1974

An investigation into perception of the college environment and personality of occupants of various residence halls

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AN INVESTIGATION INTO PERCEPTION OF THE COLLEGE ENVIRONMENT AND PERSONALITY OF THE OCCUPANTS OF VARIOUS RESIDENCE HALLS

A Dissertation
Presented to the
Faculty of the School of Education
College of William and Mary in Virginia

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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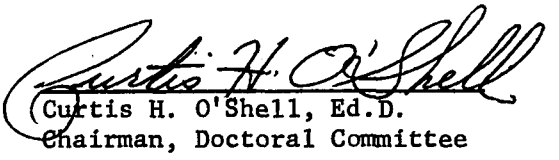
by
Charles L. Beale
June, 1974

APPROVAL SHEET

We the undersigned do certify that we have read this dissertation and that in our individual opinions it is acceptable in both scope and quality as a dissertation for the degree of Doctor of Education

Accepted June 1974 by



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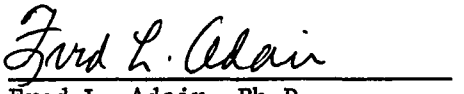

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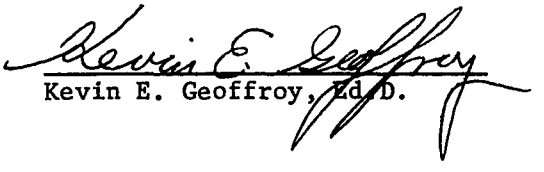

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AN INVESTIGATION INTO PERCEPTION OF THE COLLEGE ENVIRONMENT AND PERSONALITY OF THE OCCUPANTS OF VARIOUS RESIDENCE HALLS

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Purpose

The purpose of the study was to determine if occupants of various residence halls differ in perception of the college environment and personality, if there is a relationship between perception and personality, and if it is possible to develop a scale from the Omnibus Personality Inventory that would distinguish between students most and least satisfied with the college environment. Four major hypotheses were tested.

Procedure

Subjects were students living in fraternity and sorority houses, an academic program house, language houses, a traditional men's residence, and a traditional women's residence. A random selection of 40 students was made. Students were given the College and University Environment Scales (CUES) and the Omnibus Personality Inventory (OPI). In each group 35 completed questionnaires were returned for an 87.5% return. The statistical analysis included analysis of variance, t-test, Pearson product-moment coefficient of correlation, and an item analysis of the OPI.

Results

The following significant differences on CUES scales were found. On the Community scale, sorority occupants scored higher than fraternity men and traditional men and women residents. Sorority women scored higher than fraternity and traditional women residents on the Awareness scale and scored higher than traditional men and women residents on the Campus Morale scale. On the Propriety scale, academic program house students scored higher than fraternity, sorority, and traditional women residents. Academic program house students scored higher than fraternity and traditional women residents on the Quality of Teaching scale. On the Practicality scale, fraternity men scored higher than academic program house residents and traditional women residents. On the Scholarship scale, traditional women occupants scored higher than fraternity occupants. The findings indicate there is a similar, but not identical, perception of the college environment by occupants of various residential situations.

The correlations between CUES and OPI scales seems to indicate that there is not a very strong relationship between the two.

The following significant differences on OPI scales were found. On the TI scale, academic program house students scored higher than fraternity, sorority, and traditional men and traditional women residents. On the TO scale, sorority women scored lower than all other groups. Academic program house residents, on TO, scored higher than traditional women and fraternity men. On the Es scale, fraternity men scored lower than all other groups. Language house and academic program house students scored higher on the Co scale than fraternity, sorority, and traditional women residents. On the Au scale, language house and academic program house residents scored higher than sorority and traditional men residents. On the IDC, fraternity and sorority residents scored higher than language house, academic program house, and traditional men residents. The findings indicate students living in various residential situations do differ significantly in personality.

The item analysis of the OPI resulted in identification of 29 items included on the College Satisfaction Scale that distinguished between students most satisfied and least satisfied with the college environment.

Acknowledgments

The support of W. Samuel Sadler, Dean of Students and Morris G. Wray, Associate Dean of Students for Residence Hall Life at the College of William and Mary, is greatly appreciated. Without the cooperation of the 210 students who took the time to complete the questionnaires, this study would have been impossible.

I am indebted to committee chairman and advisor, Dr. Curtis H. O'Shell, and committee members, Dr. Fred L. Adair and Dr. Kevin E. Geoffroy, for their guidance and assistance in this research project.

The encouragement to continue my studies and this research project came from the understanding and support of family members, of my wife, Mary Anne, and of my daughter, Anne Elizabeth. Their contribution is inestimable.

Table of Contents

Appendices Page

List of Tables

AN INVESTIGATION INTO PERCEPTION OF THE COLLEGE ENVIRONMENT AND PERSONALITY OF THE OCCUPANTS OF VARIOUS RESIDENCE HALLS

Chapter 1

Introduction

> In . . . America . . . the place in which the student lives during his academic course has been seen as a factor of great importance in understanding the pattern of student life and the individual's behavior and attitudes. Designed to be a microcosm of the wider and necessarily more formal and impersonal world of the institution of the university or college itself, the residential setting is the context in which the student learns to balance personal needs and group demands, where he integrates his public and private worlds, and where he is initiated into ways of thinking and behaving that have important psychological, social, and educational consequences [Brother & Hatch, 1971, p. 9].

Historical Background

The present-day situation in student residential housing is a reflection of the evolution of the resident college concept. Various writers (James, 1917; Cowley, 1934; Butts, 1937; and Shay, 1964) have contributed to the literature regarding this concept. During the Middle Ages a large influx of students to the various centers of learning created a serious housing problem. Bologna, in 1262, had 10,000 students; Oxford, in 1257, had 3,000 students; and Paris, about the same time, had 30,000 students. Students lived in tents, in garrets, and boarded with townspeople. Out of the chaos caused by the tremendous number of students came a housing plan that has continued at Oxford and Cambridge (Cowley, 1934a).

Students themselves established and organized independent self-governing houses called hostels at Bologna, paedagogies at Paris, and halls and colleges at Oxford. On the continent the residential system whereby the university built and ran the dormitory was short-lived and was abandoned during the Reformation and the French Revolution for the boarding house system still in existence today. In England, over a period of two centuries, the universities gradually gained control and authority over the halls which were initially established by the students. From that time on they assumed the responsibility for building and maintaining the facilities to house students.

The colonial college in America followed the pattern of the English universities and began with the idea of providing housing for students. The young age (14 to 15 years) of the entering student also influenced the decision to provide housing. James (1917), describing the conditions students were exposed to, said students,

> should be subject to the severe discipline of the university. That was a time when freshmen were regularly flogged for failing to recite their lessons well. Discipline meant something in those days. Living in the college building had a real content which to a large extent we have lost . . . [p. 102].

Cowley points out a major philosophical difference between residential housing in English universities and in American colleges. The English residential colleges were considered to be educational endeavors where students and faculty came together for academic, intellectual, and social intercourse. American dormitories during the 1800s were no more

than places to sleep and eat, where students literally battled with the faculty member living in the dormitory. Cornell's President Andrew White, describing his experience at Hobart wrote,

> It was my experience to behold a professor, an excellent clergyman, seeking to quell a hideous riot in a student's room, buried under a heap of carpets, mattresses, counterpanes, and blankets; to see another clerical professor forced to retire through the panel of a door under a shower of lexicons, boots, and brushes, and to see even the president himself, on one occasion, obliged to leave his lecture-room by a ladder from a window, and on another, kept at bay by a shower of beer bottles [Cowley, 1934a, p. 708].

The fact that White did not approve of providing dormitories is emphasized when he said,

> No private citizen who lets rooms in his own house to four or six students would tolerate for an hour the anarchy which most tutors in charge of college dormitories are compelled to overlook [Shay, 1964, p. 181].

It was during the colonial period that the first greek-letter fraternity was founded. Phi Beta Kappa, preceded by a secret society called the Flat Hat, came into existence at the College of William and Mary in 1776. Phi Beta Kappa is considered to be the common ancestor of hundreds of other student greek-letter societies in the United States (Johnson, 1972). Fraternities first began to develop chapter houses providing living accommodations in 1873 when the Zeta Psi Society

at the University of California rented the Berkeley Farm House. Johnson (1973) says that fraternities started to provide housing as a result of the void created by the movement by Tappan at Michigan and Barnard at Wisconsin to end the dormitory system. By 1883, 30 chapters owned their living facilities, and by 1920, 744 owned their houses. Robson (1963) reports that fraternity houses provided the only group living quarters for men until recent times. The first sorority to provide housing for its members was Alpha Phi at Syracuse in 1889.

In England the halls became a stimulating educational environment, and in America they became a source of disciplinary problems. Because of abuse and problems and because of the German influence on American education, it appeared that the dormitory systems of housing students by the colleges and universities was going to die during the latter half of the nineteenth century. The University of Michigan and Harvard University,

> the most influential state university and the most renowned private university in the United States ignored dormitories during their rapid expansion in the latter portion of the nineteenth century [Shay, 1964, p. 182].

Though it appeared the dormitory system was about to die, several events brought about a revival of interest and activity in college-owned student housing. Harper became President of the University of Chicago and worked vigorously for the establishment of student dormitories; Wilson, as the President of Princeton, formulated the Quad Plan and his efforts again brought to focus the importance of the residential

system; and Lowell, as President of Harvard, fought and ultimately won the decisive battle to reestablish college residences in American higher education.

As one traces the evolution of residential concept in American higher education, the influences of the housing philosophies of two major countries can be seen in the formulation of the American philosophy. The British philosophy made the residence hall an integral part of the students' formal and informal education. The German philosophy did not allow for interaction between students and faculty outside of the classroom. From these two points of view came what Cowley (1934b) calls the American Compromise which,

> gives students body shelter (sometimes only a small fraction of the total enrolment [sic]) and varying degrees of social education, but as yet remains considerably apart from the curricular life of the campus [p. 764].

The policies and decisions made by colleges and universities since the colonial period reflect the changing attitude of American educators regarding the place of college-owned and operated student housing in American higher education. This attitude changed from an acceptance of the British principle during the colonial period, to an almost total rejection of the principle, and then to an acceptance, "of the values of and need for some sort of college-sponsored programs for housing students . . . . [Shay, 1964, p. 176]" as the twentieth century began.

Contemporary Perspective

Felsted (1949) presented an early challenge to student personnel workers to integrate the student housing function within the total structure of personnel services and institutional objectives. In order for this to occur, he states there must be a program which focuses on personality development and adjustment, a plan for group work and individual counseling within the dormitory by a qualified, trained, resident counselor, and effective communication between resident counselors, faculty, and the counseling center staff.

Shaffer and Ferber (1965) conducted an extensive study of the residential college concept. They emphasized that, "It is apparent that residential facilities for students possess unrealized potential for enriching the students' educational experiences [p. 1]." But they also stress, "The potential of student housing has not been realized because of a long-standing failure to view residence halls as an integral part of the educational process [p. 3]." They enumerate several reasons why improving the quality of student housing presents an arduous and special challenge to administrators, faculty, and counselors. Residence halls require an effective working relationship among many facets of the campus from admissions officers, parents, counselors, student leaders, and professors to the business and alumni office. Also, residence halls are a setting in which students' intellectual and personal development can be expressed in his aspirations, attitudes, and social behavior.

Riker (1965) states, "the educational function of college

housing is to help students to learn and to develop as human beings [p. 5]." The basis for this statement rests on three fundamental assumptions which are:

a. Environment influences behavior. There is the physical environment of the housing facility and the physiological and psychological environment created by it. There is also the social environment created by the living group within the housing unit which may affect the intellectual stimulation of the members.

> Student achievement probably involves not only the individual and his environment, but also his relationship to the environment. The successful housing programs produce a favorable environment and encourage the development of helpful relationships [Riker, 1968, p. 5].

b. Enrichment of the environment enhances intellectual activity. This involves the enrichment of the students' living environment through planned activities and programs to complement the classroom curriculum.

c. Learning is a total process. A number of factors influence learning and one is that the students' emotional state, physical state, and stage of development influence readiness to learn. The students' inability to learn, for personal, social, or emotional reasons, can be improved by a counselor or other personnel specialist.

While Riker discusses the environment of the residence hall, Eddy discusses the total college environment and concludes,

> Parts of the environment may be positive, some neutral, and some

> obviously negative. We believe it is within the control of the colleges which shall be which. And, we believe further that the environment will never truly have a full impact on character growth until all of its components, large and small, important and relatively unimportant reinforce the best which the college has to offer [Herron, 1970, p. 136].

Certainly one may conclude that Eddy would support the establishment and implementation of an effective housing program with a close working relationship between all segments of the college community.

Astin (1968) attempted to identify, describe, and measure differences that exist among the broader environments of various undergraduate institutions. He states,

> the task of defining the college environment is one of identifying and measuring those institutional characteristics that are likely to have some impact on the student's development [p. 2].

Astin further defines the "college environment" as the characteristics of the college,

> that constitute a potential stimulus for the student [p. 3] . . . [and] . . . any behavior, event, or other observable characteristic of the institution capable of changing the student's sensory input, the existence or occurrence of which can be confirmed by independent observations [p. 5].

Astin (1968) identifies four principal patterns of stimuli that differentiate among college environments. They are: (a) the peer

environment (stimuli provided students), (b) the classroom environment (stimuli provided in the classroom), (c) the administrative environment (administrative action taken in response to specific student behaviors), and (d) the physical environment (stimuli from the physical characteristics which affect the progress and development of the student). Astin discusses the large number and the quality of environmental stimuli that the college student confronts and concludes that, "We must come to a better understanding of how environmental difference actually affects the students' educational and personal development [p. 142]."

Layton, Sandeen, and Baker (1971) reviewed the literature and research on student development and counseling relevant to higher education. They view student development as a product of personal environmental interaction. They state,

> It is the result of the interaction of student characteristics, including expectations of college, and the opportunities, demands, restrictions and sanctions, concerns and indifferences of the college environment and its subcultures, [and] in order to develop programs and methods, as well as theory, counselors and student personnel workers in the college setting will need to adopt models of human behavior which will take into account not only qualities of the individual student, but of the setting in which he operates . . . [p. 534].

They conclude their review by saying that counselors must accept the responsibility for actively and creatively developing positive

growth-producing experiences and for involving students in these experiences.

Statement of the Problem

In view of the importance attributed to residence hall living and the importance of the college environment on student development highlighted in the preceding section, the following questions need to be investigated:

a. Do the occupants of various residential living situations (fraternity houses, sorority houses, language houses, an academic and residential program house, traditional men's residence hall, and traditional women's residence hall) differ significantly in their perceptions of the college campus?

b. Is there a significant relationship between the perception of the college environment by the occupants of each living situation and certain selected personality variables?

c. Do the occupants of various residential living situations differ significantly on the select personality variables as measured by the Omnibus Personality Inventory (OPI)?

d. Is it possible to develop a scale from the OPI that would distinguish between students most satisfied with the college environment and students least satisfied with the college environment?

Hypotheses

For the purpose of the research, the following hypotheses were made:

a. There will be a significant difference in the perception of the college environment by the occupants of fraternity houses,

sorority houses, language houses, an academic and residential program house, a traditional men's residence hall, and a traditional women's residence hall.

b. There will be a significant relationship between the perception of the college environment by the occupants of various living situations and certain selected personality variables.

c. There will be a significant difference on personality variables between occupants of various living situations.

d. It will be possible to develop a personality descriptive scale that distinguishes between those persons in the college environment who are most satisfied and those persons in the college environment who are least satisfied.

Theoretical Framework

The theoretical framework for this study is found in the work of Kurt Lewin. Lewin is best known for his "field theory."

> Field theory postulates that a person's behavior is derived from a totality of coexisting facts. The multitude of data from any event in which all facts are interdependent with all others [Marrow, 1969, p. 34].

Lewin's work on behavior and group dynamics contributes to the theory base in the present study. Marrow (1969) commenting on Lewin's conception of behavior said,

> He viewed the life space as the psychologist's universe. In it, person and environment are interrelated and individual behavior is always derived from the relation of the concrete individual to

> the concrete situation. Behavior, therefore, is a function of the life space: B = f(LS), which in turn is a product of the interaction between the person, P, and his environment, E [p. 38].

Lewin believes that behavior is a function of the person and the environment as interdependent variables and that in order to understand an individual's behavior, an awareness of both is essential.

His research on the dynamics underlying group life is relevant to the present study. He recognized that a group is not a collection of individuals but is a psychologically organic whole where each member depends on the other member to a certain degree. He felt that within a group there are positive and negative forces, that the group can modify the behavior of the individual members in a harmful or beneficial way, that group pressures control the conduct of the potentially deviant member, and that cohesiveness is an essential characteristic of any group. In line with his thinking about individual behavior, he stated that group behavior is a function of both the individual person and the social situation (Marrow, 1969).

Description of the Instruments

The College and University Environment Scales (CUES), second edition, which was developed by C. R. Pace (1969) will be used to measure the perception of the college campus. The purpose of CUES is "to aid in defining the atmosphere or intellectual-social-cultural climate" of the college. The instrument contains 160 statements about college life--facilities, faculty, rules and regulations, curricula, instruction and examinations, student life, and extracurricular

organizations. The student is asked to respond true or false to each item with reference to his college. True is the appropriate response if the statement is generally characteristic of the college, and false is the appropriate response if the statement is not generally characteristic of the college. Of the 160 items, 60 are experimental and are not scored as part of any of the scales.

When CUES was revised in 1969, two special subscales were added. This brought the total number of scales to seven. The scales are: (a) Practicality, (b) Community, (c) Awareness, (d) Propriety, (e) Scholarship, (f) Campus Morale, and (g) Quality of Teaching and Faculty-Student Relationships. Descriptions for the CUES scales may be found in Appendix A.

The OPI, developed by Heist and Yonge (1968) at the Center for the Study of Higher Education, University of California, Berkeley, will be the personality instrument used. The OPI contains fourteen scales developed for their relevance to academic activity or in understanding and differentiating among students in an educational context.

Only six scales will be utilized in the present study. They are: (a) Thinking Introversion (TI), (b) Theoretical Orientation (TO), (c) Estheticism (Es), (d) Complexity (Co), (e) Autonomy (Au), and (f) Religious Orientation (RO). Descriptions for the six scales may be found in Appendix B. These six scales comprise the Intellectual Disposition Categories (IDC). From these six scales, Heist and Yonge (1968) developed eight categories which assess the degree of the students' intellectual disposition.

> This eight-way categorization permits an identification and description of students who range in type from those with broad, intrinsic interests in intellectual pursuits (categories 1 and 2) to those with very limited and restricted orientation in the area of cognitive learning (categories 7 and 8) [Heist & Yonge, 1968, p. 26].

The authors believe that the majority of institutions will have less than 5% of their students in the categories 1 and 2, and less than 10% in the categories 1, 2, and 3. The average IDC score is 5. Interpretation of the categories may be found in Appendix C.

Definition of Terms

To ensure consistency of interpretation, the following terms have been defined:

Academic and Residential

Program House

An academic and residential program house is a coeducational residence hall which promotes the integration of the residential and academic aspects of the college experience. The occupants take part of their academic work in special courses taught in the residence hall by faculty members. In order to be selected to participate in the program, the students must have a "C" average and submit an essay explaining why they are interested in participating and what they can contribute and expect to derive from the program. The essays are evaluated by a committee who determines their acceptability.

Language House

A language house is a coeducational residence hall for those students with a special interest in French, German, or Spanish. All students agree to speak the language in the house whenever possible. A foreign national is on the staff in each house to assist the students in their conversational ability in the language. Cultural and social programs are planned in each house. The students are selected on the basis of their language ability.

Traditional Men's Residence Hall

This type of residence hall is occupied solely by men. There is not a formal, organized program provided by the college to integrate the academic experience with the residential setting. The main function of the residence hall is to provide a place of domicile for the occupants.

Traditional Women's Residence Hall

This type of residence hall is occupied solely by women. There is not a formal, organized program provided by the college to integrate the academic experience with the residential setting. The main function of the residence hall is to provide a place of domicile for the occupants.

Fraternity House

This type of residence hall is occupied by male members of the same social greek-letter fraternity. Those members of the fraternity

who live in the house are selected by the fraternity members themselves.

Sorority House

This type of residence hall is occupied by female members of the same social greek-letter sorority. Those members of the sorority who live in the house are selected by the sorority members themselves.

Scale

> A scale is a set of symbols or numerals so constructed that the symbols or numerals can be assigned by rule to the individuals (or their behaviors) to whom the scale is applied, the assignment being indicated by the individual's possession of whatever the scale is supposed to measure [Kerlinger, 1964, p. 480].

Plan of Presentation

The presentation of the investigation has been organized into five sequential parts which have been designated as chapters. The present chapter has served as an introduction to the area to be investigated and to identify the questions to be investigated. It also has served to establish the theoretical framework for the study, to define terms, and to discuss the instruments to be used. The following four chapters will be presented as follows: (a) review of related research, (b) research methodology, (c) results, and (d) summary, conclusions, and recommendations.

Chapter 2

Review of the Literature

This chapter contains a review of the literature pertaining to:

a. residence hall environments,

b. the development of college environmental measuring instruments,

c. research and dissertations relevant to the present study utilizing the OPI, and

d. research and dissertations relevant to the present study utilizing the CUES.

Though some of these areas were briefly discussed in the preceding chapter, another more comprehensive look is appropriate. The chapter is divided into sections by the four areas reviewed.

Residence Hall Environments

Hubbell and Sherwood (1973) presented a model for developing new residence hall environments. The model was based on three components: (a) environmental options, (b) student development needs, and (c) human interaction categories. The authors support Chickering's assumption that the environmental options are most easily shaped of the three, and they have the most impact on out-of-class learning. The authors present several assumptions which are important to this model and which support Chickering's view. They are:

1. Potent learning opportunities exist outside of the classroom, related to one's place of residence.

2. Architectural arrangements effect the living environment.

3. The degree of social freedom affects the environment vis-a-vis values, personal growth, and interpersonal skills.

4. Attitudes concerning responsibility for group behavior are dependent upon group goals and behavior norms [pp. 243-244].

The human interaction categories involve,

> introspection regarding one's relationship to others, one student to one student, the individual relating in the small or large group, and the individual student relating to faculty member(s) or administrative personnel [p. 245].

The authors believe that the various relationships can be developed within any residential environment. The second component, student developmental needs, can be met by the proper arrangement of environmental options. The developmental needs are: (a) boundary testing, (b) heterosexual relations, (c) feedback received on behavior, (d) influencing others, (e) socialization, (f) study conditions and privacy, and (g) contact with new people and programs. The third component, environmental options, was selected in light of the developmental needs and interaction categories. The options discussed were: (a) coeducational residence halls, (b) academic interest floors, (c) faculty involvement floors, (d) varied social environments, (e) limited staff halls, and (f) nonacademic floors. The authors concluded the model by giving specific ways in which residence hall staffs can bring about effective learning opportunities by matching the environmental options to student needs.

Stoner and Yokie (1969) elaborate on the second major function a residence hall performs--that of providing "an adjunct and supplement to the total educational process of students by providing the proper scholastic environment [p. 72]." They stress that the primary role of the housing officer is to create and maintain environmental constructs which serve to support and complement the formal instructional process. Of the important environmental aspects which they believe should be encompassed in the role of housing are the following four:

1. Stimulation of academic excellence and encouragement of genuine scholastic aspirations of goals.

2. Creation of opportunities for the individual resident to measure the worth of human society and to enable him to participate fully in varied social situations.

3. Establishment of a full understanding of self-discipline so that the resident may live a full, rich life.

4. Maintaining a place of refuge within the academic community in which the resident may find the necessary security and solitude which all human beings must have from time to time [p. 73].

Hubbell and Sherwood (1973) call for a commitment by housing officers to the realization and fulfillment of the educational function of the residence hall.

There are two authors who arrive at very similar conclusions regarding residence halls and higher education. Greenleaf (1970) maintains that even though the evidence is clear for integrating living and

learning, most institutions have been ineffective in harnessing the potential of residence halls. He says that the residence hall staff has the responsibility to provide, "a climate challenging students to the broadest possible education. This implies the setting of an environment in the halls in which students can meet their academic goals [p. 70]." The second author, Shaw (1972), discusses a strategy to develop a community-oriented approach to residence halls. In his discussion, he elaborates on the profound affect of environment and interpersonal interaction on learning and, like Greenleaf, concludes that higher education has yet to utilize the potential that exists within a residence hall to facilitate learning.

The counseling staff of the Kinsolving Residence Hall at the University of Texas developed a program, "to foster intellectual stimulation, encourage academic excellence and membership scholastic honoraries, and promote opportunities for faculty-student contact [Blanton, Peck, & Greer, 1964, p. 133]." They hypothesized that an individual's motivation for academic achievement is strengthened through reinforcement by his reference group. They concluded from their two-year study of the program that the residence hall can be a living-learning influence on the intellectual and that the program helped a significant number of students, "to achieve academic excellence which they would not otherwise attain if left to the influence of the usual undergraduate climate of opinion [p. 135]."

Curtis (1970) not only investigated academic achievement like Blanton et al., but also investigated the interrelationships among academic

achievement, academic ability, and attitude toward residence hall living. His findings indicated a significant interrelationship among the three variables and that attitude toward residence hall living is related to academic achievement. Those students with a more positive attitude toward residence hall living tended to have lower ability scores than those students with the same grade point average (GPA) and a less positive attitude toward residence hall living.

Sneal and Capel (1971) applied Holland's Theory of Vocational Choice to residence hall living to study what occurs academically when a particular kind of student is placed into a particular environment. Students were grouped into living arrangements according to their academic major as prescribed by Holland's theory. The results of the study generally indicated that the placing in a living environment of students with similar interests and personality patterns has a positive effect upon the students' academic achievement.

Eberley and Cech (1968) analyzed a pilot program to improve college academic motivation and success of lower-quarter high school graduates. The program involved the development of a residence hall program supplementing the traditional academic program with the hope of creating a positive attitude toward college. The authors analyzed the academic achievement and the perception of the university environment by students in the experimental hall program environment with those in a traditional hall environment. The results indicated no significant difference in grade point average of those students in the experimental residence hall environment and those in the traditional

residence hall environment. They did find that those students in the experimental residence hall had a more favorable perception of the university at the end of the program than the students in the traditional residence hall had. The authors felt that the experimental residence hall program did affect the students' perception of the total university environment and concluded by saying,

> this study does lend some support to the value of a comprehensive residence hall program in the development and maintenance of a positive perception of university environment. Such perception is important to the university and higher education in general if it is to increase the quality and quantity of its educational output [p. 69].

In comparison of Greek residences and traditional dormitories, Rago (1970) examined the influence of the residence hall environment upon a student's personal development. His major conclusion was that the place of residence does have an influence upon the personal development of the occupants. From the freshman to senior year, fraternity residents, "change in attitudes towards increased approval of interpersonally-oriented norms and decreased approval of autonomy-oriented norms as compared to dormitory residents [p. 3798]." He also commented that the actual physical structure of the dormitory tended to inhibit interpersonal contact among the residents and caused them to isolate themselves from their surroundings.

In a related investigation, Baird (1965) attempted to ascertain whether the college experience of students in various living arrangements

differed. He wanted to determine if students living in different residential groups (dormitory, fraternity, sorority, off-campus apartments, on-campus apartments, off-campus rooms, and living at home) differed, if the students in these groups had different characteristics, and if the living arrangements had any effect on the student's self-concept, goals, and achievements. Discussing the results, Baird says,

> there was little difference among the groups on most variables and most importantly, there were few large differences in most educationally relevant areas. Thus, while there are differences among students in different residential groups, those differences are not nearly as pronounced as the stereotypes would suggest [p. 1020].

He continues, "the fact remains that the college residence groups in this sample had little influence on students' characteristics or achievements [p. 1021]."

Williams and Reilley (1972) conducted an extensive review of research concerning the effect of residence hall environments on student attitudes and behavior. The literature was reviewed under the categories of assignment procedures, roommate relationships, living-learning environments, and special residence hall programs. A few of the findings of Williams' and Reilley's study are:

1. Roommates who are enrolled in the same courses will achieve higher grades than roommates who are not so enrolled.

2. If a floor or corridor is numerically dominated by students

who are in one particular major, the students not in that major will be affected adversely.

3. Living-learning halls very likely make contributions to one of the major goals of higher education, namely the preservation, transmission, and enrichment of the culture.

4. It has not been established that living-learning residence halls provide a more intellectual environment than traditional halls, even though one of the major goals of a living-learning hall is to provide a more intellectual environment.

5. Students view their residence hall environment and the total university environment in much the same way. A comprehensive residence hall program therefore may improve students' perceptions of the total university environment [p. 409].

The authors conclude by saying that the review indicates that there is a need for more educational research dealing with the impact of residence halls on students.

With regard to residential groups, Feldman and Newcomb (1969) said,

> Although the phenomenon has been inadequately studied, the particular residential arrangements in which students locate themselves have ongoing impacts upon them quite apart from the effects of initial selection. In some cases, this takes the form of forces promoting attitude-change on the part of certain of the members; in other cases, the reciprocal influences of members on one another reinforces and strengthen extant orientations [p. 223].

The Development of College Environmental Measuring Instruments

The assessment of the college environment is a relatively new phenomena in the study of higher education. The assessment of the college environment is difficult due to the complexity of the phenomena being measured, the different approaches to assessing the environment, and the conceptual and methodological difficulties within each approach (Feldman, 1971). Feldman enumerated seven approaches used to describe, measure, and classify colleges and their environments. They are:

a. anthropological vignettes;

b. conventional typologies (type of school, control, gender of student);

c. attributes of members (average intelligence quotient [IQ], liberal, conservative);

d. demographic, physical, and related institutional characteristics;

e. social structure and social organizational dimensions;

f. actual behavior patterns of members of the college; and

g. "climate" of the college as measured by the students' perception of the environment.

Of the seven methods mentioned, the three most widely used are:

a. the objective institutional characteristics (measured by the Environmental Assessment Technique),

b. student self-reports of his actual behavior (measured by

the Inventory of College Activities), and

c. students' perception of the college environment (measured by the College and University Environment Scales).

A more detailed consideration of these three assessment techniques is necessary.

The first systematic empirical approach to the development of a college environmental measuring instrument was based on the "need-press" theory of H. A. Murray. Murray said an individual was made up of characteristic needs and the strength and relationship of these needs characterize his personality. He described the environment as having potentials for satisfying or frustrating these needs. According to Murray, therefore, behavior is the interaction between personality needs and environmental press (Sutherland, 1962).

There are two instruments which were developed to measure needs and press. C. R. Pace and Stern in Tagiuri and Litwin (1968) developed the College Characteristic Index (CCI) to measure the college environment or press. The items on the CCI were developed to obtain the students' perception of various aspects of the college environment, e.g., social activities, extracurricular activities, courses, and curricula. The Activities Index (AI), previously developed by Stern, was used to measure personality needs of the individual. Thus, the two instruments are used together to arrive at a pattern of personality needs scales, each with a corresponding pattern of environmental press scales.

After additional research, C. R. Pace felt that, "The combination of need and press, represented by the intended parallelism between AI and

CCI has not been empirically demonstrated as fully as had been hoped [Tagiuri & Litwin, 1968, p. 131]." Pace conducted an item analysis and factor analysis of the CCI and developed the College and University Environment Scales. It consisted of 150 of the 300 items on the CCI. The 150 items were retained because of their power to discriminate between different educational environments. Unlike the CCI, the CUES measures the atmosphere or intellectual-social-cultural environment of the institution without reference to any personality measure. According to Pace, responses to CUES items are unrelated to the personal characteristics of the students. Unlike the CCI, the scoring of CUES follows an opinion polling technique.

The second edition of CUES retains the original five scales and added two more. Of the 150 items, 50 were eliminated and 60 experimental items were added. Thus, the number of items for each of the five scales was reduced from 30 to 20.

The second assessment technique, the Environment Assessment Technique (EAT), developed by Astin and Holland, is based on the assumption, "that environments are transmitted by people and that the college environment depends on the personal characteristics of the students, faculty, administration, and staff of the institution [Astin, 1968, p. 7]." Therefore, they devised eight measures to assess the environment: institutional size; intelligence level of the students; and proportion of students in one of six broad areas of study (intelligence, realistic, social, conventional, enterprising, and artistic).

The third approach to evaluating the college environment is the Inventory of College Activities (ICA) developed by Astin (1971). This technique asks the student to respond to "stimulus" items which measure certain of his own specific behaviors like time studying, number of social activities per week, or frequency of intellectual arguments (Menne, 1967). Astin says these items yield 25 scores which are considered to be a student self-report of observable environmental "stimuli." The student also responds to items aimed at obtaining his subjective impressions of the institution, e.g., friendliness of the campus (Chickering, McDowell, and Campagna, 1972). These items yield eight "image" measures of the campus.

C. R. Pace in Tagiuri and Litwin (1968) discussed the different methods of assessing the college environment. He said,

> Although different approaches and different questions produce somewhat different answers, no approach has yet produced answers which are contrary or opposite to those produced by other methods . . . . In general the degree of similarity which one might expect between the measures are expressed by correlations ranging from the low .30's to the high .60's [p. 138].

Research and Dissertations Relevant to the Present Study Utilizing the Omnibus Personality Inventory

This section is designed to show that the OPI is a viable instrument particularly suited for studies dealing with colleges and college students and that it has received significant exposure to those populations. In Brown's (1968a) study, he used the Thinking

Introversion and Theoretical Orientation scales of the OPI as criterion measures of the effects of having a majority of students on a residence hall floor with similar academic-vocational goals and the effects of planned intellectual discussions on the floor. Brown found that those students who participated in the planned intellectual discussions had significantly different Thinking Introversion and Theoretical Orientation scores than those who did not participate. This, he felt, indicated more of an interest in reflective and abstract thought. He concluded by saying,

> It appears that an informal, intellectually oriented residence hall program can have an impact upon students. The effectiveness of the Program treatment suggests that the residence hall can be viewed as an educational unit as well as a living unit and suitable criterion measures, such as the OPI scales, are now available to assess the outcomes of future investigations [pp. 559-560].

Brown (1968a) cited an earlier study to support the use of the OPI as a suitable instrument for his study of environmental press. The earlier study found significant differences between college freshmen science and humanities students on the Thinking Introversion and Theoretical Orientation Scales. The humanities students were significantly higher on the Theoretical Orientation Scale.

In a second study by Brown (1968b), the relationship between intellectual attitudes, participation in intellectual activities, and academic achievement was explored. Intellectual attitude was measured by the Theoretical Orientation, Thinking Introversion, Estheticism, and

Complexity Scales of the OPI; intellectual activities were measured by four intellectual activities indices; and academic achievement was measured by GPA. There was a significant correlation between the OPI scales and the activities indices suggesting a positive relationship "between possession of intellectual attitudes and participation in intellectual activities and discussion, and reading interests [p. 440]."

In a similar study, Ogden (1970) attempted to determine if students in a living-learning program differed from students who were not in a living-learning program. The scores on the Thinking Introversion, Theoretical Orientation, Estheticism, and Complexity of Outlook Scales of the OPI were analyzed. He found that the students in the living-learning group had a greater interest in activities which deal with phenomena in an experimental and flexible manner. In addition, they express a greater interest in reflective thought and academic activities than those in the comparison group.

Another study (Brenton, 1970) investigating the effects of unique college environments examined the interaction between personality and environment on educational outcome. The author studied two groups of students who had entered an experimental college at the same time. One group graduated from the experimental college and the other left and graduated from the liberal arts college at the same university. The author developed a profile of OPI characteristics that would be compatible with the experimental college environment. From additional analysis, he found that the profiles for the experimental college

environment and the liberal arts college environment showed a significant difference in the predicted OPI characteristic of each. Additional support was given for the hypothesis that compatible college environments and student characteristics will increase the students' chances for success in college.

In a study of the personality differences among four college subcultural groups (vocational, academic, collegiate, and nonconformist), Kees and McDougall (1971) hypothesized that students in each group would exhibit the personality characteristics of the group as described by the Clark-Trow College Subculture Typology. The freshmen subjects classified themselves into one of the four groups. On 10 of the 14 OPI scales there were significant differences among the four groups. On the Theoretical Orientation, Estheticism, and Complexity Scales, the nonconformist and academic groups differed significantly from the vocational and collegiate groups. On the Autonomy and Religious Orientation Scales, the nonconformist groups scored significantly higher than the other three groups. The authors concluded,

> The differential personality characteristics as measured by the Omnibus Personality Inventory and as applied to students placing themselves in the Vocational, Academic, Collegiate, and Nonconformist groups tend to confirm their existence [p. 198].

In an interesting study of the relationship between a student's developmental stage and his choice of residence in college, Alfert (1968) used the Social Maturity and Impulse Expression Scales of the

OPI as an indicator of developmental stage. She described a person scoring high on both scales as a complex person who is independent, dominant, has a diversity of interests, and is interested in excitement and change. A person scoring low on both scales was described as simple, dependent, conventional, and content to stay within his known environment. She predicted different environmental needs for the students who differed in complexity. From her investigation of students living at home, in boarding houses, and dormitories, Alfert concluded that personality factors may determine where a student decides to live while in college. Students low in complexity were more likely to start college while living at home and those who did leave home chose to live in a residence which served as a "parent substitute"--girls in sorority houses and boys in dormitories. She attributed this to an attempt on the part of the students to keep down the exposure to new stimulation. Students high on complexity changed residences more often and eventually most lived in apartments. This the author attributed to a desire for new experiences, stimulation, and adult functioning on the part of the students. She felt these students should be a challenge to the college to get them involved in academic pursuits and to facilitate their desire for new stimulation and experience.

Park's study (1972) investigated the effect of a mixed residence hall (men and women would choose neighboring rooms) on student personality, social life, and sex attitudes and behavior. He found that those students in a mixed residence hall had different personality

characteristics as measured by the OPI than students in a coed residence hall or a single-sex residence hall. "They had stronger intellectual interests, held more open, idealistic, and liberal views; were more anxious and isolated, but felt freer to express their impulses [p. 1525-A]." Analyzing the pretest and posttest data, Park found that those students in the mixed dorm became more independent from their parents and took part in more social activities with members of the opposite sex. They did not achieve close relationships with persons of the opposite sex at the same level of those in the coed residence hall. From his data, Park concluded,

> that the mixed dorm was a viable alternative type of campus housing. The mixed dorm fostered constructive personality development, facilitated learning social skills, did not depress students' grades, did not corrupt sexually inexperienced women, and contributed to a greater sense of community among residences [p. 1525-A].

In a study utilizing both the CUES and OPI, Hannah (1970) wanted to determine why particular students drop out of particular types of colleges. He looked at the personality characteristics of drop-outs and stay-ins and the institutional characteristics. Several of his relevant findings are:

1. Drop-outs from all the colleges were more complex, impulsive, independent, and less willing to impress others.

2. Leavers from college with CUES scores high on Community and Propriety, and low on Awareness were less integrated personally,

less altruistic, more anxious, and more religiously liberal than were stay-ins.

3. Leavers from colleges low on Awareness and Scholarship were less practically oriented and more interested in science than their persisting peers.

4. Leavers from colleges high on Community and Awareness and low on Practicality were more anxious, withdrawn, feminine, esthetic, less integrated personally, and less practically oriented than were persisters [p. 584-A].

Chickering, McDowell, and Campagna (1969) used both the CUES and OPI. The authors wanted to determine if colleges with different programs and students with distinctive characteristics would result in different student development outcomes. An analysis of the CUES data and OPI data collected at 13 small colleges indicated a diverse group of colleges with recognizable institutional differences attracting distinctive kinds of students. The OPI was administered to the students when they entered as freshmen, again at the end of their freshman year, and again at the end of their second year.

There are four general conclusions supported by the test-retest data which emerged from the volume of data analyzed. The first is that the students changed in the direction of increased autonomy, awareness of emotions, readiness to express impulses in thought and action, and esthetic sensitivities and interests. A decrease in a concern for practical achievement and material success occurred. There was little change in intellectual interests, in social

relationships or in concern for the welfare of others. Second, women and men changed in the same direction. Third, change occurred irrespective of mean score at entry. Fourth, when change occurred on a given scale, the direction was highly consistent for all colleges (Chickering, McDowell, and Campagna, 1969). The investigators conclude by stating,

> Thus the evidence does not support the assumption of campus-wide impact for these small colleges, despite their distinctiveness, homogenity, and sharply different programs and orientations. Not one of the 13 muster sufficient force to retard, accelerate, or deflect the general developmental trends shared by these diverse entering students. But the primary implication of these data is that college impact is not simple, unitary, and clear cut . . . [pp. 24-25].

Research and Dissertations Relevant to the Present Study Utilizing the College and University Environment Scales

The CUES has been used extensively in a number of different ways to study the college campus. Some of the various studies have used it in the following ways:

a. to compare freshmen and upperclass perception of the campus (Shearer, 1970; Kennedy, 1972);

b. to study freshmen classes (Delaney, 1972; Sidles, 1969; and Aulston, 1973);

c. to compare faculty, administrators, student affairs staff,

and student perception of the campus (Warren, 1970; Butler, 1971; and Hersemann, 1970); and

d. to compare academic achievement and perception of the campus (Brazier, 1971; and Dufault, 1972).

The present review has been limited to those studies using CUES that are relevant to this investigation.

Centra (1968) studied students' perception of their residence hall environment and the students' perception of the total university environment. The students were residents of living-learning halls and conventional halls. He found that the students in the living-learning units did not perceive the residence hall environment as more intellectual than students in every conventional unit. The large living-learning units were perceived to be as friendly and cohesive as the small conventional units. When Centra compared the students' perception of the residence hall environment and the total university environment, he found them to be very similar. He attributes this to the fact that a familiar aspect of the campus, like the residence hall will greatly influence the students' perception of the total campus. Therefore, it appears to him that one way to improve the students' reaction to the total university is to further improve students' residential living.

Vander Wall (1973) studied the effects of a living-learning experiment on the students' perception of the campus and the experiment's effect on the academic achievement of the participants. He found that the students in the living-learning program had a more positive

reaction to the campus than the control group and that there were significant differences between the two groups on grade point average indicating that the living-learning program promoted higher academic achievement.

Bell (1970) compared the environmental perceptions of sorority, fraternity, and residence hall students. The Practicality Scale of CUES showed that dormitory residents perceived the college environment to be more practical, orderly, and status-oriented; and the Community Scale of CUES showed them to perceive the college environment to be more friendly, cohesive, and group-oriented than the fraternity and sorority residents. The female dormitory residents perceived the environment to be more polite, considerate, and thoughtful than the male residents.

Duling (1969) studied select student subgroups' perception of the college environment. Fraternity and sorority members perceived the environment as more practical and group-oriented than the male and female students, married and single students, and native and transfer students. Though Duling's sample was not grouped according to residential settings, his findings for the fraternity and sorority members contradict Bell's findings.

Walsh and McKinnon (1969) studied the impact of an experimental program on students' perception of the environment. The purpose of the program was to provide a rewarding and challenging environment for the students. This was to be accomplished by having students live and eat in close proximity, by having courses together, and by having faculty

members available for formal and informal interaction. The control group consisted of students randomly selected from residence halls. The analysis of the findings indicate that the experimental program had an adverse affect on the students. The participants perceived the environment to be less friendly, less conventional, less academically oriented, and less concerned with self-understanding than before involvement in the program. The investigators believe that this may have occurred because the students in the experiment responded to the CUES inventory with more realistic perception of the environment the second time they completed it.

Spradling (1971) attempted to determine the relationship between personality and perception of the environment for students in a private and a public college. Cattell's Sixteen Personality Factor Questionnaire was the personality instrument used. He found there to be no relationship between personality characteristics and the way in which the student perceives the college environment. Though the personality characteristics of the students were not alike, they perceived the college environment of their institution in the same way. This finding, in part, supports Pace's (1966) conclusion that, "there is no important or meaningful relationship between students' academic aptitude or personality characteristics and their perception of the college environment [p. 28]."

Reiner (1970) investigated the relationship between students' academic ability and their perception of the college environment. The measures of academic ability were high school class rank and Scholastic

Aptitude Test Scores. He found a significant relationship between academic ability and perception of the environment as measured by the Awareness, Propriety, and Scholarship Scales of CUES. On these three scales, the higher-ability student indicated a less favorable perception of the campus than lower-ability students. These findings contradict the previously mentioned conclusions of Pace. These studies cited seem to indicate that there is not conclusive evidence of the effect of the residential environment upon students' academic achievement, social adjustment, behavior, or perception of the university environment.

Berdie (1966), in his study of college expectations, experiences, and perceptions, examined test-retest changes in CUES scores by students living in a rooming house or apartment, living at home with parents, living in university residence halls or living in fraternity or sorority houses. His data indicated that students do change during the first six months of college in their perception and expectation of the college. The change in the CUES scores, however, had no significant relationship to the students' place of residence. Further, he found that changes in CUES scores are not related to personality characteristics as measured by the Minnesota Counseling Inventory.

In 1967, Berdie completed a further analysis of the data mentioned in his 1966 study. He was concerned with the psychometric characteristics of CUES. He studied the two methods of scoring CUES described by Pace (1963). The method utilized by Pace is similar to the method used in opinion poll analysis. Items answered with a consensus of two-to-one by individuals in the group make up the responses

characterizing the institution. The group score is important, not the individual's score. The other method of scoring is the customary psychometric method,

> thereby the number of items on each scale responded to in the keyed direction provide the basis for obtaining five scores for each person. When this method is used the means and standard deviations for groups within an institution provide the institutional descriptions [Berdie, 1967, p. 58].

Various investigators (Berdie, 1966; R. D. Butler, 1969; Centra, 1968; Jansen and Winborn, 1968; McPeek, 1967; and Yonge, 1968) have used this method of scoring the CUES. In his analysis, Berdie said,

> The method based on scores of individuals is more appropriate when one wished to study the characteristics of individual students related to CUES scores [p. 58] and . . . the method of scoring may not provide results quite as similar as Pace's results suggest [p. 59].

Yonge (1968), discussing the consensual scoring technique of Pace said,

> it is misleading to define the "functionally effective environment" solely in terms of a statistical consensus. This consensual approach is a reflection of a quest for the functionally effective environment when, in fact, there are many versions or aspects of a campus environment which are functionally effective for different individuals [p. 121].

Gellor (1972) attempted to determine the relationship between

perception of the college campus and personality characteristics as measured by the Edwards Personality Inventory. He found that the students who perceived the campus in a negative manner tended to have some aggressive personality traits and those who perceived the campus in a positive manner tended to have passive personality traits.

Yonge (1968) examined Pace's assumption that CUES scores are not correlated with measures of student characteristics. He used the Omnibus Personality Inventory as the personality instrument. He found there to be 12 significant correlations between CUES scores and OPI scores. There were significant correlations between CUES Practicality Scale and the OPI Complexity and Practical Outlook Scales; between CUES Community Scale and the OPI Complexity, Extroversion, and Practical Outlook Scales; between CUES Awareness Scale and the OPI Theoretical Orientation, Social Extroversion, Anxiety Level, Altruism, Masculinity-Feminity Scales; and between CUES Scholarship and the OPI Autonomy and Response Bias Scales. Yonge felt, "The correlates of Practicality and Community make good psychological sense; the meaning of the OPI correlations with Awareness and Scholarship are more obscure [p. 120]."

Salzman (1970) investigated the relationship between perception of the college environment and satisfaction with the college environment as measured by the College Satisfaction Index. Students whose scores on the Index placed them in the highest and lowest quartiles were classified as satisfied and dissatisfied, respectively. He found that,

Satisfied students perceived the campus as being friendly and

> cohesive, as stressing personality enrichment and expressiveness, and as emphasizing politeness, consideration, and academic pursuits . . . . [and] Students who tend to be dissatisfied perceived the college environment to be less friendly and cohesive, less concerned with personality enrichment and expressiveness, and less concerned with intellectual pursuits and scholarship [p. 1023-A].

Baker (1971), in his study using CUES, had students complete the CUES for their real college campus and for an ideal college campus. He obtained from each student a rating of how satisfied or dissatisfied he was with the academic and nonacademic life of the institution and the students' score on the Minnesota Counseling Inventory. He found, "The difference between the perception of the ideal and real college environment . . . to be significantly related to satisfaction [p. 3083]."

In another study dealing with student satisfaction with the college environment, Richardson (1969) hypothesized that satisfaction with the college is related to the degree of congruence between the student and the institution. His findings supported the hypothesis. In an interesting conclusion, he said,

> The finding that subjects reflected greater satisfaction with faculty, administration, major, and other students as their congruence with their learning environment increased suggests an element of what actually contributes to "fortunate conjunction" of student and institution. Good fit seems to have a correlate of

> match between student predilection for a certain type of college experience and the embodiment of these preferred qualities and the campus attended [p. 2360].

L. T. Pace (1968) investigated the relationship between roommate dissatisfaction in a residence hall and perception of the college campus. He found that roommates dissatisfied with their roommate relationship perceived the campus differently on the Awareness and Propriety Scales of CUES than those roommates satisfied with their roommate relationship. The dissatisfied roommates perceived the campus as exhibiting less Awareness and Propriety characteristics than the satisfied roommates.

Lindahl (1967) investigated the impact of various living arrangements on student perception of the college environment. He compared the perception of the campus by commuter students and resident students and attempted to determine if a relationship exists between the percentage of students in residence and perception of the college environment. The data revealed that the resident students' and commuter students' responses to CUES differed significantly on all five scales. The Community Scale was the only scale that the resident students responded to in a more positive manner than the commuter students. On the Awareness, Propriety, and Scholarship Scales, the commuter students perceived a greater emphasis than resident students and perceived less emphasis on Practicality than the resident students. With regards to the second aspect of his study, Lindahl found that, "the greater the proportion of residents, the more likely the students

were to describe their college environment as being characterized by Practicality and Community and lack of emphasis on Awareness and Scholarship [p. 15]."

Chapter 3

Methodology

Chapter 3 presents a detailed description of the research procedures and methods utilized in the present investigation. Descriptions of the following are included: (a) population, (b) procedures used, and (c) statistical methods.

Population

Subjects in the study were undergraduate students at the College of William and Mary, Williamsburg, Virginia. The College of William and Mary is a coeducational liberal arts institution with an enrollment of approximately 4,900 full-time students--including 900 graduate students. Of the 4,000 undergraduate men and women, approximately 3,200 live in college residence halls.

The following profile gives an indication of the quality of students at William and Mary. Average verbal and math Scholastic Aptitude Test Scores for the 1973 entering class are 590 and 620, respectively. Of the males in this entering class, 58% ranked in the top 10% of their high school classes and of the females, 91% ranked in the top 10% of their high school classes. Therefore, 75.2% of the entering class ranked in the top 10% of their high school classes. Only 32% of those students who applied for admission for the 1973-74 academic year were accepted.

Subjects for the study were sophomore, junior, and senior students living in eleven fraternity houses, nine sorority houses, three language houses, an academic and residential program house (hereafter

referred to as an academic program house), a traditional men's residence hall, and a traditional women's residence hall. A current list of students living in these residence halls was provided by the Office of the Dean of Students for Residence Hall Life. Using a table of random numbers (Klugh, 1970), a random selection of 40 students from each of the six residential groups was made giving a total of 240 students in the sample. In each residential group, 35 completed questionnaires were returned for a total of 210. This is an 87.5% return.

Procedures Used

The following procedures were used to complete this investigation:

Data Collection

Once the random selection was made, each student was assigned a code letter and number. The letter indicates the student's group, e.g., f for fraternities, x for language houses, and the number from 1 to 40 indicates the student's order of selection. The code letter and number, e.g., x-1, for each subject was written on his CUES and OPI answer sheets. Test booklets, answer sheets, and a cover letter were placed in an envelope for each student. A copy of the cover letter is included in Appendix D.

Cooperation of the resident directors and resident advisors in each hall was obtained. Envelopes were delivered to the subjects in the language houses and the traditional women's residence hall by the resident directors and resident advisors. All other envelopes were given to the subjects personally by the investigator. Subjects were

asked to complete the instruments in their rooms, seal the envelopes, and return them to the resident director or resident advisor, or directly to the investigator. Though no time limit was set, subjects were encouraged to return their completed questionnaires within one week.

Processing the Data

For the CUES, each subject's responses were scored individually producing seven CUES scores for each subject. Though this is not the 66+ / 33- consensus method that C. R. Pace recommends, Berdie, 1966; R. D. Butler, 1969; Centra, 1968; Jansen and Winborn, 1968; McPeek, 1967; and Yonge, 1968, used this method in their studies.

Each subject's number of total responses on the CUES answered in the keyed direction for questions 1 to 150 was determined. Subjects whose total scores placed them in the top 25% and those whose total scores placed them in the bottom 25% were judged to be the most satisfied and least satisfied, respectively, with the college campus. Responses made by the subjects in these two groups on the OPI were subjected to an item analysis to determine which items distinguished between the two groups. Each item of the OPI was treated as an independent variable. Items that discriminate between the two groups were included in the College Satisfaction Scale (CSS).

All 14 scales included on the OPI answer sheets were hand scored, even though only six scales were statistically analyzed and used in the present investigation. Each subject's IDC score was determined using the formula provided in the manual (Heist and Yonge, 1968).

Data for the appropriate hypothesis were punched in computer cards and processed by the College of William and Mary Computer Center on the IBM 360/50 digital computer. The APL/360 Computer Terminal also was used in the data analysis.

Appendices E through J give comparative profile configurations of each residential group on the CUES and the mean of the total sample on the CUES. Appendices K through P give comparative profile configurations of each residential group on the OPI and the mean of the total sample on the OPI.

Statistical Methods

The statistical methods employed in the treatment of the data were designed to:

a. determine significant differences among the six residential groups in their perception of the college campus and to determine significant differences among the six residential groups on the personality variables,

b. determine significant differences between each group on the perception and personality scales,

c. determine significant relationships between perception of the college environment and certain selected personality variables for each of the residential groups and for the total population, and

d. determine those items on the OPI which distinguish between students most satisfied and least satisfied with the college campus.

The first statistical procedure involved an analysis of variance to determine significant differences among the six residential groups on each of the seven environmental scales of the CUES and on each of the

six personality scales and IDC of the OPI. This statistical procedure resulted in 14 F values. The AOFVAR procedure from the Galfo Statistical Package (GSP) on the APL/360 computer was used to complete this analysis. The accepted level of significance was $p < .05$.

The second statistical procedure used the t-test to determine the significant difference between all possible combinations of groups on each of the seven scales of the CUES and on each of the six scales and IDC of the OPI. This procedure resulted in the application of 105 t tests for the CUES and 105 t tests for the OPI. The t-test procedure of the GSP on the IBM 360/50 Digital Computer was utilized. The accepted level of significance was $p < .05$.

The third statistical procedure involved the application of Pearson product-moment correlation coefficients to the seven CUES scale scores with the seven OPI scale scores. This procedure was completed for each of the six residential groups resulting in six different 7 X 7 correlation matrices. "The Statistical Package for the Social Sciences (SPSS)" subprogram "Pearson Corr" was utilized to complete this analysis. This program gave the r and the significance level for each r.

The fourth statistical procedure involved the use of the "Crosstabs" procedure of the SPSS. This procedure tallied and item analyzed each of the 385 responses on the OPI for all the students in the "most satisfied" and "least satisfied" groups into a 2 X 2 contingency table. The "Crosstabs" procedure yields a corrected chi square, degrees of freedom, and significance level for each item. The $p < .05$

level of significance was used in order for items to be retained on the CSS.

Chapter 4

Results

Results of the present investigation are presented by hypotheses. The statistical analysis for each hypothesis is given with appropriate comparisons and remarks as the final part of each presentation.

Hypothesis 1

The first area of investigation was directed toward differences in perception of the college environment by occupants of fraternity houses, sorority houses, language houses, an academic program house, a traditional men's residence hall, and a traditional women's residence hall. The analysis of variance test resulted in significant F values on the Community Scale ($F = 3.07$) and the Campus Morale Scale ($F = 3.21$) of the CUES for the six residential groups indicating a significant difference in perception of the college campus on these two scales. Table 1 shows F values for the analysis of variance. With 5 and 204 degrees of freedom, F values of 2.26 and 3.11, respectively, are necessary for the $p < .05$ and $p < .01$ levels of significances. According to definitions given by C. R. Pace, the Community and Campus Morale Scales are somewhat similar in that they describe a campus characterized by group cohesiveness, friendliness, and a supportive and congenial atmosphere. It should be noted that of the 22 items on the Campus Morale Scale, eight items, or 35.4%, are from the Community Scale. This is important when considering the F value of the Campus Morale Scale.

The next step in the analysis of the first hypothesis involved

TABLE 1

F Values Yielded by Analysis of Variance of College and University Environment Scales for the Six Residential Groups

Scale	F value	Significance level
Community	3.0736	.05
Practicality	1.7268	[a]
Awareness	1.9526	[a]
Propriety	2.1180	[a]
Scholarship	1.8046	[a]
Campus morale	3.2111	.01
Quality of teaching	2.2217	[a]

[a]Not significant

testing for significance of difference between pairs of means. A series of t tests were used to find specifically where the six residential groups differ on the seven CUES scales. With 68 degrees of freedom, t values of 3.46, 2.66, and 2.00 are necessary for the $p < .001$, $p < .01$, and $p < .05$ levels of significance, respectively. A discussion of the findings for each of the seven CUES scales follows.

Table 2 lists Community Scale t values. On this scale there is a significant difference in perception of the college environment between the occupants of sorority houses and those students living in the fraternity houses, the traditional men's residence hall, and the traditional women's residence hall. The mean score for sorority house occupants is higher than for the other three residential groups indicating they perceive the campus environment to be more friendly, cohesive, group-oriented, and supportive.

A close inspection was made of the t values for those residential groups that are similar by definition, i.e., fraternity houses--sorority houses, language houses--academic program house, and traditional men's residence hall--traditional women's residence hall. It appears that students in the language houses and academic program house ($t = .0$) perceive the college environment on the Community Scale in a similar manner and that students in the traditional women's residence hall and traditional men's residence hall ($t = -.39$) perceive the college environment on the Community Scale in like manner. As previously noted, occupants of fraternity houses and sorority houses ($t = 3.24$) differ significantly in their perception of the college environment on the Community

TABLE 2

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Community Scale of the College and University Environment Scales

Group	Mean	Standard deviation	t value
Language houses	9.91	3.64	
Academic & residential program house	9.91	3.21	0.00
Language houses	9.91	3.64	
Fraternity houses	8.82	3.56	1.25
Language houses	9.91	3.64	
Sorority houses	11.40	3.04	-1.85
Language houses	9.91	3.64	
Traditional men's residence hall	9.08	3.44	0.97

TABLE 2 (continued)

Group	Mean	Standard deviation	t value
Language houses	9.91	3.64	
Traditional women's residence hall	8.77	3.22	1.38
Academic & residential program house	9.91	3.21	
Fraternity houses	8.82	3.56	1.33
Academic and residential program house	9.91	3.21	
Sorority houses	11.40	3.04	-1.98
Academic and residential program house	9.91	3.21	
Traditional men's residence hall	9.08	3.44	1.04
Academic and residential program house	9.91	3.21	
Traditional women's residence hall	8.77	3.22	1.48
Fraternity houses	8.82	3.56	
Sorority houses	11.40	3.04	3.24**

TABLE 2 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	8.82	3.56	
Traditional men's residence hall	9.08	3.44	0.30
Fraternity houses	8.82	3.56	
Traditional women's residence hall	8.77	3.22	-0.07
Sorority houses	11.40	3.04	
Traditional men's residence hall	9.08	3.44	-2.98**
Sorority houses	11.40	3.04	
Traditional women's residence hall	8.77	3.22	-3.50***
Traditional men's residence hall	9.08	3.44	
Traditional women's residence hall	8.77	3.22	-0.39

*$p < .05$.

**$p < .01$.

***$p < .001$.

Scale. The t values of .30 and -.07 indicate that these groups perceive the college environment in a more similar manner than do the traditional men's and traditional women's residence hall groups.

On the Practicality Scale (t values are given in Table 3), there is a significant difference in the perception of the college environment between the men in the fraternity houses and students in the academic program house and the traditional women's residence hall. The mean score is higher for residents of fraternity houses than for the other two residential groups. When compared with the other two groups, the occupants of fraternity houses, to a greater extent, perceive the college environment as a place where personal status is emphasized and gained by knowing the right people and being in the right group.

A further inspection is necessary of Practicality Scale t values for those residential groups that are considered similar. It appears that occupants of three sets of similar residential groupings--fraternity houses and sorority houses (t = .58), language houses and academic program house (t = .09), and traditional men's residence hall and traditional women's residence hall (t = -.77)--each perceive the college environment on the Practicality Scale in like manner. The t values of -.10 and -.20 indicate that residents of those two residential groups are more nearly similar in their perception of the college environment than are the residents of fraternity and sorority houses and those living in traditional men's and traditional women's residences.

On the Awareness Scale, there is a significant difference in the

TABLE 3

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Practicality Scale of the College and University Environment Scales

Group	Mean	Standard deviation	t value
Language houses	5.80	2.57	
Academic & residential program house	5.74	2.51	0.09
Language houses	5.80	2.57	
Fraternity houses	7.02	2.77	-1.92
Language houses	5.80	2.57	
Sorority houses	6.68	2.06	-1.58
Language houses	5.80	2.57	
Traditional men's residence hall	6.25	2.24	-0.79

TABLE 3 (continued)

Group	Mean	Standard deviation	t value
Language houses	5.80	2.57	
Traditional women's residence hall	5.85	2.07	-0.10
Academic & residential program house	5.74	2.51	
Fraternity houses	7.02	2.77	-2.03*
Academic and residential program house	5.74	2.51	
Sorority houses	6.68	2.06	-1.71
Academic and residential program house	5.74	2.51	
Traditional men's residence hall	6.25	2.24	-0.90
Academic and residential program house	5.74	2.51	
Traditional women's residence hall	5.85	2.07	-0.20
Fraternity houses	7.02	2.77	
Sorority houses	6.68	2.06	-0.58

TABLE 3 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	7.02	2.77	
Traditional men's residence hall	6.25	2.24	-1.28
Fraternity houses	7.02	2.77	
Traditional women's residence hall	5.85	2.07	-2.00*
Sorority houses	6.68	2.06	
Traditional men's residence hall	6.25	2.24	-0.83
Sorority houses	6.68	2.06	
Traditional women's residence hall	5.85	2.07	-1.67
Traditional men's residence hall	6.25	2.24	
Traditional women's residence hall	5.85	2.07	-0.77

*$p < .05$.

**$p < .01$.

***$p < .001$.

perception of the college environment between occupants of sorority houses and occupants of fraternity houses and the traditional women's residence. Table 4 presents Awareness Scale t values. The mean score for the sorority group is higher than for the other two residential groups. This indicates that women living in sorority houses see the campus environment as one which stresses an awareness of self, of society, and of aesthetic stimuli.

A close inspection of Awareness Scale t values for similar residential groups indicates that students who reside in the language houses and in the academic program house ($t = .88$) perceive the college environment in a similar manner. This same comparison can be made for the groups of students who live in the traditional residences. Both the men and women who live in the traditional residences ($t = -.91$) perceive the college environment on the Awareness Scale in a similar manner. The fraternity and sorority residents ($t = 2.37$) differ significantly in their perception of the college environment on the Awareness Scale. The t values of .85, .61, -.05, .82, .68, and -.10 indicate that those residential groups (see Table 4) perceive the campus in more of a like manner than the similar residential groups.

On the Propriety Scale (t values are given in Table 5), there is a significant difference in the perception of the college environment between students who live in the academic program house and students who live in sorority houses, fraternity houses, and the traditional women's residence. The mean score for the academic program house group is higher than for the other residential groups. This indicates that, when

TABLE 4

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Awareness Scale of the College and University Environment Scales

Group	Mean	Standard deviation	t value
Language houses	10.37	4.55	
Academic & residential program house	9.42	4.32	0.88
Language houses	10.37	4.55	
Fraternity houses	8.74	4.97	1.42
Language houses	10.37	4.55	
Sorority houses	11.28	3.91	-0.90
Language houses	10.37	4.55	
Traditional men's residence hall	9.48	4.07	0.85

TABLE 4 (continued)

Group	Mean	Standard deviation	t value
Language houses	10.37	4.55	
Traditional women's residence hall	8.62	3.78	1.73
Academic & residential program house	9.42	4.32	
Fraternity houses	8.74	4.97	0.61
Academic & residential program house	9.42	4.32	
Sorority houses	11.28	3.04	-1.88
Academic & residential program house	9.42	4.32	
Traditional men's residence hall	9.48	4.07	-0.05
Academic & residential program house	9.42	4.32	
Traditional women's residence hall	8.62	3.78	0.82
Fraternity houses	8.74	4.97	
Sorority houses	11.28	3.91	2.37*

TABLE 4 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	8.74	4.97	
Traditional men's residence hall	9.48	4.07	0.68
Fraternity houses	8.74	4.97	
Traditional women's residence hall	8.62	3.78	-0.10
Sorority houses	11.28	3.91	
Traditional men's residence hall	9.48	4.07	-1.88
Sorority houses	11.28	3.91	
Traditional women's residence hall	8.62	3.78	-2.88**
Traditional men's residence hall	9.48	4.07	
Traditional women's residence hall	8.62	3.78	-0.91

*$p < .05$.

**$p < .01$.

TABLE 5

Means, Standard Deviations, and t Values of Those Occupants of the Six Residential Groups on the Propriety Scale of the College and University Environment Scales

Group	Mean	Standard deviation	t value
Language houses	8.60	2.45	
Academic & residential program house	9.68	2.94	-1.67
Language houses	8.60	2.45	
Fraternity houses	7.94	2.97	1.00
Language houses	8.60	2.45	
Sorority houses	7.77	2.77	1.32
Language houses	8.60	2.45	
Traditional men's residence hall	8.71	2.90	-0.17

TABLE 5 (continued)

Group	Mean	Standard deviation	t value
Language houses	8.60	2.45	
Traditional women's residence hall	8.34	2.53	0.43
Academic & residential program house	9.68	2.94	
Fraternity houses	7.94	2.97	2.45*
Academic and residential program house	9.68	2.94	
Sorority houses	7.77	2.77	2.79**
Academic and residential program house	9.68	2.94	
Traditional men's residence hall	8.71	2.90	1.38
Academic and residential program house	9.68	2.94	
Traditional women's residence hall	8.34	2.53	2.04*
Fraternity houses	7.94	2.97	
Sorority houses	7.77	2.77	-0.24

TABLE 5 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	7.94	2.97	
Traditional men's residence hall	8.71	2.90	1.09
Fraternity houses	7.94	2.97	
Traditional women's residence hall	8.34	2.53	0.60
Sorority houses	7.77	2.77	
Traditional men's residence hall	8.71	2.90	1.38
Sorority houses	7.77	2.77	
Traditional women's residence hall	8.34	2.53	0.89
Traditional men's residence hall	8.71	2.90	
Traditional women's residence hall	8.34	2.53	-0.57

*$p < .05$.

**$p < .01$.

compared to the other three groups, the academic program house students are more aware of a campus atmosphere that is mannerly, considerate, proper, and conventional.

The t values of those similar residential groups indicate that the fraternity and sorority house residents ($t = -.24$) perceive the college environment on the Propriety Scale in a similar manner. Occupants of the traditional men's and women's residences ($t = -.57$) also have a similar perception on the Propriety Scale. Though not significant at the acceptable level of .05, but significant at $p < .1$, the t value for the language houses and academic program house indicate there is some difference in their perception of the college environment on the Propriety Scale. Every t value, other than the three significant ones, are lower than a t of -1.67 which indicates that those groups are more similar in their perception of the campus than the occupants of the language houses and academic program house.

On the Scholarship Scale, there is a significant difference in the perception of the college environment between students in the fraternity houses and the traditional women's residence hall. Table 6 presents the t values on the Scholarship Scale. The mean score for the occupants of the traditional women's residence hall is higher than the mean score for the residents of fraternity houses. This indicates these women are more cognizant of a college environment which emphasizes competively high academic achievement and a serious interest in scholarship.

Students in the language houses and academic program house

TABLE 6

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Scholarship Scale of the College and University Environment Scales

Group	Mean	Standard deviation	t value
Language houses	13.82	3.42	
Academic & residential program house	13.65	3.57	0.13
Language houses	13.82	3.42	
Fraternity houses	12.05	4.10	1.90
Language houses	13.82	3.42	
Sorority houses	13.71	4.18	0.06
Language houses	13.82	3.42	
Traditional men's residence hall	12.42	4.38	1.43

TABLE 6 (continued)

Group	Mean	Standard deviation	t value
Language houses	13.82	3.42	
Traditional women's residence hall	14.31	3.45	-0.66
Academic & residential program house	13.65	3.57	
Fraternity houses	12.05	4.10	1.73
Academic and residential program house	13.65	3.57	
Sorority houses	13.71	4.18	-0.06
Academic and residential program house	13.65	3.57	
Traditional men's residence hall	12.42	4.38	1.28
Academic and residential program house	13.65	3.57	
Traditional women's residence hall	14.31	3.45	-0.78
Fraternity houses	12.05	4.10	
Sorority houses	13.71	4.18	1.67

TABLE 6 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	12.05	4.10	
Traditional men's residence hall	12.42	4.38	0.36
Fraternity houses	12.05	4.10	
Traditional women's residence hall	14.31	3.45	2.48*
Sorority houses	13.71	4.18	
Traditional men's residence hall	12.42	4.38	1.25
Sorority houses	13.71	4.18	
Traditional women's residence hall	14.31	3.45	0.65
Traditional men's residence hall	12.42	4.38	
Traditional women's residence hall	14.31	3.45	1.99

*$p < .05$.

(t = .13) have a very similar perception of the scholastic environment of the campus. The t values for the students in fraternity houses and sorority houses (t = 1.67) and occupants of the traditional men's and women's residences (t = 1.99), though not significant at the $p < .05$ level, are significant at $p < .1$. This indicates there is some disagreement in their perception of the college scholastic environment. The Scholarship Scale t values for residents of the sorority houses and language houses (t = .06) and sorority houses and academic program house (t = -.06) indicate a very similar perception of the college environment by these residential groups.

Campus Morale Scale t values given in Table 7 indicate a significant difference between the way the occupants of the academic program house and the fraternity houses perceive the campus. The mean score for the academic program house students is higher than the mean score for the residents of the fraternity houses. This indicates that the academic program house students are more aware of a college environment characterized by group cohesiveness, friendly assimilation into campus life, and a commitment to intellectual pursuits. There also is a significant difference in perception between the residents of sorority houses and students in the traditional men's residences and traditional women's residences. The higher mean score for the sorority women indicates that, where compared to the other two groups, they are more aware of the cohesive and friendly environment mentioned above.

The t values of similar residential groups indicate that the students in language houses and academic program house (t = -.33) and

TABLE 7

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Campus Morale Scale of the College and University Environment Scales

Group	Mean	Standard deviation	t value
Language houses	11.05	4.31	
Academic & residential program house	11.40	4.16	-0.33
Language houses	11.05	4.31	
Fraternity houses	9.31	4.31	1.69
Language houses	11.05	4.31	
Sorority houses	12.80	4.64	-1.62
Language houses	11.05	4.31	
Traditional men's residence hall	9.45	4.61	1.49

TABLE 7 (continued)

Group	Mean	Standard deviation	t value
Language houses	11.05	4.31	
Traditional women's residence hall	10.45	3.77	0.61
Academic & residential program house	11.40	4.16	
Fraternity houses	9.31	4.31	2.05*
Academic & residential program house	11.40	4.16	
Sorority houses	12.80	4.64	-1.32
Academic & residential program house	11.40	4.16	
Traditional men's residence hall	9.45	4.61	1.84
Academic & residential program house	11.40	4.16	
Traditional women's residence hall	10.45	3.77	0.99
Fraternity houses	9.31	4.31	
Sorority houses	12.80	4.64	-1.67

TABLE 7 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	9.31	4.31	
Traditional men's residence hall	9.45	4.61	0.13
Fraternity houses	9.31	4.31	
Traditional women's residence hall	10.45	3.77	1.17
Sorority houses	12.80	4.64	
Traditional men's residence hall	9.45	4.61	-3.02**
Sorority houses	12.80	4.64	
Traditional women's residence hall	10.45	3.77	-2.31*
Traditional men's residence hall	9.45	4.61	
Traditional women's residence hall	10.45	3.77	0.99

*$p < .05$.

**$p < .01$.

in the traditional men's and traditional women's residences (t = .99) have a similar perception of the environment as measured by the Campus Morale Scale. The t value for the residents of fraternity houses and sorority houses (t = -1.67), however, was significant at the $p < .1$ level. This suggests some disagreement in their perception of the college environment on the Campus Morale Scale. The t value of .13 indicates the highest level of agreement between the students in the fraternity houses and in the traditional men's residence hall on the Campus Morale Scale.

The last scale of the CUES to be discussed in the first hypothesis is the Quality of Teaching Scale. Table 8 presents the t values for this scale. On this scale, there is a significant difference in perception between the language houses and fraternity house students. Students in the language houses sense an atmosphere where professors are scholarly, flexible, set high standards, and yet are warm, interested, and helpful toward students in their teaching. Students in the academic program house had a significantly different perception of the campus than the fraternity houses and traditional women's residence students. The mean score for the academic program house students indicates they sense an atmosphere where professors are scholarly and warm as described above.

The t values of those similar residential groups indicate that students in the language houses and in the academic program house (t = -.85) and the students in the traditional men's and traditional women's residences (t = -.68) perceive the college environment on the

TABLE 8

Means, Standard Deviations, and t Values of Those Occupants of the Six Residential Groups on the Quality of Teaching Scale of the College and University Environment Scales

Group	Mean	Standard deviation	t value
Language houses	6.88	1.67	
Academic & residential program house	7.25	1.94	-0.85
Language houses	6.88	1.67	
Fraternity houses	5.77	2.32	2.29*
Language houses	6.88	1.67	
Sorority houses	6.74	1.85	0.33
Language houses	6.88	1.67	
Traditional men's residence hall	6.60	2.36	0.58

TABLE 8 (continued)

Group	Mean	Standard deviation	t value
Language houses	6.88	1.67	
Traditional women's residence hall	6.22	2.14	1.42
Academic & residential program house	7.25	1.94	
Fraternity houses	5.77	2.32	2.89**
Academic & residential program house	7.25	1.94	
Sorority houses	6.74	1.85	1.13
Academic & residential program house	7.25	1.94	
Traditional men's residence hall	6.60	2.36	1.26
Academic & residential program house	7.25	1.94	
Traditional women's residence hall	6.22	2.14	2.10*
Fraternity houses	5.77	2.32	
Sorority houses	6.74	1.85	1.93

TABLE 8 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	5.77	2.32	
Traditional men's residence hall	6.60	2.36	1.47
Fraternity houses	5.77	2.32	
Traditional women's residence hall	6.22	2.14	0.85
Sorority houses	6.74	1.85	
Traditional men's residence hall	6.60	2.36	-0.28
Sorority houses	6.74	1.85	
Traditional women's residence hall	6.22	2.14	-1.07
Traditional men's residence hall	6.60	2.36	
Traditional women's residence hall	6.22	2.14	-0.68

*$p < .05$.

**$p < .01$.

Quality of Teaching Scale in a similar manner. The t value for men in fraternity houses and the women in sorority houses ($t = 1.93$) is significant only at the $p < .1$ level. This indicates some disagreement in the perception of the college environment on the Quality of Teaching Scale.

Hypothesis 2

The second area of investigation was directed toward determining if there is a significant relationship between perception of the college environment and certain selected personality variables shown by students living in various residential situations. The purpose for this aspect of the investigation is to test C. R. Pace's contention that what a student reports to be true about his college environment is generally unrelated to his own personal characteristics. For each of the six residential groups, a 7 X 7 correlation matrix was developed. The results for each of the groups will be presented separately.

The significant correlations between the CUES and OPI scales for the women in the traditional residence hall are presented in Table 9. The Practicality Scale is related to Theoretical Orientation (.33). The higher a woman scores on the Practicality Scale, the more she tends to express an interest in science and scientific activities. The Community Scale is correlated with Thinking Introversion (.37). The more a woman perceives the campus as a friendly, cohesive place, the more she tends to prefer reflective thought and scholarly activities.

Table 10 presents the significant correlations between the CUES and OPI scales for the men in the traditional residence hall.

TABLE 9

Correlations between the College and University Environment Scales and Omnibus Personality Inventory Scales--Traditional Women's Residence Hall Occupants

Scales	Pearson's correlation	Significance level
Practicality to Theoretical Orientation	.33	.050
Community to Thinking Introversion	.37	.026

TABLE 10

Correlations bewteen the College and University Environment Scales and Omnibus Personality Inventory Scales--Traditional Men's Residence Hall Occupants

Scales	Pearson's correlation	Significance level
Practicality to Intellectual Disposition Category	-.33	.048
Community to Thinking Introversion	.54	.002
Community to Theoretical Orientation	.34	.040
Community to Intellectual Disposition Category	-.41	.014
Campus morale to Thinking Introversion	.35	.036
Quality of teaching to Thinking Introversion	.42	.010

Practicality is related to the Intellectual Disposition Category (-.33). The greater a man perceives the campus environment as stressing personal status, the more he pursues learning for the sake of learning. The Community Scale is related to Thinking Introversion (.54), Theoretical Orientation (.34), and the Intellectual Disposition Category (-.41). The greater a student perceives the college environment as friendly and cohesive, the more he tends to prefer reflective thought, scholarly activities, scientific activities and the pursuit of learning for its own value. The Campus Morale Scale and the Quality of Teaching Scale are related to Thinking Introversion at .35 and .42, respectively. The higher a student scores on these two scales, the more he tends to prefer reflective thought and scholarly activities.

The significant correlations between the CUES and OPI scales for the men in fraternity houses are presented in Table 11. The Practicality Scale is correlated with the Thinking Introversion Scale (-.40) and with the Autonomy Scale (-.46). The greater fraternity members perceive the campus as stressing personal activities, and liberal nonauthoritarian thinking. The Scholarship Scale is related to Autonomy (-.43). The higher fraternity men score on the Scholarship Scale, the less they tend to be intellectually and politically liberal. The Awareness Scale is related to Estheticism (.49) and to the Intellectual Disposition Category (-.35). The greater the student perceives the campus stressing an awareness of self, of society, and of aesthetic stimuli, the more he tends to enjoy artistic subjects and activities such as painting, music, and literature. He also tends to

TABLE 11

Correlations between the College and University Environment Scales and Omnibus Personality Inventory Scales--Fraternity House Occupants

Scales	Pearson's correlation	Significance level
Practicality to Thinking Introversion	-.40	.014
Practicality to Autonomy	-.46	.006
Scholarship to Autonomy	-.43	.008
Awareness to Estheticism	.49	.002
Awareness to Intellectual Disposition Category	-.35	.038
Campus morale to Intellectual Disposition Category	-.34	.042

pursue learning for the sake of learning. The relationship between the Campus Morale Scale and the Intellectual Disposition Category is -.34. The greater the student perceives the campus as emphasizing a commitment to intellectual pursuits and freedom of expression, the more he tends to view learning for its own intrinsic value.

Table 12 presents the significant correlations between the CUES and OPI scales for the women in sorority houses. The Practicality Scale is related to Thinking Introversion (-.36), Complexity (-.37), Autonomy (-.41), and the Intellectual Disposition Category (.40). The greater a sorority house student perceives the campus as stressing personal status, the less she tends to prefer reflective thought, scholarly activities, novel situations and ideas, liberal nonauthoritarian thinking, and pursues learning for the sake of learning. The Scholarship Scale is related to Autonomy (-.35) and Religious Orientation (-.47). As sorority women's perception of the scholastic environment increases, their preference for liberal nonauthoritarian thinking decreases and their view of Judaic-Christian belief becomes more conventional. The relationship between the Community Scale and Autonomy is -.35. As the score on the Community Scale increases, the tendency to prefer liberal, nonauthoritarian thinking decreases. The Awareness Scale is related to the Intellectual Disposition Category (-.36). The greater sorority women perceive the campus as stressing an awareness of self, society and aesthetic stimuli, the more they tend to pursue learning for its own value. The Campus Morale Scale is correlated with Autonomy (-.46) and Religious Orientation (-.40). As the perception of

TABLE 12

Correlations between the College and University Environment Scales and Omnibus Personality Inventory Scales--Sorority House Occupants

Scales	Pearson's correlation	Significance level
Practicality to Thinking Introversion	-.36	.032
Practicality to Complexity	-.37	.028
Practicality to Autonomy	-.41	.014
Practicality to Intellectual Disposition Category	.40	.018
Scholarship to Autonomy	-.35	.036
Scholarship to Religious Orientation	-.47	.004
Community to Autonomy	-.37	.026
Awareness to Intellectual Disposition Category	-.36	.030
Campus morale to Autonomy	-.46	.004
Campus morale to Religious Orientation	-.40	.016

TABLE 12 (continued)

Scales	Pearson's correlation	Significance level
Quality of teaching to Religious Orientation	-.45	.006

the campus environment on the Campus Morale Scale increases, the tendency for sorority house occupants to prefer liberal, nonauthoritarian thinking decreases and their view of Judaic-Christian beliefs become more conventional. The Quality of Teaching Scale is related to Religious Orientation (-.45). As the student's score increases on the Quality of Teaching Scale, they tend to adhere to more conventional religious beliefs and practices.

The significant correlation between the CUES and OPI scales for occupants of the language houses are presented in Table 13. Scholarship is correlated with Autonomy (-.33). The greater the students perceive the campus environment as stressing high academic achievement and scholarship, the less they tend to prefer liberal, nonauthoritarian thinking. The Community Scale is related to Complexity (-.33), Autonomy (-.44), and Religious Orientation (-.33). Students in the language houses who describe the campus as a friendly, cohesive place, tend to prefer well-ordered situations, nonauthoritarian thinking, and conventional religious beliefs and practices. Awareness is related to Autonomy (-.49). Students who perceive the campus environment as stressing an awareness of self, society, and aesthetic stimuli, tend to have conservative, authoritarian attitudes. The Campus Morale Scale was correlated with Complexity (-.45), Autonomy (-.65), Religious Orientation (-.39), and the Intellectual Disposition Category (-.37). The students in the language houses who perceive the campus environment as a place emphasizing group cohesiveness, assimilation into campus life, and intellectual pursuits tend to prefer well-oriented situations, to

TABLE 13

Correlations between the College and University Environment Scales and Omnibus Personality Inventory Scales--Language House Occupants

Scales	Pearson's correlation	Significance level
Scholarship to Autonomy	-.33	.046
Community to Complexity	-.33	.046
Community to Autonomy	-.44	.006
Community to Religious Orientation	-.33	.048
Awareness to Autonomy	-.49	.002
Campus morale to Complexity	-.45	.006
Campus morale to Autonomy	-.65	.002
Campus morale to Religious Orientation	-.39	.018
Campus morale to Intellectual Disposition Category	-.37	.026

have conservative authoritarian attitudes, to have conventional religious views, and pursue learning for its intrinsic value.

The significant correlations between CUES and OPI scales for the academic program house members are presented in Table 14. Practicality is correlated with Religious Orientation (.40). Students who perceive the campus as emphasizing personal status tend to have moderate religious beliefs and practices. The Scholarship Scale is related to Complexity (-.37). The students who see the campus as a place emphasizing high academic achievement and a serious interest in scholarship, tend to prefer well-structured situations and ideas. The Community Scale is related to Theoretical Orientation (-.40). Those students who describe the campus as a friendly, cohesive place tend not to prefer science and scientific activities. Awareness is related to Thinking Introversion (-.33) and Complexity (-.41). Those students in the academic program house who describe the campus as a place emphasizing awareness of self and society tend not to like reflective thought and scholarly activities, and to prefer well-oriented situations. The Propriety Scale was correlated with Estheticism (.35) and the Intellectual Disposition Category (-.34). The academic program house students are the only residential group for which Propriety is significantly correlated with any OPI scale. Those students who describe the campus as mannerly, considerate, proper, and conventional tend to have artistic interests and pursue learning for its own sake. The Campus Morale Scale is related to Theoretical Orientation (-.34). Those students who describe the campus as a place

TABLE 14

Correlations bewteen the College and University Environment Scales and Omnibus Personality Inventory Scales--Academic and Residential Program House Occupants

Scales	Pearson's correlation	Significance level
Practicality to Religious Orientation	.40	.016
Scholarship to Complexity	-.37	.026
Community to Theoretical Orientation	-.40	.016
Awareness to Thinking Introversion	-.33	.050
Awareness to Complexity	-.41	.012
Propriety to Estheticism	.35	.036
Propriety to Intellectual Disposition Category	-.34	.046
Campus morale to Theoretical Orientation	-.34	.040

emphasizing group cohesiveness and friendly assimilation into campus life, tend not to prefer science and scientific activities.

Hypothesis 3

The third hypothesis was formulated and tested to determine if there is a significant difference in selected personality variables for occupants of various types of residences. The analysis of variance test on the OPI for the six residential groups resulted in significant F scores on the Thinking Introversion Scale ($F = 7.85$), Theoretical Orientation Scale ($F = 6.93$), Estheticism Scale ($F = 4.75$), Complexity Scale ($F = 5.80$), Autonomy Scale ($F = 3.38$), and the Intellectual Disposition Category ($F = 5.66$). This indicates a significant difference in personality characteristics for the various residential groups. Table 15 shows the F values obtained from the analysis of variance. With 5 and 204 degrees of freedom, F values of 2.26 and 3.11, respectively, are necessary for the $p < .05$ and $p < .01$ levels of significance.

The next step taken in analyzing the third hypothesis involved testing for significant differences between pairs of means. A series of t tests were used to find specifically where the six residential groups differed on the six scales and IDC of the OPI. With 68 degrees of freedom, t values of 3.46, 2.26, 2.00, respectively, are necessary for the $p < .001$, $p < .01$, and $p < .05$ levels of significance.

On the Thinking Introversion Scale, there is a significant difference between students residing in the language houses and those in the sorority houses and traditional women's residence. Table 16

TABLE 15

F Values Yielded by the Analysis of Variance of Omnibus Personality Inventory for the Six Residential Groups

Scale	F value	Significance level
Thinking Introversion	7.85	.01
Theoretical Orientation	6.93	.01
Estheticism	4.75	.01
Complexity	5.80	.01
Autonomy	3.38	.01
Religious Orientation	0.53	[a]
Intellectual Disposition Category	5.66	.01

[a]Not significant.

TABLE 16

Means, Standard Deviations, and t Values of Those Occupants of the Six Residential Groups on the Thinking Introversion Scale of the Omnibus Personality Inventory

Group	Mean	Standard deviation	t value
Language houses	28.11	6.28	
Academic & residential program house	28.68	6.17	-0.38
Language houses	28.11	6.28	
Fraternity houses	21.74	7.80	-0.86
Language houses	28.11	6.28	
Sorority houses	21.08	7.10	4.38***
Language houses	28.11	6.28	
Traditional men's residence hall	25.17	7.50	1.77

TABLE 16 (continued)

Group	Mean	Standard deviation	t value
Language houses	28.11	6.28	
Traditional women's residence hall	23.74	7.10	2.72**
Academic & residential program house	28.68	6.17	
Fraternity houses	21.74	7.80	4.12***
Academic and residential program house	28.68	6.17	
Sorority houses	21.08	7.10	4.77***
Academic and residential program house	28.68	6.17	
Traditional men's residence hall	25.17	7.50	2.13*
Academic and residential program house	28.68	6.17	
Traditional women's residence hall	23.74	7.10	3.10**
Fraternity houses	21.74	7.80	
Sorority houses	21.08	7.10	-1.02

TABLE 16 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	21.74	7.80	
Traditional men's residence hall	25.17	7.50	-0.94
Fraternity houses	21.74	7.80	
Traditional women's residence hall	23.74	7.10	-0.97
Sorority houses	21.08	7.10	
Traditional men's residence hall	25.17	7.50	2.33*
Sorority houses	21.08	7.10	
Traditional women's residence hall	23.74	7.10	1.56
Traditional men's residence hall	25.17	7.50	
Traditional women's residence hall	23.74	7.10	-0.81

*$p < .05$.

**$p < .01$.

***$p < .001$.

presents the t values on the Thinking Introversion Scale. The mean score for language house students is higher indicating that, when compared with the other two groups, occupants of the language houses are characterized by more of a liking for reflective thought and academic activities. Their thinking is also less dominated by commonly accepted ideas.

There is a significant difference between the occupants of the academic program house and fraternity house men, sorority house women, and traditional residence hall women. The mean score for academic program house students is higher indicating that, when compared with the other three groups, they, too, are characterized by more of a preference for reflective thought and academic activities. Their thinking is less dominated by commonly accepted ideas.

The occupants of the sorority houses and traditional men's residence hall differed significantly on the TI Scale. The mean score for the traditional men's residence hall students is higher indicating more of a liking for reflective thought and academic activities.

The t values for related residential units indicate that three sets--language house and academic program house students ($t = -.38$), fraternity and sorority house students ($t = -1.02$), and traditional men's residence hall and traditional women's residence hall students ($t = -.81$)--are each similar in personality characteristics described by the TI Scale.

On the Theoretical Orientation Scale, there is a significant

difference between sorority house women and occupants of the academic program house, language houses, fraternity houses, traditional women's residence hall, and traditional men's residence hall. Table 17 gives the t values on the TO Scale. The mean scores for the occupants of the sorority houses is lower than the other five means. When compared to the other five residential groups, this indicates the occupants of the sorority houses are characterized by less of an interest in dealing with theoretical concerns, science, or the scientific method. There is a significant difference between the occupants of the academic program house and the traditional women's residence hall on the TO Scale. The higher mean score for the academic program house students indicates, when compared with the traditional women's residence hall, that they are more interested in theoretical concerns, science, or the scientific method.

The t values for similar residential units indicate that the occupants of the language houses and academic program house ($t = -1.64$) are similar in personality characteristics described by the TO Scale. This t value approaches significance at the $p < .1$ level. The women's and men's traditional residence hall students ($t = -.84$) are similar in personality characteristics as described by the TO Scale. As previously noted, fraternity and sorority house students differ significantly at the $p < .05$ level.

On the Estheticism Scale, there is a significant difference between the fraternity men and students in the language houses, academic program house, sorority houses, traditional men's residence hall, and

TABLE 17

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Theoretical Orientation Scale of the Omnibus Personality Inventory

Group	Mean	Standard deviation	t value
Language houses	19.37	5.75	
Academic & residential program house	21.00	4.15	-1.64
Language houses	19.37	5.75	
Fraternity houses	17.22	5.55	1.44
Language houses	19.37	5.75	
Sorority houses	14.54	4.59	3.83***
Language houses	19.37	5.75	
Traditional men's residence hall	19.34	5.45	-0.17

TABLE 17 (continued)

Group	Mean	Standard deviation	t value
Language houses	19.37	5.75	
Traditional women's residence hall	18.34	4.40	0.65
Academic & residential program house	21.00	4.15	
Fraternity houses	17.22	5.55	3.21**
Academic and residential program house	21.00	4.15	
Sorority houses	14.54	4.59	6.16***
Academic and residential program house	21.00	4.15	
Traditional men's residence hall	19.34	5.45	1.42
Academic and residential program house	21.00	4.15	
Traditional women's residence hall	18.34	4.40	2.59*
Fraternity houses	17.22	5.55	
Sorority houses	14.54	4.59	2.20*

TABLE 17 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	17.22	5.55	
Traditional men's residence hall	19.34	5.45	1.60
Fraternity houses	17.22	5.55	
Traditional women's residence hall	18.34	4.40	0.93
Sorority houses	14.54	4.59	
Traditional men's residence hall	19.34	5.45	3.98***
Sorority houses	14.54	4.59	
Traditional women's residence hall	18.34	4.40	3.53***
Traditional men's residence hall	19.34	5.45	
Traditional women's residence hall	18.34	4.40	-0.84

*$p < .05$.

**$p < .01$.

***$p < .001$

traditional women's residence hall. T values on the Es Scale are given in Table 18. The mean score for fraternity house men is lower than the mean for the other five residential groups. This suggests they are less interested in artistic activities. There is a significant difference on the Es Scale between members of the academic program house and sorority houses. The greater mean score for the academic program house students indicates that, as compared to sorority women, they are characterized by having stronger artistic interests.

The t values for the like residential groups indicate that the language houses and academic program house students (t = -.98) are similar in personality characteristics described by the Es Scale. Residents of the traditional men's and women's halls (t = .92) also are similar in personality characteristics described by the Es Scale.

On the Complexity Scale, there is a significant difference between the language house students and students in sorority houses, fraternity houses, and the traditional men's and women's residences. Table 19 presents the t values for the Co Scale. The mean score for students in the language houses is higher indicating that, when compared to students in the other four residential units, they are characterized by more of a tolerance for ambiguities and uncertainties and are fond of novel situations and ideas. There is a significant difference between academic program house students and fraternity, sorority, and traditional women's residence students. The mean score for the academic program house residents is higher indicating that, when compared to the other three groups, they too are characterized by more of

TABLE 18

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Estheticism Scale of the Omnibus Personality Inventory

Group	Mean	Standard deviation	t value
Language houses	14.31	4.61	
Academic & residential program house	15.25	3.29	-0.98
Language houses	14.31	4.61	
Fraternity houses	10.48	4.68	3.44**
Language houses	14.31	4.61	
Sorority houses	13.25	4.40	0.98
Language houses	14.31	4.61	
Traditional men's residence hall	13.34	5.26	0.82

TABLE 18 (continued)

Group	Mean	Standard deviation	t value
Language houses	14.31	4.61	
Traditional women's residence hall	14.42	4.51	-0.10
Academic & residential program house	15.25	3.29	
Fraternity houses	10.48	4.68	4.93***
Academic and residential program house	15.25	3.29	
Sorority houses	13.25	4.40	2.15*
Academic and residential program house	15.25	3.29	
Traditional men's residence hall	13.34	5.26	1.82
Academic and residential program house	15.25	3.29	
Traditional women's residence hall	14.42	4.51	0.87
Fraternity houses	10.48	4.68	
Sorority houses	13.25	4.40	2.55*

TABLE 18 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	10.48	4.68	
Traditional men's residence hall	13.34	5.26	2.39*
Fraternity houses	10.48	4.68	
Traditional women's residence hall	14.42	4.51	3.58***
Sorority houses	13.25	4.40	
Traditional men's residence hall	13.34	5.26	0.07
Sorority houses	13.25	4.40	
Traditional women's residence hall	14.42	4.51	1.09
Traditional men's residence hall	13.34	5.26	
Traditional women's residence hall	14.42	4.51	0.92

*$p < .05$.

**$p < .01$.

***$p < .001$.

TABLE 19

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Complexity Scale of the Omnibus Personality Inventory

Group	Mean	Standard deviation	t value
Language houses	18.68	5.35	
Academic & residential program house	18.54	5.15	0.11
Language houses	18.68	5.35	
Fraternity houses	15.48	5.33	2.50*
Language houses	18.68	5.35	
Sorority houses	13.94	4.95	3.84***
Language houses	18.68	5.35	
Traditional men's residence hall	16.22	4.90	2.00*

TABLE 19 (continued)

Group	Mean	Standard deviation	t value
Language houses	18.68	5.35	
Traditional women's residence hall	13.97	5.33	3.68***
Academic & residential program house	18.54	5.15	
Fraternity houses	15.48	5.33	2.43*
Academic and residential program house	18.54	5.15	
Sorority houses	13.94	4.95	3.80***
Academic and residential program house	18.54	5.15	
Traditional men's residence hall	16.22	4.90	1.92
Academic and residential program house	18.54	5.15	
Traditional women's residence hall	13.97	5.33	3.64***
Fraternity houses	15.48	5.33	
Sorority houses	13.94	4.95	-1.25

TABLE 19 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	15.48	5.33	
Traditional men's residence hall	16.22	4.90	0.60
Fraternity houses	15.48	5.33	
Traditional women's residence hall	13.97	5.33	-1.18
Sorority houses	13.94	4.95	
Traditional men's residence hall	16.22	4.90	1.93
Sorority houses	13.94	4.95	
Traditional women's residence hall	13.97	5.33	0.02
Traditional men's residence hall	16.22	4.90	
Traditional women's residence hall	13.97	5.33	-1.84

*$p < .05$.

**$p < .01$.

***$p < .001$.

a tolerance for ambiguities and uncertainties and like novel situations and ideas.

The t values for similar residential groups indicate that three sets--language houses and academic program house (t = .11), fraternity and sorority houses (t = -1.25), and traditional men's and women's residence halls (t = -1.84)--are each similar in personality characteristics as described by the Co Scale. The t value for the sorority house and traditional women's residence students (t = .02) indicates a very close similarity in personality characteristics described by the Co Scale.

On the Autonomy Scale, there is a significant difference between language house students and occupants of the sorority houses and traditional men's residence hall. Table 20 presents the t values on the Au Scale. The mean score for residents of the language houses is higher indicating that, compared to the other two residential groups, they are characterized by more of a need for independence and liberal nonauthoritarian thinking. There is also a significant difference between the students in the academic program house and students in fraternity houses, sorority houses, and the traditional women's residence. The mean score for the academic program house residents is higher indicating, compared to the other three residential groups, they are characterized by more of a need for independence and liberal, nonauthoritarian thinking. The t values for similar residential groups indicate that three sets--language houses and academic program house (t = -.82), fraternity and sorority houses (t = -1.47), and traditional men's and women's

TABLE 20

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Autonomy Scale of the Omnibus Personality Inventory

Group	Mean	Standard deviation	t value
Language houses	31.74	5.45	
Academic & residential program house	32.77	4.92	-0.82
Language houses	31.74	5.45	
Fraternity houses	29.77	5.54	1.49
Language houses	31.74	5.45	
Sorority houses	27.77	5.79	2.95**
Language houses	31.74	5.45	
Traditional men's residence hall	28.54	7.37	2.06*

TABLE 20 (continued)

Group	Mean	Standard deviation	t value
Language houses	31.74	5.45	
Traditional women's residence hall	30.22	6.60	1.04
Academic & residential program house	32.77	4.92	
Fraternity houses	29.77	5.54	2.39*
Academic and residential program house	32.77	4.92	
Sorority houses	27.77	5.79	3.88***
Academic and residential program house	32.77	4.92	
Traditional men's residence hall	28.54	7.37	2.82**
Academic and residential program house	32.77	4.92	
Traditional women's residence hall	30.22	6.60	1.82
Fraternity houses	29.77	5.54	
Sorority houses	27.77	5.79	-1.47

TABLE 20 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	29.77	5.54	
Traditional men's residence hall	28.54	7.37	-0.78
Fraternity houses	29.77	5.54	
Traditional women's residence hall	30.22	6.60	0.31
Sorority houses	27.77	5.79	
Traditional men's residence hall	28.54	7.37	0.48
Sorority houses	27.77	5.79	
Traditional women's residence hall	30.22	6.60	1.65
Traditional men's residence hall	28.54	7.37	
Traditional women's residence hall	30.22	6.60	1.00

*$p < .05$.

**$p < .01$.

***$p < .001$.

residences (t = 1.00)--are each similar in personality characteristics described by the Au Scale.

On the Religious Orientation Scale, there are no significant differences between the various residential groups. Table 21 presents the t values for the RO Scale. The mean score for the total sample was 14.25 indicating that a moderate view of religious beliefs and practices is characteristic of the six residential groups.

On the Intellectual Disposition Category, there is a significant difference between language house students and fraternity and sorority house students. Table 22 presents the t values on the IDC. The lower mean score for the occupants of the language houses indicates that, when compared with the other two residential groups, they are more oriented toward learning for its own sake and attach less importance in receiving good grades. There is a significant difference between residents of the academic program house and residents of fraternity houses, sorority houses, and the traditional women's residence hall. The lower mean score for academic program house students, when compared with the other three residential groups, indicates they are more oriented toward learning for its own sake and attach less importance in earning good grades. On the IDC, two other comparisons are significant. Students in the traditional men's residence hall are more oriented toward learning for its own sake than are fraternity men (t = -2.73) and sorority women (t = -2.51).

The t values for similar residential groups indicate that three sets--language houses and academic program house (t = .55), fraternity

TABLE 21

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Religious Orientation Scale of the Omnibus Personality Inventory

Group	Mean	Standard deviation	t value
Language houses	13.80	6.76	
Academic & residential program house	15.54	5.52	-1.18
Language houses	13.80	6.76	
Fraternity houses	14.34	5.33	-0.32
Language houses	13.80	6.76	
Sorority houses	13.97	4.06	-0.12
Language houses	13.80	6.76	
Traditional men's residence hall	13.80	5.76	0.00

TABLE 21 (continued)

Group	Mean	Standard deviation	t value
Language houses	13.80	6.76	
Traditional women's residence hall	14.05	4.11	-0.19
Academic & residential program house	15.54	5.52	
Fraternity houses	14.34	5.33	0.92
Academic and residential program house	15.54	5.52	
Sorority houses	13.97	4.06	1.35
Academic and residential program house	15.54	5.52	
Traditional men's residence hall	13.80	5.76	1.29
Academic and residential program house	15.54	5.52	
Traditional women's residence hall	14.05	4.11	1.27
Fraternity houses	14.34	5.33	
Sorority houses	13.97	4.06	-0.32

TABLE 21 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	14.34	5.33	
Traditional men's residence hall	13.80	5.76	-0.40
Fraternity houses	14.34	5.33	
Traditional women's residence hall	14.05	4.11	-0.25
Sorority houses	13.97	4.06	
Traditional men's residence hall	13.80	5.76	-0.14
Sorority houses	13.97	4.06	
Traditional women's residence hall	14.05	4.11	0.08
Traditional men's residence hall	13.80	5.76	
Traditional women's residence hall	14.05	4.11	0.21

*$p < .05$.

**$p < .01$.

***$p < .001$.

TABLE 22

Means, Standard Deviations and t Values of Those Occupants of the Six Residential Groups on the Intellectual Disposition Category of the Omnibus Personality Inventory

Group	Mean	Standard deviation	t value
Language houses	4.54	1.44	
Academic & residential program house	4.37	1.13	0.55
Language houses	4.54	1.44	
Fraternity houses	5.62	1.39	-3.20**
Language houses	4.54	1.44	
Sorority houses	5.48	1.14	-3.02**
Language houses	4.54	1.44	
Traditional men's residence hall	4.74	1.31	-0.60

TABLE 22 (continued)

Group	Mean	Standard deviation	t value
Language houses	4.54	1.44	
Traditional women's residence hall	5.17	1.22	-1.96
Academic & residential program house	4.37	1.13	
Fraternity houses	5.62	1.39	-4.12***
Academic and residential program house	4.37	1.13	
Sorority houses	5.48	1.14	-4.07***
Academic and residential program house	4.37	1.13	
Traditional men's residence hall	4.74	1.31	-1.26
Academic and residential program house	4.37	1.13	
Traditional women's residence hall	5.17	1.22	-2.82**
Fraternity houses	5.62	1.39	
Sorority houses	5.48	1.14	-0.46

TABLE 22 (continued)

Group	Mean	Standard deviation	t value
Fraternity houses	5.62	1.39	
Traditional men's residence hall	4.74	1.31	-2.73**
Fraternity houses	5.62	1.39	
Traditional women's residence hall	5.17	1.22	-1.45
Sorority houses	5.48	1.14	
Traditional men's residence hall	4.74	1.31	-2.51*
Sorority houses	5.48	1.14	
Traditional women's residence hall	5.17	1.22	-1.10
Traditional men's residence hall	4.74	1.31	
Traditional women's residence hall	5.17	1.22	1.41

*$p < .05$.

**$p < .01$.

***$p < .001$.

and sorority houses (t = -.46), and traditional men's and women's residence halls (t = 1.41)--are each similar in personality as described by the IDC.

Hypothesis 4

The first step in the development of a personality descriptive scale that distinguishes between students who are most and least satisfied with the college environment involved identification of subjects who fall into these two extreme categories. Students who scored in the highest and lowest quartiles of the CUES were classified as most and least satisfied, respectively. The most satisfied quartile (N = 53) was compared with the least satisfied quartile (N = 53) on the basis of subjects' responses to the 385 items on the OPI.

The Crosstabs procedure yielded the chi square statistic and significance level necessary for determining those items to be included in the College Satisfaction Scale. In order for an item to be included in the scale, it had to reach or exceed the $p < .05$ level of significance. Item analysis yielded 29 items which equaled or exceeded the $p < .05$ level of significance. The items included in the scale, their significance level, and the appropriate scoring direction are presented in Table 23.

The 29 items on the College Satisfaction Scale were marked on an OPI answer sheet to determine the amount of item overlap between the new scale and the 14 OPI scales. The OPI scoring keys were used to determine from which scale the questions were derived. Table 24 gives the number of items derived from each scale. While there are only 29

TABLE 23

Omnibus Personality Inventory Items Reaching Specified Levels of Significance When Comparing Most Satisfied Students to Least Satisfied Students

Item number	Scoring direction	Significance level	Item
7	True	.0289	I want to be an important person in the community.
12	True	.0197	I do not introduce myself to strangers at a social gathering.
22	True	.0416	Society puts too much restraint on the individual.
51	True	.0258	It is not the duty of a citizen to support his country right or wrong.
63	False	.0070	I am active on the committees of school.
72	True	.0083	I do not like to act as a host or hostess at parties.
83	False	.0389	I have always hated regulations.
99	True	.0028	Once a week or more I become very excited.

TABLE 23 (continued)

Item number	Scoring direction	Significance level	Item
144	True	.0190	I show individuality and originality in my school work.
157	False	.0359	I would rather be a brilliant but unstable worker than a steady and dependable one.
165	False	.0244	The trouble with many people is that they do not take things seriously enough.
182	False	.0311	I often get the feeling that I am not really part of the group I associate with and that I could separate from it with little discomfort or hardship.
187	True	.0490	I read articles or books that deal with new theories and points of view within my field of interest.
192	True	.0022	I become so enthusiastic that my enthusiasm spreads to those around me.

TABLE 23 (continued)

Item number	Scoring direction	Significance level	Item
201	True	.0176	I would enjoy writing a paper explaining a theory and presenting the arguments for and against it.
229	False	.0197	Our modern industrial and scientific developments are signs of a greater degree of civilization than that attained by any previous society, for example, by the Greeks.
238	True	.0002	It is a pretty callous person who does not feel love and gratitude for his parents.
255	True	.0130	Often I wonder who I really am or what I should really be like.
287	False	.0085	My free time is usually filled up by social demands.
314	False	.0041	I never attend a sexy show if I can avoid it.
315	True	.0068	After a lecture or class I think about the ideas presented.

TABLE 23 (continued)

Item number	Scoring direction	Significance level	Item
324	True	.0089	Something exciting will almost pull me out of it when I am feeling low.
325	False	.0021	I believe it is a responsibility of intelligent leadership to maintain the established order of things.
330	True	.0210	I enjoy thinking of new examples to illustrate general rules and principles.
341	True	.0377	Some ideas which come to me are accompanied by such a strong feeling of urgency that, regardless of their usefulness, I can think of little else.
355	False	.0098	It is difficult for me to take people seriously.
365	False	.0006	I like to take the lead at social gatherings.
368	True	.0378	I hesitate to ask the assistance of others.

TABLE 23 (continued)

Item number	Scoring direction	Significance level	Item
371	True	.0092	I like to serve as a member of a committee in carrying out some activity or project.

Source:

Heist, P., & Yonge, G. Omnibus Personality Inventory manual. New York: Psychological Corporation, 1968.

TABLE 24

The Number of Items Overlapping between the College Satisfaction Scale and the Published Scales of the Omnibus Personality Inventory

Scale	Number of items	Overlap with College Satisfaction Scale (%)
Thinking Introversion	2	6.8
Theoretical Orientation	3	10.3
Estheticism	0	0.0
Complexity	1	3.4
Autonomy	5	17.2
Religious Orientation	1	3.4
Social Extroversion	3	10.3
Impulse Expression	7	24.1
Personal Integration	3	10.3
Anxiety Level	0	0.0
Altruism	4	13.7
Practical Outlook	2	6.8

TABLE 24

Scale	Number of items	Overlap with College Satisfaction Scale (%)
Masculinity--Femininity	5	17.2
Response Bias	0	0.0
Total	36	123.5

items on the developed scale, the total number of items attributed to the OPI scales is 36. Several OPI items were used for more than one scale.

Chapter 5

Summary, Conclusions, and Recommendations

Chapter 5 includes a summary of the findings for each hypothesis. Also included are conclusions drawn from the study and recommendations for further research.

Summary

The purpose of the study was to test the following four hypotheses:

a. There will a significant difference in the perception of the college environment by the occupants of fraternity houses, sorority houses, language houses, an academic and residential program house, a traditional men's residence hall, and a traditional women's residence hall.

b. There will be a significant relationship between the perception of the college environment by the occupants of various living situations and certain selected personality variables.

c. There will be a significant difference on personality variables between occupants of various living situations.

d. It will be possible to develop a personality descriptive scale that distinguishes between those persons in the college environment who are most satisfied and those persons in the college environment who are least satisfied.

For the first hypothesis, the analysis of variance resulted in significant f values for the Community and Campus Morale Scales of the CUES. There are 15 t tests which were run for each scale for all

possible pair combinations among the six residential groups to determine where specific differences exist between the residential groups comprising each pair. The number of significant t values for each scale are: (a) Community--3, (b) Practicality--2, (c) Awareness--2, (d) Propriety--3, (e) Scholarship--1, (f) Campus Morale--3, and (g) Quality of Teaching--3. On the Community, Awareness, and Campus Morale Scales, where a significant difference in perception exists, the students in the sorority houses account for this difference. The exception to this is the significant t between students in fraternity houses and the academic program house on the Campus Morale Scale. On the Propriety and Quality of Teaching Scales, where a significant difference in perception exists, the students in the academic program house account for this difference. On the Practicality and Scholarship Scales, the fraternity residents account for the significant difference.

There are a total of 42 significant correlations between the CUES and OPI for the six residential groups. The number of significant correlations for each residential group are: (a) traditional women's residence hall--2, (b) traditional men's residence hall--6, (c) fraternity houses--6, (d) sorority houses--11, (e) language houses--9, and (f) academic program house--8.

The analysis of variance for the third hypothesis resulted in significant f values for the Thinking Introversion, Theoretical Orientation, Estheticism, Complexity, and Autonomy Scales, and the Intellectual Disposition Category of the OPI. The same procedure for the t tests used on the CUES was used on the OPI. The number of

significant t values for each scale are: (a) Thinking Introversion--7, (b) Theoretical Orientation--7, (c) Estheticism--6, (d) Complexity--7, (e) Autonomy--5, (f) Religious Orientation--0, and (g) the Intellectual Disposition Category--7. For each scale, where significant differences in personality exist, the students in the following residential groups account for this difference: (a) Thinking Introversion--language houses and academic program house, (b) Theoretical Orientation--sorority houses and academic program house, (c) Estheticism--fraternity houses, (d) Complexity and Autonomy--language houses and academic program house, and (e) Intellectual Disposition Category--language houses, academic program house, and traditional men's residence hall.

A brief comparative interpretation of the OPI scores of the similar residential groups with the William and Mary mean scale scores follows. Students in the academic program house and language houses enjoy thought-provoking lectures and question teachers' statements and ideas (TI Scale). Academic program house students enjoy conducting research and doing assignments requiring original research (TO Scale). The students in both residential groups enjoy listening to poetry, looking at paintings, and reading about artistic and literary achievements (Es Scale); they believe for most questions, there is more than one right answer (Co Scale); they feel that disobedience to government is sometimes justified and do not favor strict enforcement of all laws no matter what the consequences (Au Scale); and they have a moderate view of religious beliefs and practices (RO Scale).

The students in fraternity and sorority houses tend to avoid

dealing with ideas and abstractions and dislike reading serious philosophical works (TI Scale). The women in sorority houses do not like to read scientific or mathematical articles and prefer having a theory explained to them rather than attempting to understand it on their own (TO Scale). Fraternity house men do not like to read about artistic and literary achievements or to make friends with sensitive artistic men (Es Scale). Fraternity and sorority house occupants are not fond of novel situations and ideas (Co Scale); they are generally tolerant of other viewpoints (AU Scale); and they have a moderate view of religious beliefs and practices (RO Scale).

A general interpretation of the meaning of the scores for the men and women in traditional residence halls is necessary because their respective scores are very close to the mean score on all scales with the following exceptions. The women score lower than the mean on the Co Scale; the men score lower than the mean on the Au Scale. Their scores on the TI, TO, Es, and Co Scales imply average interest in or disposition toward learning. The Au and RO Scales imply a need for independence and a moderate view of religious beliefs and practices.

Item analysis for the fourth hypothesis resulted in the identification of 29 items. These 29 are included in the College Satisfaction Scale that distinguishes between students most and least satisfied with the college environment.

Conclusions and Recommendations

The findings of this research indicate that the subjects living in the various residential situations generally have a similar, but not

identical, perception of the college environment as measured by the Practicality, Awareness, Propriety, Scholarship, and Quality of Teaching Scales of the CUES. When considering the results of the t tests, there are only 17 significant t values out of a possible 105. Therefore, this investigator concludes that the type of residence hall in which a student lives generally does not influence his perception of the college environment.

The results of the second hypothesis are not as conclusive. The number of significant correlations is small, 42 total, and the size of the correlations ranged from .33 to .65 (27 were below .40). This result seems to indicate that there is not a very strong relationship between a student's perception of the campus environment and his personality characteristics as measured by the six scales and IDC of the OPI used in this study.

The students living in the various residential situations do differ significantly in personality as measured by the Thinking Introversion, Theoretical Orientation, Estheticism, Complexity, Autonomy Scales and Intellectual Disposition Category of the OPI. It is interesting to note that of the 39 significant t values, the academic program house and language houses account for 26 and the fraternity houses and sorority houses account for 11.

In its present form the College Satisfaction Scale has limited value. There is a need to validate the instrument before any use can be made of it.

This investigator recommends that the administrators, faculty,

and staff responsible for residence halls and student development be made aware of the results of the present investigation. For the purpose of institutional research, it is further recommended that William and Mary complete a follow-up study using these instruments and testing students when they matriculate as freshmen and every year until graduation. The CSS, it is recommended, should be validated.

APPENDICES

Appendix A

Definition of the Five Scales--College and University Environment Scales

SCALE 1. PRACTICALITY. The 20 items that contribute to the score for this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. As in many organized societies there is also some personal benefit and prestige to be obtained by operating in the system--knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, and so forth. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

SCALE 2. COMMUNITY. The items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyalty that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing rather than by privacy and cool detachment.

SCALE 3. AWARENESS. The items in this scale seem to reflect a concern about and emphasis upon three sorts of meaning--personal,

poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture, architecture, and the like suggests the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the present and future condition of man suggests the search for political meaning and idealistic commitment. What seems to be evident in this sort of environment is a stress on awareness, an awareness of self, of society, and of aesthetic stimuli. Along with this push toward expansion, and perhaps as a necessary condition for it, there is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness.

SCALE 4. PROPRIETY. These items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper, and conventional.

SCALE 5. SCHOLARSHIP. The items in this scale describe an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and serious interest in scholarship. The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously. Intellectual speculation, an interest in ideas,

knowledge for its own sake, and intellectual discipline--all these are characteristic of the environment.

Definition of the Special Subscales--CUES

CAMPUS MORALE. The items in this scale describe an environment characterized by acceptance of social norms, group cohesiveness, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression. Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited.

QUALITY OF TEACHING AND FACULTY-STUDENT RELATIONSHIPS. This scale defines an atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive, and flexible. At the same time, this academic quality of teaching is infused with warmth, interest, and helpfulness toward students.

[C. R. Pace, 1969, p. 11.]

Appendix B

Definitions of the Six Scales--Omnibus Personality Inventory

1. THINKING INTROVERSION (TI)--43 items: Persons scoring high on this measure are characterized by a liking for reflective thought and academic activities. They express interests in a broad range of ideas found in a variety of areas, such as literature, art, and philosophy. Their thinking is less dominated by immediate conditions and situations, or by commonly accepted ideas, than that of thinking extroverts (low scorers). Most extroverts show a preference for overt action and tend to evaluate ideas on the basis of their practical, immediate application, or to entirely reject or avoid dealing with ideas and abstractions.

2. THEORETICAL ORIENTATION (TO)--33 items: This scale measures an interest in, or orientation to, a more restricted range of ideas than is true of TI. High scorers indicate a preference for dealing with theoretical concerns and problems and for using the scientific method in thinking; many are also exhibiting an interest in science and in scientific activities. High scorers are generally logical, analytical, and critical in their approach to problems and situations.

3. ESTHETICISM (Es)--24 items: High scorers endorse statements indicating diverse interests in artistic matters and activities and a high level of sensitivity and response to esthetic stimulation. The content of the statement in this scale extends beyond painting,

sculpture, and music, and includes interests in literature and dramatics.

4. COMPLEXITY (Co)--32 items: This measure reflects an experimental and flexible orientation rather than a fixed way of viewing and organizing phenomena. High scorers are tolerant of ambiguities and uncertainties; they are fond of novel situations and ideas. Most persons high on this dimension prefer to deal with complexity, as opposed to simplicity, and very high scorers are disposed to seek out and to enjoy diversity and ambiguity.

5. AUTONOMY (Au)--43 items: The characteristic measured by this scale is composed of liberal, nonauthoritarian thinking and a need for independence. High scorers show a tendency to be independent of authority as traditionally imposed through social institutions. They oppose infringements on the rights of individuals and are tolerant of viewpoints other than their own; they tend to be realistic, intellectually and politically liberal, and much less judgmental than low scorers.

6. RELIGIOUS ORIENTATION (RO)--26 items: High scorers are skeptical of conventional religious beliefs and practices and tend to reject most of them, especially those that are orthodox or fundamentalistic in nature. Persons scoring around the mean are manifesting a moderate view of religious beliefs and practices; low scorers are manifesting a strong commitment to Judaic-Christian beliefs and tend to be conservative in general and frequently rejecting of other viewpoints.

[Heist & Yonge, 1968, p. 4.]

Appendix C

Interpretation of the Intellectual Disposition Categories of the OPI

Category 1

The person in Category 1 represents very broad intellectual interests, usually to an extent resulting in literary pursuits in a variety of areas and a high level of aesthetic sensitivity and appreciation. These persons tend to reach out for a variety of perceptual and cognitive experiences, many of which are intrinsically meaningful.

Category 2

The person in Category 2 represents strong intellectual orientations and concerns but with less diversity of perspective and range of interest than those in Category 1. Also, in comparison with those in Category 1, those in Category 2 tend to be less motivated to self-expression. This somewhat greater need for structuring of perceptions, as well as the tendency to be less open to new perceptions, increases as one moves down in the category order.

Category 3

Heist and Yonge (1968) do not give as specific an interpretation for those in Categories 1 and 2. Those in Category 3 are similar to those in Category 2, but differ in that they exhibit the characteristics to a lesser degree.

Categories 4, 5, and 6

The average Intellectual Disposition Category for a representative sample of American College Students would probably fall near

Category 5. The people in IDC 5 can probably best be described as "neutral" on this measured disposition toward intellectual involvement. Although some at times appear to be intellectually involved in their devotion to specific activities or pursuits, such interest and involvement is limited and more appearance than fact.

The absence of intrinsic intellectual interests does not correlate strongly with poor academic achievement; actually many men and women in Category 5, as well as 4 and 6, achieve good grades, manifest strong goal orientation (getting a degree or good vocational preparation), and thrive on the competitive aspects of educational evaluation. In essence, many of these students are certainly motivated, but they pursue learning as a means to an end and seldom for the intrinsic satisfaction gained from the acquisition of knowledge or the process of inquiry.

Categories 7 and 8

> The patterns of Categories 7 and 8 identify students still less committed to all that is represented or implied by the term "intellectual interests." The label "unintellectual" can definitely be applied to the persons in both categories (7 and 8) according to available records, immediate and overtime, of their activities and pursuits . . . . They have a need to deal with a tangible world and resort to a pragmatic, generally nonconceptual approach to problems. Though frequently having high aptitude for--and an interest in--using numerical symbols, they tend to use them in a nonabstract, nontheoretical fashion. Persons in Categories 7 and 8 (particularly 8)

very seldom express or develop long-range interest in an educational or academic career. They do not declare themselves for a doctoral degree, and those interested in a master's degree, generally at a later time, are usually found in the applied disciplines [Heist & Yonge, 1968, pp. 25-26].

Appendix D

Dear Fellow Student,

I am currently working on my doctoral dissertation. In order to complete this project, I need your cooperation. Your name was drawn at random from among the students who live in your residence hall.

Please complete the two enclosed questionnaires as soon as possible. It is not necessary to complete the personal information requested on the answer sheets. Be certain to mark the responses on the appropriate answer sheet. After you are finished, place the answer sheets and booklets in the envelope and seal it. You may return it to your resident director or to me via campus mail.

I want to assure you that your responses will be kept in the strictest confidence. If you would like I will interpret for you the results of the two questionnaires.

I would like to express to you my sincere thanks for taking time to complete the questionnaires and helping me gather the necessary information for my dissertation.

Sincerely,

Charles L. Beale

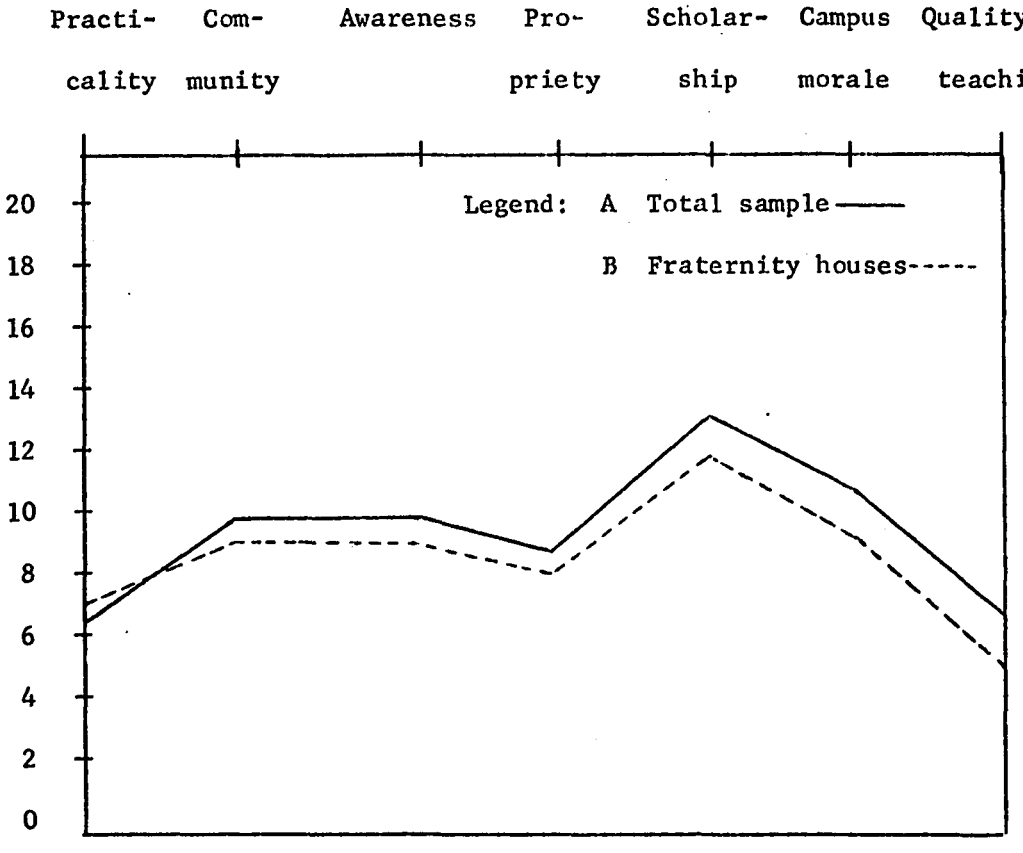
Appendix E

Comparative Profile Configurations of

Fraternity Houses and Total Sample

on the College and University

Environment Scales



A	6.2	9.6	9.6	8.5	13.3	10.7	6.5
B	7.0	8.8	8.7	7.9	12.0	9.3	5.7

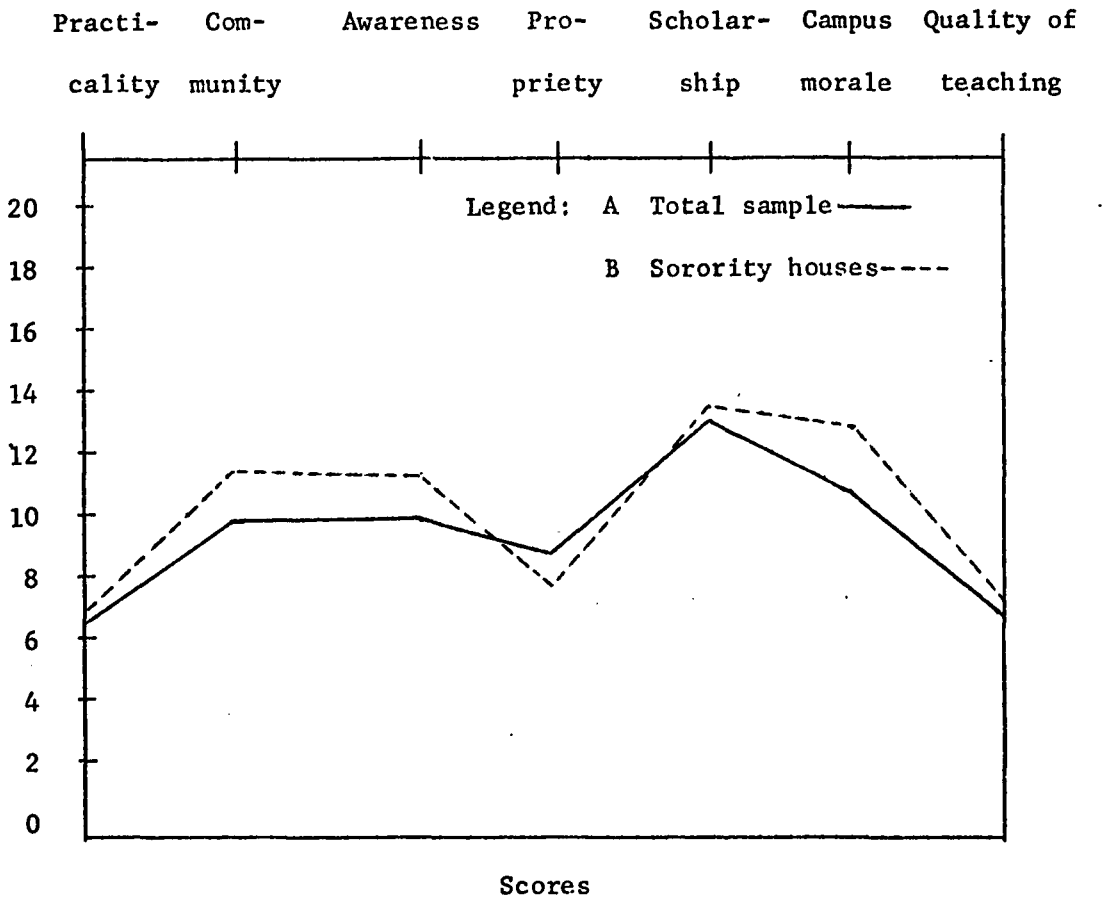
Appendix F

Comparative Profile Configurations of

Sorority Houses and Total Sample

on the College and University

Environment Scales



A	6.2	9.6	9.6	8.5	13.3	10.7	6.5
B	6.6	11.4	11.2	7.7	13.7	12.8	6.7

Appendix G

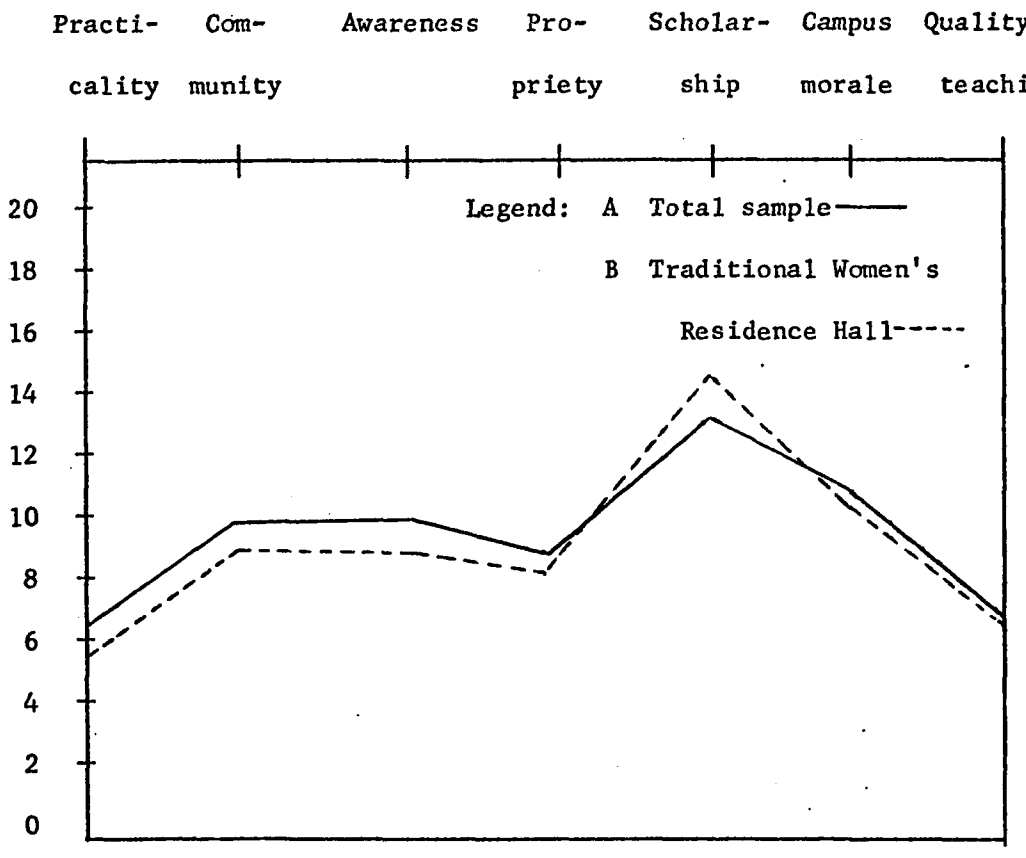
Comparative Profile Configurations of

Traditional Women's Residence Hall

and Total Sample on the College

and University Environment

Scales



A	6.2	9.6	9.6	8.5	13.3	10.7	6.5
B	5.8	8.7	8.6	8.3	14.3	10.4	6.2

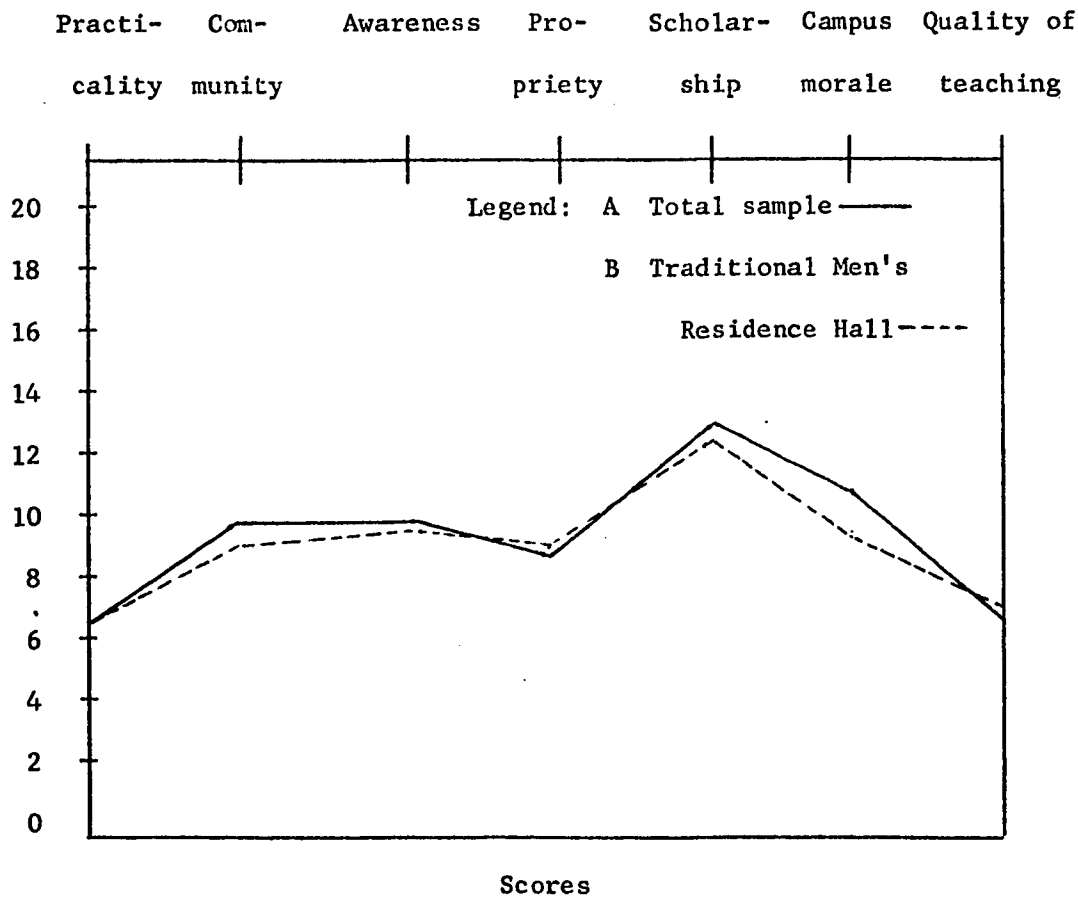
Appendix H

Comparative Profile Configurations of

Traditional Men's Residence Hall and

Total Sample on the College and

University Environment Scales



A	6.2	9.6	9.6	8.5	13.3	10.7	6.5
B	6.2	9.0	9.4	8.7	12.4	9.4	6.6

Appendix I

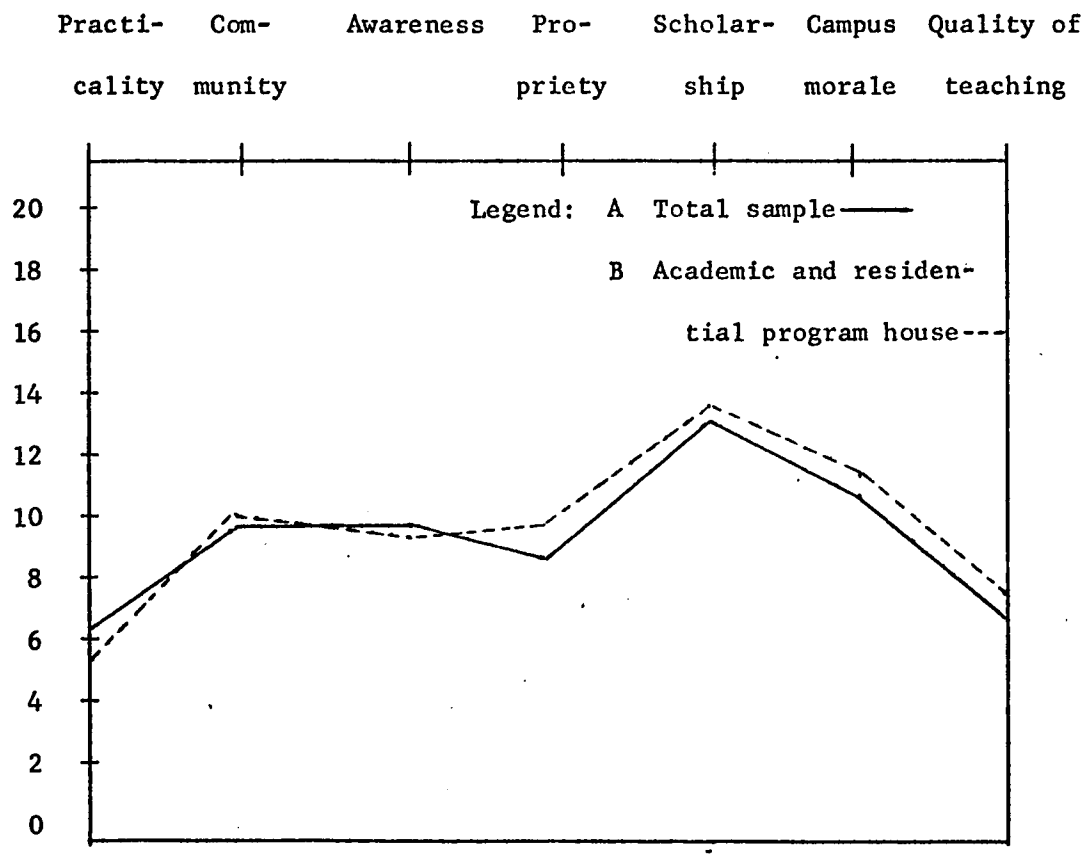
Comparative Profile Configurations of

Academic and Residential Program

House and Total Sample on the

College and University

Environment Scales



A	6.2	9.6	9.6	8.5	13.3	10.7	6.5
B	5.7	9.9	9.4	9.6	13.6	11.4	7.2

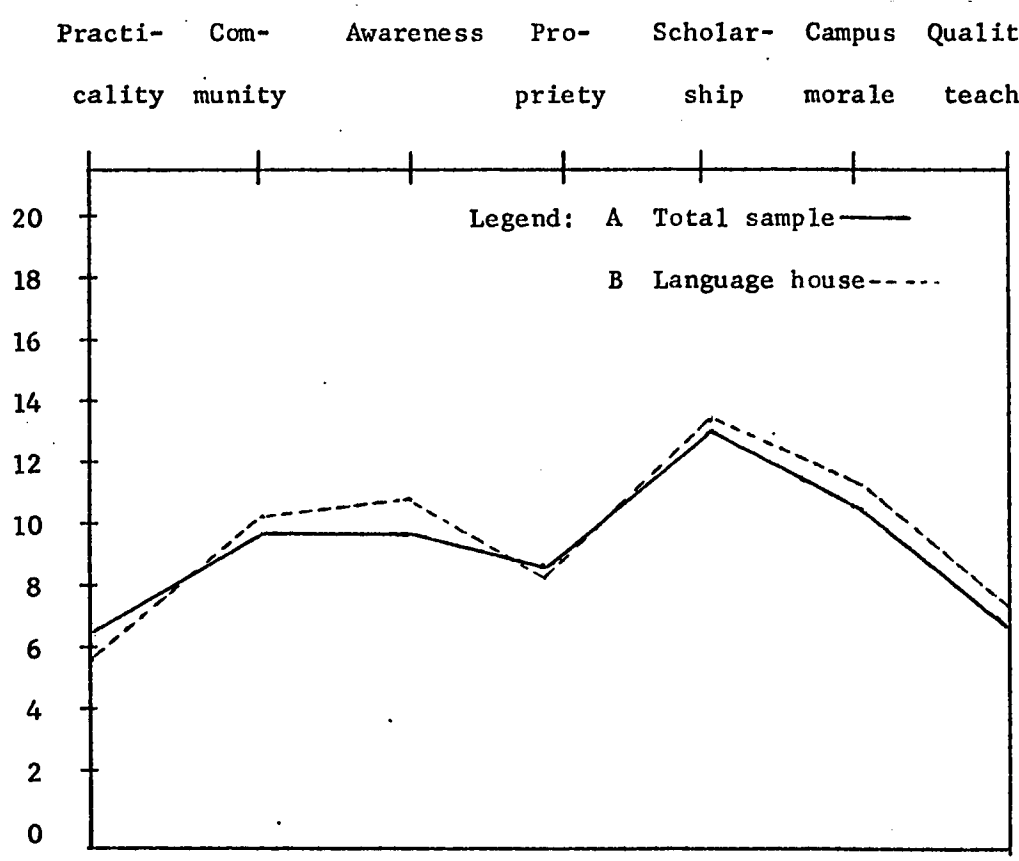
Appendix J

Comparative Profile Configurations of

Language House and Total Sample on

the College and University

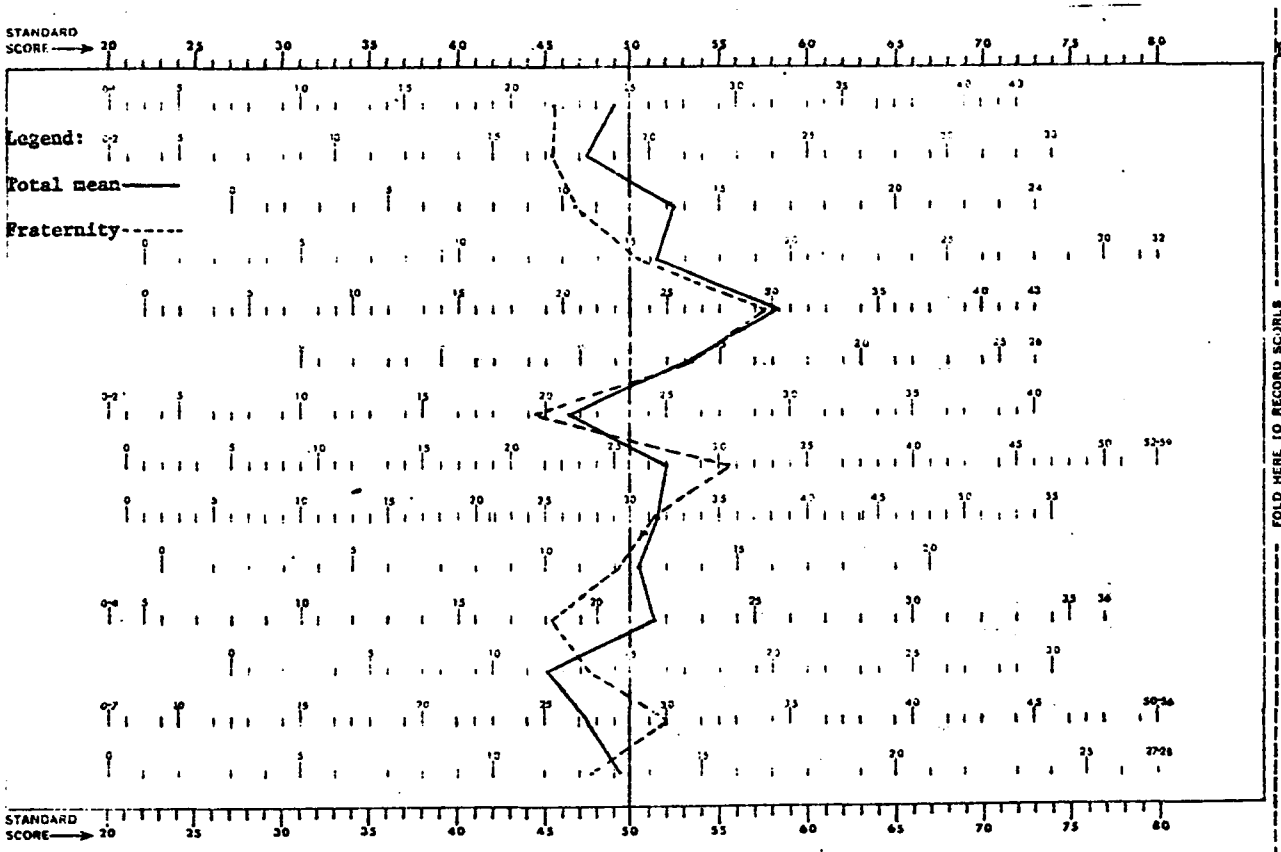
Environment Scales



A	6.2	9.6	9.6	8.5	13.3	10.7	6.5
B	5.8	9.9	10.3	8.6	13.8	11.4	6.8

Appendix K

Comparative Profile Configurations of Total Mean and Fraternity Mean Scores on the Omnibus Personality Inventory

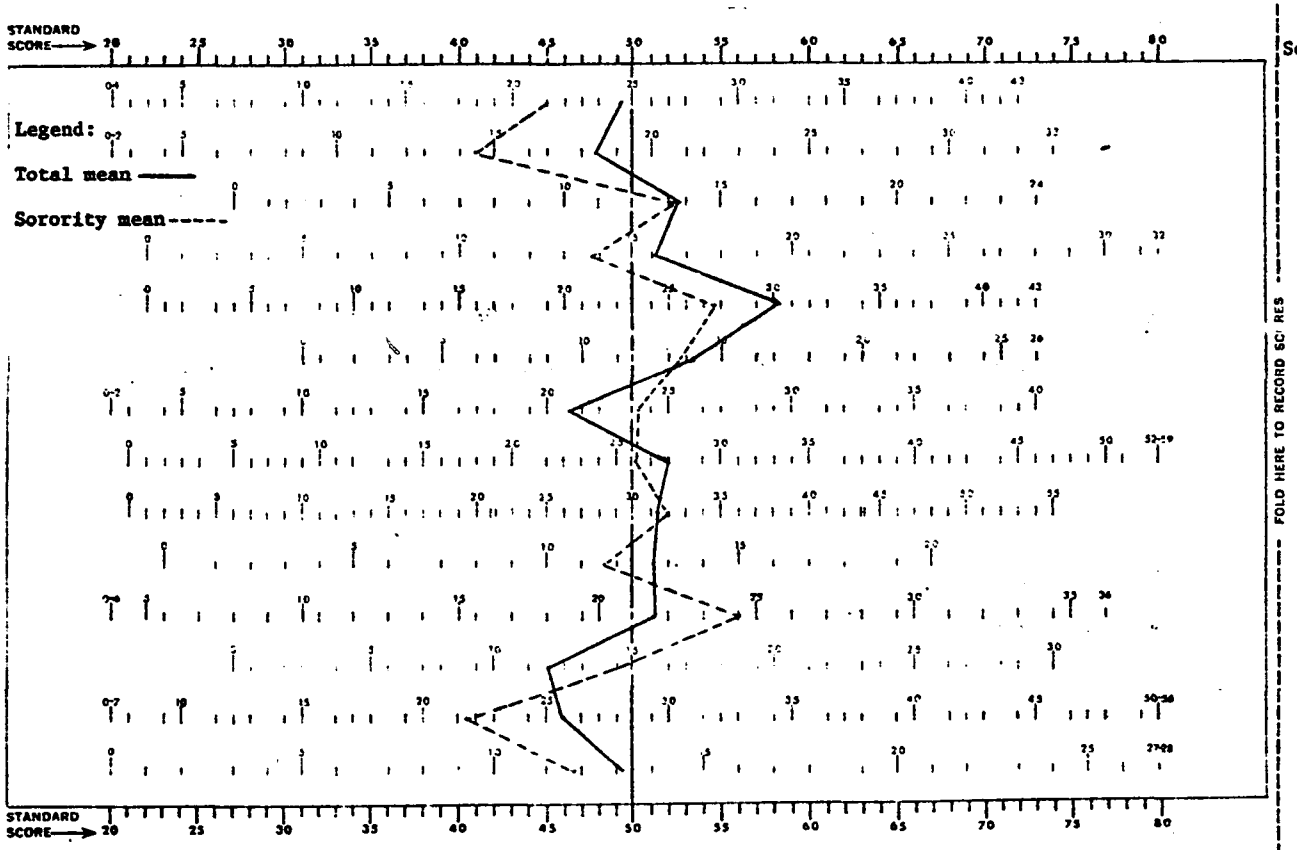


	Fraternity	Total mean
TI	21.7	24.7
TO	17.2	18.3
Es	10.4	13.5
Co	15.4	16.1
Au	29.7	30.1
RO	14.3	14.2
SE	19.5	20.7
IE	30.7	28.0
PI	31.2	31.5
AL	12.4	12.8
Am	18.3	21.7
PO	13.3	11.6
MF	30.0	25.4
RB	12.4	13.1

Note. — Scores below 20 are plotted as 20; scores above 80 are plotted as 80.
IDC = ____ (See Manual for procedure.)

Appendix L

Comparative Profile Configurations of Total Mean and Sorority Mean Scores on Omnibus Personality Inventory



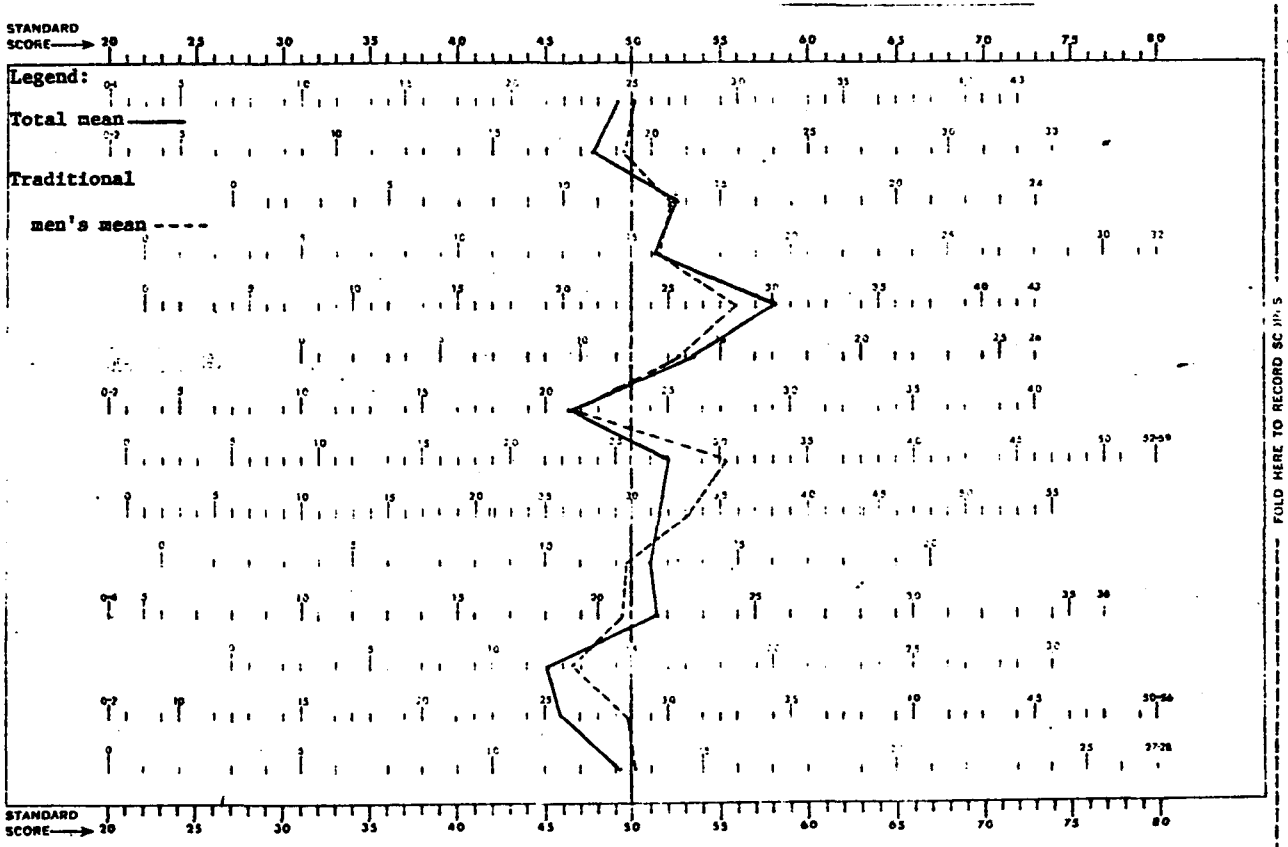
Sorority	Total mean
21.0 TI	24.7
14.5 TO	18.3
13.2 Es	13.5
13.9 Co	16.1
27.7 Au	30.1
13.9 RO	14.2
23.3 SE	20.7
26.1 IE	28.0
32.0 PI	31.5
11.8 AL	12.8
24.0 Am	21.7
14.1 PO	11.6
21.5 MF	25.4
11.9 RE	13.1

Note. — Scores below 20 are plotted as 20; scores above 80 are plotted as 80.
IDC = ____ (See Manual for procedure.)

Appendix M

Comparative Profile Configurations of Total Mean and Traditional

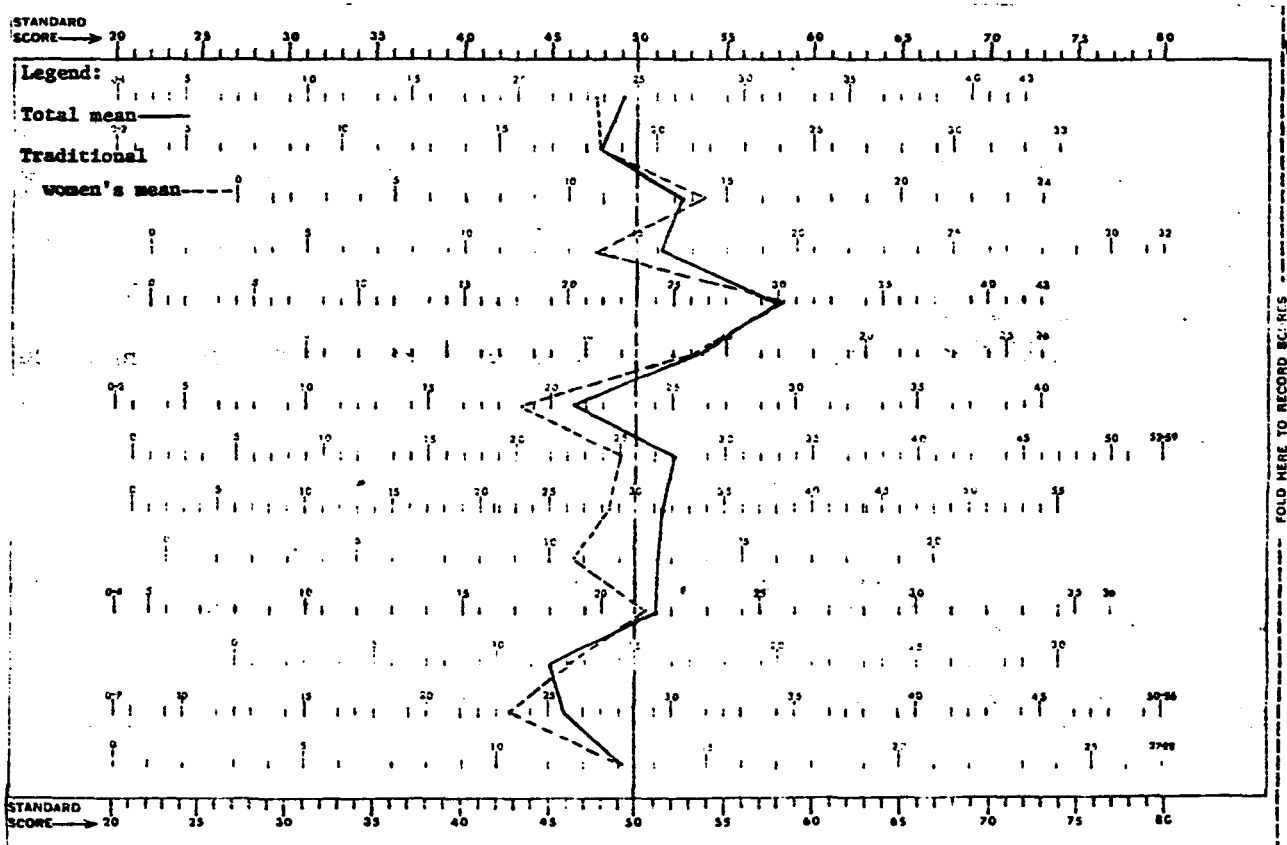
Men's Mean Scores on Omnibus Personality Inventory



Note. — Scores below 20 are plotted as 20; scores above 80 are plotted as 80.
IDC = ____ (See Manual for procedure.)

Appendix N

Comparative Profile Configurations of Total Mean and Traditional Women's Mean Scores on Omnibus Personality Inventory

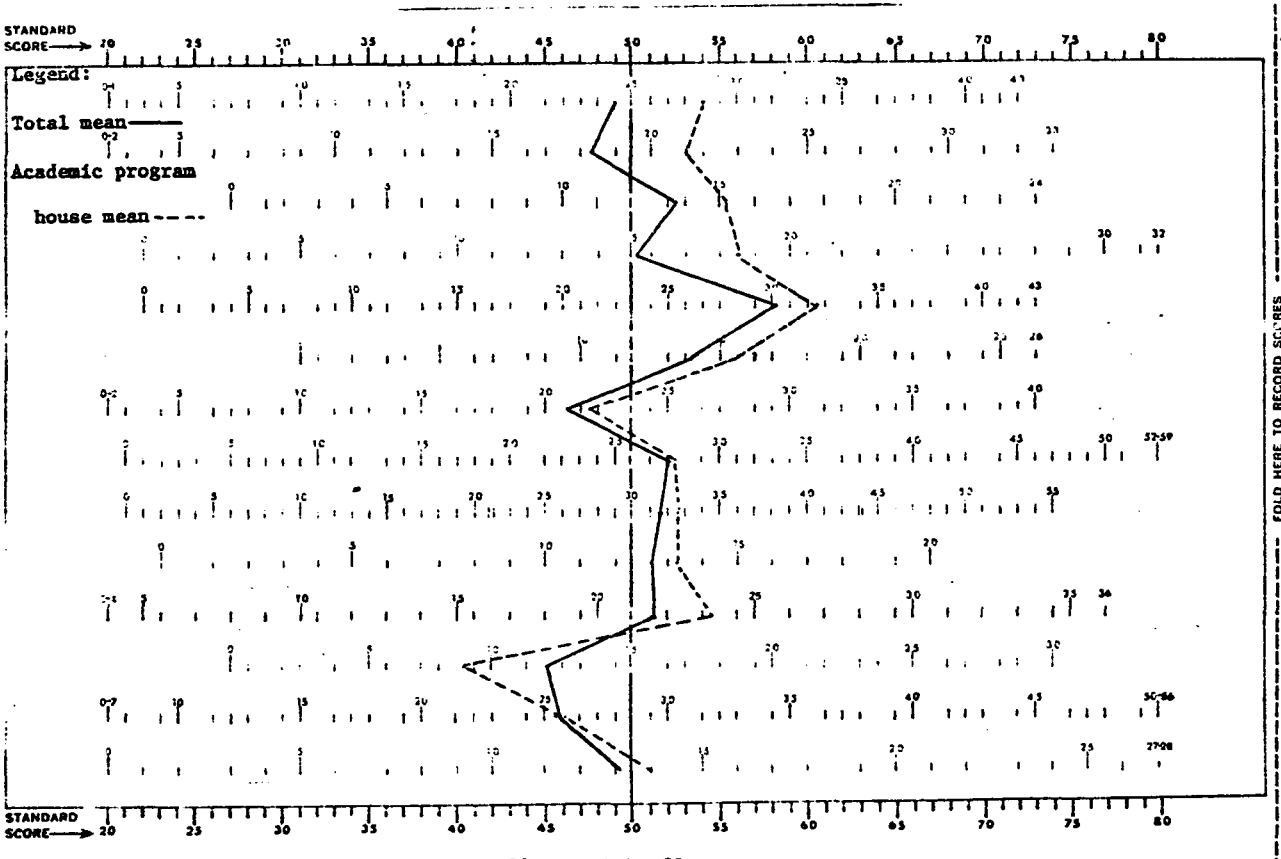


Women	Total mean
23.7TI	24.7
18.3TO	18.3
14.4Es	13.5
13.9Co	16.1
30.2Au	30.1
14.0RO	14.2
18.8SE	20.7
25.0IE	28.0
28.5PI	31.5
10.8AL	12.8
21.3Am	21.7
12.1PO	11.6
23.4MF	25.4
13.1RB	13.1

Note. — Scores below 20 are plotted as 20; scores above 80 are plotted as 80.
IDC = ____. (See Manual for procedure.)

Appendix O

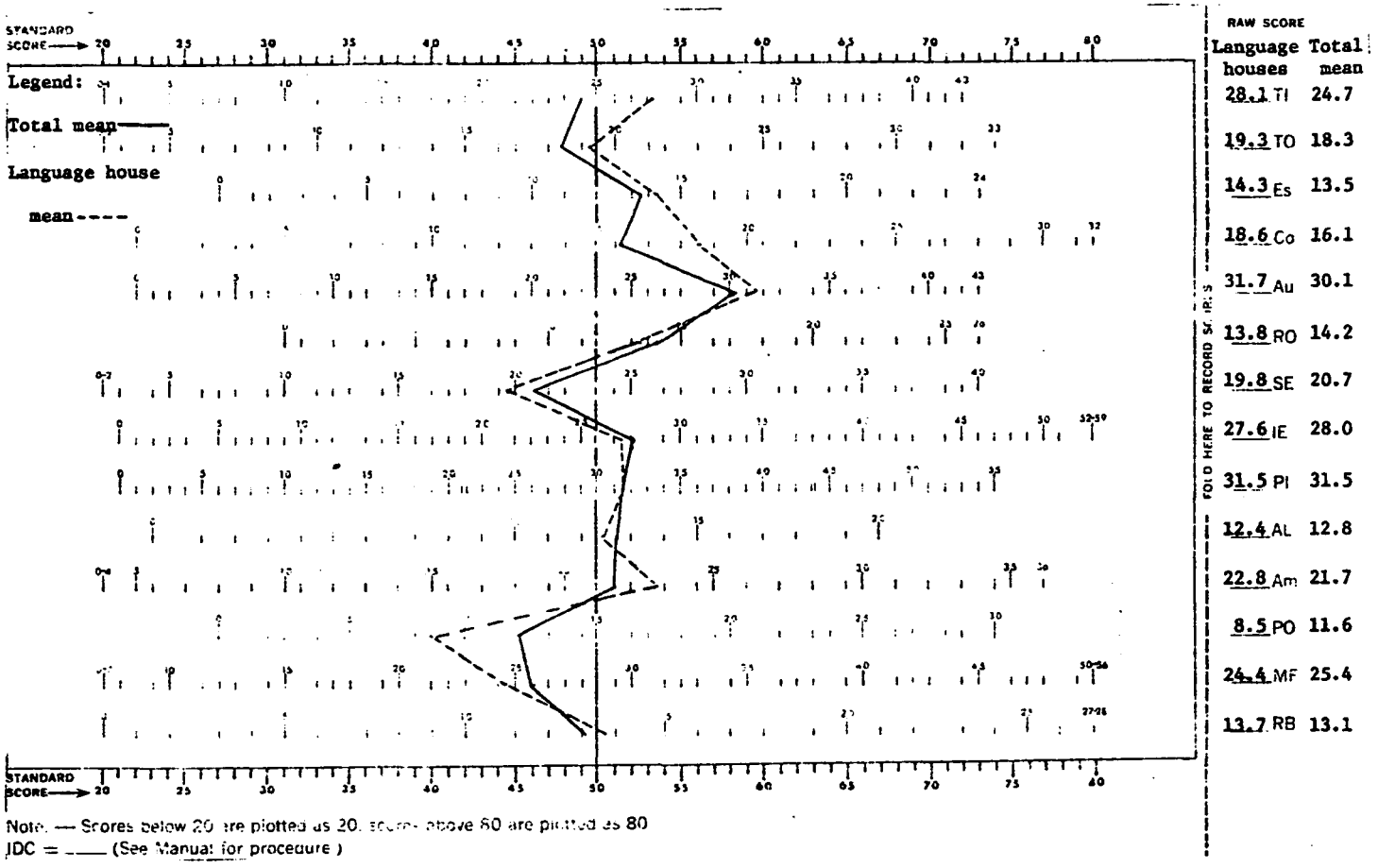
Comparative Profile Configurations of Total Mean and Academic Program House Mean Scores on Omnibus Personality Inventory



Note. — Scores below 20 are plotted as 20; scores above 80 are plotted as 80
IDC = ____ (See Manual for procedure.)

Appendix P

Comparative Profile Configurations of Total Mean and Language House Mean Scores on Omnibus Personality Inventory



Note. — Scores below 20 are plotted as 20, scores above 80 are plotted as 80
JDC = ____ (See Manual for procedure)

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