

RANKING OF PROBLEM AREAS IN TERMS OF THE NUMBER OF PROBLEMS EXPRESSED BY THE GROUP

Problem Area	Undergraduate Rank	Graduate Rank	Total Rank
Social and Recreational Activities	1	2	1
Adjustment to College Work	2	1	2
Curriculum and Teaching	3	4	3
Finance	4	3	4
Personal and Psychological Relations	5	6	5
Health and Physical Development	6	7	6
Marriage Relations	7	5	7
Religion and Morals	8	9	8
The Future-Vocational and Educational	9	8	9
Social and Psychological Relations	10	10	10
Family Relations	11	11	11

Adjustment to college was the leading area for undergraduates, and social and recreational activities was number one among graduates. Differences between assigned ranks were greater in this listing than in the previous one.

TABLE 50

RANKING OF PROBLEM AREAS IN TERMS OF THE NUMBER OF SERIOUS PROBLEMS EXPRESSED BY THE GROUP

Problem Area	Undergraduate Rank	Graduate Rank	Total Rank
Adjustment to College	1	2	1
Social and Recreational Activities	3	1	2
Finance	2	4	3
Curriculum and Teaching	4	7	4
Marriage Relations	5	6	5
Personal and Psychological Relations	7	3	6
Health and Physical Development	6	10	7
The Future-Vocational and Educational	8	8	8
Religion and Morals	9	4	9
Social and Psychological Relations	10	9	10
Family Relations	11	11	11

Summary

Responses of the subjects to a modified Mooney Problem Check List were summarized. The check list used, categorized problems into eleven areas. Subjects had indicated (1) their problems and (2) their serious problems in these areas.

In reporting, the problem areas were ranked in terms of the number of responses in each area. The ranking of the problem areas by the group follows: (1) Social and recreational activities, (2) Adjustment to college work, (3) Curriculum and teaching, (4) Finance, (5) Personal and psychological relations, (6) Health and physical development, (7) Marriage relations, (8) Religion and morals, (9) The future-vocational and educational, (10) Social and psychological relations, and (11) Family relations. The responses of graduate students and undergraduate students did not differ greatly. Generally speaking the individual items listed frequently by the other.

Problem areas which ranked high in terms of number of problems expressed ranked high in terms of number of serious problems expressed. The converse was also true. It was noted, however, that serious problems are more likely to occur in some of the problem areas.

The number of problems listed by 209 undergraduate subjects ranged from zero to one hundred sixty. Graduate students listed from four to sixty-three problems. Two students stated that they had "no problems."

A majority of the respondees indicated that they felt the check list depicted their problems. Only 8.77 per cent responded to it negatively.

Both graduates and undergraduates indicated a willingness to discuss their problems with university

officials. The graduate students were less willing than the undergraduates.

CHAPTER IV

OPINIONS OF THE SUBJECTS

Introduction

One section of the questionnaire dealt with the students reaction to and use of eleven major services and facilities provided by the University of Oklahoma. The services were: (1) Student Health Service, (2) University Guidance Service, (3) University Employment Service, (4) Sooner City Nursery School, and (5) Student Loan Association. The following were the facilities studied: (1) Niemann Apartments, (2) Parkview Apartments, (3) North Campus Apartments, (4) Logan Apartments, (5) Sooner City single apartments, and (6) Sooner City double apartments. Students listed additional services and facilities which they believed to be necessary.

Other information was sought with regard to the level of living afforded by their income and effect of marriage upon the length of time spent in college. Students also indicated probable financial needs of married couples based upon their own experiences.

Services and Facilities Provided by the University

The Student Health Service provided in-patient

care for students of the University of Oklahoma. No fee is charged the student for this care. Out-patient care is available for students and their families. Drugs and innoculations may be purchased for the family at a reduced rate. Emergency care is provided for either the student or his family when needed.

Vocational, personal, and educational guidance are available to students through the University Guidance Services. Psychiatric assistance may be arranged through cooperation with Central State Hospital, Norman, Oklahoma. Guidance services are available for students only and not their families.

The University Placement Service offers assistance in finding employment to the students and their families. No special fee is charged for this service.

The Student Loan Association administers loans from private and governmental sources. In awarding loans preference is given to upper-classmen with need. Though no preference is given to married students, as such, married students generally receive a sizable share of these loans based on need.

Children of married students may attend Sooner City Nursery School. A fee of $35 per month, per child is charged for those who attend. Children may attend who have not attained kindergarten age providing space is available for them.

Sooner City is a prefabricated village located at the edge of the main campus of the university. There are two types of apartment units in this area. There are seventy-two one-bedroom apartments and two hundred, two-bedroom apartments. The two-bedroom apartments are normally reserved for married students with children. Utilities are furnished without additional cost to those living in these apartments. These apartments may be rented either furnished or unfurnished. Since rental cost is exceptionally low, the rent is the same whether the house is furnished or not.

Niemann Apartments are of frame construction. There are ninety-six of these units, all of which are one-bedroom efficiency apartments for married students with no children.

Eighty-four apartments are available to married students on the north campus of the university. These are barracks type, two and three-bedroom apartments of frame construction.

Parkview apartments are two and three-bedroom, permanent units. There are two hundred forty-four apartments of this type. Tenants of these apartments pay all of the bills except the water bill.

Logan apartments are of brick construction and are located near the campus. These apartments are administered by the University of Oklahoma as scholarship apartments. The amount charged as rent is minimal and is designed to defray the cost of up-keep, utilities, and taxes. These

units are classified as one-bedroom efficiency units.

Table 51 presents data concerning use of the major services and facilities provided by the university. It should be noted that two of the services had been or were being used by more than half of the group studied. The Student Health Service had been used by 72.11 per cent of the group and the University Employment Service had been used by 51.39 per cent of the group.

It should be recognized that migration is reflected in the figures with regard to use of housing. The figures quoted refer to per cent of students who had used or were using the facilities at the time the study was made. Slightly more than twenty per cent of the students studied had lived in more than one of the various types of university housing.

Undergraduate students rated the eleven services and facilities listed on the questionnaire. In eight of the eleven categories, judgments expressed indicated that the services and facilities provided were adequate. More than fifty per cent of the students ranked six of these eight as adequate.

On the other hand, three facilities were rated as inadequate by undergraduate students. These were Sooner City single and double units and North Campus apartments. Each of these three facilities is a type of temporary housing.

TABLE 51

PER CENT OF STUDENTS WHO HAD USED SELECTED SERVICES AND FACILITIES

	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Sooner City Single Units	21.05	23.80	21.51
Sooner City Double Units	22.96	14.28	21.51
Niemann Apartments	19.13	9.52	17.52
Logan Apartments	.95	7.14	1.99
Parkview Apartments	18.18	11.90	17.13
North Campus Apartments	5.74	7.14	5.97
Student Health Service	72.72	67.04	72.11
Guidance Service	20.09	23.80	20.71
Employment Service	51.19	52.38	51.39
Sooner City Nursery	16.26	9.52	15.13
Student Loan Association	25.83	19.04	24.70

TABLE 52

RATING OF SELECTED SERVICES AND FACILITIES BY UNDERGRADUATE STUDENTS

	Adequate Per Cent	Inadequate Per Cent	No Opinion Per Cent
Sooner City Single Units	10.04	70.81	19.13
Sooner City Double Units	33.97	50.23	15.78
Niemann Apartments	65.07	15.31	19.61
Logan Apartments	43.06	7.65	49.28
Parkview Apartments	76.07	.95	22.96
North Campus Apartments	26.31	33.97	39.71
Student Health Service	55.50	32.05	12.44
Guidance Service	43.06	12.44	44.49
Employment Service	61.24	12.91	25.83
Sooner City Nursery	57.41	7.65	34.92
Student Loan Association	53.11	10.52	36.36

The opinions of graduate students did not differ greatly from undergraduates with regard to adequacy of the facilities and services. The services rated as adequate by undergraduates were rated as adequate by graduate students. Those rated as inadequate by undergraduates were rated inadequate by graduates. The major difference between the ratings of the two groups was that graduate students expressed no opinion more frequently, as a group, than did undergraduates.

TABLE 53

RATING OF SELECTED SERVICES AND FACILITIES BY GRADUATE STUDENTS

	Adequate Per Cent	Inadequate Per Cent	No Opinion Per Cent
Sooner City Single Units	9.52	61.90	28.57
Sooner City Double Units	26.19	45.23	28.57
Niemann Apartments	33.33	23.80	42.85
Logan Apartments	19.04	14.28	64.28
Parkview Apartments	45.23	9.52	45.23
North Campus Apartments	11.90	35.71	52.38
Student Health Service	57.14	23.80	19.04
Guidance Service	38.09	14.28	47.61
Employment Service	50.00	16.66	33.33
Sooner City Nursery	38.09	19.04	42.85
Student Loan Association	26.19	11.90	35.71

Table 54 presents the combined ratings of graduate and undergraduate students.

TABLE 54

RATING OF SELECTED SERVICES AND FACILITIES BY GRADUATE AND UNDERGRADUATE STUDENTS

	Adequate Per Cent	Inadequate Per Cent	No Opinion Per Cent
Sooner City Single Units	9.96	69.37	20.71
Sooner City Double Units	32.66	49.40	17.92
Neimann Apartments	59.76	16.73	23.50
Logan Apartments	39.04	8.76	51.79
Parkview Apartments	70.91	2.39	26.69
North Campus Apartments	23.90	34.26	41.83
Student Health Service	55.77	30.67	13.54
Guidance Service	42.23	12.74	45.01
Employment Service	59.36	13.54	27.09
Sooner City Nursery	54.18	9.56	36.25
Student Loan Association	52.98	10.75	36.25

Tables 55 and 56 summarize the responses of undergraduate and graduate students regarding need for additional services and facilities. Fifty per cent of the graduate students and 73.20 per cent of the undergraduates stated that there was a definite need for playground space for the children of married students.

Slightly more than forty-two per cent of the undergraduates expressed opinions of a definite need for facilities for recreational and social activities for married

students. Only 28.57 per cent of the graduate students indicated that such facilities were definitely needed. More than forty-five per cent of the graduate subjects indicated that there was a definite need for marriage counseling although only thirty-two per cent of the undergraduates indicated that such services were definitely needed. Need for a university banking service was the item ranked lowest, in terms of need, by both undergraduate and graduate students.

TABLE 55

OPINIONS OF UNDERGRADUATES WITH REGARD TO NEED FOR CERTAIN FACILITIES AND SERVICES

	Definitely Needed	Desirable But Not Needed	Not Needed	No Opinion
Legal Counseling	21.53	51.19	23.92	3.34
Marriage Counseling	32.05	44.49	20.09	3.34
Facilities for recreational and social activities for married students	42.10	36.84	19.61	1.43
Playground space for children of married students	73.20	19.13	5.26	1.91
University banking service	14.83	35.88	47.36	1.91

TABLE 56

OPINIONS OF GRADUATE STUDENTS WITH REGARD TO NEED FOR CERTAIN FACILITIES AND SERVICES

	Definitely Needed	Desirable But Not Needed	Not Needed	No Opinion
Legal counseling	28.57	47.61	19.04	4.76
Marriage counseling	45.23	38.09	16.66	.00
Facilities for recreational and social activities for married students	28.57	40.47	28.57	2.38
Playground space for children of married students	50.00	33.33	14.28	2.38
University banking service	28.57	28.57	45.23	4.76

The opinions of the subjects of this study with regard to need for certain facilities are summarized in Table 57.

TABLE 57

OPINIONS OF UNDERGRADUATE AND GRADUATE STUDENTS WITH REGARD TO NEED FOR CERTAIN FACILITIES AND SERVICES

	Definitely Needed	Desirable But Not Needed	Not Needed	No Opinion
Legal Counseling	22.70	50.59	23.10	3.58
Marriage Counseling	34.26	43.42	19.59	2.78
Facilities for recreational and social activities for married students	39.84	37.45	21.11	1.59
Playground space for children of married students	69.72	21.51	6.77	1.99
University Banking Service	15.93	34.66	47.01	2.39

The subjects of the study were requested to indicate additional services which they believed to be needed. Many of those things suggested reflect the perennial problems of colleges and universities. The list of suggested services and facilities is contained in Table 58.

TABLE 58

ADDITIONAL SERVICES AND FACILITIES SUGGESTED BY UNDERGRADUATE AND GRADUATE STUDENTS

Facility or Service Suggested	Frequency of Mention		
	Under-graduate	Graduate	Total
More adequate parking facilities	9	2	11
More and better inexpensive housing	6	2	8
Better O. U. bookstore	4	1	5
Higher O. U. wage scale	3	1	4
Better Sooner City traffic control	3	0	3
Health service for dependents	3	0	3
More adequate nursery	3	0	3
More comprehensive employment service	2	0	2
Commissary	2	0	2
Recreational facilities for families	0	2	0
Baby-sitting service	1	0	1
Psychiatric facilities	1	0	1
Housing for those with larger families	1	0	1
Larger kindergarten	1	0	1
Better on-campus traffic system	1	0	1
Employment service for spouses	1	0	1
Career guidance service	1	0	1

TABLE 58 - Continued

Facility or Service Suggested	Frequency of Mention		
	Under-graduate	Graduate	Total
Better University police force	1	0	1
Married student representative council	0	1	1
Central University post office	0	1	1
Evening nursery	0	1	1
Better and cheaper services	0	1	1

Several questions asked of the group required that opinion or judgement of individuals be expressed in answering the questions. The responses of these items are presented in order to identify the opinions of the group with regard to these items. The subjects were asked to check the statement which most nearly depicted their financial situation. Table 59 shows that 5.74 per cent of the undergraduates and 2.38 per cent of the graduates estimated that they had a sub-standard level of living. More than thirty-five per cent of the graduate students stated that they were able to save money but only 14.35 per cent of the undergraduates were able to do so. Almost ninety-five per cent of the total group indicated that they lived above the sub-standard level.

TABLE 59

LEVEL OF LIVING AFFORDED BY THE INCOME OF THE SUBJECTS OF THIS STUDY

Item	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Our income allows us only a sub-standard level of living	5.74	2.38	5.17
Our income allows us to afford only the essentials	39.71	38.09	39.44
Our income allows us a comfortable standard of living	40.19	23.80	37.45
Our income allows us to save money	14.35	35.71	17.92

Students were asked to estimate the amount of income a student couple should have when they marry. Almost ninety-six per cent indicated they believed student couples should have $200 or more. A total of fifty-six per cent of both groups estimated that couples need either $200 or $250.

Table 61 shows that estimates with regard to the amount of savings a student couple should have when they marry varied greatly. Nine per cent of the undergraduate group and 21.42 per cent of the graduate group stated that no savings were needed. Eighty-six per cent estimated that savings of $200 or more were needed.

TABLE 60

ESTIMATED MINIMUM MONTHLY INCOME NEEDED BY STUDENT COUPLES

Amount	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
$100 or less	1.43	.00	1.19
200	30.62	38.09	31.87
250	23.92	23.80	23.90
300	25.83	19.04	24.70
350	7.65	9.52	7.96
400 or more	5.26	4.76	5.17
No answer	.47	.00	.39

TABLE 61

ESTIMATED MINIMUM SAVINGS NEEDED BY STUDENT COUPLES

Amount	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
None	9.56	21.42	11.55
$100	1.43	2.38	1.59
200	13.87	11.90	13.54
500	39.71	52.38	41.83
1000 or more	34.92	11.90	31.07
No answer	.47	.00	.39

On the following two questions subjects had the option of checking any of the items listed or indicating a combination of items. Several listed items in combinations. In order to facilitate reporting and still give appropriate weights to the combination-type answers, a weighting system was devised. Under this system, if a person selected a combination of two responses, one-half point was given to each response. If he listed a combination of three answers, one-third point was given to each response. Responses such as "yes or no" and "under no circumstances" indicated the categorical acceptance or rejection of the question. All other items contain adjusted figures.

Almost forty-four per cent (Table 62) of the group indicated that they believe that married students should accept financial aid from their parents. An additional 47.20 per cent indicated that aid should be accepted under certain listed conditions. Only 8.76 per cent opposed the acceptance of parental aid.

The "other circumstances" listed by the subjects were: "Only if parents are able", "Only in the form of a loan", "The same amount as was provided before marriage", "If couple makes an equal amount."

TABLE 62

EXPRESSED OPINIONS OF THE SUBJECTS OF THIS STUDY WITH REGARD TO ACCEPTANCE OF FINANCIAL ASSISTANCE FROM PARENTS

Response	Under-graduate Per Cent	Graduate Per Cent	Total Per Cent
Yes	44.49	40.47	43.82
Only to help the couple get a start financially	8.13	11.90	8.76
Only in emergencies	33.97	35.71	34.26
Only in other circumstances	5.26	.00	8.76
No	8.13	11.90	8.76

Only 2.78 per cent of the subjects stated that wives should not work outside the home under any circumstances. Thirty-five per cent of the students stated that they approved of the wife working outside the home if her earnings were necessary to supply family essentials. Thirty-two per cent indicated they approved of the wife working outside the home before the arrival of children.

Students were asked to estimate the affect or probable affect of their marriage on the length of time spent in school. Sixty-eight per cent (Table 64) stated that a change in the amount of time was unlikely. Of the remaining subjects, 18.32 per cent estimated that the length of time would be longer and 13.14 per cent predicted that it would take less time to complete school.

TABLE 63

SUBJECTS OPINIONS CONCERNING CIRCUMSTANCES WHICH JUSTIFY THE WIFE WORKING OUTSIDE THE HOME

Response	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
During early marriage before the arrival of children	31.10	38.09	32.27
If wife enjoys other work more	10.04	21.42	11.95
If wife's earnings make greater opportunities possible	16.26	23.80	17.52
If wife's earnings are necessary to supply essentials	39.23	16.66	35.45
Under no circumstances	3.34	.00	2.78

TABLE 64

PROBABLE AFFECT OF MARRIAGE ON LENGTH OF TIME SPENT IN SCHOOL

Response	Undergraduate Per Cent	Graduate Per Cent	Total Per Cent
Change unlikely	69.85	61.90	68.52
Longer time	18.18	19.04	18.32
Shorter time	11.96	19.04	13.14

Summary

The major services and facilities provided by the University of Oklahoma were listed and described in Chapter IV. Student use of these facilities and services, and opinions regarding the adequacy of them was reported. Those facilities most often indicated as adequate were those of a more permanent nature. A majority of those students expressing opinions, expressed the opinion that the services provided were adequate. Agreement between graduate and undergraduate subjects was evident.

Additional services and facilities were suggested by the subjects. A need for playground space for children was in evidence. Other items receiving less support were listed.

Less than five per cent of both groups studied stated that their income allowed a substandard level of living. Fourteen per cent of the undergraduates and thirty-five per cent of the graduates indicated that they were able to save some money while attending school.

Savings and monthly income needed by a student couple were estimated by the subjects. The majority suggested that savings of $200 and income of $200 or $250 were needed by students at the time of marriage.

Few of the subjects stated that financial aid from parents should not be accepted. Forty-four per cent of them stated that such aid should be accepted and an additional

forty-seven per cent suggested conditions under which it should be accepted.

Acceptance of conditions which necessitate the wife working outside the home was evident. Less than three per cent of the subjects opposed outside work by the wife.

Thirty-one per cent of the subjects indicated that the length of time they spent in school would be affected by marriage.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

Introduction

This study was designed to present information with regard to the characteristics, problems, and opinions of married students at the University of Oklahoma.

The survey method of research was used in order to obtain the data. A questionnaire and a problem check list were designed to secure the needed information. These two instruments were sent to randomly selected stratified samples of graduate and undergraduate married students. Two hundred nine (66 per cent) of the three hundred fifteen instruments mailed to undergraduates were completed and returned. Forty-two (75 per cent) of the questionnaires and check lists mailed to graduate students were returned.

Findings of the Study

Characteristics of the Group

The graduate and undergraduate group were alike in some respects. In both groups a majority of the subjects were male, had children, lived in non-university housing, and were residents of Norman for more than ten months per

year. The undergraduate group was primarily non-veteran, advanced in college classification, and made up of students who married while in college. On the other hand, graduate subjects were usually those who had completed a bachelor's degree before marriage, were in their first year of graduate school and were military service veterans.

Relatively few of either group indicated that they had delayed their marriage because of enrollment in school. Slightly less than half of both groups married other students. A lesser number of the spouses continued to attend school after marriage and many of these became part-time students. In comparison with undergraduates, graduate students generally married persons who were further advanced educationally although a majority of the spouses of undergraduate students had more than twelve years of formal schooling.

The children of the students were, for the most part, below the age of six. The majority of these children had been born while one or both of their parents were attending college.

More than half of the fathers and mothers of the subjects of this study had completed twelve years or less of formal education. Most of the subjects' fathers were in occupational groups which would usually be considered as middle class or above.

The sources of income listed most frequently by the subjects of the study in rank order were (1) earnings

of spouse, (2) aid from relatives, (3) students' earnings from part-time jobs, (4) summer earnings, (5) personal savings, and (6) veterans' benefits.

The average monthly income of undergraduate students was about $296.00. The average income of graduate students was $389.00. These figures actually are inflated due to fact that the earnings of several military servicemen on full pay were included. When the income of servicemen was excluded, the average undergraduate received $280 per month and the average graduate $347. The majority of the employed students and their spouses worked for the University of Oklahoma.

Over half of the graduate students received aid from fellowships, scholarships, assistantships and grants. About one-fourth of the undergraduates received aid from such sources.

Problems of the Group

The problems of the group were ascertained by use of a modified form of the Mooney Problem Check List. The form used divided the problems into eleven categories. The eleven problem categories were: (1) Health and Physical Development, (2) Finance, (3) Social and Recreational Activities, (4) Social and Psychological Relations, (5) Personal and Psychological Relations, (6) Family Relations, (7) Marriage Relations, (8) Religion and Morals, (9) Adjustment to College Work, (10) The Future-Vocational Edu-

cational, and (11) Curriculum and Teaching.

The responses to the individual items in the check list were recorded in Chapter III. These responses were reported in terms of items considered problems and items considered serious problems by the subjects of the study.

Areas in which both graduates and undergraduates listed the most problems in rank order were: (1) Social and Recreational Activities, (2) Adjustment to College Work, (3) Curriculum and Teaching, and (4) Finance.

The four problems areas which caused the subjects least concern in rank order were: (8) Religion and Morals, (9) The Future-Vocational and Educational, (10) Social and Psychological Relations, and (11) Family Relations.

The areas which ranked high in terms of the number of problems expressed ranked high in terms of the number of serious problem expressed although the rank order differed slightly. Those areas ranked as low with regard to number of problems expressed were ones which ranked low in terms of serious problems expressed.

Responses of students to questions regarding the adequacy of the check list in depicting their problems indicated that more than ninety per cent of the subjects felt that the check list gave a well-rounded picture of their problems. The group which responded in the negative either gave no reason for their conclusion or stated that the listing might change from time to time.

The attitude of the group toward discussion of their problems with school officials was solicited. Three-fourths of the subjects indicated that they would be willing to discuss their problems. A lesser portion of graduate students expressed this willingness than undergraduate students.

Opinions of the Group

The major facilities and services provided by the University of Oklahoma for married students were described in Chapter IV. Opinions of the subjects of this study were sought with regard to, (1) Adequacy of the services and facilities, (2) Need for additional services and facilities, and (3) Certain other questions in which the opinions of the group might be useful. Other information was sought with regard to use of current facilities and services.

The majority of the housing facilities operated by the University of Oklahoma were rated as adequate. Those which were termed inadequate were those types of housing which were temporary in nature.

Opinions of the subjects with regard to need for additional services and facilities was sought. According to the responses of the group studied, the most needed facility was playground space for the children of married students. Lesser portions of the group indicated that (1) facilities for recreational and social activities and (2) marriage counseling were needed. Other suggestions made

by the group call for services and facilities which might not differ greatly from those which unmarried students might want. Yet some of the suggested services are essentially reflections of the nature of the group.

Less than half of the group studied indicated that their income permitted a limited standard of living. Thirty-five per cent of the graduate students stated that they were able to save money from their income.

Ninety-six per cent of the students studied indicated that student couples should have a minimum income of $200 or more. Savings of $200 or more before marriage were estimated as necessary by a majority of the group.

Most of the students studied favored acceptance of financial aid from parents. Less than ten per cent opposed such aid. Acceptance of conditions which warrant the wife working outside the home seems evident in the opinions of the subjects. Less than three per cent stated that no circumstances would justify this.

About thirty per cent of the group expected that being married would affect the length of time they would spend in school completing their programs. The majority of those affected, indicated that they expected to spend a longer time in school.

Conclusions

1. There were observable differences between the characteristics of the subjects of this study and other

studies of married student groups. Some of these differences might be expected, but others seem to indicate that changes in the nature of such groups might be expected.

2. Many of the problems of this group are those generally associated with early marriage yet others are unique to married students attending college.

3. The majority of the group indicate that although financial problems are felt, others are of greater magnitude.

4. The characteristics, problems, and opinions of graduate and undergraduate subjects of this study are quite similar although slight differences do exist.

5. Evidence of acceptance of the adjustment necessitated by being married while in school is reflected in the expressed opinions of the students.

6. The married student population is becoming less of a veteran population though the relative proportion of married students to the total population is increasing. The financial contribution made by veteran's benefits is still quite substantial. Almost thirty per cent of the subjects received such aid.

7. Though a majority of the married students live in facilities other than those provided by the University of Oklahoma, those facilities which the school provides contribute an essential service to the married student group.

8. Most of the services and facilities for married

students of the University of Oklahoma were considered adequate by the subjects of the study. Those considered inadequate were temporary housing facilities.

9. It seems evident that the nature of the married college student group is quite different from unmarried counterpart.

10. As students stay in school for longer periods of time and especially when their schooling extends into adulthood, it is only natural to assume that a greater portion of the student body will be married.

Recommendations

General Recommendations

1. The married student population of the University of Oklahoma is of sufficient size and nature that it should be considered as a group with distinct problems.

2. The problems of married students are of such a nature that the attitude which the university will assume needs to be carefully defined. Some of these problems are personal in nature. Some, however, could be lessened if the relation of the school to the married student was carefully delineated.

3. Although a paternalistic role on the part of an institution of higher education toward single students might be understandable, it seems that this role would not be justifiable with relation to married students. A willingness

to consult with school officials was reflected by the responses of the married students. This willingness could be used to the mutual advantage of the student and the school if the role of the school in such matters was better understood. A paternalistic role would likely be misunderstood.

4. Continued study of the married student groups is needed. Earlier generalizations concerning the nature of such groups has established a stereotype which portrays an image that is no longer appropriate.

5. One of the most apparent areas of concern in providing for the needs of married students is housing. Past experience has indicated that there has been considerable demand for low cost housing even though that housing was substandard. Measures instituted to provide temporary housing were designed to meet immediate pressing needs. Though the demand for low cost housing still exists, substandard types of housing should be eliminated as soon as possible.

6. Most of the subjects of this study were working parents of pre-school children. The problem of providing care for these children is considerable. Though making suitable arrangements for the solution of this problem lies with the parents, the university could aid them considerably. Expansion of the current nursery school facilities seems essential. The need for additional space and housing

for the nursery school is apparent.

The behavioral sciences might conceivably use the children for observational and experimental purposes if the University decided to provide additional facilities for child care. The limited kindergarten program currently provided might be expanded if an appropriate academic department was made responsible for the operation of this agency. Supplemental funds from outside agencies would likely be available to lessen the costs of such an operation.

7. A need for space and facilities for social and recreational activities was evidenced by the subjects of this study.

8. The feasibility of educative experiences in the areas of family finance, employment, marriage counseling, and child care should be considered. Special classes dealing with these topics have been offered at other institutions with considerable success.

9. It was observed that enrollment in late afternoon and evening courses was favored by married students. This type of scheduling permitted arrangements for child-care to be made with greater ease. The feasibility of scheduling more courses at such times should be investigated.

10. A long range program for married students is needed. Formal policy statements should serve as guide lines for the development of such a program.

Recommendations for Further Study

1. The check-list utilized in this study listed a wide variety of problems in several areas. It seems that one or more of the problem areas might be omitted since some of the problem areas occupied less significance for married students than single persons. Further research could determine if the list could be shortened without lessening its effectiveness.

2. Studies regarding the relationship between the number and type of problems expressed and age, length of marriage, financial status, and other factors could be made.

3. Students' opinions reflected acceptance of the idea of parental aid for married students. What are the attitudes of parents toward giving such aid?

4. What will be the likely affect of withdrawal of considerable veterans benefits upon student marriages and upon colleges?

5. Findings suggest that difference between level of educational attainment of the student and his spouse may contribute to marital problems. Do such differences contribute to a lack of success in marriage?

BIBLIOGRAPHY

Anson, Ester. "Spartan Wives - The Development of an Educational Program for the Wives and Children of Students at Michigan State College," Unpublished Ed. D. Dissertation, Columbia University, 1955.

Armsby, Henry H. "Graduate Student Enrollments, Fellowships, and Assistantships," Higher Education, XII (October, 1955), pp. 58-59.

Barrows, Leland. "Hurry-up Housing," College and University Business, II (February, 1947), p. 4.

Bowers, George B. "Housing for Married Students," Unpublished Ed. D. Dissertation, Columbia University, 1952.

Burgess, Ernest V., and Locke, Harvey J. The Family. New York: American Book Company, 1953.

Chandler, John R. Successful Adjustment in College. Englewood Cliffs, N. J.: Prentice-Hall Inc., 1951.

Christensen, Harold T., and Philbrick, Robert E. "Family Size as a Factor in the Marital Adjustments of College Students," American Sociological Review, XVII (June, 1952), pp. 306-312.

Decker, George C. and Rork, John B. "The College Housing Situation," XI (January, 1955), p. 64.

Deutsch, Monroe E. The College From Within. Los Angeles: University of California Press, 1952.

Entwistle, H. G. "Problems of Male, White, Veterans of River Road Dormitories," Unpublished Master's thesis, Ohio State University, 1948.

"Exploratory Research on Student's Problems," Journal of Educational Research, XXXVII (November, 1943), pp. 218-224.

_____. Graduate Student Enrollment and Support in American Universities and Colleges. Washington: United States Government Printing Office, 1957.

Hardee, Melvene D. The Faculty in College Counseling. New York: McGraw-Hill Book Company, 1959.

Hollis, Ernest V. Toward Improving Ph. D. Programs. Washington: American Council on Education, 1945.

Jones, Ester L., and Smith, Margaret R. Student Personnel Work as Deeper Teaching. New York: Harper and Brothers, 1954.

Landis, Judson T., "On the Campus," Survey Midmonthly, LXXXIV (January, 1948), pp. 17-19.

Landis, Judson T., and Landis, Mary G. Building a Successful Marriage. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1953.

Ogburn, W. F., and Nimkoff, M. F. Technology and the Changing Family. Cambridge, Mass.: The Riverside Press, 1955.

"Personal Problems of Freshmen Girls," Journal of Higher Education, XIV (October, 1943), pp. 84-90.

Poffenberger, Shirley, Poffenberger, Thomas, and Landis, Judson T. "Intent Toward Conception and the Pregnancy Experience," American Sociological Review, XVII (October, 1952), pp. 616-620.

Riemer, Svend. "Marriage on the Campus of the University of Washington," American Sociological Review, VII (December, 1942), pp. 802-815.

_____. "Married Students Are Good Students," Marriage and Family Living, IX (February, 1947), pp. 11-12.

Rogers, Everett M. "The Effect of Campus Marriage on Participation in College Life," College and University, XXXIII (Winter, 1958), pp. 193-199.

Rosenhaupt, Hans. Graduate Students-Experience at Columbia University. New York: Columbia University Press, 1958.

Sorman, John L. "The Housing of Married Students," Unpublished Ed. D. Dissertation, Columbia University, 1956.

_____. Statistical Abstract of the United States. Washington: United States Government Printing Office, 1953.

Strain, Frances B. Marriage Is for Two. New York: Longmans, Green and Company, 1955.

_____. Student Personnel Work. Washington: American Council on Education, 1950.

The Council of State Governments. Higher Education in the Forty-Eight States. Chicago: The Council, 1950.

Thompson, Samuel E. "The Place of Housing in the Student Personnel Program for Institutions of Higher Learning," Unpublished Ed. D. dissertation, University of Illinois, 1948.

Van Alstine, F. L. "Relation Between Housing and Scholarship," Journal of Higher Education, XIII (March, 1942), pp. 158-159.

Wren, Charles G. and Bell, Reginald. Student Personnel Problems. New York: Farrar and Rinehart, Inc., 1942.

APPENDIX A

THE PSYCHOLOGICAL CORPORATION

304 EAST 45TH STREET

NEW YORK 17 N Y

March 31, 1960

Mr. Richard Murray
W. W. C., Box 4332
Norman, Oklahoma

Dear Mr. Murray:

Dr. Mooney has sent on to me your letter of March 23 for my reaction.

My first reaction is that there certainly is a large number of special groups for whom a general instrument may not be applicable in detail, but I dread the thought that for every such specialized group someone is going to make and bring to some level of refinement a particular list. You may not know it, but Dr. Mooney at one time had some other problem check lists for quite a variety of special groups, including nurses, rural youngsters, etc. From a publisher's point of view the multiplication of specialized editions becomes both a technical and a financial headache, as you can well understand. Nevertheless we do feel that your research should be undertaken on the problems which are involved, and for that reason permission is granted to you to undertake modifications of the College and Adult forms of the MPCL for your research as outlined in your letter.

It is important that your experimental edition have on it a citation as follows:

> Reproduced by permission for experimental purposes. Copyright 1950, The Psychological Corporation, New York, New York. All rights reserved.

Full references should be included in any writing you do.

Please send us two copies of your modified research version.

One matter I am concerned about is that you state at the top of page 2 of your letter that you will be able to evaluate whether the College or Adult form of the check list seems adequate. Yet, in the page preceding I did not see that your design called for trying out your modified version along with the two regular editions. Maybe you have such plan in your design, but since I did not quite see the connection in these two successive paragraphs, I thought I would raise the question. Incidentally, Dr. Mooney has experimented in many ways with the MPCL and I am certain that if you submit some of your problems of experimental design to him he will be happy to advise you although, of course, he cannot take the responsibility that properly resides in your doctoral adviser.

Best wishes to you and I do hope we can see your research results very soon.

Sincerely yours,

Harold Seashore
Director, Test Division

HS:mj

cc Dr. Ross L. Mooney

APPENDIX B

RICHARD MURRAY
ROOM 221
COLLEGE OF EDUCATION BUILDING
UNIVERSITY OF OKLAHOMA
NORMAN, OKLAHOMA

Dear fellow student:

During the past several years there have been many changes in the composition of the student population of colleges and universities in this country. One of the greatest observable changes has been the number of married students who are seeking collegiate training.

I am undertaking a study of the married student population of the University of Oklahoma. The purpose of my study is to ascertain the problems which face married students and to determine the general characteristics of this group.

You are requested to respond to two instruments which accompany this letter. One is a questionnaire and the other a problem check list. These instruments have been sent to a selected group of married students.

I know that the time of a married student is usually limited. However, I feel that the findings of this study will be valuable to you and to married students who attend this institution in the future. The Office of Student Affairs has approved the undertaking of this study.

Would you please supply the requested information and return it to me in the envelope which accompanies this letter? Individual returns will be treated confidentially.

Your prompt response will be appreciated. Thank you for your co-operation.

Sincerely yours,

Richard Murray

QUESTIONNAIRE

1. Age_____ 2. Sex: Male_____ Female_____.

3. Classification
   _____Freshman
   _____Sophomore
   _____Junior
   _____Senior
   _____1st year Grad.
   _____2nd year Grad.
   _____3rd year Grad.

4. Where do you reside? (Please check one)
   _____Sooner City
   _____Neiman Apartments
   _____Parkview Apartments
   _____Rented apartment in Norman
   _____Rented house in Norman
   _____With relatives in Norman
   _____In my own home in Norman

5. How many months each year do you ordinarily reside in Norman?
   _____9 months _____11 months
   _____10 months _____12 months

6. When did you marry? (Please check one)
   _____While in high school
   _____Between high school and undergraduate school
   _____In undergraduate school
   _____Between undergraduate school and graduate school
   _____In graduate school

7. Did your enrollment in school cause you to delay your marriage? _____Yes _____No.

8. Was your spouse a student when you married?
   _____Yes _____No.

9. Is your spouse attending school now?
   _____Yes _____No. _____Full time _____Part time.

10. How many years of schooling has your spouse completed?

Grades	High School	College	Graduate Work
6 7 8	1 2 3 4	1 2 3 4	1 2 3 4

Other _____
(Please specify)

11. How long have you been married?
    _____Years and _____ Months.

12. Do you have any children?
    _____Yes _____No _____Expecting a child.

13. If you have children, what are their ages?
    _____Less than a year _____1 year
    _____2 years _____3 years _____4 years
    _____5 years _____6 years or more.

14. Have any of your children been born while you have been enrolled in college? _____Yes _____No.

15. Father's education: (Draw a circle around the number which represents the highest year in school which your father completed.)

Grades	High School	College	Graduate Work
6 7 8	1 2 3 4	1 2 3 4	1 2 3 4

Other _____
(Please specify)

16. Father's occupation:

_____
(Please be specific, i. e., farmer, doctor, teacher, etc.)

17. Mother's education: (Draw a circle around the number which represents the highest year in school which your mother completed.)

Grades	High School	College	Graduate Work
6 7 8	1 2 3 4	1 2 3 4	1 2 3 4

Other _____
(Please specify)

18. Mother's occupation:

_____
(Please be specific, i. e., housewife, secretary, teacher)

19. How do you finance your program?
    Listed below are several sources from which you might receive income. You are asked to rank ALL of the sources from which you receive support. Thus if "Personal savings" is your primary source of support, place a (1) in the blank to the left of "Personal savings." Please rank ALL sources from which you receive support in terms of the amount contributed by each source.
    _____Veteran's benefits
    _____Loan
    _____Earnings of my spouse
    _____Personal savings
    _____Summer earnings
    _____Aid from relatives
    _____Scholarship
    _____Fellowship
    _____Grant
    _____Research Assistantship
    _____Graduate Assistantship
    _____My own earnings from a part time job

20. If you receive income from a scholarship, fellowship, grant, research assistantship, graduate assistantship, or student loan, please indicate the individual, group, or company which sponsors the aid.

_____
(Please be specific, i. e., Fed. Gov't., Univ. of Okla.)

21. What is the amount that you receive from the above source per academic year? $_____.

22. If you receive a form of financial support which requires your personal services and time, does your employment relate to your major field of study?
    _____Is directly related _____Is indirectly related
    _____Is not related _____Question does not apply to me

23. How much is the average income of you and your spouse PER MONTH, from all sources? Please make as accurate an estimate as is possible.
    Our approximate average monthly income during the school year is $_____.

24. If your spouse is employed outside the home by whom is he or she employed? (Check the items which apply.)
    _____By the University of Oklahoma
    _____By a Norman business firm
    _____In a professional capacity in Norman
    _____Outside of Norman
    Employed by _____
    (Please Specify)
    Location _____
    (City or town)

25. If you are employed outside the home, by whom are you employed?
    _____By the University of Oklahoma
    _____By a Norman business firm
    _____In a professional capacity in Norman
    _____Outside of Norman
    Employed by _____
    (Please specify)
    Location _____
    (City or town)

26. Approximately how many hours per week do you spend:
    _____In a class as a student?
    _____In study or preparation for classes?
    _____On your job?

27. Please check the state which most nearly depicts your financial situation. (Check one)
    _____Our income allows us only a sub-standard level of living.
    _____Our income allows us to afford only the essentials.
    _____Our income allows us a comfortable standard of living.
    _____Our income allows us to save some money.

28. Approximately what minimum monthly income would you estimate that a student couple should have when they marry?

_____$100 or less _____$150 _____$200 _____$250

_____$300 _____$350 _____$400 or more.

29. What savings do you feel that a student couple should have when they marry? _____None _____$100

_____$200 _____$500 _____$1000 or more.

30. Do you think that it is desirable for parents to give their children financial assistance if they marry while in college? (Check any of the following you approve.)

_____Yes

_____No

_____Only to help the couple get a start financially

_____Only in emergencies such as illness, loss of job or income, etc.

_____Only in other circumstances such as _____

_____

31. Under what conditions should married women work outside the home? (Check any of the following you approve.)

_____During early marriage before the arrival of children

_____If wife enjoys other work more

_____If her earnings make possible opportunities for the family which they could otherwise not have

_____If wife's earnings are necessary to supply family essentials

_____Under no circumstances

32. Has the fact that you are married caused or is it likely to cause any change in the length of time you will spend working toward your degree?

_____A change in the amount of time is not likely

_____The time spent will be lengthened

_____The time spent will be shortened

33. The following list contains services and facilities which married students may use at the University. You are asked to respond in two ways to each service or facility. First, you are asked to check whether you feel that the service or facility is "Adequate" or "Inadequate" to meet your needs as a married student. Second, you are asked to check one of the two columns under "Have used the service or facility" or "Have not used the service or facility."

SERVICE OR FACILITY	ADEQUATE	INADEQUATE	HAVE USED THE SERVICE OR FACILITY	HAVE NOT USED THE SERVICE OR FACILITY
Sooner City— Single Units				
Sooner City— Double Units				
Niemann Apartments				
Logan Apartments				
Parkview Apartments				
North Campus Apartments				
Student Health Service				
University Guidance Service				
University Employment Service				
Sooner City Nursery School				
Student Loan Association				

34. The following services are not provided by the University. You are asked to respond to each of the items by checking one of the three columns provided. If you feel that a listed service is "Definitely needed" place a check in the column opposite that item. If you feel that a listed service would be "Desirable but not needed" check that column. If you feel that a service is "Not needed" check that column. Please check in terms of what you feel with regard to each item. You may add additional items at the bottom of the list.

SERVICE OR FACILITY	DEFINITELY NEEDED	DESIRABLE BUT NOT NEEDED	NOT NEEDED
Legal counseling			
Marriage counseling			
Facilities for recreational and social activities for married students			
Playground space for children of married students			
University banking service			
Please list any other services and facilities which you feel might be needed			

PROBLEM CHECK LIST *

DIRECTIONS

This is not a test. It is a list of troublesome problems which often face married students in college — problems of health, money, social life, relations with people, religion, studying, selecting courses, and the like. You are to go through the list, pick out the particular problems which are of concern to you, indicate those which are of most concern, and respond to two questions at the end of the list. More specifically you should take these three steps.

FIRST STEP: Read the list slowly, pause at each item, and if it suggests something which is troubling you, **underline** it, thus "27. Member of my family in poor health." Go through the whole list, underlining the items which s u g g e s t troubles (difficulties, worries) of concern to you.

SECOND STEP: After completing the first step, look back over the items you have underlined and **circle the numbers** in front of the items which are of **most concern** to you, thus, "27. Sickness in the family."

THIRD STEP: After completing the first and second steps, answer the summarizing questions on page 4.

* A modified version of the Mooney Problem Check List, College and Adult Forms. Reproduced by permission for experimental purposes. Copyright 1950, The Psychological Corporation, New York, New York. All rights reserved.

First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

1. Too much overweight or underweight
2. Frequent nose or sinus troubles
3. Allergies (asthma, hayfever, hives, etc.)
4. Having trouble with my eyes
5. Having considerable trouble with my teeth

6. Living in an undesirable location
7. Transportation or commuting problems
8. Lacking privacy in my living quarters
9. Poor living conditions
10. Needing financial assistance

11. Wanting worthwhile discussions with people
12. Wanting to improve my mind
13. Wanting to improve my appearance
14. Wanting to improve my manners or etiquette
15. Having trouble understanding what I read

16. Lacking leadership ability
17. Finding it hard to talk before a group
18. Wanting a more pleasing personality
19. Awkward in meeting people
20. Speaking or acting without thinking

21. Lacking self-confidence
22. Not really being smart enough
23. Worrying how I impress people
24. Taking things too seriously
25. Daydreaming

26. Being away from my parents too much
27. Member of my family in poor health
28. Member of my family working too hard
29. Worried about a member of my family
30. Drinking by a member of my family

31. Being away from my mate too much
32. Having clashes of opinion with my mate
33. Mate sacrificing too much for me
34. Mate having a hard time of it
35. Home untidy and ill kept

36. Not going to church often enough
37. Dissatisfied with church services
38. Having beliefs that differ from my church
39. Losing my earlier religious faith
40. Missing spiritual elements in college life

41. Not knowing how to study effectively
42. Easily distracted from my work
43. Not planning my work ahead
44. Having a poor background for some subjects
45. Inadequate high school training

46. Restless at delay in starting life work
47. Doubting wisdom of my vocational choice
48. Family opposing my choice of vocation
49. Purpose in going to college not clear
50. Doubting the value of a college degree

51. Hard to study in living quarters
52. Teachers too hard to understand
53. Textbooks too hard to understand
54. Difficulty in getting required books
55. Not having a good college adviser

56. Occasionally feeling faint or dizzy
57. Occasional pressure or pain in my head
58. Not getting enough rest or sleep
59. Poor complexion or skin trouble
60. Poor posture

61. Can't seem to make ends meet
62. Not having enough money for necessities
63. Not having a systematic savings plan
64. Buying too much on the installment plan
65. Having to spend all my savings

66. Little chance to enjoy art or music
67. Little opportunity to enjoy nature
68. Not having enough time for recreation
69. Wanting very much to travel
70. Wanting to improve myself culturally

71. Being rude or tactless
72. Being stubborn or obstinate
73. Sometimes acting childish or immature
74. Being disliked by someone
75. Being treated unfairly by others

76. Mind constantly wandering
77. Constantly worrying
78. Too easily moved to tears
79. Too nervous or high strung
80. Unable to express myself well in words

81. Feeling rejected by my family
82. Wanting love and affection
83. Being an only child
84. Mother or father not living
85. Parents separated or divorced

86. Educational level different from my mate's
87. Trying to combine marriage and school
88. Trying to combine parenthood and school
89. Having different interests from my mate
90. Needing advice about a marriage problem

91. Troubled by lack of religion in others
92. Affected by racial or religious prejudice
93. Married to someone of a different race or religion
94. Sometimes lying without meaning to
95. Pretending to be something I'm not

96. Having too many outside interests
97. Not spending enough time in study
98. Trouble organizing term papers
99. Trouble in note taking
100. Trouble with oral reports

101. Wondering if I'll be successful in life
102. Needing to plan ahead for the future
103. Not knowing what I really want
104. Deciding whether to leave college for a job
105. Doubting if I can get a job in my chosen vocation

106. Not enough chances to talk to teachers
107. Teachers lacking interest in students
108. Teachers lacking personality
109. Some courses poorly organized
110. Courses too unrelated to each other

111. Feeling hurt or tire easily
112. Menstrual or female disorders
113. Kidney or bladder trouble
114. Muscular aches and pains
115. High blood pressure

116. Financially unable to have children
117. Needing a job
118. Disliking financial dependence on others
119. Not enough money for medical expenses
120. Too little money for recreation

121. Needing a vacation
122. Not being as efficient as I would like
123. Not using my leisure time well
124. Being alone too much
125. Needing more exercise

126. Suffer from racial or religious prejudice
127. Feelings too easily hurt
128. Feeling that I am a failure
129. Being influenced too easily by others
130. Feeling ill at ease with other people

131. Feeling inferior
132. Not reaching the goal I've set for myself
133. Having difficulty in making decisions
134. Being lazy
135. Sometimes lying without meaning to

136. Parents sacrificing too much for me
137. Parents having a hard time of it
138. Not seeing parents often enough
139. Having too many decisions made for me
140. Educational level different from my family's

141. Needing advice about raising children
142. Wanting to have a child
143. Being criticized by my mate
144. Not telling mate everything
145. Mate expecting too much of me

146. Having a certain bad habit
147. Differing from my family in religious beliefs
148. Don't know what to believe about God
149. Wanting to understand more about the Bible
150. Wanting to feel close to God

151. Worrying about examinations
152. Slow with theories and abstractions
153. Weak in logical reasoning
154. Fearing failure in college
155. Forgetting things I've learned in school

156. Wanting advice on next steps after college
157. Choosing best courses to prepare for a job
158. Unable to enter desired vocation
159. Wanting to change to another college
160. Wanting part-time experience in my field

161. Unable to take courses I want
162. Forced to take courses I don't like
163. College too indifferent to student needs
164. Dull classes
165. Too many poor teachers

166. Needing an operation or medical treatment
167. Feeling tired much of the time
168. Not getting enough exercise
169. Frequent headaches
170. Trouble with digestion or elimination

171. No steady income
172. Too little money for clothes
173. Managing my finances poorly
174. Family worried about finances
175. Going into debt for college expenses

176. Needing more outdoor air and sunshine
177. Wanting to read worthwhile books more
178. Not entertaining often enough
179. Spending too many evenings at home
180. Not having a well-rounded life

181. Disliking certain persons
182. People finding fault with me
183. Missing someone back home
184. Hurting other people's feelings
185. Too self-centered

186. Bothered by thoughts running through my head
187. Giving in to temptation
188. Worrying about unimportant things
189. Nervousness
190. Getting excited too easily

191. Wishing I had a different family background
192. Sickness in the famiy
193. Mate's parents
194. My parents
195. Not telling parents everything

196. Carrying heavy home responsibilities
197. Deciding whether I'm really in love
198. Caring for more than one person
199. Being too easily aroused sexually
200. Afraid of the responsibilities of marriage

201. Confused in some of my religious beliefs
202. Confused on some moral questions
203. Sometimes not as honest as I should be
204. Can't forget some mistakes I've made
205. Giving into temptations

206. Weak in writing
207. Weak in spelling or grammar
208. Slow in reading
209. Unable to concentrate well
210. Unable to express myself well in words

211. Doubting college prepares me for working
212. Wondering whether further education is worthwhile
213. Not knowing where I belong in the world
214. Needing to decide on an occupation
215. Needing information about occupations

216. Classes too large
217. Not enough class discussion
218. Too much work required in some courses
219. Teachers too theoretical
220. Grades unfair as measures of ability

221. Not as strong and healthy as I should be
222. Gradually losing weight
223. Not getting enough outdoor air and sunshine
224. Trouble with my hearing
225. Needing medical advice

226. Going through school on too little money
227. Needing money for graduate training
228. Too many financial problems
229. Having no place to entertain friends
230. Doing more outside work than is good for me

231. Too little time to myself
232. Too little chance to pursue a hobby
233. Too little chance to read what I like
234. Too little chance to do what I want to do
235. Too little social life

236. Moodiness, "Having the blues"
237. Losing my temper
238. Not taking things seriously enough
239. Too many personal problems
240. Can't forget an unpleasant experience

241. Finding it difficult to relax
242. Forgetting things
243. Afraid of making mistakes
244. Can't make up my mind about things
245. Tending to exaggerate too much

246. Irritated by habits of a member of my family
247. Parents expecting too much of me
248. Living at home, or too close to home
249. Relatives interfering with family affairs
250. Married to someone my family won't accept

251. No suitable place for children to play
252. Wife forced to work outside of the home
253. My mate
254. Wondering if my marriage will succeed
255. Sexual needs differ from mate's

256. Lacking self-control
257. Doubting the existence of God
258. Wondering if there is a life after death
259. Upset by argument about religion
260. Differing with my husband or wife over religion

261. Vocabulary too limited
262. Afraid to speak up in class discussions
263. Poor memory
264. Slow in mathematics
265. Needing a vacation from school

266. Needing to know my vocational abilities
267. Not knowing how to look for a job
268. Not reaching the goal I've set for myself
269. Wanting to quit college
270. Lacking necessary experience for a job

271. Unfair tests
272. Campus activities poorly co-ordinated
273. Campus lacking in school spirit
274. Campus lacking in recreational spirit
275. Not knowing what is expected by teachers

Total . . .

	Cir.	Tot.
HPD		
F		
SRA		
SPR		
PPR		
FR		
MR		
RM		
ACW		
FVE		
CT		

Second Step: Look back over the items you have underlined and circle the numbers in front of the problems which are troubling you most.

Third Step: Next page.

Third step: Answer the following questions.

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems? _____Yes _____No. If any additional items or explanations are desired, please indicate them here.

2. If the opportunity were offered, would you like to talk over any of these problems with someone on the university staff. _____Yes _____No.