

"A STUDY OF THE EDUCATIONAL, SOCIAL, AND NON-ACADEMIC
BENEFITS OF THREE DIFFERENT RESIDENCE HALL SETTINGS
AND OFF-CAMPUS LODGINGS TO MALE COLLEGE STUDENTS"

CENTRE FOR NEWFOUNDLAND STUDIES

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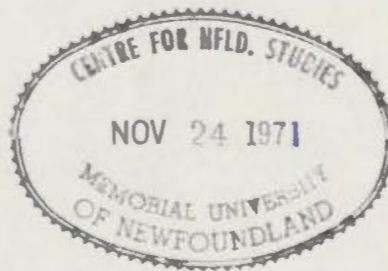
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"A STUDY OF THE EDUCATIONAL, SOCIAL, AND NON-
ACADEMIC BENEFITS OF THREE DIFFERENT
RESIDENCE HALL SETTINGS AND OFF-CAMPUS
LODGINGS TO MALE COLLEGE STUDENTS"

by



Frederick David Smallwood

A Thesis

submitted to the Faculty of Education
in partial fulfillment of the requirements for the degree
of Master of Education

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The undersigned certify that they have read, and do recommend for acceptance, a thesis entitled "A Study of the Educational, Social, and Non-Academic Benefits of Three Different Residence Hall Settings and Off-Campus Lodgings to Male College Students" submitted by Frederick David Smallwood, B.Sc., B.Ed., in partial fulfillment of the requirements for the degree of Master of Education.

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ABSTRACT

Three groups of male residence hall students and one group of male lodging students were compared on the basis of their academic success as measured by the April 1971 final examinations, study habits and attitudes as measured by the Brown-Holtzman Survey of Study Habits and Attitudes, personality traits as measured by the California Psychological Inventory and participation in extra-curricular activities, involvement in community affairs and use of community facilities as measured by check-lists on a questionnaire. Residence hall students were also compared on the basis of their use of the services of the residence proctor, also as measured by check-lists on a questionnaire. The three residence hall groups had significantly better academic results and significantly higher scores on the SSHA than did lodging students. On the variables of participation in extra-curricular activities, involvement in community affairs and use of university and community facilities, residence hall students generally were significantly higher than lodging students although on some of the sub-divisions of the variables, there were no significant differences and on others, lodging students scored significantly higher than one or more of the groups of residence hall students. At least one group of residence students scored significantly

higher on the personality traits of responsibility, intellectual efficiency, femininity, socialization, self-control, communality, achievement via independence and flexibility than did lodging students. On the other traits no significant differences appeared, except for the trait of communality on which lodging students scored significantly higher than did one group of residence hall students. Significant inter-residence hall differences were also found on all of the above mentioned variables of the study as well as on the use of the services of the residence hall proctor.

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CHAPTER I

INTRODUCTION

When a student attends a university, there are four types of living accommodation available to him:

1. If the student's hometown is also the university town, he can live at home.
2. If the student's hometown is not the university town, he can seek lodgings off the university campus.
3. He can seek accommodation in a hall of residence provided on the university campus.
4. He may choose to live in a hall of residence or lodging even though his hometown is the university town.

The factors determining where any particular student will live are numerous and complex. Lodgings are often less expensive than residence halls, so economic factors are important. Many students try in the first instance to get accommodation at a university residence hall but, because of limited space in such buildings, many are forced to seek accommodation elsewhere. Others choose to live with several fellow students in an apartment or house where they can live more autonomously.

I. RESIDENCE HALLS

As of September 1970, Memorial University of Newfoundland had a full-time student population of 6500. Approximately 40% of those students lived permanently in St. John's, where the University is located. Memorial University presently provides residence hall accommodation for 883 male students and 468 female students. In addition, an affiliated college, St. Bride's College at Littledale, provides accommodation for 200 female students. A breakdown of residences and the number of students in each is as follows:

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Paton College	586	335	921
Queen's College	160	105	265
St. John's College	51	-	51
Coughlan College	86	28	114
St. Bride's College	-	200	200
Total	883	668	1551

Thus, the total number of residence beds is 1551. Taking the total number of students needing accommodation to be 4020, residence halls provide accommodation for approximately 39% of those students.

There are differences within the residence halls themselves. Coughlan College, owned and operated by the United Church of Canada, is run as an experiment in com-

munity living. Students are given almost complete autonomy to decide on the rules and regulations for their behaviour. The only imposed rules are "that the law of the land shall be obeyed at all times and rights and wishes of others shall be respected at all times." (What is different about Coughlan College?, 1969). The setting of all other rules and disciplining of violators of those rules are handled by the students, who are free from administrative control in such matters.

Queen's College, owned and operated by the Anglican Church of Canada, was originally established as a theological college for the training of Anglican ministers. The College is now divided essentially into two sections, the theological building and the undergraduate residence halls. The College has developed a philosophy of in loco parentis for the residence halls and generally accepts a higher number of freshman students than the other residence halls. Most student rules and regulations are set by the authorities of the College in consultation with the students.

St. John's College, owned by the Roman Catholic Church, is a small men's residence and has a philosophy that there should be no philosophy of operation. Students have a significant voice in their rules and regulations but are not given the degree of authority that the students of

Coughlan College are given.

Paton College, the largest of the four colleges on the University campus, is owned and operated by Memorial University of Newfoundland. This College has no fixed philosophy, and rules and regulations are made by a group consisting of proctors, students and administrators. Students can vote on certain individual rules within the separate house with respect to visiting hours and curfews.

St. Bride's College, owned by the Roman Catholic Church, has a very rigid philosophy of in loco parentis. Rules and regulations are set by the administration; students have very little to say about setting rules.

Thus, a continuum of student control can be established with respect to the five residence halls of the University. Allowing most student control is Coughlan College, with St. John's College, Paton College, and Queen's College next, in that order. St. Bride's College permits least student control.¹

II. OFF-CAMPUS ACCOMMODATION

The off-campus accommodations also offer a variety of situations. An apartment house would tend to give

¹This information was obtained from conversations with the residence hall officials and staff of Memorial University of Newfoundland and its affiliated colleges.

students nearly complete independence, while boarding houses would range from very liberal to very conservative environments. This year (1970-71) was an especially difficult year for student accommodation, as there was a large increase in enrollment but no comparable increase in residence hall facilities. As a result, many more students had to look for off-campus accommodation in the city.

Thus, a student attending Memorial University of Newfoundland has available to him several choices of accommodation, each varying in the degree of student involvement, control, and facilities available.

III. THE PRESENT HOUSING PROBLEM

At present, 39% of the out-of-town student body can live in a residence hall. With the present cost of building and the demand for classroom space in many universities, there is a definite consensus among university planning authorities that the philosophy of providing university residence halls be reviewed, with the possibility that less expensive accommodation can be provided for students. The options open to most universities are:

1. To get out of the residence business altogether and let students fend for themselves in the community.

2. To provide co-operative housing projects off-campus. This concept involves buying either new or old buildings in which students are nearly in complete control of

of their living conditions.

3. To provide apartment buildings, rented or bought by the university, and provide no services except those presently provided by landlords.

4. To supply a list of approved, inspected boarding homes which must conform to certain standards.

5. To continue to build and manage residence halls.

IV. LACK OF RESEARCH

Universities are presently looking for answers to the problem of what to do about student housing. Little research has been carried out as to:

1. The advantages and disadvantages of residence halls in comparison with other forms of housing, and

2. The advantages and disadvantages of one type of residence hall in comparison to a residence hall with a different operating philosophy.

Memorial University of Newfoundland is presently faced with both of these problems.

Formal research carried out on the residence system of Memorial University is non-existent. In 1969, the University received the Master Plan for the future development of the campus. In the plans were several more collegiate units or residence halls. However, no research has been done at this University to determine the advis-

ability of building such units. It would seem feasible that such research can be instituted.

Only two projects (both on the academic success of residence hall living) have been carried out by the Student Affairs Department of Memorial. The first was a study of the academic success of "the Bowater House Experiment" and the second was a comparison of freshman academic averages in Coughlan College, St. John's College, Queen's College and the University freshman class in general.

"The Bowater House Experiment" took place in 1967-68. The idea of the experiment was to fill Bowater House, one of the residence halls of Paton College, with freshman male students only. Little formal research was performed except to study the students' marks in comparison with the other freshmen males living in other halls of Paton College. It was found that the results were significantly better for the students in Bowater House.²

The second study was performed in 1971 and its purpose was to assess the academic success of Coughlan College in comparison with other residences and the University student body in general. Because of the liberal nature of

²The results of this study are available from the the files of the Student Affairs Department, Memorial University of Newfoundland.

Coughlan, it was hypothesized that the freshman students would not perform as well as freshman students in other residences who were not given as much freedom. However, the hypothesis was not upheld as the Coughlan freshmen performed significantly better on their examinations than did any of the other groups.³

V. NEED FOR FURTHER RESEARCH

The need for further research has been suggested by several researchers. Thoday, in her article, "Halls of Residence" (1965), wrote that:

Now the provision of Halls of Residence on a large scale is expensive and those who have to decide about its advisability will wish to take into account all available evidence about their effectiveness in promoting the general intellectual and social level of student life. (p.45)

Stark, in "Commuter and Residence Hall Students Compared" (1965), found that:

There appears to be little factual information concerning differences or similarities between residential students (i.e. those who live in college dormitories) and commuter students. (p.227)

Taylor (1965), in his article on "Student Culture and Residence" said:

But if there is little evidence to support

³The results of this study are available from the files of the Student Affairs Department, Memorial University of Newfoundland.

some of the claims that have been made for effects of residences of traditional pattern, there are no reasons for thinking that new forms of residential provision, including greater student independence and the abolition of high tables and hall wardens, will of themselves produce any more significant educational benefits. (p. 336)

Several authors have written extensively about the benefits of residence halls over other forms of student accommodation. Warr (1966) wrote:

Halls of residence are commonly assumed to possess a wide variety of advantages not possessed by other forms of student accommodation. It has sometimes been concluded that these desirable attributes are of so great an importance that attempts should be made to provide residence halls for all students. (p. 58)

The Committee of Vice-Chancellors and Principals of Great Britain and Ireland, set up to investigate the benefits of residence halls in British universities, wrote in its report (1948):

In the course of this present inquiry, views were found to be without exception, in favour of the residential system. The advantages of halls have been specified on a number of occasions and it is clear that such specifications constitute an extremely persuasive argument in favour of halls. It must, however, be pointed out that the reported advantages are, in almost all cases, attributes which the writer assumes halls or residence to possess. And, indeed, it may be the case that halls do possess these advantages. It is felt, however, that since the advantages are assumed to accrue to members of hall, some weight ought to be given to their views. It is therefore of interest to learn to what extent the qualities attributed to halls by others are also attributed by members of halls. (p. 4)

The benefit of residence halls for university students was strongly stressed by the Vice-Chancellor of one of Britain's largest civic universities. In a statement to the University Court he said:

We can confidently state that we are offering our students good educational facilities -- but too few are learning to undertake responsibility to find a purpose in life, to acquire poise and to develop those qualities of character and personality that are essential for leadership. Experience has convinced me that the only way to remedy this defect is to take steps to become ultimately, and as quickly as possible, a residential university.⁴ (p.334)

VI. PURPOSE OF THE STUDY

The purpose of this study is threefold:

1. To compare two types of student accommodations --- residence halls and lodgings --- as to the the educational, social and maturational benefits provided to each of the students.
2. To compare three residence hall accommodations which differ in the degree of student control given as to the educational, social and maturational benefits provided to each of the students.
3. To determine whether or not the benefits of any particular type of housing are great enough to affect future

⁴Quoted in Halls of Residence, a report of a sub-committee of the University Grants Committee, 1957 ('Niblett Committee').

planning in today's universities.

VII. DEFINITIONS OF TERMS

Co-operative housing --- A concept in university housing where a group of students live together and are responsible for their own welfare. Often a building is provided by the university, but students assume full responsibility for its operation.

Community living experiment --- An experiment in residence hall living in which the students are given the right to decide upon all the rules and regulations that will govern them.

Commuter student --- A student who attends the university but who lives off-campus.

Educational benefits --- Academic success; benefits in terms of grades obtained in formal examinations periods.

Extra-curricular activities --- Activities which are not required of the student either as part of a course requirement or as a condition of acceptance to a hall of residence. They include athletics, cultural activities, group memberships and hobbies.

In-town student --- A student whose permanent home is in the same town in which the university is located.

Lodgings --- Off-campus accommodations for students. These can be either boarding homes providing food and bedding in a private home or privately owned apartments in which

the student provides his own food and bedding.

Maturation --- The completion of developmental processes in the body. Maturation is governed by both hereditary and environmental conditions.

Maturational benefits --- Benefits that bring the student closer to a completion of the developmental processes. In this study they are benefits that bring the student closer to completion of the processes of responsibility, self-control, tolerance, socialization, a good impression of others and communality.

Out-of-town student --- A student whose permanent home is not in the town in which the university is situated.

Personality --- The traits, modes of adjustment, defense mechanisms and ways of behaving that characterize the individual and his relation to others in his environment.

Residence Hall, Collegiate Unit, Residence --- A building or group of buildings situated on-campus and built for the purpose of providing accommodation for the students while they are studying at the university.

Social Maturity --- The degree of development of social and vocational abilities.

VIII. HYPOTHESES

It is hypothesized that:

1. Students from Coughlan College will receive

significantly higher grades than will students from other residence halls and from lodgings. ($p \leq .05$).

2. Students from St. John's College will receive significantly higher grades than will students from Queen's College and from lodgings. ($p \leq .05$).

3. Students from Queen's College will receive significantly higher grades than will students from lodgings. ($p \leq .05$).

4. Students from Coughlan College will receive significantly higher adjustment scores on the California Personality Inventory than will students from other residence halls and from lodgings. ($p \leq .05$).

5. Students from St. John's College will receive significantly higher adjustment scores on the California Personality Inventory than will students from Queen's College and from lodgings. ($p \leq .05$).

6. Students from Queen's College will receive significantly higher adjustment scores on the California Personality Inventory than will students from lodgings. ($p \leq .05$).

7. Residence hall students will have significantly higher scores on the Brown-Holtzman Survey of Study Habits and Attitudes than will students living in lodgings. ($p \leq .05$).

8. Students from Coughlan College will spend significantly more hours per week participating in voluntary extracurricular activities than will students from other residence

halls and from lodgings. ($p \leq .05$).

9. Students from St. John's College will spend significantly more hours per week participating in voluntary extra-curricular activities than will students from Queen's College and from lodgings. ($p \leq .05$).

10. Students from Queen's College will spend significantly more hours per week participating in voluntary extra-curricular activities than will students from lodgings. ($p \leq .05$).

11. There will be no significant difference in the number of students who are involved in community affairs for any of the groups.

12. There will be no significant difference in the number of students who visit the proctor for any of the residence hall groups.

13. There will be no significant difference in the number of students who use the facilities of the University and the community for any of the groups.

IX SUMMARY

This chapter was intended to give the reader a complete picture of the nature of the study; it was divided into the following subdivisions:

- I. Residence halls
- II. Off-campus accommodation

- III. The present housing problem
- IV. Lack of research
- V. Need for further research
- VI. Purpose of the study
- VII. Definition of terms
- VIII. Hypotheses
- IX. Summary

CHAPTER II

REVIEW OF LITERATURE

This chapter will give the reader a selected review of the literature relevant to the topic of this study. The chapter is divided into six sections which are as follows:

1. Academic achievement of residence hall students.
2. Comparisons between students living in different types of accommodation.
3. New approaches to residence hall living
4. Benefits of residence halls and necessary alternatives to them.
5. Reasons for selecting lodgings and problems encountered in lodgings.
6. Summary and conclusions.

In 1965, Stark wrote that:

A thorough search of the literature brought to light only one study of the differences between dormitory and commuter students concerned with variables other than academic success. This singular study was done by Drasgow (1958). (p.278)

Drasgow (1958) used two matched groups of residential and commuter students and found that they differed significantly on five variables: father's education, socioeconomic level, American Council on Education Psychological Examination Scores, Cooperative English scores and "worries"; residence students had higher scores on all five variables.

Although there is a lack of research studies on differences between commuter students and dormitory students in regard to such variables as those with which this investigation is concerned, there are a number of studies on the comparative academic success of students living in various types of college housing.

I. ACADEMIC ACHIEVEMENT OF RESIDENCE HALL STUDENTS

Slocum (1956) found that academically poorer students participated in fewer extra-curricular activities. Lins (1954) found that the number of secondary school extra-curricular activities correlated significantly in a positive direction with university first semester grade point averages. However, Carew (1957) found no pattern between grade point average and the number of hours spent in activities classified as personal, organized school, residence hall, and social.

II. COMPARISONS BETWEEN DIFFERENT LIVING ACCOMMODATION GROUPS

Research into areas other than academic achievement in residence halls has been reported by several people in North American and in England.

Stark (1965) compared male and female residence and commuter freshmen students on the basis of their expressed personal problems, study habits and reading skills. He

found that:

1. Commuter students had a significantly greater number of problems on the Mooney Problems Check List in areas of finances, living conditions and employment, and home and family than did residence students.

2. Commuter students had significantly lower scores on the Comparative English Test (Reading, Comprehension and Vocabulary) than did residence students.

3. There were no significant differences on:

a. Cooperative scores: Level of Comprehension and Speed of Comprehension.

b. Scores of the Brown-Holtzman Survey of Study Habits and Attitudes.

c. Number of students who worked for pay or participated in extra-curricular activities.

d. The number of students who wanted to talk with a counselor.

Baird (1969) compared the traits and achievement of students in various living groups. He found that fraternity and sorority members were (on several measures) more socially oriented than students living in lodgings or at home. However, when the pre-college scores were controlled, it was found that there were few differences among the groups on self-ratings or life goals. Baird interpreted these results as showing that the effects on students who lived in different

groups were small.

Matson (1963) studied 1181 male freshman students who lived in five types of residence subcultures --- high prestige fraternity, medium prestige fraternity, low prestige fraternity, dormitory and off-campus. Within each type of residence, students were classified into high, high-average, low-average and low college potential groups (so that effects of the five environments could be more accurately assessed). Comparisons of the 20 subsamples over eight semesters revealed the following effects of residence types:

1. All three fraternity groups had substantially lower dropout rates than did dormitory or off-campus groups.
2. High prestige fraternities tended to earn the highest first semester grade averages and to be equalled or surpassed at intervals by the dormitory group or medium-prestige fraternities.
3. Low prestige fraternities and off-campus groups tended to earn lower grades than other residence groups.

Matson concluded that fraternities of average or better prestige and residence halls offered a better atmosphere for achievement.

In contrast to Matson's findings, Prusok and Walsh (1964), who also controlled for differences in college ability and high school grades, found no significant dif-

ferences in first semester grade averages of 1070 freshmen living in four types of housing: fraternity, dormitory, home and off-campus.

Using questionnaire responses of 2782 students, Nasatir (1963) compared drop-out rates for academically and non-academically oriented groups of students in four types of residence halls. Students were also described as integrated or non-integrated according to whether they spent more or less than half of their time with fellow residents. Dropout rates were considered higher for non-integrated students than for integrated students. Similarly, for these two groups, dropout rates were almost twice as great when orientations of individuals and residence halls were different than when they were the same, whether academically or non-academically oriented.

In England, Thoday (1965) compared the use of facilities and activities provided by the university by students living in residence hall, in lodgings and at home and found that hall students used facilities more and took part in more activities than the other groups.

Taylor (1965) studied the nature of student cultures --- those patterns of values, attitudes and beliefs that are characteristic of student groups --- for residence and non-residence students; he found that both groups of students wanted a greater amount of independence and were not willing

to submit to authoritarian rule.

III. NEW APPROACHES TO RESIDENCE LIVING

Campbell and Richards (1964) described a new approach in residence living that had been initiated at De Pauw University and designed to involve residents "actively in discussions of questions and issues necessitating the utilization of individual critical facilities" (p.37). They stated that the purpose of the residence hall in the educational process was:

Not to compete with or to supplement the formal curriculum. Rather, the hall may be viewed as one means of complementing the academic programme by providing opportunities to put into use materials assimilated in the formal academic setting as well as providing outlets for expression. As the formal curriculum of a university remains segmented into disciplines, there is a constant need for integrative opportunities to be made available outside the classroom situation. (p. 39)

White (1969) wrote about residence policy and how it affects the benefits that accrue to students in terms of educational experiences. She felt that unless policy towards residences is changed in a direction that gives students a louder voice in determining their rules and regulations, students will "view their residence hall as a building only, not as a community with family or 'togetherness' demands upon them." (p.125)

The living-learning system at Michigan State Univer-

sity, where classrooms and faculty offices are housed within the co-educational dormitory complex, was described by Olsen (1964). Eighty percent of the faculty involved made favourable comments about the overall plan, including the co-education residential hall itself, the class-scheduling system, the increased discussion on the part of students both in and out of the classroom, increased visits to the offices of instructors and advisers, a more formal relationship with students, and a better esprit de corps.

IV. BENEFITS OF RESIDENCE HALLS AND NECESSARY ALTERNATIVES TO THEM

Chickering (1967) advocated the developmental nature of student residence halls. A prime concern of universities should be the social and academic development of the student and Chickering felt that housing arrangements did have a strong impact on such development.

The close associations formed among students who live together provide a significant setting for the freeing of interpersonal relationships. Because a housing unit can become an important reference group for its members, observable impact on his housemates, there is significant opportunity to foster the development of a personal value system held actively and with integrity. As colleges undertake new construction in response to increasing enrollments, they can, by well-considered actions, contribute to these important aspects of student development. (p. 179)

Ashby (1956) recognized the benefits of residence halls to all students. He also recognized the very high

cost of providing a residence bed for all students attending university. As an alternative he suggested that students who could not be accommodated in residence be provided with eating and study facilities on campus so that they can benefit from a full day at the university. He asked:

Is it not likely that many of the benefits of halls of residence could be secured, and many of the difficulties of the home student could be avoided, if students took bed and breakfast in their homes or in lodgings, but were able to spend the rest of their term at the University?

Bibby (1953), in response to Ashby (1951), posed eight questions that he felt should be answered before it could be assumed that residential universities are more advantageous than the newer commuter universities:

1. Which of the advantages of Oxbridge over Redbrick are not to any marked degree necessarily dependent on undergraduate residence?
2. Of these advantages, which are relatively inevitable?
3. Which could be dealt with by a national university policy?
4. Which could be dealt with by individual universities?
5. Which advantages may be obtained by the mere fact of residence?
6. Which of the advantages of Oxbridge over Redbrick

are markedly dependent on a particular type of residence?

7. What are the implications for Redbrick, in drawing up long term plans for student residence, of the answers to the foregoing questions?

8. What are the bearings of long-term plans upon the steps to be taken in the immediate future?

Bibby stressed that each of these questions should be asked by each university separately so that, in their planning for halls of residence, they may consider their own individual needs and problems and not necessarily strive toward the collegiate system of the Oxbridge tradition. The newer universities have a definite need to be different. He added that:

All that I am concerned with is that the questions should be asked and that we should not continue to delude ourselves that halls of residence as such will automatically bring to Redbrick what colleges bring to Oxbridge. (p.191)

V. REASONS FOR SELECTING LODGINGS OVER RESIDENCE HALLS AND PROBLEMS ENCOUNTERED IN LODGING

Prusok (1960) surveyed freshman men and women living off campus at the State University of Iowa. Finances were the primary reason for selecting off-campus, with a desire for independence next.

Gross (1961) studied 273 students at 43 colleges who worked in private homes for room and board, predominantly freshmen women 18 or 19 years of age. Housing conditions

were superior to rooming houses; however; social development with the peer group was hindered, and time commitments limited study efficiency and educational development. Adjustment to college was generally hindered.

VI. CONCLUSIONS

Shay (1964) reviewed the evolution of residence halls on American campuses. In the conclusion to the article he stated that:

It seems clear that the college's changing policy regarding residence halls has reflected that value which American society has desired to be transmitted to the younger generation. Americans have historically wanted their children to be educated in a democratic institution with a suitable moral atmosphere. In its attempts to fulfill these demands, the college has moved its halls from a position of primary importance through the nadir of neglect to their present position as an important facet of the extracurriculum which is seeking to regain at least a part of its original eminence as an educational influence upon the college student. (p. 32)

The questions and problems as outlined in the available literature all suggest that more detailed research is necessary before the answer is found to the residence hall problems. The literature also indicated that continuing research is necessary because of the continually changing nature of our universities.

To summarize, this review of literature has been subdivided as follows:

1. Academic achievement of residence hall students.
2. Comparisons between students living in different types of accommodation.
3. New approaches to residence hall living.
4. Benefits of residence halls and necessary alternatives to them.
5. Reasons for selecting lodgings over residence halls and problems encountered in lodgings.
6. Conclusions.

CHAPTER III

METHODOLOGY

This study attempted to show whether or not the environment in which a student lives while attending university has any affect upon his academic, social, and maturational development. Students living in the four different residential environments described in Chapter I were compared on four basic factors: (1) academic success (2) participation in extra-curricular activities (3) study habits and attitudes (4) personality factors.

This chapter is divided into six sections:

1. Design of the study.
2. Description of the sample and sampling procedure.
3. Method of data collection.
4. Description of instruments used.
5. Scoring and analysis of data.
6. Limitations of the study.
7. Summary.

I. THE DESIGN OF THE STUDY

The design of the study was as follows:

1. Students were selected at random from each of the following populations
 - a. Coughlan College
 - b. Queen's College

c. St. John's College

d. Lodging students

From the lists of students in each residence, students were selected using a table of random numbers. Also, a list of students living in boarding homes who had applied to a residence hall was compiled, again using a table of random numbers. Forty students were selected from Coughlan College, Queen's College and Lodging students and thirty were selected from St. John's College.

2. After the selection, the academic performance in the April, 1971 examinations for each of the 150 students was studied and the mean average of each group was compared.

3. Each student was administered the California Psychological Inventory to determine his level of adjustment.

4. Each student was administered the Brown-Holtzman Survey of Study Habits and Attitudes to determine his level of studying ability and his attitude towards studying.

5. Each student answered a questionnaire concerning participation in extra-curricular activities, use of community facilities and involvement in community affairs (to determine social development) and visits to residence proctors (to determine the functions and uses of this service).

6. Information and scores for each student were grouped according to the type of accommodation and the groups

compared.

7. The information and data were collected as near as possible to the end of the second semester so that students had at least six months living in their place of residence. No student was accepted unless he had lived in his present accommodation since the beginning of the first semester of the academic year 1970-71.

II. DESCRIPTION OF SAMPLE AND SAMPLING PROCEDURE

Lists of all registered students were obtained from the participating residential colleges. Using random numbers, samples were obtained from each list. Forty students were selected from Coughlan and Queen's Colleges, and thirty students were selected from St. John's College. Table I (page 30) provides information on sample size, proportion of population used, and actual sample used. Since Queen's College had a higher proportion of freshman students living there, it was necessary to select a higher number of senior students in order to balance the samples. This was done by imposing a quota on the freshman enrolment and selecting only from the senior students after the quota was reached.

After the initial selection of the sample, each student was sent a letter asking for his participation in the study. (See Appendix C). In all cases, the difference between the chosen sample and the actual sample was due to

TABLE I
SAMPLE SIZE, PROPORTION OF POPULATION
USED AND ACTUAL SAMPLE USED

GROUP	POPULATION SIZE	SAMPLE SIZE	PERCENT OF POPULATION	ACTUAL SAMPLE	PERCENT OF CHOSEN SAMPLE
Coughlan	86	40	46.5%	39	97.5%
Queen's	105	40	39.0%	38	95.0%
St. John's	55	30	54.4%	29	96.6%
Lodgings	102	40	39.2%	39	97.5%

the students' not wishing to participate in the study. Of the 150 students asked to participate, 145 actually did participate.

The choosing of a sample from the population of lodgings students was more difficult. Approximately one-third of all full-time university students at Memorial are living in either boarding homes or apartments. While many of these students had originally applied to a university residence for accommodation but had been refused because of lack of space, others, for economic or other reasons, had applied directly to a boarding home or apartment for accommodation. Sampling the whole population of boarding home students thus would enter a bias into the study in that there might be socio-economic differences among the populations. Thus, it was decided to sample only that population of boarding home students who had originally applied for university residence hall but had been rejected because of lack of space. Lists of these students were obtained from the college offices and, using random numbers, a sample obtained. The population size was originally 267, but because the students had changed address or had given no address in the first place, the actual population was 102, from which a sample of 40 was chosen. Each student selected was telephoned by an assistant and asked to participate. All forty students agreed to participate but only 39 students actually were

tested. (See Table I page 30).

III. METHOD OF DATA COLLECTION

Each student was given two opportunities to participate, in all cases on two separate times in one night. The number appearing at each session was about even.

Students were given three separate instruments:

1. The California Psychological Inventory.
2. The Brown-Holtzman Survey of Study Habits and Attitudes.
3. A questionnaire concerning study facilities, study hours, participation in extra-curricular activities, involvement in community affairs, use of campus facilities and, for residence students, use of the services of the proctor. (See Appendix A).

Both psychological tests contained instructions for self-administration and these were the directions followed by all subjects. The questionnaire was designed also to be self-administered. All subjects were advised to ask either the examiner or his assistant privately if they had a question to be answered about any of the items. There was no time limit and all subjects finished within an hour and a half.

Each student was asked to give the examiner his Memorial University of Newfoundland student number for the

purpose of obtaining his academic average in the final examinations of April 1971. Permission was granted by the University Registrar to obtain these averages when they became available.

IV. DESCRIPTION OF INSTRUMENTS USED

1. The California Psychological Inventory

In order to measure the personality traits of the subjects it was necessary to find a test that would give discrete scores for the several personality traits felt necessary to be studied by the investigator. The CPI gives 18 sub-scores, all of which were appropriate for the study. The technical aspects of the test are of high order. In Buros' Mental Measurements Yearbook (5th Edition) Lee J. Cronbach, Professor of Education and Psychology, University of Illinois stated that in the case of the CPI:

The development and technical work on the scale are of high order. The reliabilities were carefully determined by retesting. Validity of each scale was determined by comparing groups which the scale presumably ought to discriminate. (p. 97)

Also in Buros, Lawrence F. Shaffer (1957) wrote of the CPI:

It is intended primarily for use with normal subjects, not patients, and strives to assess personality characteristics important for social living. (p. 99)

The scales were grouped into four categories as follows:

Class 1. Measures of Poise, Ascendancy, Self-Assurance and Interpersonal Adequacy.

1. Dominance (Do)
2. Capacity for Status (Cs)
3. Sociability (Sy)
4. Social Presence (Sp)
5. Self-acceptance (Sa)
6. Sense of Well-being (Wb)

Class 2. Measures of Socialization, Maturity, Responsibility and Intrapersonal Structuring of Values.

7. Responsibility (Re)
8. Socialization (So)
9. Self-control (Sc)
10. Tolerance (To)
11. Good Impression (Gi)
12. Communality (Cm)

Class 3. Measures of Achievement Potential and Intellectual Efficiency.

13. Achievement via Conformance (Ac)
14. Achievement via Independence (Ai)
15. Intellectual Efficiency (Ie)

Class 4. Measures of Intellectual and Interest Modes.

16. Psychological-mindedness (Py)
17. Flexibility (Fx)
18. Femininity (Fe)

The test can easily be understood by the subjects, can be self-administered, and takes less than an hour to complete. Also, scoring is a simple clerical task.

2. The Brown-Holtzman Survey of Study Habits and Attitudes.

This survey of study habits, like all other surveys, lends itself to faking. It was decided to use this particular one partially for its ease of administration, partially because it offers a single "study habits and attitudes" quotient suitable for easy statistical analysis but, most importantly, for its technical basis which incorporates attitudinal and motivational differences among students. In Buros' Mental Measurements Yearbook (5th Edition) James Deese, Associate Professor of Psychology, John Hopkin's University wrote in the case of the SSHA:

This inventory or survey is a unique and valuable contribution to the techniques for assessing student habits of work and motivation for study. It is more suited for uncovering attitudinal and motivational differences than any other published study inventory and its use is particularly recommended where such difficulties are the prime concern. In addition, its value for research on counseling and remedial teaching must not be overlooked. (p. 782)

The test can be self-administered, is less than one half hour in duration, and is easily hand-scored.

3. The Questionnaire

The questionnaire was developed by the investigator and was intended to collect data on the students' study

facilities (by means of a rating scale), their study hours, participation in extra-curricular activities, involvement in community affairs and use of campus facilities (by means of a check-list). Part of the questionnaire was completed by residence hall students only and collected data on their use of the services of the residence proctor (also by means of a check-list). See Appendix A.

Pre-testing. Since the questionnaire was of the investigator's own design it was necessary to pre-test it. The first draft was administered to 104 students --- 38 students of a Psychology 1001 class, and 66 students living in residence halls that were not being tested for the study. Students were asked to complete the questionnaire and to point out problems with it, either during or after completion. No changes were made on the questionnaire due to pre-testing.

V. SCORING AND ANALYSIS OF DATA

Scoring

The scoring for both the psychological tests and the questionnaire was simply a clerical task carried out by the investigator and his assistants. The results were then put on data cards for easy access.

Analysis of Data

Hypotheses 1-10 (see page 12, 13, 14) were tested

using t-tests of independent unequal samples. Hypotheses 11-13 (see page 14) were tested using a Chi-square test of the significance of the difference between proportions. For Hypotheses 4-6, t-tests for each of the 18 standard scores were applied.

VI. LIMITATIONS OF THE STUDY

1. Students in all residence halls except Coughlan College are accepted on a first come, first served basis. Coughlan College students are accepted after an initial interview of about ten minutes duration. The interview subjectively assesses their willingness to participate in the Coughlan College Community. Students who are deemed unsuitable to govern themselves are refused admission. This policy might bias the results of the study in that the students accepted may be higher in such factors as social maturity and motivation. However, only a small percent are in practice refused admission.

2. Students living in residence halls all have applied early for admission because of the lack of space available. Although many of the students living in lodgings have also applied for residence, they did so later than those who were accepted. This might indicate that residence students are more alert to the accommodation problems; it also might indicate that they decided to attend university

earlier.

3. There is a slight difference between residence hall fees and lodgings fees. Perhaps economically poorer students are attracted to the less expensive lodgings. However, it seems logical to assume that if the students applied to a residence in the first place then they were willing to spend the extra money.

VII. SUMMARY

This chapter has dealt with the methodology used in the study. The chapter was divided into seven sections:

1. Design of the study.
2. Description of sample and sampling procedure.
3. Method of data collection.
4. Description of instruments used.
5. Scoring and analysis of data.
6. Limitations of the study.
7. Summary.

CHAPTER IV

ANALYSIS OF DATA

Hypotheses 1-12 (see page 12) required an analysis of the difference in the mean scores of the four groups under study. It was decided that the t-test for independent, unequal samples would be used to determine whether or not the difference was significant. The significance level for each t-test was set at the .05 level. Hypotheses 12-13 were analysed using the Chi-square test for testing the significance of the difference between proportions. As in the t-tests, the level of significance was set at the .05 level. This chapter is divided into eleven sections as follows:

1. Academic success of the four groups studied.
2. The California Psychological Inventory.
3. The Brown-Holtzman Survey of Study Habits and Attitudes.
4. Participation in voluntary extra-curricular activities.
5. Social involvement in the Community.
6. Contact with the residence proctor.
7. Use of university and community facilities for non-academic purposes.

8. Rating scale of study facilities and number of hours spent studying per week.

9. Religious affiliation of sample.

10. Year of studies of the sample.

11. Conclusion.

I. ACADEMIC SUCCESS OF THE FOUR GROUPS STUDIED

Table II, (page 41) shows the academic results of the four groups in (a) their Grade 11 (Junior Matriculation) examinations and (b) their April, 1971 University final examinations. This data was collected on the questionnaire by asking the students for Grade 11 average and their University student number. With the student number available, the University results were obtained from the Registrar's Office. The results were analyzed by using a t-test for independent, unequal samples. Analysis of these results showed as follows:

1. Grade 11 (Junior Matriculation): The only significant difference found among the four groups was between Coughlan College and St. John's College. St. John's College students received significantly higher grades in their Grade 11 examinations than did students from Coughlan College. There were no other significant differences among the groups, but it should be noted that St. John's College

TABLE II

MEAN AVERAGES OF HIGH SCHOOL AND UNIVERSITY GRADES
ALONG WITH t-TEST RESULTS OF INTER-GROUP COMPARISONS

	A COUGHLAN	B QUEEN'S	C ST. JOHN'S	D LODG- INGS	t_{AB}	t_{AC}	t_{AD}	t_{BC}	t_{BD}	t_{CD}
Grade 11 average	74.5	76.0	77.8	76.3	0.898	1.846*	1.081	1.046	0.206	0.846
April 71 average	66.0	61.1	60.8	54.4	2.566*	2.711*	5.561*	0.888	2.616*	2.587*

* indicates a significant difference at the .05 level

students had the highest Grade 11 average of the groups studied and Coughlan College students the lowest. Queen's College students and lodging students had almost the same Grade 11 average and fell midway between Coughlan College and St. John's College students.

2. April, 1971 University final examinations: Students from Coughlan College received significantly higher grades in their April, 1971 final examinations than did students from the other groups. Students living in lodgings received significantly lower grades than did students living in the three residence groups. There was no significant difference between students from St. John's College and Queen's College.

From this analysis, it can be concluded that:

1. Hypothesis #1 is accepted. Students from Coughlan College received significantly higher grades in University than did students from other residence halls and from lodgings.

2. Hypothesis #2 is accepted when St. John's College is compared with lodgings students only. It is not accepted when St. John's is compared with Queen's.

3. Hypothesis #3 is accepted. Students from Queen's College received significantly higher grades at University than did students living in lodgings.

There does not appear to be a relationship between

Grade 11 results and University results. The only significant difference among the groups on the results of Grade 11 examinations was between St. John's College and Coughlan College --- St. John's College having significantly higher results than Coughlan College students. The opposite was true for University final examinations --- Coughlan College students having significantly higher results than St. John's College students. For the Grade 11 results, the analysis showed no other significant differences, but for University final results, Coughlan College was significantly higher than the other groups and lodgings significantly lower than the other groups.

II. THE CALIFORNIA PSYCHOLOGICAL INVENTORY

The CPI gives a total of eighteen standard scales. Each scale covers one important aspect of personality and the total eighteen give a picture of an individual from a social inter-action point of view. The scales are grouped into four categories as follows:

Class 1. Measures of Poise, Ascendancy, Self-Assurance and Interpersonal Adequacy.

1. Dominance (Do)
2. Capacity for Status (Cs)
3. Sociability (Sy)
4. Social Presence (Sp)
5. Self-acceptance (Sa)
6. Sense of Well-being (Wb)

Class 2. Measures of Socialization, Maturity, Responsibility and Intrapersonal Structuring of Values.

- 7. Responsibility (Re)
- 8. Socialization (So)
- 9. Self-control (Sc)
- 10. Tolerance (To)
- 11. Good Impression (Gi)
- 12. Communality (Cm)

Class 3. Measures of Achievement Potential and Intellectual Efficiency.

- 13. Achievement via Conformance (Ac)
- 14. Achievement via Independence (Ai)
- 15. Intellectual Efficiency (Ie)

Class 4. Measures of Intellectual and Interest Modes.

- 16. Psychological-mindedness (Py)
- 17. Flexibility (Fx)
- 18. Femininity (Fe)

Analysis of the eighteen scores showed that on some traits there was no significant difference among any of the four groups and on others, significant differences among all four groups. (See Table III, page 45). The basic purpose of each scale and the results for each scale are as follows:

Dominance - To assess factors of leadership ability, dominance, persistence and social initiative. There was no significant difference on this trait for any of the four groups.

Capacity for status - To serve as an index of an individual's capacity for status (not his actual or achieved

TABLE III
MEAN SCORES FOR EIGHTEEN PERSONALITY TRAITS AS MEASURED BY THE CALIFORNIA PSYCHOLOGICAL
INVENTORY ALONG WITH t-TEST RESULTS OF INTER-GROUP
COMPARISONS

Trait ⁺	A Coughlan	B Queen's	C St. John's	D Lodg- ings	t _{AB}	t _{AC}	t _{AD}	t _{BC}	t _{BD}	t _{CD}
Do	23.5	23.4	23.0	21.4	0.056*	0.297	1.359	0.338*	1.371	1.000
Cs	17.7	15.3	17.1	15.9	2.341*	0.314*	1.570	2.177*	0.782	1.294
Sy	23.9	22.0	21.2	22.4	1.961*	2.459*	0.634	0.750	0.407	1.054
Sp	35.9	33.0	32.5	34.0	2.342	2.400	1.353	0.574	0.926	1.406
Sa	21.1	19.8	19.9	20.2	1.614	1.353	1.095	0.083	0.445	0.314
Wb	32.5	30.6	29.9	31.6	1.452*	1.630*	1.110*	0.246	0.247*	0.465
Re	28.6	26.7	24.4	22.7	2.278	4.773*	5.720*	0.769*	1.787*	0.957
So	34.6	33.8	30.7	29.1	0.380	2.666	2.978*	1.834	2.336	0.619
Sc	23.0	20.9	21.4	16.3	1.489*	1.251	2.160	0.244*	0.737	0.936
To	17.7	14.0	17.4	16.3	2.528	0.188	1.007	2.377	1.357	0.804
Gi	16.0	14.2	14.7	14.4	1.321	0.964*	1.120	0.356	0.125	0.170*
Cm	25.7	24.4	22.2	24.6	1.485	3.380	1.170	1.178	0.283	1.798
Ac	22.5	21.0	21.9	21.8	1.182*	0.484	0.645*	0.555*	0.513	0.094
Ai	17.6	13.7	16.7	15.3	3.114*	0.641*	1.980*	2.304*	0.960	1.302
Ie	35.3	32.2	30.1	31.3	2.398	4.788	3.522	1.902	0.636	0.947
Py	10.0	8.9	9.5	9.4	1.535*	0.598	1.331*	0.811	0.202	0.623
Fx	11.6	9.0	9.6	9.4	2.539*	1.563*	1.941*	0.894	0.651	0.263
Fe	17.6	15.4	16.5	15.6	2.794	1.816	2.115	0.635	0.110	0.416

*indicates a significant difference at the .05 level

+ abbreviations represent the following traits:

Do - Dominance Cs - Capacity for Status Sy - Sociability Sp - Social Presence Sa - Self-Acceptance
Wb - Sense of Well-being Re - Responsibility So - Socialization Sc - Self Control To - Tolerance
Gi - Good Impression Cm - Communality Ac - Achievement via Conformance Ai - Achievement via
Ie - Intellectual Efficiency Py - Psychological Mindedness Independence
Fx - Flexibility Fe - Femininity

status). The scale attempts to measure the personal qualities and attributes which underlie and lead to status. The scores for the students living at Coughlan College and St. John's College were significantly higher than those of the students living at Queen's College.

Sociability - To identify persons of outgoing, sociable, participative temperament. There were no significant differences among any of the groups.

Social Presence - To assess factors such as poise, spontaneity and self-confidence in personal and social interaction. Coughlan College students scored significantly higher than students from Queen's and St. John's Colleges. There were no other significant differences.

Self-acceptance - To assess factors such as sense of personal worth, self-acceptance and capacity for independent thinking and action. There were no significant differences.

Sense of well-being - To identify persons who minimize their worries and complaints and who are relatively free from self-doubt and disillusionment. There were no significant differences for any of the groups.

Responsibility - To identify persons of conscientious, re-

sponsible and dependable disposition and temperament. Students at Coughlan were significantly higher than any other group. Students at Queen's College were higher than those living in lodgings.

Socialization - To indicate the degree of social maturity, integrity and rectitude which the individual has attained. Coughlan College students were significantly higher than students in St. John's College and lodgings. Queen's College students were also significantly higher than St. John's College and lodging students.

Self-control - To assess the degree and adequacy of self-regulation and self-control and freedom from impulsivity and self-centredness. Coughlan College students were significantly higher than lodgings students.

Tolerance - To identify persons with permissive, accepting and non-judgmental social beliefs and attitudes. Coughlan College and St. John's College students were significantly higher than Queen's College students.

Good-impression - To identify persons capable of creating a favourable impression and who are concerned about how others react to them. There were no significant differences among any groups.

Communality - To indicate the degree to which an individual's reactions and responses correspond to the common pattern established for the inventory. Coughlan College students were significantly higher than St. John's College students. St. John's College was significantly lower than lodgings.

Achievement via conformance - To identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior. There were no significant differences among any groups.

Achievement via independence - To identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors. Coughlan College students scored significantly higher than students from Queen's College and lodgings. Students from St. John's College scored significantly higher than students from Queen's College.

Intellectual efficiency - To indicate the degree of personal and intellectual efficiency which the individual has attained. Coughlan College students scored significantly higher than all other groups.

Queen's College students scored significantly higher than students from St. John's College.

Psychological-mindedness - To measure the degree to which the individual is interested in and responsive to, the inner needs, motives and experiences of others. There were no significant differences for any groups.

Flexibility - To indicate the degree of flexibility and adaptability of a person's thinking and social behaviour. Students from Coughlan College scored significantly higher than students from Queen's College and lodgings.

Femininity - To assess the masculinity or femininity of interests. (High scores indicate more feminine interests, low scores more masculine). Coughlan College students scored significantly higher than the other three groups.

From the above it can be seen that:

1. Hypothesis #4 is accepted for the traits of Responsibility, Intellectual Efficiency and Femininity.
2. Hypothesis #4 is accepted (in comparison with Queen's College alone) for the traits of Capacity for Status, Social Presence, Tolerance, Achievement via Independence, Flexibility and Sociability.
3. Hypothesis #4 is accepted (in comparison with St.

John's College alone) for the traits of Social Presence, Responsibility, Sociability, Socialization and Communality.

4. Hypothesis #4 is accepted (in comparison with lodgings students alone) for the traits of Socialization, Self-Control, Communality, Achievement via Independence, and Flexibility.

5. Hypothesis #5 is accepted (in comparison with Queen's College alone) for the traits of Capacity for Status, Tolerance and Achievement via Independence.

6. Hypothesis #6 is accepted for the traits of Responsibility and Socialization.

In a few cases, the opposite to that which was hypothesized was actually found:

1. Students from Queen's College scored significantly higher than students from St. John's College students on the traits of Socialization and Intellectual Efficiency.

2. Students living in lodgings scored significantly higher than students from St. John's College on the trait of Communality.

For all eighteen traits students from Coughlan College scored higher than students from the other groups though the difference was significant at the .05 level only for those traits mentioned above. In eight traits, students from St. John's College scored higher than students from Queen's College and lodgings though none of these differences

was significant at the .05 level. In five traits, students from Queen's College scored higher than students in lodgings though only two of these differences were significant at the .05 level.

III. THE BROWN-HOLTZMAN SURVEY OF STUDY HABITS AND ATTITUDES

Table IV (page 52) shows the results of the four groups on the SSHA. Coughlan College, Queen's College and St. John's College students all had significantly higher scores than did students living in lodgings. Also, Coughlan College students had significantly higher scores than Queen's and St. John's College students. There was no significant difference between Queen's College and St. John's College students. Thus, since residence students all scored significantly higher on the SSHA than lodgings students, Hypothesis #7 is accepted.

IV. PARTICIPATION IN VOLUNTARY EXTRA-CURRICULAR ACTIVITIES

Table V (page 53) shows the results of question #4 of the questionnaire (See Appendix A) in which students were asked to indicate the number of hours per week they spent participating in certain extra-curricular activities. The specific activities mentioned and the significant differences among the groups are as follows:

TABLE IV

MEAN SCORES ON BROWN-HOLTZMAN SURVEY OF STUDY HABITS
AND ATTITUDES ALONG WITH t-TEST RESULTS
OF INTER-GROUP COMPARISONS

	A	B	C	D						
	COUGHLIN	QUEEN'S	ST. JOHN'S	LODG- INGS	t _{AB}	t _{AC}	t _{AD}	t _{BC}	t _{BD}	t _{CD}
SSHA Score	32.6	27.1	26.8	23.7	2.386*	2.416*	4.132*	0.279	1.726*	1.711*

* indicates a significant difference at the .05 level.

TABLE V
PARTICIPATION IN VOLUNTARY EXTRA-CURRICULAR ACTIVITIES IN MEAN HOURS PER WEEK ALONG WITH
t-TEST RESULTS OF INTER-GROUP COMPARISONS

State- ment Number ⁺	A Coughlan	B Queen's	C St. John's	D Lodg- ings	t _{AB}	t _{AC}	t _{AD}	t _{BC}	t _{BD}	t _{CD}
1	2.4	3.2	3.2	4.1	1.004	0.838	2.242*	0.078	1.125*	0.786*
2	1.3	1.4	1.2	0.5	0.154	0.185	3.166*	0.236	1.768	2.066
3	2.4	2.0	2.8	0.1	0.610*	0.583*	5.775*	0.985	3.979*	4.765*
4	1.9	0.7	0.9	0.0	2.269	2.569	4.788*	0.464	2.291*	2.755*
5	5.1	5.2	3.9	2.6	0.041*	0.992*	2.437*	1.008*	2.415	1.721*
6	1.9	7.4	4.2	8.9	5.446*	2.795	7.726*	2.539*	1.200	4.095*
7	3.3	9.1	3.8	7.2	4.656*	0.579	3.121*	3.685*	1.258	2.355
8	1.4	3.7	1.9	2.9	2.971	0.901	2.278	2.024*	0.979	1.315
9	3.8	5.0	2.7	4.3	0.992	0.878	0.505*	1.662	0.545*	1.360*
10	3.1	2.3	2.1	0.3	0.847	1.106*	4.317*	0.234	3.050*	3.181*
11	1.9	2.1	3.3	1.0	0.382	1.684	2.220	1.378	2.230	2.712
12	4.0	4.1	4.9	3.1	0.076*	0.732	0.874*	0.678*	0.941*	1.487*
13	16.7	10.8	15.3	5.7	3.250	0.681	6.918*	2.671	4.198*	7.067*
14	2.8	1.4	1.4	0.5	1.736*	1.863*	3.754	0.065	1.908	1.986

* indicates a significant difference at the .05 level. + Corresponding statements are as follows:

1. Sitting and talking in a cafeteria. 2. As a member of an organization or club. 3. As a member of a committee. 4. As an executive member of a committee. 5. At a hobby. 6. Watching TV. 7. Listening to the radio. 8. Playing cards. 9. Listening to records. 10. At organized athletics. 11. At unorganized athletics. 12. Reading (not required). 13. Talking with friends (not in a cafeteria). 14. As a volunteer at a hospital or other social service (e.g. church group, etc.).

1. Sitting and talking in a cafeteria. There was only one significant difference found in this activity. Lodgings students spent significantly more hours per week in this activity than did students from Coughlan College. There was no significant difference among the other groups at the .05 level.

2. As a member of an organization or club. All three residence groups spent significantly more hours per week in such activities than students living in lodgings. There were no significant differences among the residence groups.

3. As a member of a committee. All three residence groups spent significantly more hours per week in such activities than students living in lodgings. There were no significant differences among the residence groups.

4. As an executive member of some committee or club. All three residence groups spent significantly more hours per week in such activities than students living in lodgings. Also Coughlan College students spent significantly more hours per week holding executive positions than did students living in St. John's College and Queen's College. There was no significant difference between St. John's College students and Queen's College students.

5. At a hobby. Students from Coughlan College, St. John's College and Queen's College spent significantly more hours per week at a hobby than did students from lodgings.

6. Watching T.V. Queen's College, St. John's College and lodging students all spent significantly more hours per week watching T.V. than did students from Coughlan College. Also, lodging students spent significantly more hours per week at this activity than did students from St. John's College.

7. Listening to the radio. Students from Queen's College and lodgings spent significantly more hours per week listening to the radio than did students from Coughlan College and St. John's College. There was no significant difference either between Queen's and lodgings students or Coughlan and St. John's students.

8. Playing Cards. Lodgings students and Queen's College students spent significantly more hours per week playing cards than did students from Coughlan College. Also, students from Queen's College spent significantly more hours per week at this activity than did students from St. John's College. There were no other significant differences among the groups.

9. Listening to records. Queen's College students spent significantly more hours per week at this activity than did students from St. John's College. There were no other significant differences among the groups.

10. At organized athletic events. All three residence groups spent more hours per week at organized athletic events than

did students from lodgings. There were no significant differences among the residence groups themselves.

11. At unorganized athletics. All residence groups spent significantly more hours per week at this activity than did students from lodgings. Also, students from St. John's College spent significantly more hours per week than students from Coughlan College at such activities. There were no other significant differences.

12. Reading (not for course requirements). There were no significant differences among any of the groups.

13. Talking with friends (not in cafeteria). The three residence groups spent significantly more hours per week talking with friends than did students from lodgings. Students from Coughlan College and St. John's College spent significantly more hours per week at this activity than did students from Queen's College.

14. As a volunteer at a hospital or other social service. All three residence groups spent significantly more hours per week in such activities than did students from lodgings. Also, students from Coughlan College spent significantly more hours per week than did students from St. John's College and Queen's College.

From the above analysis, it can be seen that:

1. Hypothesis #8 is accepted for extra-curricular activities numbered 4 and 14.

2. Hypothesis #8 is accepted (for Queen's College and lodgings students alone) for extra-curricular activity number 13.

3. Hypothesis #8 is accepted (for lodgings students alone) for extra-curricular activities numbered 2, 3, 5, 10 and 11.

4. Hypothesis #9 is accepted (for lodgings students alone) for extra-curricular activities numbered 2, 3, 4, 5, 10, 11, 13, and 14.

5. Hypothesis #10 is accepted for extra-curricular activities numbered 2, 3, 4, 5, 10, 11, 13 and 14.

Residence students were not always significantly higher than students from lodgings in participation in extra-curricular activities. In several cases, the opposite was true. Lodgings students spent significantly more hours per week watching T.V. than did students from Coughlan College and St. John's College. Also, lodgings students spent significantly more hours per week listening to the radio than did students from Coughlan College and St. John's College.

Queen's College spent significantly more hours per week watching T.V. than did students from Coughlan College and St. John's College, the opposite to that hypothesized. The same is true for listening to the radio and playing cards. St. John's College students spent significantly more hours per week at unorganized athletics than did students

from Coughlan College. Students from Queen's College spent significantly more hours per week listening to records than did students from St. John's College.

V. SOCIAL INVOLVEMENT IN THE COMMUNITY

Table VI (page 59) shows the number of students in each group studied that indicated involvement during the regular academic year (thus excluding involvement in their home community affairs when not attending university) in ten matters of social concern, both in the university community and in the larger community of the city of St. John's. Students were asked to simply check each statement if it was applicable to their own experiences. The statements ranged from very general statements such as "I know what 'Contact' or 'Cool-Aid' are" to more specific statements such as "I have participated as a leader in organizations like Boy Scouts, Boy's Club etc.". The results were analysed by applying a Chi-square test to test the significance of differences in proportions. The specific statements given and the results of each are as follows:

1. I have participated in a group that does volunteer work at a local hospital. Coughlan College students indicated significantly more involvement in such activities than did students from Queen's College and from lodgings. Also, there was a significantly higher proportion of

TABLE VI

NUMBERS AND PERCENTAGES OF STUDENTS WHO INDICATED SOCIAL INVOLVEMENT IN THE COMMUNITY ALONG
WITH CHI-SQUARE RESULTS OF INTER-GROUP COMPARISONS

State- ment Letter+	A Coughlan		B Queen's		C St. John's		D Lodgings		χ^2 AB	χ^2 AC	χ^2 AD	χ^2 BC	χ^2 BD	χ^2 CD
	N	%	N	%	N	%	N	%						
a	15	38	5	13	10	34	1	2	6.409*	0.113	15.411*	4.305*	3.006	12.497*
b	39	100	32	84	29	100	30	70	6.678	0.000	10.174*	5.029	0.716*	7.713*
c	16	41	9	29	12	41	3	7	2.399	0.001	11.759*	2.179	3.950*	10.978*
d	32	82	33	86	25	86	10	25	0.336*	0.212*	24.968*	0.006	29.235	24.426
e	15	38	1	3	2	8	0	0	15.010	8.838	18.571*	0.699	1.040*	2.771*
f	17	43	12	32	10	34	5	13	1.183	0.576	9.117*	0.628	3.937	4.540
g	19	48	12	32	10	34	6	15	2.351*	1.378	9.949*	0.628	2.818	3.372*
h	25	64	13	34	15	23	10	25	6.880*	1.052	11.661*	2.074	0.675	4.867*
i	14	36	3	8	6	21	1	2	8.773	1.853	13.949	2.316	1.110	5.197
j	8	20	3	8	5	17	3	7	2.503	0.115	2.646	1.367	0.001	0.353

* indicates a significant difference at the .05 level

+ corresponding statements are as follows:

- a) I have participated in a group that does volunteer work at a local hospital.
- b) I know what "Contact" and "Cool-Aid" are.
- c) I participate in projects that help disadvantaged people.
- d) I have donated my blood to the Red Cross.
- e) I belong to a community association of some kind e.g. YMCA, Contact, etc.
- f) I have visited disadvantaged areas of St. John's.
- g) I have helped to collect funds for a charitable organization.
- h) I have attended a political rally.
- i) I have participated as a leader in a church group.
- j) I have participated as a leader in organizations like Boy Scouts, Boy's Club, etc.

students from St. John's College involved than there were from Queen's and lodgings. No other significant differences were found.

2. I know what 'Contact' and 'Cool-Aid' are. Significantly more students from Coughlan and St. John's Colleges knew about these organizations than did students from Queen's and lodgings. There were no significant difference either between Coughlan and St. John's College students or between Queen's and lodgings students.

3. I participate in projects that help disadvantaged people. All three residence groups had significantly more participants than did lodgings. There were no significant differences among the residence groups themselves.

4. I have donated my blood to the Red Cross. All three residence groups had significantly more donors than did the lodgings group. There were no significant difference among the residence groups in this activity. Percentagewise, 82%, 86% and 86% of the residence groups respectively donated blood as opposed to 25% of the lodgings students.

5. I belong to a community association of some kind e.g. YMCA, Contact. Significantly more students from Coughlan College participated in such activities than did students from Queen's College, St. John's College and lodgings. In terms of percentage of the total sample, Coughlan had 38% participation as opposed to 3%, 8% and 0% for the

other groups respectively.

6. I have visited disadvantaged areas of St. John's. Significantly more students from the three residence groups participated than did students from lodgings. No significant differences were found among residence students.

7. I have helped collect funds for a charitable organization. The only significant difference found here was between Coughlan College students and lodgings students. Significantly more Coughlan students spent time in such activities than did students from lodgings.

8. I have attended a political rally. Significantly more students from Coughlan College attended political rallies than did students from Queen's College and from lodgings. Also, significantly more students from St. John's College participated in such activities than did students from lodgings.

9. I have participated as a leader in a church group. Significantly more students from Coughlan College participated in such activities than did students from Queen's College and from lodgings. There were also significantly more students from St. John's College participating than there were from lodgings.

10. I have participated as a leader in organizations like Boy Scouts, Boy's Club, etc. There were no significant differences in the number of students participating in such

activities among any of the groups.

Thus it can be seen that there is significantly more involvement in community and social affairs among residence students than among lodgings students. Among the residence groups themselves Coughlan College students appear to have had the most involvement, followed by students from St. John's College and Queen's College. Thus, Hypothesis #11, which states that there will be no significant differences among any of the groups in community and social involvement, is rejected.

VI. CONTACT WITH THE RESIDENCE PROCTOR

1. Question #6 of the questionnaire (See Appendix A) asked the following question: "How often does your proctor visit you in your room?". Table VII (page 65) gives the results of this question. Students living in residence were given five alternatives to choose from: (a) never, (b) once per week, (c) once every two weeks, (d) once per month, (e) other (please specify). The results were analyzed by applying a Chi-square test to test the significance in the difference in proportions of students answering positively to each of the five alternatives. Table VII also gives the percentage of the sample indicating each choice.

a. Never: Significantly more students from Queen's College and St. John's College chose this alternative than

did students from Coughlan College. In terms of percentages, 79% from Queen's and 76% from St. John's indicated that the proctor never visited them in their rooms as opposed to 0% indicating such a choice from Coughlan College.

b. Once per week: Significantly more students from Coughlan College indicated that the proctor visited them in their room once per week than did students from Queen's and St. John's Colleges. Indeed, 31% of the Coughlan students indicated that such visits occurred as opposed to 0% from both Queen's College and St. John's College.

c. Once every two weeks: Significantly more students from Coughlan College indicated contact with their proctor in their rooms once every two weeks than did students from St. John's College. There was no significant difference between Coughlan and Queen's students and 0% of students from St. John's College indicated such a schedule.

d. Once per month: Significantly more students from Coughlan College indicated that the proctor visited them in their room once per month than did students from the other residence halls. There was no significant difference between Queen's College and St. John's College students.

e. Other (please specify): Neither group indicated a significant number of other visiting schedules. The most

frequent schedule mentioned was once per year.

2. Question #7 of the questionnaire (See Appendix A) asked the students to indicate , "How often do you visit the proctor in his apartment?" Again, the alternatives were: (a) never, (b) once per week, (c) once every two weeks, (d) once per month, (e) other (please specify). Table VIII (page 65) presents the results of this question. The results were analyzed using the Chi-square test for testing the significance of the difference in proportions. Included in Table VIII is also the percentage of students indicating each choice.

a. Never: Significantly more students from Queen's and St. John's Colleges indicated that they never visited the proctor in his apartment than did students from Coughlan College. Also, significantly more students from Queen's College indicated such a choice than students from St. John's College. Of the Queen's College students, 73% indicated a "never" choice as opposed to 27% from St. John's College and 11% from Coughlan College.

b. Once per week: Significantly more students from Coughlan and St. John's College visited the proctor in his apartment once per week than did students from Queen's College. In terms of percent, Coughlan and St. John's Colleges had 31% and 27% respectively as opposed to 0% for Queen's College.

TABLE VII
NUMBERS AND PERCENTAGES OF STUDENTS WHO WERE VISITED
BY THEIR PROCTOR IN THEIR ROOM ALONG WITH CHI-
SQUARE RESULTS OF INTER-GROUP COMPARISONS

State- ment Letter+	A		B		C		χ^2_{AB}	χ^2_{AC}	χ^2_{BC}
	Coughlan N	%	Queen's N	%	St. John's N	%			
a	0	0	30	79	22	76	50.442*	43.736*	0.090
b	12	31	0	0	0	0	13.851*	10.835*	0.000
c	6	15	1	3	0	0	3.787	4.893*	0.775
d	16	41	3	8	1	3	11.366*	12.526*	0.579
e	5	13	4	10	6	21	0.981	0.005	1.338

TABLE VIII
NUMBERS AND PERCENTAGES OF THE STUDENTS WHO VISITED
THE PROCTOR IN HIS APARTMENT ALONG WITH CHI-
SQUARE RESULTS OF INTER-GROUP COMPARISONS

State- ment Letter+	A		B		C		χ^2_{AB}	χ^2_{AC}	χ^2_{BC}
	Coughlan N	%	Queen's N	%	St. John's N	%			
a	4	11	28	73	8	27	31.881*	3.437	14.059*
b	12	31	0	0	8	27	13.851*	0.081	11.904*
c	6	15	1	3	3	10	3.787	0.368	1.743
d	10	25	6	16	3	10	1.135	2.517	0.419
e	7	18	3	8	7	26	1.722	0.390	3.418

* indicates significant differences at .05 level

+ corresponding statements are as follows:

a) never b) once per week
d) once per month e) other

c) once every
two weeks

c. Once every two weeks: There were no significant differences among the three groups of residence students in the proportion visiting the proctor in his apartment once every two weeks.

d. Once per month: None of the residence groups were significantly different in the proportion of students who visited the proctor once per month.

e. Other (please specify): Again there were no significant differences among the groups. Their most frequent schedule mentioned was once per year.

3. Question #8 of the questionnaire (see Appendix A) assessed the reasons why the students visited the proctor or vice versa. Students were given six choices and could select from one to six choices, depending upon their particular reasons. Their six choices were as follows: (a) on House business, (b) for personal counseling, (c) for a friendly get together, (d) for discipline reasons, (e) no contact, (f) other (please specify). Table IX (page 67) gives the number of students indicating each choice and the percent of the sample so indicating. The results were again analysed using the Chi-square test to test the significance of the differences in proportions.

a. On House business: Significantly more students from Coughlan College indicated that their contact with the proctor was on House business than did students from Queen's

TABLE IX

NUMBERS AND PERCENTAGES OF STUDENTS WHO VISITED THE
PROCTOR FOR VARIOUS REASONS ALONG WITH CHI-
SQUARE RESULTS OF INTER-GROUP COMPARISONS

REASON	A		B		C		χ^2_{AB}	χ^2_{AC}	χ^2_{BC}
	COUGHLAN		QUEEN'S		ST. JOHN'S				
	N	%	N	%	N	%			
On House business	10	25	11	15	15	23	4.867*	0.106	3.593
For personal coun- selling	26	66	3	8	5	17	28.317*	16.380*	1.367
For a friendly get-together	32	82	1	3	15	23	49.571*	7.167*	21.807*
For discipline reasons	2	5	3	8	2	8	0.243	0.094	0.024
No contact	0	0	25	66	7	26	37.993*	10.494*	11.437*
Other	3	7	0	0	1	3	3.042	0.541	1.330

* indicates a significant difference at .05 level.

College. There was no significant difference between the other groups on this matter.

b. For personal counselling: Significantly more students from Coughlan College indicated personal counseling as the reason for their contact with the proctor than did students from the other two residences. Coughlan had 66% of its students indicating this choice as opposed to 15% and 3% for Queen's College and St. John's College respectively.

c. For a friendly get-together: Significantly more students from Coughlan College chose this alternative as the reason for their contact with the proctor than did students from Queen's College and St. John's College. Also, significantly more students from St. John's College chose this alternative than did students from Queen's College. Of Coughlan College students, 82% chose this alternative as compared to 23% of the St. John's College students and 3% of the Queen's College students.

d. For discipline reasons: There were no significant differences in the number of students choosing this alternative for any of the groups. Also, as the percentages indicate (Coughlan 5%, Queen's 8% and St. John's 8%), this is not one of the main reasons for the students' contact with their proctors.

e. No contact: Significantly more students from Queen's College and St. John's College indicated that they

had no contact with the proctor than did students from Coughlan College. Also, significantly more students from Queen's College indicated this choice than did students from St. John's College. Queen's College had 66% of its students indicating this choice, St. John's College had 26% and Coughlan College 0%.

f. Other (please specify): There were no significant differences among the groups for this alternative. The only alternative mentioned by all students who indicated this choice was for academic help.

Hypothesis #12 stated that "there will be no significant differences in the number of students who visit the proctor for any of the residence hall groups." Analysis of the results of questions #6 and #7 of the questionnaire indicated that this hypothesis should be rejected. The results showed that the amount of individual contact between student and proctor varied from residence hall to residence hall. It appeared that the most frequent contact took place in Coughlan College, followed by St. John's and Queen's College in that order. It also appeared that more students from Coughlan College visited the proctor than did students from the other residences. Question #8 shows why students visit their proctor and it appeared that the reasons varied from College to College. For Coughlan College students the two most popular reasons were for personal

counselling and for a friendly-get-together (66% and 82%). Queen's College students, for the most part, appeared to have had no contact with their proctor since 66% indicated such. St. John's College students appeared to have contact mostly for House business or for a friendly-get-together. Of the St. John's College students, 26% indicated that they had no contact at all with their proctor.

VII. USE OF UNIVERSITY AND COMMUNITY FACILITIES FOR NON-ACADEMIC PURPOSES

Table X (page 71) shows the results of question #3 of the questionnaire concerning use of university and community facilities for non-academic purposes. It was hypothesized that there would be no difference among any of the groups. Analysis of results of question #3 showed the following:

1. Students living in lodgings used the University library for significantly more hours per week than did students living in the University residence halls.
2. Coughlan College students spent significantly more hours per week in the Thomson Student Centre than did students from lodgings.
3. Queen's College students spent significantly more hours per week using the Physical Education Gymnasium than did students living in lodgings.
4. Students from Coughlan College and St. John's Col-

TABLE X
USE OF FACILITIES FOR NON-ACADEMIC, NON-REQUIRED PURPOSES IN MEAN HOURS PER WEEK ALONG
WITH t-TEST RESULTS OF INTER-GROUP COMPARISONS

State- ment Number ⁺	A Coughlan	B Queen's	C St. John's	D Lodg- ings	t _{AB}	t _{AC}	t _{AD}	t _{BC}	t _{BD}	t _{CD}
1	2.5	3.1	2.8	6.2	0.951	0.346	3.579*	0.573	2.733*	3.001*
2	5.6	3.9	3.7	3.3	1.373	1.345	2.068*	0.198	0.746	0.426
3	0.8	1.0	0.7	0.3	0.576	0.320	1.097	0.848	2.045*	1.631
4	1.9	1.2	1.7	1.0	2.060*	0.526	2.710*	1.587	0.719	2.288*
5	0.6	0.4	0.7	0.3	1.528	0.615	2.992*	1.635*	1.143	2.747*
6	1.0	0.6	0.9	0.4	1.694*	0.239	2.456*	1.072	0.558	1.661*
7	2.0	1.5	1.8	0.8	1.566	0.512	4.077*	1.570	1.845*	2.753*

* indicates a significant difference at the .05 level.

⁺ corresponding statements are as follows:

1. University library.
2. Thomson Student Centre.
3. Physical Education Gymnasium.
4. Any movie theatre.
5. The Arts and Culture Centre.
6. Any arena or stadium.
7. The Avalon Mall Shopping Centre.

lege spent significantly more hours per week at Movie Theatres than did students from lodgings. Also, Coughlan College students spent significantly more hours per week attending movies than did students from Queen's College.

5. Students from Coughlan College and St. John's College spent significantly more hours per week using the facilities of the Arts and Culture Centre than did students from lodgings. Also, St. John's College students spent significantly more hours per week at the Arts and Culture Centre than students from Queen's College.

6. Students from Coughlan College and St. John's College spent significantly more hours at an arena or stadium than did students from lodgings. Students from Coughlan College spent significantly more hours per week using these facilities than did students from Queen's College.

7. Students from the three residence groups spent significantly more hours per week at the Avalon Mall Shopping Centre than did students from lodgings. There was no significant difference among the residence groups.

Thus, at least one residence group used the facilities of the community and/or University significantly more than did students living in lodgings, except for the University library where lodgings students were significantly higher in their usage than all the residence groups. Hypothesis #13 stated that there would be no difference among the groups in

their usage of community and University facilities for non-academic purposes. In view of the above analysis, this hypothesis is rejected.

VIII. RATING SCALE OF STUDY FACILITIES AND NUMBER OF HOURS SPENT STUDYING PER WEEK

In attempting to establish a relationship between academic success while attending university and the environment in which a student lives when studying, all groups in the study were asked to rate their study facilities on a scale ranging from 1 (poor) to 6 (excellent). (See Appendix A.) Table XI (page 74) gives the results of this question. The data was analyzed using the Chi-square test to test the significance of the difference in proportions. The mean, median and mode were also calculated for the four groups and a t-test for independent, unequal samples applied to the means. For all tests, the significance level was set at the .05 level.

The results indicated that students from Coughlan College and Queen's College rated the study facilities of their colleges higher than did students from St. John's College and lodgings.

The following is an analysis of the results from each separate group:

1. Coughlan College. Significantly more students

TABLE XI
RESULTS OF RATINGS OF THE STUDY FACILITIES ALONG
WITH CHI-SQUARE RESULTS OF INTER-GROUP
COMPARISONS

Rating Scale ⁺	A Coughlan	B Queen's	C St. John's	D Lodg- ings	χ^2_{AB}	χ^2_{AC}	χ^2_{AD}	χ^2_{BC}	χ^2_{BD}	χ^2_{CD}
6	5	2	0	4	1.330	4.013*	0.126	1.573	0.668	3.160
5	14	18	6	8	1.043	1.853	2.279	5.092*	6.207*	0.001
4	12	12	6	5	0.006	0.868	3.686*	3.993*	3.937*	0.760
3	5	2	9	10	1.330	3.375	2.063	7.961*	6.075*	0.240
2	3	0	5	4	3.042	1.461	0.157	7.080*	4.111*	0.707
1	0	4	3	8	4.330*	4.221*	8.914*	0.001	1.459	1.268
Mean	4.3	4.2	3.2	3.3	0.577	2.066*	2.016*	1.967*	1.968*	0.339
Median	5	5	3	3						
Mode	4.5	5	3	3.5						

*indicates a significant difference at the .05 level

⁺for question as given to students see Question 2, Appendix A.

living in this college rated their study facilities as 6 (excellent) than did students living in St. John's College. Also, a significant difference was found between Coughlan College and lodgings on the 4 level on the scale. Significantly less students from Coughlan College rated their study facilities as 1 (poor) than did students from Queen's College, St. John's College and lodgings. The mean of the rating scale for Coughlan College was 4.3 as compared with 4.2 for Queen's College, 3.2 for St. John's College and 3.3 for lodgings. The median for Coughlan College was 5 as compared with 5 for Queen's College, 3 for St. John's College and 3 for lodgings. The mode was 4.5 for Coughlan College, as compared with 5 for Queen's College, 3 for St. John's College and 3.5 for lodgings. The mean rating for Coughlan College was significantly higher at the .05 level of significance when compared to those ratings from St. John's College and lodgings.

2. Queen's College. Significantly more students from Queen's College rated their study facilities at the 5 level than did students from St. John's College and lodgings. A significant difference was also found at the 4 level where significantly more students from Queen's College rated their study facilities at the 4 level than did students from St. John's College and lodgings. Significantly fewer students from Queen's College rated their study facilities at the 3

and 2 levels than did students from St. John's College and lodgings. The mean, median and mode for Queen's College were higher than those from St. John's College and lodgings, the means being significantly higher at the .05 level of significance.

3. St. John's College. As can be seen from the analysis of results from Coughlan and Queen's College, St. John's College was significantly lower on several points of the rating scale (for those points at the top of the scale) and significantly higher than Coughlan and Queen's Colleges on several low points on the same scale. No significant differences appeared between St. John's College students and lodgings students. The mean, median and mode for St. John's College were not significantly different when compared with lodgings, but the mean, as mentioned above, was significantly lower when compared with Coughlan and Queen's College.

4. Lodgings. Lodgings students rated their study facilities as low when compared with Coughlan and Queen's Colleges but slightly higher when compared with St. John's College at the 6 (excellent) level. There were however, more students rating their study facilities as poor (0 level) than St. John's College. These differences were not significant at the .05 level. As mentioned above, the mean for lodgings students was significantly lower than for students

from Coughlan College and Queen's College. The mean was not significantly different from that of St. John's College.

The questionnaire (see Appendix A) also asked the students to indicate the average number of hours per week they spent studying. Table XII (page 78), shows the results of this question. Students were given six alternatives to choose from and were asked to choose only one. Results were analysed using the Chi-square test to test the significance of the differences in proportions.

Only ~~on~~ two of the six alternatives were there found any significant differences. It was found that significantly more students from Coughlan College studied from 0-5 hours per week than did students living in Queen's College and lodgings. Also, significantly more students from St. John's College were found in this group than students from lodgings. At the other end of the scale, it was found that significantly more students from Queen's College, St. John's College and lodgings studied 18+ hours per week than did students from Coughlan College. For the alternatives 6-8, 9-11, 12-14 and 15-17 no significant differences were found among any of the groups. Also, a t-test was performed on the means of the four groups and significant differences were found between Coughlan College students and the other three groups --- Coughlan students studying less than the students from the other groups, Queen's College students and St. John's College students also studied significantly less than

TABLE XII
NUMBER OF HOURS STUDENTS SPENT STUDYING PER WEEK ALONG WITH
CHI-SQUARE RESULTS OF INTER-GROUP COMPARISONS AND
t-TEST RESULTS OF COMPARISONS OF MEANS

Hour Groups	A Coughlan	B Queen's	C St. John's	D Lodg- ings	χ^2_{AB}	χ^2_{AC}	χ^2_{AD}	χ^2_{BC}	χ^2_{BD}	χ^2_{CD}
0 - 5	8	2	4	0	3.961*	0.517	8.914*	1.468	2.108	5.716*
6 - 8	8	13	8	8	1.821	0.462	0.000	0.335	1.821	0.462
9 - 11	8	5	2	8	0.742	2.458	0.000	0.689	0.742	2.458
12 - 14	9	5	2	5	1.273	3.211	1.393	0.689	0.002	0.632
15 - 17	4	5	6	8	0.157	1.443	1.576	0.680	0.742	0.003
18+	2	8	7	10	4.319*	4.955*	6.303*	0.507	0.226	0.049
Means	9.5	11.7	11.6	13.0						
t-Test					2.269*	2.188*	4.611*	0.414	1.684*	1.710*

* indicates a significant difference at the .05 level.

did students from lodgings.

From these two questions on studying habits, it can be said that:

1. Students from Coughlan College rated their study facilities higher than did students from St. John's College and lodgings but appeared to study less than students from all three groups.

2. Students from Queen's College rated their study facilities higher than did students from St. John's College and lodgings but appeared to study less than lodgings students and as much as St. John's College students.

3. Students from St. John's College rated their study facilities lower than did students from Coughlan College and Queen's College. They appeared to spend more time studying than did students living in Coughlan College, less than lodgings students, and as much as Queen's College students.

4. Students living in lodgings rated their study facilities lower than did students living in Queen's College and Coughlan College. They spent significantly more time studying than students in Coughlan College, St. John's College and Queen's College.

When results of the rating of study facilities and number of hours spent studying per week were compared with academic results of the students in examinations of April, 1971

it was found that (a) although students from Coughlan College studied the least of the four groups they received significantly higher marks than did the other three groups and (b) although lodgings students studied the most, they received significantly lower marks than the other three groups. There were no significant differences between the number of hours spent studying by students from Queen's College and St. John's College and there were no significant differences in the mean averages in the April, 1971 examinations for these two groups.

Looking at the results of the rating of study facilities there appeared to be a relationship between a high rating of study facilities and high academic results for students from Coughlan College but no obvious relationship for the Queen's College students. There was a significant difference between the rating of study facilities for students from Coughlan College compared with students from St. John's College and also a significant difference in academic results for the two groups. A similar, but more definite, relationship existed between students from Coughlan College and students from lodgings. Students from St. John's College and lodgings rated their study facilities significantly lower than Coughlan College and Queen's College students and received significantly lower academic results than did students from Coughlan College.

IX. RELIGIOUS AFFILIATION OF SAMPLE

Table XIII (page 82) shows the religious affiliation of the four groups studied. The three residences used in the study are owned and operated by three major religious groups. Coughlan College is owned and operated by the United Church of Canada, Queen's College by the Anglican Church of Canada and St. John's College by the Roman Catholic Church. It would be expected that each church college would have a higher proportion of students of the same faith as the college itself even though none of the colleges uses religion as a selection criterion.

For Queen's College and St. John's College there appeared to be a very high proportion of students having the same religious belief as that of the College, 89% and 83% respectively. For Coughlan College the situation was somewhat different in that only 59% of the students sampled were actually of the United Church faith.

The sample of lodgings students included almost equal proportions of students from the three major religious denominations.

X. YEAR OF STUDIES OF THE SAMPLE

Table XIV (page 83) shows the proportion of first, second, third, fourth and fifth year students making up the samples used for the study. In each case, Chi-square

TABLE XIII

RELIGIOUS AFFILIATION OF SAMPLE

RELIGION	A COUGHLAN		B QUEEN'S		C ST. JOHN'S		D LODGINGS	
	N	%	N	%	N	%	N	%
Roman Catholic	10	25	0	0	24	83	11	28
United Church	23	59	3	9	3	10	12	30
Anglican	3	8	34	89	2	7	8	27
Other	3	8	1	2	0	0	8	15

TABLE XIV
YEAR OF STUDIES OF SAMPLE ALONG WITH CHI-SQUARE RESULTS
OF INTER-GROUP COMPARISONS

Year of Studies	A Coughlan		B Queen's		C St. John's		D Lodg- ings		χ^2_{AB}	χ^2_{AC}	χ^2_{AD}	χ^2_{BC}	χ^2_{BD}	χ^2_{CD}
	N	%	N	%	N	%	N	%						
1	12	30	14	36	9	31	12	30	0.117	0.406	0.000	0.461	0.399	0.097
2	12	30	12	32	8	28	11	29	0.216	0.119	0.101	0.398	0.264	0.090
3	8	21	7	19	6	21	8	21	0.111	0.001	0.000	0.086	0.331	0.004
4	5	12	3	8	4	13	5	12	0.616	0.100	0.000	0.717	0.611	0.084
5	2	7	2	5	2	6	3	8	0.110	0.099	0.011	0.110	0.241	0.198

analysis showed that the proportion did not differ significantly from any other at the .05 level. In the populations from which the samples were taken there was little difference in sample proportion and actual proportion except for Queen's College, which has almost a 60% freshman occupancy. However, in order to make the samples equivalent for Queen's College, it was necessary to draw more heavily from the upper year students and less heavily from the freshman class.

XI. CONCLUSION

Reviewing the analysis of results we find that some hypotheses were accepted fully, others were accepted partially and others rejected. A summary of the status of the hypotheses is as follows:

Those accepted fully: Hypotheses 1, 3, 6, 7, and 10.

Those accepted partially: Hypotheses 2, 4, 5, 8 and 9.

Those rejected: Hypotheses 11, 12 and 13.

Before proceeding, a comment should be made concerning hypotheses 4 and 8. These hypotheses concerned large numbers of factors, and analysis showed that for some factors, the hypothesis could be accepted but for other factors, it was necessary either to accept partially or to reject completely. The hypotheses were often written in terms of significant differences among four or three of the groups under study.

In many cases, significant differences were found among, say, two of the four groups. Such hypotheses were designated as being partially accepted.

To summarize, this chapter was divided into the following eleven sections:

1. Academic success of the four groups studied.
2. The California Psychological Inventory.
3. The Brown-Holtsman survey of study habits and attitudes.
4. Participation in voluntary extra-curricular activities.
5. Social involvement in the community.
6. Contact with the residence proctor.
7. Use of university and community facilities for non-academic purposes.
8. Rating scale of study facilities and number of hours spent studying per week.
9. Religious affiliation of sample
10. Year of studies of the sample.
11. Conclusion.

CHAPTER V
DISCUSSION, IMPLICATIONS OF THE STUDY
AND CONCLUSIONS

In summary, the hypotheses for this study dealt with the following areas:

1. Academic achievement: Hypotheses 1-3.
2. Personality and adjustment (the CPI): Hypotheses 4-6.
3. Study habits and attitudes (the SSHA): Hypothesis 7.
4. Participation in extra-curricular activities: Hypotheses 8-10.
5. Involvement in community affairs: Hypothesis 11.
6. Interaction with the residence proctor (for residence students only): Hypothesis 12.
7. Use of university and community facilities: Hypothesis 13.

This chapter will deal with these seven categories individually, discussing each in terms of present meaning and possible future consequences. Where possible, implications for future research and planning will also be discussed.

I. ACADEMIC ACHIEVEMENT

This study has shown that academic achievement within the four groups did vary. Coughlan College had the best academic achievement record of any of the groups. The other two residence groups had a significantly higher academic achievement than did students living in lodgings. These differences were not apparent when these students left high school, as can be seen by their Grade 11 final examination results. (See Table II, page 41). Assuming that the Grade 11 results were a fairly good indicator of the students' achievement at that time, it can be concluded that during their attendance at University factors have operated on some students, but not on others, to allow them to achieve differently. It has often been considered by many educators and by many students that residence living is not conducive to high academic achievement at University. The constant distractions, they say, pull all but the most dedicated student away from his studying. Students living in residence do have more distractions yet they did, according to the results of this study, receive significantly higher academic grades than did students living in lodgings.

There appeared to be a relationship between participation in extra-curricular activities, involvement in community affairs and academic success. Students who parti-

cipated more in such activities did better academically.

Throughout the study it appeared that:

1. Coughlan College students were more highly involved in non-academic activities than were the other three groups.

2. Students living in residence halls were more highly involved in non-academic activities than were students living in lodgings.

3. Academically speaking, Coughlan College students received higher grades than other groups, and residence students received higher grades than the lodging students.

Thus, there appeared to be some relationship between involvement in non-academic activities and academic success --- the higher the involvement, the better the academic achievement.

Educators have realized that studying is a science. The development of good study habits is important to academic success. As can be seen from an analysis of the results, residence students developed better study habits than did students living in lodgings. Such a finding might have some bearing on academic record of residence students. (See Section III of this chapter for further discussion on this point.)

One cannot rule out the possibility that the intel-

lectually superior students were attracted to residence halls. However, this study attempted to allow for this contingency. It would seem logical to assume that intellectual superiority would manifest itself in the students' Grade 11 examination results. However, analysis of these results did not show differences in the same direction as the university examination result differences. Also, all lodging students used for this study had applied for admission to residence halls and through this act showed that they could be compared favourably with the residence students studied. They did at least want residence accommodation and were refused only because of lack of residence beds available.


Another explanation might be in terms of the liberal-conservative nature of the environments studied. However, no pattern could easily be established to support this explanation. Within the residence halls, Coughlan College was the most liberal, followed closely by St. John's College, with the most conservative being Queen's College. There was more of a gap on the continuum between St. John's College and Queen's College than there was between Coughlan College and St. John's College. The most liberal college did have the best results but from there the explanation broke down. There were no significant differences between Queen's College and St. John's College. Though lodging students did

the poorest academically, it is difficult to assess the liberal-conservative nature of the lodging group because each separate boarding home could conceivably fit on a different point on the liberal-conservative continuum.

An inverse relationship appeared to exist between the number of hours a student spent studying and his academic success. Logically, one would assume that a high positive correlation would exist between the number of study hours and academic achievement. The explanation for the lack of a positive correlation might be in terms of good use of allocated time (i.e. good study habits). Students may have spent study time in daydreaming and browsing and included such activities as study time. Other students, although they spent less actual time studying, might have used their time to full advantage. (Section III expands this topic more fully.)

Also to be noted is the relationship between academic achievement and the rating of study facilities. Logically, good facilities should help foster good achievement; a relationship did exist between these two variables. Students who rated their study facilities high appeared to achieve better than those students who rated their facilities low.

Thus, this study has pointed out that in terms of academic achievement there appears to be a reasonable argument for choosing residence halls over lodgings.



II. PERSONALITY AND ADJUSTMENT (THE CPI)

Can the personality traits of a student as measured by the California Personality Inventory change over the period of a year? Will a student's personality change one way if he lives in one type of environment and another way if he lives in another type of environment? To answer these questions it would have been necessary to give the CPI to matched samples of students at the end of their high school year and again at the end of a year in the specific environments to be tested.

However, because of the random sampling procedure employed in this study it was assumed that all the groups under investigation for this study were equivalent groups when attending high school; it is interesting to note the differences in the students' personality traits after they lived in a particular environment for at least one year. The CPI gives eighteen separate scores and analysis showed that significant differences were present on eleven of these scores. The differences were not always for residence students over lodging students. In one case, lodging students scored higher than St. John's College students and in three cases, residence groups were significantly different from one another but not significantly different from lodging students.

As shown in Chapter IV, the CPI divides the eighteen traits into four classes. Class I measures Poise, Ascendancy, Self-assurance and Interpersonal Adequacy; Class II measures Socialization, Maturity, Responsibility and Intrapersonal Structuring of Values; Class III measures Achievement Potential and Intellectual Efficiency; and Class IV measures Intellectual and Interest Modes. Classes I and II measure traits of a socialization, maturational and interpersonal nature whereas Classes III and IV measure traits of a more individual intellectual and interest nature.

Of the classes above, those which appeared most susceptible to short-term change were those of Classes II and III. Class I had four significant differences out of a possible thirty-six, Class II had fourteen significant differences out of a possible thirty-six, Class III had seven significant differences out of a possible eighteen, and Class IV had five significant differences out of a possible eighteen.

Class I

Significant differences were found for Capacity for Status. This trait does not appear to lend itself to short-term change, it is likely a product of life-long environment, and was probably present in the students prior to their entering university, thus not a product of a particular environment.

Significant differences were also found for Social Presence. Unlike the trait of Capacity for Status, this trait was possibly affected by environment differences. Students from Coughlan College scored significantly higher than did students from Queen's and St. John's Colleges. Coughlan College encourages students to govern themselves and gives them complete autonomy over matters of self-government and discipline. They are also encouraged to speak up when something is bothering them. The CPI manual says that Social Presence assesses factors such as poise, spontaneity and self-confidence in personal and social interaction; such factors could have been products of Coughlan College's programme and philosophy.

Class II

Residence students generally scored higher on these traits than did students living in lodgings. The traits in this class seem to lend themselves to short-term change and thus possibly could have been affected by the environmental differences of the various accommodations. There were also differences among the residence groups themselves, especially when comparing Coughlan College with the other residences. The traits measured in this class were all traits that are especially necessary to possess if one is to live effectively with other people. This factor could account for the fact that residence students usually scored significantly higher

than did lodgings students. Because of the nature of the Coughlan College experiment, these traits were particularly necessary for students living in the Coughlan College environment. The only possible exception in Class II to the short-term change susceptibility was the trait of communality; this trait was the only trait in this Class where lodgings students scored significantly higher than did residence students. It may be that common sense and good judgment (Communality) are not characteristics that are easily learned.

Class III

As was mentioned earlier, this class and Class IV measured more intellectual facets of the personality than did Classes I and II. The discussion on academic success earlier in this chapter mentioned the academic superiority of residence students over lodgings students. Since this superiority did not exist in high school, it may have been a product of the environment in which the student spent his university career. The traits of Class III correlated with the achievement records of the students studied, as far as Coughlan College students were concerned. However, discrepancies in this relationship were found when comparing Queen's and St. John's Colleges with lodgings students. In neither case was there a significant difference between lodgings students and Queen's and St. John's

College students; yet, significant differences did exist between them for academic achievement. Also, significant differences were found on the traits of achievement via independence and intellectual efficiency for St. John's College and Queen's College, but there were no significant differences between these two Colleges for academic achievement. However, these traits appeared to lend themselves to short-term change. Possibly Coughlan College with its greater amount of student-faculty interaction (See Appendix B) was the only environment that did have any effect on these traits.

Class IV

The three traits of this class also appeared to lend themselves to short-term change. As in Class III, significant differences existed between Coughlan College and the other groups but there were no differences among the other groups themselves. Again, the differences between the environment of Coughlan College and the environments of the other groups may have accounted for Coughlan College's scores being the only significantly different scores. Coughlan College students, through the programme of the College (see Appendix B), received opportunities to pursue activities that the other groups did not receive. For example, many of the students had been in more contact with pollution problems, political discussions and social problems.

Many of the students at Coughlan College visited local hospitals and schools and through these activities possibly became more aware of others' problems and needs; this awareness was reflected in the higher rating on the Femininity scale.

As was mentioned in the introductory chapter, the students at Coughlan College were not accepted on a first come, first served basis. They were interviewed by a staff member of the College and were subjectively judged on their willingness and fitness to participate in the community living experiment. From the investigator's experience, it does not seem likely that such selection procedures would bias this study in any way with respect to academic success or participation in extra-curricular activities. However, there may be some possibility that Coughlan students would have higher scores on some personality traits because of such a screening. This was not due so much to the actual interview situation as to the application process itself. The information sent to students explaining Coughlan College's different philosophy stated that students who were not willing to participate fully in the programme need not bother to apply. Some students then, may not have applied because of the necessary responsibilities of being a Coughlan College student. On the other hand, the investigator himself accepted students because they appeared to need this

type of environment, rather than because they were likely to contribute a great deal to it.

III. STUDY HABITS AND ATTITUDES (SSHA)


As was noted in section I of this chapter, residence students participated to a much greater extent in non-academic activities than did lodging students and thus had less time for actual study than did the non-residence students. With the realization that there was comparatively less time for study, the students may have studied more efficiently and were thus able to grasp more knowledge in a shorter period of time than students living in lodgings. Also, because of the communal nature of residences, students were more likely to study with their friends, to repeat out-loud the answers to problems, and to receive help from the upper classmen.

All of the above methods of studying are what would be called good study habits in terms of the SSHA. As the analysis of results of the mean scores obtained on the SSHA by the four groups showed, residence students were all significantly higher than lodging students, and Coughlan College was significantly higher than the two other residence groups. The differences on the SSHA were very similar to the differences of the groups in their participation in non-academic activities. A possible relationship thus existed between the

development of good study habits and attitudes and non-academic involvement.

Good study habits and attitudes have to be learned. Communication among fellow students on such matters is easier for residence students than for non-residence students. In the beginning of a university career, young freshmen are often heard asking their senior friends for tips and short-cuts for studying particular subjects. They thus spent less time studying but seemed to understand that which is required of them better. Also, it is quite likely that more students in residence availed themselves of the study habits courses offered by the University Counselling Centre; possibly they passed on to their fellow students the methods learned in such courses.

Since no results of the SSHA are available for any of the groups during their high school days, it can be hypothesized that such habits developed while attending university. Analysis of academic success at university showed a high positive relationship with the results of the SSHA: no such relationship existed between high school grades and the SSHA results. Also, it seems likely that since the results were different for different living environments, there was some amount of environmental influence on the development of good study habits and attitudes as measured by the SSHA.



IV. PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

As was discussed in Chapter IV, students were asked to indicate the number of hours per week they spent participating in fourteen extra-curricular activities. The choice of activities ranged from "watching T.V." to "as an executive member of some committee or club" and thus ranged from passive activities to active activities. The list was not meant to include all student non-academic activities but did provide a choice that was fairly representative of student non-academic life.

The results showed that the four groups differed considerably in the amount of time spent in each activity. Generally, it can be said that residence students spent considerably more time in such activities than did lodgings students; however, there were several interesting exceptions. Following is a separate discussion of each of the fourteen activities:

1. Sitting and talking in a cafeteria

This activity was very popular with many university students. Apart from the normal usage for meals and snacks, many students use the cafeteria as a lounge, as a place to meet their old friends, and as a place to meet new friends. Analysis of results showed that lodging students spent more time sitting and talking in cafeterias than did students

living in residence. Since they are, in effect, cut off from their fellow students once they leave the campus for the day, they may spend their free time between classes in the cafeterias. Residence students, if they have a long break between classes, often return to their residence; because of the distance from campus of most boarding homes, this is impossible for lodging students. Also, residence students eat their meals in the university dining halls, whereas many lodging students eat in the cafeterias.

This activity provides lodging students with a real opportunity to meet and make new friends and to benefit from interpersonal communication among their peers. Since they generally leave campus after their classes, time spent in the cafeterias may be their prime involvement in extra-curricular activities on campus.

2. As a member of an organization or club

There are many different organizations and clubs on campus. Residence students were significantly more involved than were lodging students in such activities, possibly because they had easy access to these activities and possibly because they were simply more aware of the activities available.

3. As a member of a committee

Residence students were significantly more involved in such activities than were lodging students, quite likely

for much the same reasons as stated in the previous sections. Residences have many committees of their own to plan social and recreational events within the residence halls. This could account for the higher level of participation of the residence students, since lodging students do not have access to such committees.

4. As an executive member of some committee or club

As in section 2 and section 3 above, residence students were significantly more involved in such activities than were lodging students. For this particular activity, Coughlan College students were significantly more involved than were the other two residence groups. Obviously, to become an executive member, one would have to be heavily involved with the committee or club. As mentioned in section 2 above, the reasons for more residence involvement in comparison with lodging involvement could be related to proximity and the number of one's friends already involved. Also necessary for an executive position would be one's commitment of time and interest.

Thus, those groups which are more heavily involved in committees, clubs and organizations would be more likely to produce more executive members of such activities. Why, though, did Coughlan College produce more leaders than the other residence groups? Through the philosophy of the college, students were encouraged to commit themselves to whatever they

undertook. Also, they received encouragement to develop their leadership abilities through the "Group Programme" aspect of Coughlan College's philosophy (see Appendix B). Possibly, then, this leadership training generalized from the college activities to the activities of the university itself.

5. At a hobby

Residence students spent significantly more time at a hobby than did students living in lodgings. Thus there appears to be some relationship between participation in clubs and committees and participation in hobby activities. It would seem logical to assume that there would be a negative correlation between the two activities since there is only so much time available for non-academic activities and hobbies are generally personal, non-interactive activities which would lend themselves to students with little opportunity for interpersonal interaction. Yet the more active residence students (in terms of involvement in clubs and committees) were also more active in terms of hobbies. Possibly the answer lies in the communal nature of residences in that residence students need time in solitary activities, since for the rest of their time they are seldom alone. Lodging students, having little involvement in clubs and committees, may not have the same motivation to be alone at such solitary activities.

6. Watching television

This activity appeared to be more popular among lodging students and Queen's College students than among the other two groups. Watching television involves very little active participation and is practically devoid of social interaction. Coughlan College students watched very little television in comparison with the other groups, a reasonable finding when one considers the amount of other activities with which these students are involved. Lodging students spent the greatest amount of time of any of the groups watching television, again a reasonable finding since they spent less of their free time at the other activities mentioned. Interestingly, Queen's College students spent almost as much time watching television as did students living in lodgings and yet were much more involved in other activities than were the lodging students.

7. Listening to the radio

This activity was very similar to watching television in terms of both the type of activity and the results of the groups. It is likely that the results can be explained in the same way as those of the previous section.

8. Playing cards

In terms of the residence groups, Coughlan College and St. John's College students did not participate in this type of activity as much as Queen's College students. Card

playing is an entertainment much like watching television and listening to the radio and Queen's students seemed to participate more in this type of activity than did the other residence students.

Although they did not participate as much as Queen's College students in card playing, lodgings students did tend to participate more in activities of an entertainment nature than did Coughlan College and St. John's College students. The difference between lodgings students and the residence groups in this particular activity is not as great as in the other entertainment activities, possibly because, even though an entertainment activity, card playing is not a solitary entertainment activity and often lodgings do not have a partner with whom to play.

9. Listening to records

This activity seemed equally popular with Coughlan College, St. John's College and lodgings students alike. The only group that appeared to participate more was Queen's College. Listening to records is a more individualized form of entertainment than are the above three (sections 6, 7 and 8) and appears to appeal to all students, regardless of their living environment. Of the residence groups, Queen's students consistently appeared to be the most entertainment oriented, thus accounting for their greater participation in this activity.

10. At organized athletics

Organized athletics include varsity, inter-residence and inter-faculty sporting events of a competitive nature. Varsity athletics are for superior athletes and participation is generally spread evenly among the whole university population. Very few students actually participate in such programmes.

To take care of the remaining students who wish to participate in athletic events inter-residence and inter-faculty sports are organized; of these two, inter-residence sports attracts many more participants because of the competition between residence halls. Analysis of the results showed no significant differences among the residence groups themselves but did show a significant difference among lodgings students and each of the residence groups. Such a finding is logical when one considers the differences between inter-residence and inter-faculty sports in terms of competition. Also, it should be noted that only residence students can participate in inter-residence sports.

11. At unorganized athletics

Athletic events of any kind have two basic requirements: first there must be somewhere available to play and secondly, there must be a group of people willing to play. Thus, residence students have two advantages over lodgings students --- plenty of open spaces surrounding the residences and plenty

of willing people to participate. Analysis of results showed that residence students participated more in un-organized athletics than did lodgings students, probably for those reasons mentioned above.

The only difference between residence groups appeared between Coughlan College students and St. John's College students. This difference was probably due more to the nature and interest of the students involved rather than to the differences in the environments.

12. Reading

It appeared that all groups of students studied enjoyed reading non-academic materials equally well. There were no significant differences among any of the groups.

13. Talking with friends (not in cafeteria)

Students living in Coughlan College and St. John's College spent significantly more of their time in such activities than did students in lodgings and Queen's College. Queen's College students spent significantly more time in this activity than did students living in lodgings.

The differences between residence and lodgings students were probably due to the obvious fact that there were more people with whom to talk. Living with fifty to one hundred other students facilitates such interaction much better than does living alone or living with one or two other students. The differences among the residence

groups themselves is more difficult to explain.

Coughlan and St. John's Colleges give students greater freedom to run their own affairs than does Queen's College. With this freedom comes the need to make up rules to live by and ways to discipline obvious offenders. Students are thus required to discuss their living conditions among themselves. Since everyone must be consulted, interaction among all students becomes necessary, thus encouraging students from other parts of the building and from other floors to meet and discuss these rules. Thus, more people become acquainted and these new acquaintances talk more among themselves as the year progresses. An environment that would not encourage such interaction would not be likely to have as much interaction among its students.

Some students need encouragement to meet new people. St. John's College and Coughlan College give this encouragement more than does Queen's College, thus probably accounting for some of the differences among the residence groups.

14. As a volunteer at a hospital or other social service,
(e.g. church group, Boy Scouts etc.)

As in most other extra-curricular activities needing commitment and service, the residence groups participated significantly more than did students living in lodgings. The reasons for this greater participation are probably similar to those discussed in section 2, 3 and 4. However,

another possible reason is that the residences provide an easily accessible group of students for those people who are looking for volunteer help. For example, it is a simple matter to telephone the residences and ask for a group of students to help with the Children's Rehabilitation Centre's programme of volunteer help.

Of course, participation in one such activity generally breeds other requests from other organizations, particularly if the first involvement was successful and the students enthusiastic. This is probably why Coughlan College students participated significantly more than the other two residence groups. As part of the "Group Programme" of Coughlan College (see Appendix B) several groups of students visited local hospitals and schools to see what was needed by these institutions in terms of volunteer help. They chose one organization and worked there for one year. Since this initial venture, Coughlan College students have been asked by other organizations for similar help and in many cases have provided that help.

Summary

The fourteen activities given on the questionnaire can be divided into essentially four categories:

- a. Entertainment activities (5, 6, 7, 8, 9 and 12)
- b. Athletic activities (10 and 11)
- c. Organizational and voluntary help activities

(2, 3, 4 and 14)

d. Social activities (1 and 13)

For categories (b), (c) and (d) it can generally be said that residence students participated significantly more than did students living in lodgings. For category (a), there are differences within the category, and with certain activities, lodging students participated significantly more than did students from residences. Coughlan College students appeared to be the most active of the four groups in extra-curricular activities, followed by St. John's College and Queen's College. Except for activities such as watching television and listening to the radio, lodging students participated very little in extra-curricular activities, particularly those of the organizational and voluntary help type.

One could discuss at length the advantages and disadvantages of extra-curricular activities as part of the university curriculum. However, it seems necessary only to say that the present philosophy of universities, at least in North America, is that such activities appear to be a very integral aspect of one's university education. With this philosophy in mind it is unfortunate that such a large proportion of Memorial University's student body is being forced to live in an environment that does not foster good extra-curricular participation.

V. INVOLVEMENT IN COMMUNITY AFFAIRS

As with participation in extra-curricular activities, residence students were generally more involved in the community of St. John's than were lodging students. Also, it appeared that in many of the ten activities listed on the questionnaire Coughlan College was the most involved of the four groups in affairs outside the university environment.

An often heard criticism of universities is that they are not relevant to the community which they are supposed to serve. Often, criticism is directed toward the university residence halls as well. It is felt that students living in residences are too tied up with their own affairs and the affairs of the university to give any attention to what is happening in the community. Some educators have even said that all university students should live in the community which the university serves rather than living on campus; however, the results of this particular question on the questionnaire pointed in an opposite direction to that philosophy. Residence students appeared to have a much greater involvement in the affairs of the community than did students actually living in that community.

This greater amount of community involvement can be interpreted in ways similar to those used to interpret why residence students were more involved in extra-curricular

activities than were lodging students. Through organized programmes, through their peers' influence, and through their own desire to become involved, residence students seemed to get to know more people and partake in more activities than did lodging students. Also, they were more accessible for outside group contact than were lodging students.

Also important is the influence that each residence has over its students. Coughlan College encourages its students to become involved in community affairs by inviting speakers to visit the college throughout the year to talk about topics relevant to community needs. St. John's College and Queen's College help outside organizations in soliciting help from the students living in these residences. Lodging students have no such encouragement and often are not aware of the problems that they could help to solve; if they were given this encouragement then they too might become more active in their community.

VI. INTERACTION WITH THE RESIDENCE PROCTOR

There appeared to be significant differences among the three residence groups as to the students' interaction with the proctor of the respective residence. In Queen's College and St. John's College there was significantly less interaction than there was at Coughlan College. There was

less interaction at Queen's College than there was at St. John's College. Yet the role of the proctor of all three colleges is the same, namely to help students with their problems, to oversee the running of the residence, and to take care of the day-to-day problems of discipline, room allocation and the like. No regulations exist on visitations.

Yet differences did appear to exist in terms of the actual student-proctor interaction and the reasons for this interaction. Perhaps a clue to this difference can be found by looking at the reasons for the interaction. Logically, students who feel they can visit the proctor for reasons other than discipline or business will interact much more than students who do not feel this way. Coughlan College students indicated that the main reasons for their visits were for personal counselling or for a friendly get-together, whereas the students from the other residences, especially Queen's College, did not respond in this way. Indeed, the majority of Queen's College students indicated that they had no contact with the proctor at all during the year.

The investigator feels that the most suitable definition for proctor is counsellor. When the students have problems, as they often do, they should be able to bring their problems to the proctor, who should have the ability and they desire to help them. This does not appear to be the practice in residences at Memorial University.

Also needed as an attribute of a proctor is a willingness to spend time getting to know the students. This means that he must spend a good deal of time in actual residence and make it clear to the students that he is willing to see them at almost any time. He must also visit them in their rooms, become interested in their activities, and somehow communicate to them his understanding of their problems and style of life.

The proctor can be an important influence within a residence hall. Through his guidance, students can solve their problems more easily and thus become more productive students. He can instigate activities and encourage participation. Most of all, he can be their friend and through this friendship, influence them in the right direction.

VII. USE OF UNIVERSITY AND COMMUNITY FACILITIES

Though the facilities listed on the questionnaire were not intended to be all inclusive, they did give a good selection of facilities available in the university and in the community. It was felt logical to assume that lodging students, since they were a greater part of the community than were residence students, would use the facilities more. Yet, except for the use of the university library, residence students used university and community facilities significantly more than did students living in lodgings.

These results are similar to those of the other parts of the study, which showed residence students to be more active and involved than lodging students. The reasons are probably similar. Many of the facilities are on or near the campus and thus more easily accessible to residence students, particularly during the evenings and holidays. The peer influence is also important, with students telling each other about a particular event or display. Lodging students are not as well informed and thus may not participate. Residence students tend to do things together; often several different communications are possible in one group, thus presenting alternatives which a student might never think of by himself.

An interesting result of this particular question was the response to the use of the university library. It is the investigator's opinion that this particular section was misunderstood by all groups responding. Analysis showed that the groups spent from 2.5 mean hours per week (Coughlan College) to 6.2 mean hours per week (lodging students) in the university library for non-academic, non-required activities. These results appeared unrealistic and a more likely interpretation of the hours spent is that they were spent for academic purposes. This is especially likely considering the rating that the students gave their study facilities. A negative relationship existed between the

rating and the mean number of hours spent in the library for all groups; the higher the mean rating the less mean hours spent in the library. Obviously, the students must study somewhere and if their study facilities are unsuitable, it is quite likely that the facilities of the university library would be used for this purpose.

VIII. CONCLUSIONS AND RECOMMENDATIONS

On the whole, this study has shown that living in residence appeared to be better for the university student in terms of his achieving academic success, the development of his personality, the learning of appropriate study habits and attitudes, and the gaining of opportunities to participate in extra-curricular activities. Certainly, today's students must be well versed in things non-academic as well as having the necessary academic qualifications to do their jobs well. Based on the results of this study it appears that students who have spent all or part of their university careers living in a residence hall are better qualified than are those students living in lodgings. Thus, the results tend to indicate that the expenses involved in residence construction appear to be worthwhile expenses.

Also of note are the differences that appeared between students of Coughlan College and the other residence groups. Giving students more responsibility to run their

own lives while also providing them with the resources which they can use for their own betterment appears to give students more of a chance to become productive in both academic and non-academic activities.

Interesting too, is the lack of differences that appeared between Queen's College students and St. John's College students on many of the results of the study. It had been hypothesized that St. John's College students would be superior to Queen's College students on many facets of the study, since St. John's College allows its students much more self-determination than does Queen's College. However, neither college provides its students with as many resources as does Coughlan College; no formal programming is present and students are not given the same individual attention. Though freedom is important for today's students it is not enough to have it alone. A student needs help in determining his life's direction and in making proper choices. He needs to discuss relevant problems; he needs to know the resources which are available to him for solving those problems.

Students living in lodgings appeared to be the least active, the least successful of the groups studied. This is especially true of their academic achievement. While throughout the study, the differences were explained in terms of environment, it cannot be assumed unequivocally that

the particular sample of lodging students used was equally matched with the other groups. Possibly these students were somewhat intellectually inferior when compared with students from the three residence halls. Although their Grade 11 academic average was not significantly different from those of the other groups, it is possible that the Grade 11 results are not completely indicative of ability to achieve at university.

In conclusion, the following recommendations are made both for University Planners concerned with student accommodation and for future researchers who might study further into the problem of student accommodations:

Recommendations for University Planners and Officials

1. Ideally, all students who wish accommodation in residence halls should be able to obtain it. Thus, more residential units should be built as quickly as possible.
2. Fees for residential accommodations should not be so high as to discriminate between the richer and poorer students. All students should have the chance to live in residence halls, regardless of their financial status.
3. Operating philosophies more in line with that of Coughlan College should be introduced to all residence halls; innovations in operating philosophies should be encouraged.
4. Students living in lodgings and apartments

should be encouraged to participate in more non-academic activities; they should become a larger part of the university community. This might be accomplished by providing throughout the city, "lodging students community centres", each staffed with a proctor equivalent and each provided with resource material so that lodging students can benefit more from their attendance at university.

Recommendations for further research.

1. A similar study should be conducted but with four randomly assigned groups, rather than with four groups that were set-up previous to the beginning of the study. Students in such a study would be tested before entry into the particular environment and tested again one year later. In this way, differences could be more easily and more accurately attributed to the environment, rather than to selection biases.

2. Studies should be conducted on the CPI and SSHA to check their applicability to the local situations.

3. This study could be enlarged to include (1) students regularly domiciled in the city in which the university is located and (2) other residence environments such as those mentioned in chapter I that were not used in this study.

4. Long range research could concentrate on determining the best environment for students attending university. This research would involve having several res-

idences with different operating philosophies available for comparative research. Experimentation could include varying the degree of student control on matched groups, introduction of structured programming, and varying the traditional proctor, prefect system.

5. Research could be carried out to determine the optimal size of the student population in a residence hall.

6. Though the study showed that residence students generally are more successful than lodging students, this phenomenon might be due to intellectual ability differences. A standardized intelligence test might be administered to the four groups to test for significant differences among the groups on this variable.

7. Later research might deal with a study of lodging students who elected not to even apply for residence accommodation as to their personal and social characteristics and adjustment.

8. A study might be done on the attitudes of university staff and faculty towards students from different residence situations.

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APPENDIX

APPENDIX A

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Department of educational foundations.

It should be remembered that all or any part of this questionnaire need not be completed if any person wishes not to do so.

ALL STUDENTS SHOULD FILL IN THE FOLLOWING

Home town

Year of studies

Grade eleven average

Father's occupation

Religious affiliation

Approximate population of home town

I presently live in (check one) St. John's College
 Coughlan College
 Queen's College
 Boarding house
 Apartment

THE FOLLOWING QUESTIONS SHOULD BE ANSWERED BY ALL STUDENTS

1) On the average how many hours per week do you spend studying?

a) 0 - 5 hours

b) 6 - 8 hours _____

c) 9 - 11 hours _____

d) 12 - 14 hours _____

e) 15 - 17 hours _____

f) 18+ hours _____

- 2) On the following rating scale, rate your present living accommodation with respect to ease for studying (noise etc.). You should circle the appropriate number on the scale.

very poor 1 2 3 4 5 6 excellent

- 3) How many hours do you spend per week during the regular academic year using the following facilities or buildings in non-required activities? (Fill in hours for all facilities listed. If you never use them put 0 hours.)

a) The University Library	_____
b) The Thomson Student Centre	_____
c) The Physical Education Gym	_____
d) Any Movie Theatre	_____
e) The Arts and Culture Centre	_____
f) Any Arena or Stadium	_____
g) The Avalon Mall Shopping Centre	_____
h) Your Own Residence	_____
i) Your Own Room	_____
j) Other	_____

- 4) The following is a list of extra-curricular activities. After each, please put the number of hours per week that you spend at each. Fill in hours for all activities. If you do not participate in any particular activity, put 0 hours.

a) sitting and talking in a cafeteria	_____
b) as a member of an organization or club	_____
c) as a member of a committee	_____
d) as an executive member of some committee or club	_____
e) at a hobby	_____
f) watching TV	_____
g) listening to the radio	_____
h) playing cards	_____
i) listening to records	_____
j) at organized athletics, eg. varsity, inter-fac.	_____
k) at unorganized athletics	_____
l) reading (not required as a course requirement)	_____
m) talking with friends (not in a cafeteria)	_____
n) as a volunteer at a hospital or other social service e.g. church groups, boy scouts etc.	_____

o) other (please specify)

1) _____

2) _____

3) _____

5) Please check the following where applicable to your experience during the regular academic year.

- a) I have participated in a group that does volunteer work at a local hospital. _____
- b) I know what "Contact" or "Cool-Aid" is. _____
- c) I participate in projects that help disadvantaged people. _____
- d) I have donated my blood to the Red Cross. _____
- e) I belong to a community association of some kind, eg. YMCA, Contact. _____
- f) I have visited disadvantaged areas in St. John's. _____
- g) I have helped to collect funds for a charitable organization. _____
- h) I have attended a political rally. _____
- i) I have participated as a leader in a church group. _____
- j) I have participated as a leader in organizations like Boy Scouts, Boy's Club, etc. _____

THE FOLLOWING QUESTIONS SHOULD BE ANSWERED BY STUDENTS
LIVING IN UNIVERSITY RESIDENCES ONLY.

THE FOLLOWING QUESTIONS ARE FOR RESIDENCE STUDENTS ONLY

- 6) How often does your Proctor visit you in your room?
Check 1 only.

a) never
b) once per week
c) once every two weeks
d) once per month
e) other (please specify)

- 7) How often do you visit the Proctor in his apartment?
Check 1 only.

a) never
b) once per week
c) once every two weeks
d) once per month
e) other (please specify)

- 8) Is your contact with the Proctor
(check where applicable)

a) on House business
b) for personal counselling
c) for a friendly get-together
d) for discipline reasons
e) no contact
f) other (please specify)

- 9) What, in your opinion is the role of the Proctor in a
University Residence? Please answer this question fully.

APPENDIX B

WHAT IS DIFFERENT ABOUT COUGHLAN COLLEGE?

Accommodation:

Coughlan College houses 114 students, 84 men and 28 women. Most of the rooms are designed for double occupancy, but a limited number of single rooms are available. These rooms are normally assigned to students in their senior years at university.

Each room contains a bed, desk and chair, bookshelves and closet space for every student. All student rooms and the adjoining corridors are carpeted.

College Facilities:

Within the residence wings are three common rooms, three study rooms and a typing room. The common rooms are designed for quiet relaxation and the preparation of light snacks. In addition to the comfortable furnishings each common room is provided with a refrigerator, a hot plate, a toaster and an electric kettle. Each study room is furnished with study carrels for students who want a quiet place to study outside their rooms.

In a building which is separate from each residence wing is a large recreation room. In addition to being suitable for activities which involve noise (T.V., Ping Pong, etc.) the recreation room is used for College meetings, bull sessions with invited guests and College social activities.

The College also includes a small auditorium which is used for special events, a small library and several rooms for meetings of programme groups.

Regulation of College Life:

The College has only two rules for residents: (1.) The law of the land shall be obeyed. (2.) The rights of other residents shall be respected. The specific arrangements necessary to assure that these rules are respected (e.g. quiet hours, visiting regulations, etc.) are not imposed by the college authorities.

The floor meeting, in which each resident participates,

is responsible for the regulation of residence life of each floor. Each floor has a great deal of autonomy in determining the arrangements that will be in effect. The floor meeting decides on quiet hours, visiting arrangements and other questions which effect the quality of residence living. It is also the forum in which individual students are able to voice complaints and initiate action to rectify them. Many questions of concern to the college as a whole are referred to the floor meetings by College Council to determine student opinion.

The College Council is composed of representatives from each floor. The Council, through its committees, initiates social and athletic activities within the college. It represents the entire student body and appoints student representatives to the Board of Governors and its committees. The Council, acting through a judicial committee, also assumes responsibility for the discipline of those students who act in a manner inconsistent with the aims and ideals of the college community.

Programme Groups:

Each resident in the College belongs to a programme group. These groups are composed of about ten students and one or more university faculty. The groups are planned so that they include students from different faculties and years. The groups, including students of different backgrounds and interests, are the focal points of serious discussion and action within the community.

Each group determines its own programme and its own schedule. Normally a group will meet once a week for about an hour. The activities which groups undertake are quite varied. Some groups concentrate on discussions of social problems and ethical or religious questions. Other groups promote activities which involve the college as a whole. Still other groups undertake projects in areas of social need or visit institutions of interest within the city. One group has undertaken to make a movie about the college.

Participation in a programme group is not optional. Any student who does not wish to participate in a group of this nature should seek accommodation in a residence which does not emphasize the involvement of residents with each other in common activities.

Admission Procedure:

Application forms are available by writing to the College.

As far as possible, every applicant is interviewed by the Principal or his representative. Students presently at the university and those who live within a reasonable distance from St. John's are interviewed at the College. Interviews with applicants from more distant places are arranged in or near their own home towns.

For students presently at Memorial, the deadline for applications is March 15 for the fall term. Applications will be received beyond that date but will be considered only as vacancies occur. For incoming freshmen, applications should be received by the College by April 15 or by the time interviews are held in the applicant's area.

What is different about Coughlan College?

Coughlan College is not simply a residence. It is a residential community. In a community, people don't just happen to live in the same place. In a community, people enter into a close relationship with each other, are actively concerned about each other and do things together. The purpose of the College, therefore, is not primarily that of providing beds for university students; Coughlan College is more concerned to provide an experience in community living to those students who desire such an experience. Consequently, the emphasis in the College is placed upon the quality of interpersonal relationships which develop between the residents and between the college staff and the student body. Coughlan College is not the place for the bookworm, nor the student who wants only to "do his own thing". Coughlan College exists for the student who is willing and able to put time and energy into his involvement with other people.

Who belongs to the College community?

The College community consists primarily of the students and staff - the people who are living and working together day by day. The community does not stop there, however. A group of professors from the university who are particularly interested in the College experiment are associated with the College, participating in its programme and making themselves available to students to discuss academic problems. In addition, the wider community is represented in the College through the members of the Board of Governors. The Board is composed of laypeople and ministers, who have given time and energy to the establishment of the College and who continue to work in the maintenance of the College.

The Board members also belong to the College community. When possible, the whole community - students, staff, faculty and Board members - meet together for community dinners or for special social events.

In what ways will the growth of community be facilitated?

If Coughlan College is to succeed in its attempt to promote a sense of community among its members, the members must take time to be together and to do things together. To make this possible, the College actively promotes a number of activities. The nucleus of college community is the programme group. Each student belongs to a programme group, which consists of approximately ten students and a senior resource person. The groups meet together about once a week to explore their beliefs, their problems and the world around them, through study, discussion and action.

How will life in the College community be regulated?

As far as possible, the community is responsible for its own conduct. The community is, of course, completely autonomous in the conduct of its life. The College is set in a wider community and the laws of the wider community must be respected and maintained. Beyond this, the regulations of the community are the responsibility of the whole community. The standards of conduct and the maintenance of these standards, involves consultation and co-operation between students, staff, faculty and the Board of Governors. The communal responsibility for the conduct of life in the College excludes two alternate forms of residence conduct. It does not, on one hand, mean anarchy. In the College, behaviour which takes no consideration for the rights of others is not tolerated. On the other hand, it assumes that the community is responsible for itself and that the standards of behaviour are not imposed on the community unilaterally from above.

Who should apply?

The basic consideration in deciding to apply to Coughlan College is whether you want to live in a community. Some students want their residence to be a place where they can shut out the world. Such a student ought not to apply to Coughlan College. Given the desire to participate in the College community, the College is open to all students at Memorial University, irrespective of faculty, sex or religious denomination.

APPENDIX C

MEMORIAL UNIVERSITY OF NEWFOUNDLAND

Department of Educational Foundations

Dear

I am presently conducting research as a requirement for the degree of Master of Education. The research concerns a comparison between students living in a residence hall and students living in boarding homes or apartments with the hope that the results can be used for future planning by the university.

Your name has been selected at random to participate in the research. If you decide to participate then you will be required to take two psychological tests, one a personality test and the other a study habits test. You will be required also to answer a short questionnaire. The whole session should last no more than two hours of one night. At no time will you be required to sign your name to any of of the tests.

As I mentioned before, the information I gather from this research will be used by the university for future development and thus it could affect future students of Memorial. I hope I can count on your participation in this

study. The time and place of the testing is written below.

Thank you for your cooperation.

David Smallwood

PLACE _____
TIME _____
DATE _____

