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ABSTRACT

A COMPARISON OF THE PERCEPTIONS OF MARRIED STUDENTS, UNIVERSITY HOUSING ADMINISTRATORS AND STUDENT PERSONNEL ADMINISTRATORS CONCERNING THE RESPONSIBILITY OF THE UNIVERSITY TOWARD PROGRAMS AND SERVICES FOR MARRIED STUDENTS

By

Edwin King Reuling

The general purpose of this research project was two-fold: first, to determine the perceptions of selected University community members toward the need for certain programs and services for married students attending Michigan State University and second, to determine the degree of responsibility that the University should take in carrying out these programs and services. The populations studied were married students attending the University and administrators employed by the University.

The entire populations of married students attending the University full-time, 3545, was separated into four stratified randomly selected comparison groups. The groups (N = 80) were: (1) undergraduate married students living off-campus, (2) graduate married students living off-campus, (3) undergraduate married students living on-campus, and (4) graduate married students living on-campus.

Two comparison groups of administrators were selected. One group, (N = 40), came from those administrators employed by the Vice President for Business and Finance and were identified as having direct decision-making responsibility in the area of on-campus married housing. The other

group, (N = 40), was chosen from those administrators employed by the Vice President for Student Affairs and were identified as student personnel administrators having direct decision making responsibility in the area of programs and services for all married students.

The method used to collect data was a mailed questionnaire. The questionnaire contained a total of 58 different suggestions for programs and services which were separated for analysis purposes into six categories: (1) student governance, (2) health care, (3) child care, (4) recreation and entertainment, (5) University and administrative services, and (6) co-ops and community services. These six topic categories were the dependent variables in the study.

A one-way analysis of variance was the statistical tool used on each of the six dependent variables to determine if there were significant differences of perceptions among the six comparison groups.

It was found that married students generally agreed with each other on the need factor for programs and services and the degree of University responsibility for carrying out the program or service. The exception to this agreement was off-campus graduate students. Their perceptions were more closely aligned with the two administrator groups. Age, length of marriage, independence, and community adjustment could have set these people apart from the rest of the students.

It was also found that the two administrator groups were closely aligned in their thinking. Significant differences of perceptions did occur, however, when the perceptions of all administrators were compared to the perceptions of all students. Significant differences were found in two of the six dependent variables, health care and University and administrative services. In the area of health care it was found that

University housing administrators differed from students to a greater degree than did student personnel administrators. This was most likely due to the greater awareness of fiscal concerns on the part of the housing administrators. On the other hand, the two administrator groups were closely aligned when the University and administrative service variable was under study. In this area all of the groups had either strong opinions concerning the need and responsibility factors or no opinion at all, leading to the significant differences between students and administrators and the close alignment of administrators.

The lack of significant differences of perceptions of the four remaining dependent variables did not detract from the results on individual items contained within these variables. As an example, a total of 33 programs or services were seen as needed by either the students and/or administrators. Further, the health care variable, where significant differences in perceptions existed, and the child care variable, where there were no significant differences in perceptions, yielded more than 50% of all the programs perceived as needed by the groups.

Throughout the study the University housing administrator group perception was most divergent from the total mean score of all groups. This led to the conclusion that since this was the group most responsible for major policy decisions with regard to programs and services for married students, University housing administrators should include representative students and student personnel administrators in their formalized decision-making structure. This would accomplish two things. One, University housing administrators would be better informed of the needs of groups affected by their decisions and two, married students and student personnel administrators would understand to a greater degree why certain decisions

have to be made thus eliminating possible conflict between groups at a later point in time.

As a result of the study several recommendations were offered. In brief form they are as follows: (1) Student personnel administrators and married students should be given a more formalized role in the decision-making process for married student programming; (2) The off-campus married students, especially the undergraduates, should be included in the programs and services offered to married students; (3) Implement a consumer information program; (4) Establish a clearing house for disseminating information and handling of complaints; (5) Provide University personnel to work with married students in setting up cooperative service programs and; (6) Work with the surrounding communities to develop orientation programs and materials for new families.

Comments written at the end of each questionnaire were generally supportive of the findings and recommendations of the study.

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FOR MARRIED STUDENTS

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CHAPTER I

The Problem

Compared with the length of time that single student housing has been a part of American colleges and universities, married student housing is a new phenomenon. It has been developed in the relatively few years since the end of World War II when significant numbers of married students began attending institutions of higher education.

College housing programs have fluctuated over the years depending on the philosophy of the institution, the economics of the times, the number of students enrolled, and the number of student units available on and off campus. (8) (69) The primary recipient of services, however, has always been the single student. Although a 1969 U.S. Census Bureau publication (10:24) showed that 22.8 percent of college students are married, American colleges and universities have done little to respond to the needs of this segment of the student population.

Several factors have fostered this attitude. First is the notion that married students are more responsible in handling their affairs and do not need university services to the same degree as do single students. Marriage seems to confer an aura of enforced independence.

A second factor demonstrating higher education's response to married students is the phenomenal proliferation of single student housing in the middle and late 1960's. In Michigan between 1962 and 1965 there was a 24 percent increase in the number of students attending institutions of higher education. (13) The Michigan Coordinating Council of Higher Education

accurately predicted a 74 percent increase by 1970 (13). In response, college and university communities initiated massive on-campus single student residence hall building projects and off-campus apartment construction programs. Universities placed major emphasis on servicing and staffing residence halls. Married students went unnoticed while their numbers increased at a rate equal to single students'.

A third consideration is that colleges and universities no longer standing in loco parentis are unlikely to inaugurate services to a segment of the university community that has received little consideration up to now.

The fourth and most significant factor is the almost complete lack of research in the married student housing area. There has been no significant study since Oppelt's 1962 dissertation (58). There has been no investigation of the attitudes of individuals responsible for providing housing and programming for married students. Consequently there has been no attempt to determine the specific responsibilities the university has to the married student and his needs.

Purpose of the Study

The preceding identifies a need for educational administrators to evaluate the university's role and its responsibility to the married students population. This study compared the perceptions of married students, university housing administrators, and student personnel administrators concerning the need for various programs and services for married students. The purpose of this study was to analyze the opinions of the abovementioned individuals with the intent being to give direction and support to programming endeavors in this area.

Definition of Terms

For purpose of this study the following definitions were used:

Married Student - A full-time student who is married, male or female, United States citizen, freshman, sophomore, junior, senior or graduate class standing and attending classes on the East Lansing campus of Michigan State University. Full-time student status was defined as those students carrying twelve or more credits per quarter at the undergraduate level, nine or more credits per quarter at the masters level and six or more credits per quarter at the doctoral level.

University Housing Administrator - A full-time professional staff member employed by the Office of the Vice President for Business and Finance who is directly involved with the management of Michigan State University's on-campus housing operation. His/her responsibilities include planning, financing, construction, occupancy, food service, maintenance, and all other business aspects of university-owned residence buildings.

Student Personnel Administrator - A full-time professional central staff member, (excluding residence hall head advisors), employed by the Office of the Vice President for Student Affairs. The administrator is directly involved in carrying out one or more of the following student personnel functions; financial aids, intramural athletics, health services, volunteer services, student governance, residence hall programs, judicial programs, counseling, off campus housing and general dean of student administrative responsibilities.

University Responsibility - The responsibility perceived as Michigan State University's in developing and implementing projects and programs which enhance the educational process of the married student.

Theory

Role theory is basic in a study of perceptions of related groups. Brookover (7); Gross, Mason, and McEachern (31); Neiman and Hughes (54); Newcomb (55); Nonnamaker (56); and Sarbin (72) have established variations on the role theory concept. These authors did not all agree in their concept of role theory; however, the theory is broad enough to encompass the differences.

Nonnamaker defined role as "the expectations which others have for any actor in a particular position or the expectations that any actor may have for his own position." (56:21)

Newcomb defined role in terms of position.

"The ways of behaving which are expected of any individual who occupies a certain position constitute the role associated with that position. A position . . . is something static; it is a place in the structure recognized by members of the society and accorded by them to one or more individuals. A role, on the other hand, is something dynamic; it refers to the behavior of the occupants of a position, not all their behavior, as persons, but what they do as occupants of the position." (54:280)

Brookover described role in terms of status and status situations.

He identified seven elements of role theory:

General status--others' expectations of any actor in a broadly defined position i.e. teacher.

Status in situation--others' expectations of any actor in a particular situation.

Role--others' expectation of a particular actor in a particular situation.

Actor--the individual as he enters the situation with his previous experience in related situations, personality needs, and the meaning of the situation for him.

Self involvement--actor's image of the ends anticipated from participation in the status as he projected his self image in the role.

Definition--actor's definition of what he thinks others expect of him in the role.

Behavior in interaction--actor's behavior in interaction with others. This is determined by definition and role but also continually redefines them. (7:3)

For purposes of this study, the interpretation of role theory advanced by Gross, Mason and McEachern was used. They defined role as "a set of expectations applied to an incumbent of a particular position." Position was defined as the "location of an actor or class of actors in a system of social relationships." The theory suggested that "the greater the homogeneity among or between position incumbents the more consensus they will have on expectations for their own and others' positions." (31:60)

This interpretation of role theory was used because it was considered to have best incorporated the tenets of the other three stated interpretations. In addition, it is this writer's opinion that this interpretation best lent itself to the methodology employed in the study.

Hypothesis

The hypothesis of this study is that the various groups of students and administrators sampled will differ in their perceptions of the need for specific services and in their opinions on the degree of University responsibility for providing the services. A six-part research hypothesis, each part dealing with a distinct program area or service area, was formulated:

Research Hypothesis 1a

There will be differences among the perceptions of the six experimental groups¹ regarding Michigan State University's responsibility for selected married student governance programs and services.

Research Hypothesis 1b

There will be differences among the perceptions of the six experimental groups regarding Michigan State University's responsibility for selected married student health programs and services.

Research Hypothesis 1c

There will be differences among the perceptions of the six experimental groups regarding Michigan State University's responsibility for selected married student child care programs and services.

Research Hypothesis 1d

There will be differences among the perceptions of the six experimental groups regarding Michigan State University's responsibility for selected married student recreation and entertainment programs and services.

Research Hypothesis 1e

There will be differences among the perceptions of the six experimental groups regarding Michigan State University's responsibility for selected University and administrative programs and services for married students.

¹Married students were divided into four subgroups: off-campus undergraduates, off-campus graduates, on-campus undergraduates, and on-campus graduates. The university housing administrators and the student personnel administrators each constituted separate comparison groups.

Research Hypothesis 1f

There will be differences among the perceptions of the six experimental groups regarding Michigan State University's responsibility for selected married student cooperatives and community programs and services.

Each of the six comparison groups in the study occupies a different position in the University community and, according to role theory should differ in perceptions from the other comparison groups.

There is, however, a degree of homogeneity among the members of the married student groups in that all are married students enrolled for academic classes. Typically they are younger, less educated and experienced, and less stable financially than the members of the two administrator groups. (49:6) The University community is, in many cases, the first place in which married students have lived as married couples. (53:433) This factor alone presents the students with a unique set of problems that administrators generally do not share but must assist in resolving.

Scope and Limitations of the Study

The populations involved in this study are limited to all married students enrolled at Michigan State University for Spring Term 1971, and all university housing and student personnel administrators employed by Michigan State University during Spring Term 1971. All of the data and conclusions refer only to those populations.

It should be emphasized that marriage cannot be causally related with any variable in this study, since marriage itself is not a variable here.

This study is further limited by those factors inherent in the use of any questionnaire: errors in tabulation, cooperation of respondents, and validity of returns. The respondent may have completed the questionnaire alone or by conferring with his or her spouse; this variable is uncontrolled.

The major delimitation of this study is that it is based entirely on data gathered at Michigan State University during Spring Quarter 1971.

Significance of the Study

Research in the area of this study may very well have value to those concerned with the problems of married students. University administrators involved in service to married students may benefit by knowledge of how married students and fellow administrators view the responsibility of the University to the married student's living environment. In addition, it should be useful in 1) providing an impetus for further research concerning the married student's living situation, 2) providing a foundation on which future policy formulation can be based to best serve the married student, 3) providing ideas for other institutions who want to review the married student living situation on their campuses, and 4) evaluating our present position regarding married student programs and services at Michigan State University.

It is hoped that this research may help students, faculty, administrators, and other interested members of the University community to clarify what the responsibility of the University should be as it relates to the married student and his or her family in terms of the changing climate of higher education today. It is only when the University's

responsibility is understood that our energies and facilities can be best used to the betterment of students in higher education.

Organization of the Study

For the purpose of convenience and systematic consideration, this study is reported in five chapters. Chapter I presents an introduction of the study, the purpose of the study, the theory behind the study, the hypothesis to be tested, and the limitations and significance of the study. Chapter II includes a review of the pertinent literature. Chapter III consists of a report of the populations under study, a description of the samples and the sampling procedures, the questionnaire design, and the methods used in analyzing the data. The analysis of the data and resulting findings of the study are reported in Chapter IV. A summary of the findings, conclusions, implications, recommendations, and suggestions for further study are presented in Chapter V.

CHAPTER II

Review of Related Literature

The traditional function of college administrators has been to provide activities and services for single undergraduate students. The interests and activity patterns of young married and adult students have been the subject of limited research.

1. "Following the conclusion of World War II . . . " (28:328)
2. "The return of the veteran to college in the years immediately following World War II . . . " (19:178)
3. "Married students and their families appeared on college campuses in the late 1940's . . . " (24:1)

The above phrases typify topic sentences in most of the articles, papers, and studies written on the subject of married college students. As the three statements suggest, the married college student is a new phenomenon. World War II veterans returned to the campus with a strong desire for a college education, financial support from the government (GI Bill), and, often, a wife. Colleges and universities opened their doors to these students and initiated some services: marriage counseling, part-time study, special financial aids, and adult vocational counseling.

It is significant that only one of the generally used textbooks in student personnel education makes even a passing mention of married students. Mueller (53) questioned the advisability of undergraduate marriages and argued that if we cannot afford to provide personnel services to all students, married students may be the most expendable. She

discusses the number of married college students, their living conditions and finances, the pros and cons of early marriage, the role of the student wife, and concludes that "personnel workers should be prepared to evaluate all aspects of this problem." (53:442) But these words were written a decade ago.

The most recent student personnel textbook, by Fitzgerald, Johnson, and Norris, discourses briefly on married students. They present Oppelt's study as the most recent done on married students and student personnel services. (28:329) Many life style changes have occurred since Oppelt's data were collected in 1960, yet there is little evidence of change or innovation in approach to the situation.

Other literature pertaining to married students is of three types: descriptive research studies reported in professional journals, unpublished doctoral dissertations from several universities, and human interest discussions in popular periodicals. The latter will be surveyed later in this chapter; the former two types, which provide usable scientific data, will be presented chronologically, by period: pre-World War II (1930-1941), post-World War II (1946-1954), and modern (1955-1971).

Pre-World War II Literature

Prewar literature consists mainly of magazine articles questioning the new concept of college student marriage. There is one notable exception, a study by Riemer at Washington State University. His was the first recorded systematic study concerned exclusively with married college students. (65) Among the major conclusions drawn concerning married male graduate and undergraduate students at Washington in the fall of 1941 were the following:

1. Married students did not fit into the normal campus social life and tended to arrange their activities on an individual basis. (65:810)
2. The number of married students would increase after World War II. (65:815)
3. Universities should provide curricular and extra-curricular activities designed to include married students. (65:815)

Rierner's other findings were demographic: age, religion, financial position, and academic major. (65:804-7)

Post-World War II Literature

The literature of the postwar period described the veteran who was much older and not at all typical of today's married student. However, the married veteran of World War II was the primary stimulus for whatever programs and services that are offered by colleges and universities for married students today. (59:2, 18)

Modern Literature

Studies in this latest period can be categorized into four general areas: married student participation in university activities; problems of married students; academic achievement of married students; and housing. Housing is, of course, a variable in the first three topics.

A. Married Student Participation in University Activities

Married student participation in university activities has been better researched than most facets of married student life. Oppelt summarized the studies that had been done before 1960. (59:14) Following is a discussion of the literature from 1960 to 1971.

Dressel (24) reported in 1963 on personnel services offered to married students at Indiana University. His study consisted of a population

of all married students enrolled with no distinction of sex or class level. The four topic areas in the study were living unit activities, campus-wide activities, counseling, and financial aid. The data collected by the interview method concluded that married students:

1. were satisfied with the status quo in each of the four areas;
2. desired programs of social activities both in their living units and on an all-campus basis;
3. felt that printed material describing typical problems of married students and some possible solutions might be helpful;
4. thought that a program of emergency loans would be useful. (24:128)

However, Dressel reported in another study on married student interest in college-sponsored activities that over 70 percent of the students polled (including the spouse as well as the student) were not satisfied with the degree of their participation in campus activities. Finances and lack of time were two major reasons voiced for not participating as much as desired. Subjects indicated a preference for social activities rather than non-vocational instruction or recreation. Fifty-five percent indicated willingness to participate in social activities designed for married students only. Married students were not highly interested in campus activities with a boy-meets-girl atmosphere, a variable no longer paramount in their social lives. (25:920-4)

Eshleman, in a study done at Western Michigan University in 1967, reported that married students perceived participation to be less frequent than desired and further perceived the campus social structure to be designed specifically to exclude them and their families. (26:11)

Haun, in a study of problems of married college students at the 48 land grant colleges in 1967, included among his findings the following recommendations of significance to this study:

1. Married student families should be made more aware of services offered by the university.
2. Inexpensive activity programs should be initiated in married housing units.
3. Programs should be designed to include the whole family, not just the student.
4. Married student participation in activities should be encouraged.
5. Programming should include learning experiences of use to the student when he or she graduates and enters another community.
6. Provision should be made to give wives opportunities outside the confines of home to release daily tensions. An activity center would provide this means of diversion. (34:86-8)

In a 1969 study of married student involvement in the campus community, Hutter concluded that a major factor accounting for differences in extracurricular commitment was the individual's "social-psychological involvement with his community." One's priorities--family, studies, and social life--dictate the degree to which one becomes active in university-sponsored activities. A student who spends time in planning and organizing an activity is very likely to attend it. (37:128)

Brigl, in a 1970 study of Indiana University married students' leisure interests, found that married students had much free time, yet:

1. 85 percent said Indiana University was unimportant in their lives;
2. student participation in extracurricular activities decreased after enrollment at Indiana University; and
3. the primary location for activity was at home. (6:140)

The results of this study are somewhat questionable. Questionnaires were sent to a random sample of 1,000 married students. Only 482 usable returns were shown in the results. This means that less than 50 percent of those asked to respond did so. No explanation was given which leaves the reader with some doubt as to the validity of the study.

In a study of married students at Oklahoma State University in 1970, King concluded that their participation in extracurricular activities was

minimal. Students questioned felt that their needs were not being met by currently offered services and activities, but were undecided on what suggested programs would be of value. (40:114)

B. Problems of the Married College Student

Recent investigations indicate that the primary source of difficulty continues to be finances. This is supported by Bailey (5:51), Altman and McFarlane (3:51), Cushing, Phillips, and Stevenson (18:26), Donnelly (22:34), Harry (33:78), Lantagne (42:87), and Riemer (65:814). The following researchers found insufficient financial support to be the greatest single source of married student problems: Mueller (53:431), Dressel (25:923), Oppelt (59:60), Haun (34:84), and King (40:109). Mueller's report is particularly poignant: 90 percent of all married students live under constant financial stress. "The personal and emotional satisfactions and stability which his married status offers him are often offset by the personal and emotional stress and the time taken from his study by his other responsibilities." (53:433)

One significant aspect of the married student's financial situation is the amount of full-time or part-time work necessary. Most of the studies in this area focus on the student member of the family. Bailey (5:11) indicated the 56 percent of married students work part time and 12.7 percent work full time; Rogers (68:199), Perry (62:767), Lantagne (42:90), and Oppelt (59:59) all indicated that a majority of married students work twenty to forty hours per week. Oppelt expanded this point by stating that, in order of decreasing proportion financial support for the married student came from work, spouse's work, financial aid (including the GI Bill), and parental contribution. Age seemed to make a significant difference in the major source of income: younger

couples received more support from both sets of parents and from financial aids. (60:357)

A related factor of interest is that research shows an overwhelming majority of married students own automobiles. Perry's study showed 100 percent owned cars (62:768), 95 percent in Bailey's study owned cars (5:194), and 97 percent of Oppelt's subjects owned cars (59:59).

C. Academic Achievement of Married Students

A recurrent theme in the literature on married student problems is the drive for academic achievement. This study is not concerned with married students' grades but it seems advisable to mention briefly the results of some research to enable the reader to understand more fully the impact of the total educational environment on the married student.

It is generally believed that marriage significantly improves grades. Research does not support this belief but shows that grades usually improve with progress through school. Recent studies (1965-71) are void of any figures relating to grade point averages. Starting in 1950 with Nygreen's study (57), there has been no significant difference demonstrated in married and unmarried student grade point averages. Lantagne (42:87) and Aller (2:14) reported grade point averages were higher because of marriage, however, Jensen and Clark (38:124), Lee (43:119), Chilman and Meyer (12:75), Cohen, King, and Nelson (15:99), Samenfink and Milliken (70:226), and Falk (27:208) all found that marriage had no significant effect on academic achievement. Hansen (32:98) further expands this point by suggesting that men's grades are positively affected by marriage and children but that the arrival of children has an adverse affect on the ability to stay in school.

D. Housing

"Any good student personnel program for married undergraduates at a residential college must be centered in student housing. To take full advantage of this natural environment for learning and to implement a program providing educational opportunities for married undergraduate students which is equal to that established for single students, professionally educated student personnel workers are needed." Green (30:198)

"Colleges and universities have no business being in the housing business, but they do have grave responsibility to be effective, economical educational institutions. If a student's residence has a significant educational contribution to make, colleges have an obligation to organize and administer housing to achieve the maximum possible educational benefits. This is a vastly different concept than just being in the housing business." Shaffer (73:121)

These two statements verify the importance of housing programs for married students. Housing is not simply shelter. It sets the style of life and affects the interactions of its occupants. The lessons of life learned here influence the quality of commitment the residents will have in other communities. (37:131), (25:924)

Research in the area of married student housing is primarily concerned with economics and design. Articles have appeared on occasion in Architectural Record (46:119), (20:141); Architectural Forum (81:99), (61:110); and College and University Business (77:64).

Moore (50) presented a study in 1970 of married housing at seventy-nine institutions. General information regarding characteristics of the institutions and their married housing facilities and programs was gathered. It was found that building programs for married student housing doubled after 1955, with two-bedroom apartments being as popular as all the other types combined. Fifty-six respondent institutions had plans for further

construction. One alarming finding of the study was the apparent lack of reliance on any form of organized research in design of married housing. Only 20 of the 79 institutions had even attempted to research the matter. The guiding principle for all was low cost. Studies on other related topics usually imply or directly state that housing is a major problem facing young married students. (19:184), (82:184), (14:426)

Review of Non-scientific Literature

Articles in popular magazines have featured different aspects of the life of married college students. Although those articles make little use of scientific data to draw conclusions, they should be considered from the point of view of their impact on the readers of these magazines. These articles provide broad descriptions of married student activities, characteristics, and problems.

Oppelt (59:28) reviewed six pre-World War II writers who discussed the advantages and disadvantages of married student life. He cites the conclusion of these writers that student marriages are not undesirable if the individuals involved are mature and financially prepared. More recently, Hill (36:58), O'Neil (58:6), and Newsweek (79:105) have drawn the same conclusion.

Three articles describing married women students, Gary (29:290), Copeland (17:18), and Asbell (4:136), cite acceptance by professors, students, and administrators of the wife-and-student role as a major factor in the adjustment and academic success of married women students.

As in the research articles, the financial aspect gets much attention. A letter published in Readers Digest (64:56) from a father to his daughter eloquently states the thoughts and concerns of a parent regarding early

marriage. The major disadvantage mentioned is lack of ability to generate enough income to prepare adequately for earning a greater amount later. This point of view is supported by Mace (44:126) and further expanded by an article in McCalls (83:67) which discusses couples who depend on financial support from parents. With the money comes the undesirable variable of outside control.

As a final presentation of research in the area of married college students, it is appropriate to quote a Newsweek article on the divorce rate of college student marriages: "The failure rate is even higher than the shockingly high national average." (79:105) The author estimates that one of every three marriages occurring while one or both spouses are in college will end in divorce; nationally, for every four marriages there is one divorce. (79:105) The problem is far from inconsequential when it is considered that nearly one-quarter of all college students are married.

The major conclusions to be drawn from these articles are that married students will continue to be part of the campus scene and that they possess a unique set of problems which they are willing to endure to achieve their future goals.

Summary of the Review of Related Literature

1. There have been few valuable research studies on any aspect of college student marriages.
2. There has been no single comprehensive study specifically designed to discover what married students perceive their needs to be with regard to university sponsored programs and services.

3. There has been no single comprehensive study concerning the perceptions of university personnel on the married student's need for programs and services.
4. There has been no single comprehensive study comparing perceptions of married students and involved administrators on the relative need for various programs and services.
5. The divorce rate of married college students is considerably higher than the national rate.
6. There is no difference in academic achievement between single and married students.
7. There is considerable agreement among authors on the pros and cons of student marriages.
8. There is unanimity in the descriptive studies regarding the demographic background data on married students.
9. The greatest source of problems for married students is financial need.
10. Full-time and part-time work are the major source of income for married students.
11. Married students are less active than single students in university sponsored activities.
12. The studies and opinions of the authors reviewed clearly indicate a need for more research regarding the married student.
13. The studies and authors' opinions suggest that colleges and universities should begin to respond to married students in more educational ways in an effort to enhance these couples' chances of success in other communities later in life.

14. Housing and financial problems are common topics in all of the literature on married college students.

In the next chapter, the description and methodology of the study will be discussed.

CHAPTER III

Design and Procedures of the Study

This study was designed to compare the perceptions of married students, University housing administrators, and student personnel administrators with regard to the need for selected programs and services and the University's responsibility for the implementation of these same programs and services.

The following defines the populations studied and the method of selecting the sample. A description of the instrument and of the procedures used in obtaining the data, and a review of the analysis technique are included.

The Populations, Samples and Method of Selection

The population for this study consisted of: 1) all full-time undergraduate and graduate married U.S. citizens enrolled at Michigan State University Spring Term 1971; 2) all University housing administrators with continuing appointments employed Spring Term 1971 by the Office of the Vice President for Business and Finance; and 3) all student personnel administrators with continuing appointments employed Spring Term, 1971 by the Office of the Vice President for Student Affairs.

The married student population was selected using the Michigan State University local address card each student fills out at registration each term. This card lists the student's local address, phone number, level, curriculum, class, student number, sex, marital status, and a residence classification code. From the Winter Term 1971 local address

card, 3,545 married students meeting the above established criteria were identified. This population was then separated into four comparison groups: off-campus undergraduate, on-campus undergraduate, off-campus graduate, and on-campus graduate. The married student population from which four proportional samples were drawn is shown in Table 3.1.

Table 3.1
Married Student Population

Classification	Undergraduate	Graduate	Total
Off-campus	1647	780	2427
On-campus	569	549	1118
Total	2216	1329	3545

From this population, a stratified random sample was selected by breaking down the married students into the four comparison groups and randomly picking 80 students in each group. The number 80 for each group was picked so as to make the total sample large enough to measure accurately statistically and also to make each comparison group large enough to measure statistically in and of itself. The stratified random sample was obtained by using a table of random numbers to select subjects for each of the four comparison groups. Thus the total married student sample was made up of 320 subjects.

The remaining two administrator sample groups were selected in a purposive fashion and not in a random fashion. The decision to compare purposive samples and random samples was based on the fact that the most effective way to compare the perceptions of these groups would be to obtain the most representative sample from each area. (23:119) Here

the most representative samples could not be selected in a random way as some of the responsibilities of individuals represented in both groups had no bearing whatsoever on the married student. Thus job responsibilities were used as the criteria rather than random selection.

The sample of University housing administrators was generated from population of 115 full-time administrators employed by the Office of the Vice President for Business and Finance. Forty administrators were identified from this list as having the most important decision-making responsibilities regarding the on-campus married housing program. The decision-makers varied in areas of responsibility for married housing: from janitorial services, maintenance, grounds, policy formulation, financial administration, to future expansion.

From a population of 72 full-time student personnel administrators employed by the Office of the Vice President for Student Affairs, 40 administrators were identified as having the most important decision-making responsibilities regarding the programs and services provided for Michigan State University's married students. The selected administrators included assistant directors, area directors, assistant deans, associate deans, dean, and vice president. Residence hall head advisors, although they are full-time personnel, were not included in the sample as they work strictly with single students. The total sample then consisted of 320 married students and 80 administrators.

Well in advance of selecting the appropriate samples for this study, a decision had been made to analyze the data that was to be collected by a relatively strong statistical test called Planned Comparisons. (35) Among the requirements set forth for the use of this statistical tool were that the sample sizes had to be exactly the same size or multiples

of each other and that only a prearranged number of comparisons could be tested. From this decision, arose the decision to make the married student comparison group a size of 80 and as a consequence the administrator group sizes either had to equal 80 or equal a multiple of this number. As mentioned above, the total population of the University housing administrator group equaled 115 and the total population of the student personnel administrator group equaled 72. Thus, due to the relatively small population sizes of these two administrator comparison groups, it was decided to select a sample size equal to one-half of the student group size or 40 administrators in each group.

After the decision on sample sizes had been made, enough further evidence appeared regarding the types of topics to be studied so as to change the type of analysis to be employed in the study. This further evidence caused the researcher to greatly expand the types of programs and services to be placed under investigation. This changed the emphasis from prearranged planned comparisons of perceptions of the groups on a limited number of topics to an investigation of the perceptions of the comparison groups on a much broader subject range of programs and services. Thus a switch had to be made in the type of data analysis to be used in the study.

It was determined that the best way to analyze the statistical data yielded by a questionnaire was the Analysis of Variance: Fixed Effects Model, followed by Scheffe's Post Hoc Comparisons. (35) ANOVA determined whether there were any differences among the groups; the Post Hoc Comparisons isolated these differences for interpretation. The major subgroups examined for differences were all administrators versus all students, all University housing administrators versus all student personnel administrators,

all on-campus students versus all off-campus students, and all graduate students versus all undergraduate students.

Design of Instrument and Collection of Data

The mailed questionnaire was selected as the most feasible method of data collection. The final 58-item questionnaire¹ was developed in the following manner. One hundred two items were initially suggested for possible use in the study by personnel representing several different segments of the University community. Those people included student personnel administrators, University housing officials, faculty, and married students at Michigan State University. In addition, several meetings were attended by the researcher where the married student was the topic of discussion. In this way, twenty-seven items were added to the original list, bringing the total to 129 items. After combining some items, rewriting others, and eliminating still others, a list of 79 items was developed.

A two-part response scale was then designed to allow each respondent to indicate in Part A whether the suggested program or service was needed and in Part B who should assume responsibility for carrying out the suggested program or service.

A sample question with response scales appears in Table 3.2. Each response was weighted to facilitate uniform recording of the responses for analytical purposes.

Using the 79 items and the response scale, a questionnaire was developed and presented to selected faculty, administrators, and married

¹See Appendix B.

Table 3.2
Sample Question with Accompanying Response Scales

Program or Service	PART A ¹		PART B ²			
	Is this Program or Service needed?	Strongly Needed	Needed	Not Needed	Who should take the Responsibility for this Program or Service? University or Married Students.	
					Univ. Total Resp.	Univ. Major Resp. Univ. & Students Major Resp. Students Total Resp.
Develop and implement a program for regular University health care for the married student's family.		—	—	—	—	—

¹The three options in Part A were weighted: 2 = Strongly Needed, 1 = Needed and 0 = Not Needed

²The five options in Part B were weighted: 1 = University Total, 2 = University Major, 3 = Share, 4 = Students Major and 5 = Students Total.

students for their comments on the content, clarity, and purpose of the questionnaire.

The questionnaire was submitted to William Farquhar, Professor, Counseling and Personnel Services, for technical criticism and refining. To further test the instrument, two pilot studies were conducted. The questionnaire was administered to groups of married students living on and off campus and to University administrators. Comments were solicited after each session, and on the basis of these and Dr. Farquhar's suggestions, 21 items were then deleted.

The resulting 58 items were then separated into six general categories. The categories, with the number of items in each scale, were: governance, 13; health, 9; child care, 11; recreation and entertainment, 8; University and administrative services, 10; and cooperatives and community services, 7.

The values assigned to the three responses in Part A and to the five responses in Part B were designed to enable the researcher to multiply Part A and Part B of each item, thus obtaining a weighted score that would contribute to a weighted mean score value. (These values used for weighting are given in Table 3.2.) The value of zero for the "not needed" response in Part A was chosen to eliminate those responses from inclusion in the weighted score when computing the mean score values for ANOVA. It is only meaningful to measure responsibility for programs and services the subjects thought were needed. From all of the subjects' responses to each of the six areas was derived a group weighted mean score value for each area, in the following manner: each subject's responses to Parts A and B of each item were multiplied together yielding a weighted score for each item. All the weighted scores in each area were added, and this

total was divided by the number of items in each area. The result was a weighted mean score value for each of the six areas for each respondent.

The overall effect of weighting the responses in this manner was to generate data that could be consistently analyzed and compared with every other scale in the study.

The final draft of the questionnaire was approved by the Chairman of the researcher's Doctoral Guidance Committee.

During the second week of Spring Term 1971, the questionnaire with detailed instructions and a personal cover letter were mailed to the members of each sample group. The questionnaires had been coded for purposes of identifying subgroup membership and non-respondents. A stamped, self-addressed envelope was enclosed to encourage prompt return. Two weeks were allowed for completion and return of the questionnaire before a follow-up letter and questionnaire were sent to all student non-respondents. Administrators responded promptly and in numbers sufficient to preclude the need for any follow-up technique. In addition, considerable time was spent telephoning non-respondent students to ask if they had received the questionnaire and if a return could be expected. The telephone was also used to correct the sample: it was discovered that 32 of the individuals sampled were no longer students. Financial problems, divorce, military service, and graduation were reasons given for loss of student status. Instead of selecting replacements to return each subgroup to the original number of 80, the researcher was advised by the Office of Research Consultation that, since the samples were originally random and the final number of respondents in each group was large enough for accurate statistical analysis, there was no need to resample more

subjects. The resulting number of returns and the percentages of responses for each subgroup are summarized in Table 3.3, page 31.

Procedure for Analyzing the Data

For statistical analysis the research hypothesis stated in Chapter I was reformulated to be a six-part null hypothesis:

- Hypothesis 1a: There will be no differences of perceptions among the six experimental groups' perceptions of Michigan State University's responsibility toward suggested married student governance programs and services.
- Hypothesis 1b: There will be no differences of perceptions among the six experimental groups' perceptions of Michigan State University's responsibility toward suggested married student health care programs and services.
- Hypothesis 1c: There will be no differences of perceptions among the six experimental groups' perceptions of Michigan State University's responsibility toward suggested married student child care programs and services.
- Hypothesis 1d: There will be no differences of perceptions among the six experimental groups' perceptions of Michigan State University's responsibility toward suggested married student recreation and entertainment programs and services.
- Hypothesis 1e: There will be no differences of perceptions among the six experimental groups' perceptions of Michigan State University's responsibility toward suggested married student University and administrative services.
- Hypothesis 1f: There will be no differences of perceptions among the six experimental groups' perceptions of Michigan State University's responsibility toward suggested married student cooperatives and community services.

A one-way Analysis of Variance: Fixed Effects Model was performed on each of the six groups' weighted mean score values, to determine

Table 3.3
Responses to Questionnaire: The
Numbers and Percentages of Responses
by Subgroups.

	Original Number in Sample	Final Number in Sample*	Number of Responses**	% of Responses	Follow- up
Undergradu- ate on campus	80	72	58	80.5%	Yes
Graduate on campus	80	65	55	83%	Yes
Undergradu- ate off campus	80	69	58	84%	Yes
Graduate off campus	80	66	54	81.8%	Yes
Student Personnel Administrators	40	40	40	100%	No
University Housing Administrators	40	40	35	87.5%	No
Total	400	352	300	84.9%	

*After subtraction of non-students from the original sample.

**Sixteen returned questionnaires could not be identified with any subgroup, due to missing code numbers, and were eliminated from the analysis.

support or non-support for each part of the null hypothesis and Scheffe's Post Hoc Comparisons were performed when the ANOVA F ratio was significant ($p < .01$).

In addition to thus testing the hypothesis, the weighted score for each item was reported in a separate Table, 4.14 page 45, to allow comparison of all administrators' with all students' perceptions of the need for each program or service and of where responsibility for carrying out the program or service should lie.

Summary

This chapter has presented descriptions of the populations and of the sample, described the instrument and the collection of the data, presented the null hypothesis generated by the purposes of the study, and reviewed the procedures used in the data analysis.

The next part of this study, Chapter IV, will be the analysis of the findings followed by a summary and conclusions in Chapter V.

CHAPTER IV

Analysis of the Data

This chapter describes the testing of the hypothesis by statistical analyses and reports the analyses of data parenthetical to the hypothesis.

The following schemata were devised to assist the reader in Chapter IV's graphic presentations:

Subgroups

Group 1 -- Off-campus undergraduate married students

Group 2 -- Off-campus graduate married students

Group 3 -- On-campus undergraduate married students

Group 4 -- On-campus graduate married students

Group 5 -- University housing administrators

Group 6 -- Student personnel administrators

Dependent Variables

Govern -- Governance

Health -- Health Care

Child -- Child Care

RecEnt -- Recreation and Entertainment

U A Ser. -- University and Administrative Services

Co-ops -- Cooperatives and Community Services

Testing of the Hypothesis by Statistical Analyses

Table 4.1 presents the weighted mean score values for each group for each of the six dependent variables.

Table 4.1
Group Weighted Mean Score Values for the Six Dependent Variables

Group	Govern	Health	Child	RecEnt	U A Ser.	Co-ops	Average Mean
Group 1	2.8106	1.9108	2.7566	2.7084	2.4609	3.1245	2.6286
Group 2	2.9951	2.2252	2.9184	2.8791	2.6376	3.2742	2.8216
Group 3	2.9836	1.9907	2.7421	2.6737	2.4006	3.1362	2.6545
Group 4	3.0134	2.0267	2.7242	2.6485	2.5509	3.0008	2.6608
Group 5	2.9379	2.7965	3.3678	3.2461	3.0527	3.2491	3.1084
Group 6	3.0650	2.4725	2.9333	2.8281	3.0435	3.5341	2.9461
Total	2.9734	2.1912	2.8822	2.8103	2.6547	3.2129	2.7555

Each of the six parts of the null hypothesis was tested using a univariate One Way Analysis of Variance: Fixed Effects Model. (35:357) Rejection of any of the parts was followed by Scheffe's Post Hoc Comparisons. (35:484) In addition, a multivariate ANOVA was performed to ascertain whether there were internal differences between groups when the vectors of the 6 means of each group were compared.

ANOVA was used because it is the best available method of testing for differences where there are more than two groups of differing cell size, when the data is of an ordinal level or higher. As discussed in Chapter III, page 22, the original decision to have equal cell sizes was altered in an effort to considerably broaden the scope of the study. This decision, in turn, changed the type of analysis to be used from the prearranged Planned Comparison Model to a One Way Analysis of Variance: Fixed Effects Model. This enabled the researcher to then compensate for the differing cell sizes. To maintain an overall significance level (i.e., experiment-wise error rate) of alpha equal to .05, each analysis of variance was performed at the .01 level of significance. If the

individual alpha levels had been greater than .01, the risk of Type 1 error would exceed .05 for the entire study, thus weakening the overall confidence level.

The analyses of variance were performed using the FTNN Program (80) on the CDC 3600 Computer at Michigan State University. The Post Hoc Comparisons were performed manually.

The description of the testing of each of the six parts of the null hypothesis is presented separately:

Null Hypothesis 1a:

There will be no differences of perceptions among Groups 1 through 6 with respect to Michigan State University's responsibility toward suggested married student governance programs and services.

Table 4.2
Analysis of Variance on the Dependent Variable Student Governance

(N=300)						
Source	df	SS	MS	F	P	Decision
Between Groups	5	2.0050	0.4010	0.8630	0.5064	N.S.
Within Groups	294	136.6218	0.4647			
Total	299	138.6268				

The student governance variable did not meet the required $p < .01$ level of significance. Thus Null Hypothesis 1a was not rejected. A check of the directionality of the six groups' mean scores of the dependent variable, Table 4.1, shows all groups were extremely close to the average mean score (2.9734).

Null Hypothesis 1b:

There will be no differences of perceptions among Groups 1 through 6 with respect to Michigan State University's responsibility toward suggested married student health programs and services.

Table 4.3
Analysis of Variance on the Dependent Variable Health Care

(N=300)						
Source	df	SS	MS	F	P	Decision
Between Groups	5	24.4095	4.8819	7.4818	0.0001	Significant
Within Groups	<u>294</u>	<u>191.8350</u>	0.6525			
Total	299	216.2445				

The F ratio for Null Hypothesis 1b is significant, $p < .0001$. A significant F ratio indicates significant differences between two or more groups. (35:459-469) To identify these differences, it was necessary to carry out Post Hoc Comparisons among means. Since no specific differences were hypothesized, Scheffe's Post Hoc Comparisons were computed for this purpose.¹ The results appear in Table 4.4 on the following page.

The contrasts in Table 4.4 identified major group differences in the perceptions of health care.

Contrast 1 identified a significant difference in perceptions between administrators and married students with regard to the dependent variable health care.

¹The Scheffe technique was used for this study because there were unequal cell sizes and because multiple complex comparisons were performed. (35:484) Scheffe's comparisons were performed at the .01 alpha level, with 5 and 294 df, using the formula $\bar{Y} \pm S \sqrt{\text{Var.}} \left(\frac{1}{n} \right)$. (35:484)

Table 4.4
Major Post Hoc Contrast on the Dependent Variable Health Care

(N=300)

Groups Contrasted	Value	Confidence Interval*	Decision
1. 5 and 6 versus 1, 2, 3 and 4	4.7692	+ 3.3546	Significant
2. 5 versus 6	.3244	+ .7258	N.S.
3. 1 and 2 versus 3 and 4	.1185	+ .8358	N.S.
4. 1 and 3 versus 2 and 4	.3504	+ .8358	N.S.

*If the confidence interval for a given contrast contains 0, the contrast is not significant.

Contrast 2 was found to be not significant. This non-significance indicated that the two administrator groups were similar in their perceptions of health services and programs.

Contrasts 3 and 4 were also found to be not significant, indicating that married students, when compared either as undergraduate versus graduate or as living on campus versus living off campus, appeared to be similar in their perceptions of married student health services and programs.

When these four contrasts were combined the result showed that University administrators did perceive health services and programs differently than did married students. However, among administrators there were no differences in perceptions and among students there were no differences in perceptions.

An attempt to further clarify the above information is presented in Table 4.5. It can be seen that the contrasts start with number 5 which is done to supply continuity with Table 4.4 where the primary contrasts were reported. Secondary Post Hoc Comparisons were computed using a

Table 4.5
Secondary Post Hoc Contrasts on the Dependent Variable Health Care

(N=300)

Groups Contrasted	Value	Confidence Interval	Decision
5. 1 versus 2	-.3144	+ .5918	N.S.
6. 1 versus 3	.0800	+ .5813	N.S.
7. 1 versus 4	.1159	+ .5354	N.S.
8. 2 versus 3	.2345	+ .5381	N.S.
9. 2 versus 4	.1985	+ .5991	N.S.
10. 3 versus 4	.0360	+ .5918	N.S.
11. 5 versus 1	.8858	+ .6706	Sig.
12. 5 versus 2	.5713	+ .6796	N.S.
13. 5 versus 1 and 2	1.4571	+ 1.2150	Sig.
14. 5 versus 3	.8058	+ .6706	Sig.
15. 5 versus 4	.7698	+ .6796	Sig.
16. 5 versus 3 and 4	1.5756	+ 1.2150	Sig.
17. 5 versus 1 and 3	1.6915	+ 1.2092	Sig.
18. 5 versus 2 and 4	1.3411	+ 1.2181	Sig.
19. 5 versus 1, 2, 3 and 4	3.0327	+ 2.2805	Sig.
20. 6 versus 1	.5617	+ .5852	N.S.
21. 6 versus 2	.2473	+ .5941	N.S.
22. 6 versus 1 and 2	.8091	+ 1.5560	N.S.
23. 6 versus 3	.4818	+ .5852	N.S.
24. 6 versus 4	.4458	+ .5918	N.S.
25. 6 versus 3 and 4	.9276	+ 1.1536	N.S.
26. 6 versus 1 and 3	1.0435	+ 1.1498	N.S.
27. 6 versus 2 and 4	.6931	+ 1.1595	N.S.
28. 6 versus 1, 2, 3 and 4	1.7367	+ 2.1538	N.S.
29. 5 and 6 versus 1	1.4474	+ 1.0973	Sig.
30. 5 and 6 versus 2	.8186	+ 1.1198	N.S.
31. 5 and 6 versus 1 and 2	1.1331	+ .9372	Sig.
32. 5 and 6 versus 3	1.2872	+ .9974	Sig.
33. 5 and 6 versus 4	1.2156	+ .6749	Sig.
34. 5 and 6 versus 3 and 4	1.2516	+ .9372	Sig.
35. 5 and 6 versus 1 and 3	1.3672	+ .9298	Sig.
36. 5 and 6 versus 2 and 4	1.0171	+ .9434	Sig.

variety of contrasts with respect to perceptions of the various groups toward the dependent variable health care.

The significant difference reported for Contrast 1 in Table 4.4 is attributed by Table 4.5 primarily to University housing administrators, Group 5. The perceptions of student personnel administrators, Group 6, were not significantly different from either student perceptions (Contrast 28) or University housing administrator perceptions. (Contrast 2, Table 4.4) However, the University housing administrator perceptions differed significantly from student perceptions. (Contrast 19)

One other Post Hoc Comparison appears to have some value for purposes of this study. When Group 5 and Group 6 were compared with Group 2, (Contrasts 12, 21 and 30), they showed indications of similarity. This suggests that the graduate students living off campus tended to perceive health care programs and services in a way similar to University housing administrators and student personnel administrators.

Null Hypothesis 1c:

There will be no differences of perceptions among Groups 1 through 6 with respect to Michigan State University's responsibility toward suggested married student child care programs and services.

Table 4.6
Analysis of Variance on the Dependent Variable Child Care

(N=300)						
Source	df	SS	MS	F	P	Decision
Between Groups	5	11.8245	2.3649	2.6680	0.0224	N.S.
Within Groups	294	260.6016	0.8864			
Total	299	272.4261				

The child care variable did not meet the required $p < .01$ level of significance. Thus Null Hypothesis 1c was not rejected, with qualification: A slightly larger sample would likely produce a significant F ratio, since the p value is so near the selected alpha value. (48:85)

Only the Group 5 mean (3.3678) differed in directionality from the overall mean (2.8822).

Null Hypothesis 1d:

There will be no differences of perceptions among Group 1 through 6 with respect to Michigan State University's responsibility toward suggested married student recreation and entertainment programs and services.

Table 4.7
Analysis of Variance on the Dependent Variable Recreation and Entertainment
(N=300)

Source	df	SS	MS	F	P	Decision
Between Groups	5	10.0110	2.0022	1.5416	0.1768	N.S.
Within Groups	<u>294</u>	<u>381.8472</u>	1.2988			
Total	299	391.8582				

The recreation and entertainment variable did not meet the required $p < .01$ level of significance. Thus Null Hypothesis 1d was not rejected.

Again, the only group differing in directionality from the overall mean (2.8103) was Group 5 (3.2461).

Null Hypothesis 1e:

There will be no differences of perceptions among Groups 1 through 6 with respect to Michigan State University's responsibility toward suggested University and administrative programs and services for married students.

Table 4.8
Analysis of Variance on the Dependent Variable
University and Administrative Services

(N=300)						
Source	df	SS	MS	F	P	Decision
Between Groups	5	18.0880	3.6176	6.7129	0.0001	Significant
Within Groups	294	158.4366	0.5389			
Total	299	176.5246				

The F ratio for Null Hypothesis 1e was significant. Again this ratio only signifies one or more significant differences among the six groups. Post Hoc Comparisons were applied to identify these differences. The results appear in Table 4.9.

Table 4.9
Major Post Hoc Contrasts on the Dependent Variable
University and Administrative Services

(N=300)						
Groups Contrasted	Value	Confidence Interval*	Decision			
1. 5 and 6 versus 1, 2, 3 and 4	2.1424	+ 1.5228	Significant			
2. 5 versus 6	.0092	+ .6594	N.S.			
3. 1 and 2 versus 3 and 4	.1470	+ .7592	N.S.			
4. 1 and 3 versus 2 and 4	.3270	+ .7592	N.S.			

*If the confidence interval for a given contrast when either added to or subtracted from the given value contains 0, the contrast is not significant. (23:126)

The Post Hoc Comparisons for the dependent variable University and administrative services show a pattern similar to the Post Hoc Comparisons for the dependent variable health care. (See Tables 4.4 and 4.9).

Contrast 1 indicated significant differences in perceptions between administrators and married students with respect to the University's responsibility toward suggested University and administrative services for married students.

Contrast 2, not significant, indicated that both University housing administrators and student personnel administrators have similar perceptions with regard to the dependent variable University and administrative services.

Contrasts 3 and 4 were not significant, indicating that all married student groups appeared to be similar in their perceptions of this area.

When all four contrasts in Table 4.9 were combined it was concluded that the two administrator groups differed significantly from the four married student groups with respect to their perceptions of University and administrative services for married students (Contrast 1), but perceptions among administrators and among students were similar.

Table 4.10, on the following page, presents a further analysis of group contrasts with respect to Null Hypothesis 1e.

Table 4.10, unlike Table 4.5, shows a significant difference between the perceptions of student personnel administrators and those of all students. University housing administrators, whose perceptions had differed from those of students with respect to health care, are joined by the student personnel administrators in significant perceptual differences from those of students with respect to University and administrative services. Both groups of administrators, separately or grouped together, when contrasted with students, individually or collectively, perceived the dependent variable University and administrative services alike.

Table 4.10
Secondary Post Hoc Contrasts on the Dependent Variable
University and Administrative Services

(N=300)

Groups Contrasted	Value	Confidence Interval	Decision
5. 1 versus 2	-.1767	+ .5831	N.S.
6. 1 versus 3	.0603	+ .1360	N.S.
7. 1 versus 4	.0900	+ .5354	N.S.
8. 2 versus 3	.2370	+ .5381	N.S.
9. 2 versus 4	.0867	+ .5451	N.S.
10. 3 versus 4	-.1503	+ .5354	N.S.
11. 5 versus 1	.5918	+ .6092	N.S.
12. 5 versus 2	.4151	+ .6178	N.S.
13. 5 versus 1 and 2	1.0069	+ 1.1035	N.S.
14. 5 versus 3	.6521	+ .6092	Sig.
15. 5 versus 4	.5018	+ .6155	N.S.
16. 5 versus 3 and 4	1.1539	+ 1.1024	Sig.
17. 5 versus 1 and 3	1.1925	+ 1.0989	Sig.
18. 5 versus 2 and 4	.9169	+ 1.2181	N.S.
19. 5 versus 1, 2, 3 and 4	2.1608	+ 2.0722	Sig.
20. 6 versus 1	.5826	+ .5852	N.S.
21. 6 versus 2	.4059	+ .5941	N.S.
22. 6 versus 1 and 2	.9885	+ 1.0503	N.S.
23. 6 versus 3	.6429	+ .5852	Sig.
24. 6 versus 4	.4926	+ .5918	N.S.
25. 6 versus 3 and 4	1.1355	+ 1.0491	Sig.
26. 6 versus 1 and 3	1.2255	+ 1.0452	Sig.
27. 6 versus 2 and 4	.8985	+ 1.0538	N.S.
28. 6 versus 1, 2, 3 and 4	2.1240	+ 1.9572	Sig.
29. 5 and 6 versus 1	1.1744	+ .9974	Sig.
30. 5 and 6 versus 2	.8210	+ 1.1198	N.S.
31. 5 and 6 versus 1 and 2	.9977	+ .8509	Sig.
32. 5 and 6 versus 3	1.2950	+ .9974	Sig.
33. 5 and 6 versus 4	.9944	+ .6749	Sig.
34. 5 and 6 versus 3 and 4	1.1447	+ .8494	Sig.
35. 5 and 6 versus 1 and 3	1.2347	+ .8447	Sig.
36. 5 and 6 versus 2 and 4	.9077	+ .8556	Sig.
37. 5 and 6 versus 1, 2, 3 and 4	2.1424	+ 1.5228	Sig.

Among students, off-campus graduates, as in the health care area, most nearly approached the two administrative groups perceptually.

Null Hypothesis 1f:

There will be no differences of perceptions among Group 1 through 6 with regard to Michigan State University's responsibility toward suggested married student cooperatives and community programs and services.

Table 4.11
Analysis of Variance for the Dependent Variable
Cooperatives and Community Services

(N=300)						
Source	df	SS	MS	F	P	Decision
Between Groups	5	7.5965	1.5193	1.2930	0.2669	N.S.
Within Groups	<u>294</u>	<u>345.4500</u>	1.1750			
Total	299	353.0465				

The cooperatives and community services variable did not meet the required $p < .01$ level of significance. Thus Null Hypothesis 1f was not rejected. The average mean score for this variable (3.2129) is considerably higher than all the others.

The result of the multivariate ANOVA using all six groups simultaneously was 2.7445 with 30 and 1158 degrees of freedom. This F ratio proved significant beyond the $p < .0001$ level. This test showed that differences do exist among the groups. The result is consistent with the results of the univariate analyses of variance.

Analyses of Data Parenthetical to the Hypothesis

The within-cell correlation matrix for the six dependent variables appears in Table 4.12. The average within-group correlation ranged from a low of .2865 to a high of .4988.

Table 4.12
Within Cell Correlation Matrix for the Six Dependent Variable Scales

(N=300)						
	Govern	Health	Child	RecEnt	U A Ser.	Co-ops
Govern	1.0000					
Health	.4988	1.0000				
Child Care	.4341	.4021	1.0000			
RecEnt	.4189	.3375	.4698	1.0000		
U A Ser.	.4879	.4053	.4556	.3658	1.0000	
Co-ops	.4120	.2865	.3782	.3234	.4005	1.0000

A discriminant function analysis was performed on the data to determine which dependent variables best discriminated among the groups. The results are shown in Table 4.13.

Table 4.13
Discriminant Function Analysis

Variable	Standardized Discriminant Function Weights
Governance	-0.6996
Health	0.7557
Child Care	0.1054
Recreation and Entertainment	0.0755
University and Administrative Services	0.6483
Co-ops	-0.0547

The results supported those of the analysis of variance: the health care and the University and administrative services variables best discriminated among groups.

The means on each item were calculated separately for Part A and for Part B for all administrators and for all students. Table 4.14 is an item-by-item comparison of the mean scores of administrators and the mean scores of students.

Table 4.14, on the following page, presents student and administrator group perceptions of their need for particular programs and indicates to what degree each feels the University should be responsible for them. For purposes of interpretation, a group mean score of 0.97 or higher in Part A was used to decide if a program or service is needed. Thirty-two different programs and services were perceived by either or both students and administrators as needed. The mean scores for the perceptions of administrators indicated that 17 programs were needed. Both agreed on the need for 15 programs. Of these 15, five were in the area of health care, four in governance, four in child care, and two in University and administrative services. There was no common agreement that any program in the areas of recreation and entertainment or co-ops and community services was needed.

From Table 4.14, it was determined that the strongest perceptions of need for programs and services was in the area of health care, in which, of nine suggested programs, administrators felt five were needed and students felt seven were needed. The area with the next greatest appeal was child care in which, of 11 suggestions, administrators indicated five were needed and students felt nine were needed. These two areas accounted for over fifty percent of the programs perceived by both students and administrators as needed.

Table 4.14
Mean Score Responses Comparing All Administrators With All Students Item by Item

Item	PART A ¹		PART B ²	
	Mean Score Administrator	Mean Score Student	Mean Score Administrator	Mean Score Student
Governance				
1. Establish Separate Married Student Government	0.64	0.53	4.36	3.86
2. Separate Judiciary for Married Students	0.19	0.36	4.13	3.66
3. Provide Consumer Information Program	1.01	1.35	4.04	3.19
4. Married Student Newsletter	0.71	0.64	4.16	4.03
5. Organize a Tenants Union	0.40	0.82	4.61	4.02
6. Develop and Administer On-Campus Housing Policy	1.16	0.88	2.54	2.98
7. Clearing House for Information and Complaints	1.12	1.09	2.90	2.76

¹Part A Scale Values: 0 = Not Needed, 1 = Needed, 2 = Strongly Needed

²Part B Scale Values: 1 = University Total Responsibility, 2 = Major University Responsibility, 3 = Students and University Share Responsibility, 4 = Major Student Responsibility, 5 = Student Total Responsibility.

Table 4.14 (cont'd.)

Item	PART A		PART B	
	Mean Score Administrator	Mean Score Student	Mean Score Administrator	Mean Score Student
8. One Person in Each Quadrangle as Coordinator of that Unit	0.75	0.64	3.49	3.46
9. Establish Drug Education Program	0.88	0.80	3.23	3.04
10. Community Orientation to Newcomers	1.75	1.10	3.39	3.37
11. Coordinate Bulletin Board Space in Laundry Facilities	0.94	0.76	3.62	3.80
12. Provide more On-Campus Housing Options for Higher Rent	0.93	1.20	2.35	2.31
13. Policy for use of Air Conditioners	1.18	1.34	2.11	2.26
Health				
14. Provide OB-GYN Service	0.99	1.37	2.56	2.09
15. Provide Immunization Mobile Unit	0.97	1.32	2.55	2.06
16. Emergency House Calls by University Physicians	0.63	1.05	2.49	1.99

Table 4.14 (cont'd.)

Item	PART A		PART B	
	Mean Score Administrator	Mean Score Student	Mean Score Administrator	Mean Score Student
17. Regular Health Care for Family	0.99	1.39	2.77	2.13
18. Emergency Health Care for Family	1.04	1.47	2.54	2.02
19. Comprehensive Health Plan for Family	1.11	1.24	3.09	2.28
20. Special Health Need Clinic for Drug Abuse, Dieting, V.D. etc.	0.79	0.88	3.43	2.84
21. Provide Pre-Paid Medical Insurance	0.67	0.80	3.42	2.63
22. Provide Problem Pregnancy Referral	0.90	1.09	3.20	2.78
Child Care				
23. Establish a Well Child Clinic	0.84	1.15	3.17	2.46
24. Organize More Babysitting Co-ops	1.05	1.09	4.25	3.84
25. Planned Parenthood Program	1.06	1.11	3.70	3.19
26. Baby Equipment & Clothing Exchange	0.97	0.92	4.47	4.23

Table 4.14 (cont'd.)

Item	PART A		PART B	
	Mean Score Administrator	Mean Score Student	Mean Score Administrator	Mean Score Student
27. Finance Fenced-in Play Areas Next to Laundry Facilities	1.10	1.09	2.64	2.45
28. Organize Expectant Parent Classes	0.83	1.00	3.93	3.16
29. Finance Fenced-in Play Areas for Children	0.97	1.13	2.57	2.47
30. Organize Co-op Daycare Service	0.96	1.07	3.63	3.35
31. Provide Professionally Staffed Daycare Service	0.77	0.99	3.15	2.86
32. Expand Present Daycare Service	0.93	1.12	3.17	2.79
33. Provide Wading Pools Recreation & Entertainment	0.52	0.60	3.48	3.12
34. Develop more Adult Recreation Facilities	0.92	1.02	2.87	2.74
35. Purchase more Equipment for Organized Recreation	0.86	0.92	3.55	2.91
36. Organize IM League Play	0.83	0.82	3.84	3.58

Table 4.14 (cont'd.)

Item	PART A		PART B	
	Mean Score Administrator	Mean Score Student	Mean Score Administrator	Mean Score Student
37. Establish a Gathering Place with a Grill	0.71	0.89	3.52	3.00
38. Provide a Book Mobile	0.40	0.64	3.80	2.81
39. Organize Band Concerts	0.43	0.54	4.42	3.45
40. Organize Street Dances	0.58	0.44	4.40	3.92
41. Organize Outdoor Ice Rink	0.66	0.79	3.70	3.11
University & Administrative Services				
42. Organize Special Interest Clubs	0.92	1.08	3.94	3.30
43. Provide Legal Assistance & Advice	0.92	1.27	3.74	2.47
44. Implement Special Married Student Tax	0.89	0.74	3.69	3.06
45. Tutor Program for Married Students	0.38	0.36	4.19	3.73

Table 4.14 (cont'd.)

Item	PART A		PART B	
	Mean Score Administrator	Mean Score Student	Mean Score Administrator	Mean Score Student
46. Tutor Program for Children of Married Students	0.41	0.50	4.30	3.72
47. Family Problem Solving Discussion Groups	0.82	0.76	3.89	3.65
48. Involve Volunteer Students to Assist Married Students	0.78	0.75	3.78	3.37
49. Provide Marital Enrichment Counseling	0.82	0.80	3.53	3.20
50. Option to use Own Furniture On-Campus	0.99	1.42	2.68	2.40
51. Provide Tornado Shelters within On-Campus Married Housing Complex	1.09	1.48	1.94	1.40
Co-ops & Community Services				
52. Car Maintenance and Gas Co-op	0.59	1.14	4.35	3.35
53. Food Buying Co-op	0.67	1.13	4.41	3.43

Table 4.14 (cont'd.)

Item	PART A		PART B	
	Mean Score Administrator	Mean Score Student	Mean Score Administrator	Mean Score Student
54. Crisis Center for Married Students	0.69	0.89	3.75	3.35
55. Provide Frozen Food Locker Program	0.44	1.01	4.12	2.94
56. Assist Students in Obtaining Food Stamps	0.80	1.03	3.86	3.12
57. Personal Property Exchange Program	0.76	0.77	4.33	4.02
58. Textbook Exchange Program	0.77	1.05	4.37	3.90

Part B of Table 4.14 permits one to compare the perceptions of responsibility of administrators and students with respect to each item.

The health care items all contributed to the significant overall student-administrator difference in this area. Students perceived every health care suggestion to be more needed and more the University's responsibility than did administrators, who perceived the programs and services to be not as needed and the responsibility as most properly shared. The other significant difference--in the University and administrative services area--resulted largely from four of the ten items. Two of these are perceived as needed and the University's responsibility by both students and administrators; the other two are perceived by students to be their need and their responsibility.

In the nearly-significant child care area ten of 11 items contributed significantly to the mean score. All groups felt responsibility for these programs and services should be shared.

Only slight differences in administrator=student perceptions were noted in the remaining three areas' items. The largest single-item difference was a mere 1.18.

Of 31 programs perceived by students as needed only four were likewise perceived as the responsibility of students, while for 16 programs major or total responsibility was perceived as the University's.

Administrators perceived the University as responsible for 11 of the 15 programs they perceived as needed.

Table 4.15, on the following page, presents a compilation of the 32 programs and services perceived as needed or strongly needed by either or both the students and administrators.

Responses to an open-ended question are reported in Appendix A.

Table 4.15
Programs and Services Perceived as Needed or Strongly Needed by Students and/or Administrators¹

Item	Mean Score Administrator Response	Mean Score Student Response
Governance		
3. Provide Consumer Information	1.01	1.35
6. Develop and Administer On-Campus Housing Policy	1.16	0.88
7. Clearing House for Information and Complaints	1.12	1.09
10. Community Orientation for Newcomers	1.75	1.10
12. Provide more On-Campus Housing Options for Higher Rent	0.93	1.20
13. Policy for Use of Air Conditioners	1.18	1.34
Health		
14. Provide OB-GYN Service	0.99	1.37
15. Provide Immunization Mobile Unit	0.97	1.32
16. Emergency House Calls by University Doctor	0.63	1.05
17. Regular Health Care for Family	0.99	1.39

¹A 0.97 mean score or above was used to determine if the suggested program or service was needed.

Table 4.15 (cont'd.)

Item	Mean Score	
	Administrator Response	Student Response
18. Emergency Health Care for Family	1.04	1.47
19. Comprehensive Health Plan for Family	1.11	1.24
22. Provide Problem Pregnancy Referral	0.90	1.09
Child Care		
23. Establish a Well Child Clinic	0.84	1.15
24. Organize more Babysitting Co-ops	1.05	1.09
25. Planned Parenthood Programs	1.06	1.11
26. Baby Equipment & Exchange Program	0.97	0.92
27. Finance Fenced-in Play Areas Next to Laundry	1.10	1.09
28. Organize Expectant Parent Classes	0.83	1.00
29. Finance Fenced-in Play Areas for Children	0.97	1.13
30. Organize Co-op Daycare Service	0.96	1.07
32. Expand Present Daycare Service	0.93	1.12

Table 4.15 (cont'd.)

Item	Mean Score Administrator Response	Mean Score Student Response
Recreation & Entertainment		
34. Develop more Adult Recreation Facilities	0.92	1.02
University & Administrative Services		
42. Organize Special Interest Clubs	0.92	1.08
43. Provide Legal Assistance and Advice	0.92	1.27
50. Option to Use Own Furniture On-Campus	0.99	1.42
51. Provide Tornado Shelters within On-Campus Married Housing Complexes	1.09	1.48
Co-ops and Community Services		
52. Car Maintenance and Gas Co-op	0.59	1.14
53. Food Buying Co-op	0.67	1.13
55. Frozen Food Locker Program	0.44	1.01
56. Assist Students in Obtaining Food Stamps	0.80	1.03
58. Textbook Exchange	0.77	1.05

Summary

This chapter has presented the results of the statistical analyses performed on the data collected for this study. Results isolated significant differences among the six groups for two out of the six parts of the tested hypothesis. Differences in perceptions of the variable health care were much greater than those of any of the others. Most statistically significant differences were between all University administrators and all students rather than between subgroups. Students generally perceived need for a greater number of programs and services than did administrators, but were willing to take responsibility for the implementation of fewer.

A summary of the findings along with conclusions and implications for further study are found in Chapter V.

CHAPTER V

Summary, Discussion, and Conclusions

Purpose and Procedure

The primary purpose of this study was to compare the perceptions of married students and University administrators with respect to the need for, and the University's responsibility toward, programs and services for married students. The six sample groups were 1) 80 off-campus married undergraduate students, 2) 80 off-campus married graduate students, 3) 80 on-campus married undergraduate students, 4) 80 on-campus married graduate students, 5) 40 University housing administrators, and 6) 40 student personnel administrators.

The study was conducted at Michigan State University during Spring Term 1971. At that time, questionnaires were mailed to the sample populations. Responses from the sample groups ranged from 80.5 percent to 100 percent, with a total sample return of 85 percent.

Design

The 58-item questionnaire, based on programs and services suggested for married college students, was designed to obtain individual perceptions. The items were divided and assigned to six functionally defined areas which were used as the dependent variables in the study. These variables were 1) Governance, 2) Health Care, 3) Child Care, 4) Recreation and Entertainment, 5) University and Administrative Services, and 6) Cooperatives and Community Services. The respondents

were asked to give two responses to each item. In Part A they were asked to indicate whether a particular program or service was needed or not needed, and in Part B they were asked to indicate who should take the responsibility for implementing the program or service: the University, the married students, or a combination of the two. One-way analyses of variance were performed on the data and the .05 level of significance was used to reject or not reject the null hypothesis. In instances where significant differences in perceptions were found, Scheffe's Post Hoc Comparisons were performed to isolate the differences.

Findings

The hypothesis was tested in six parts:

Hypothesis 1a considered the differences of perceptions among the six groups toward University responsibility for programs and services regarding the dependent variable, student governance. Results indicated that there were no simple differences among the groups. This was interpreted to mean that all six groups involved in the study perceived married student governance programs and services in a similar way. The mean scores for each of the six groups were extremely close to the average mean score.

Hypothesis 1b was tested to assess the differences of perceptions among the six groups on the dependent variable, health care. Significant differences of perceptions did exist among the groups. To identify these differences, a series of Post Hoc Comparisons was performed. The results indicated that Group 5, University housing administrators, differed from the student groups to a much greater degree than did Group 6, student personnel administrators. The comparisons showed that Groups 5 and 6 did not differ significantly from each other. Further

comparisons showed that the four married student groups did not differ significantly from each other. Therefore, the results indicated that administrators, when taken as a total group, differed significantly from the students in their perception of health care programs and services with the housing administrators making the greatest contribution toward this difference. Of further interest to this study was the comparison of Group 2, off-campus graduate students, with Groups 5 and 6. The results here indicated that no significant difference existed. This was interpreted to mean that off-campus graduate students tended to perceive health care programs and services as did University administrators in contrast to the perceptions of the other student groups.

Hypothesis 1c considered the dependent variable, child care. The results indicated that there were no significant differences of perceptions among the six groups. This was interpreted to mean that all six groups had similar perceptions concerning child care programs and services for married students. These perceptions are evaluated in the Discussion and Conclusions section of this chapter.

Hypothesis 1d appraised the data for the dependent variable, recreation and entertainment. As in hypothesis parts 1a and 1c the results indicated no significant differences existed among the six groups. It was concluded that all groups had similar perceptions toward recreational and entertainment programs and services for married students.

Hypothesis 1e dealt with possible differences of perceptions among the six groups with respect to the dependent variable, University and administrative services. The F ratio for this test proved significant, indicating that differences in perceptions did exist among the six groups. Post Hoc Comparisons were then performed on the data to identify the exact

differences. It was found that all of the student groups perceived the University's responsibility for programs and services in this area in a similar way. The two administrative groups were also alike in their perceptions. However, when both administrator groups were contrasted with the four student groups, differences appeared. Groups 5 and 6 were very closely aligned here which was a shift from hypothesis part 1b where they had divergent perceptions. Moreover, Group 2's perceptions were again aligned with the administrative groups' rather than with the other student groups' perceptions.

Hypothesis 1f considered the possible differences in perceptions among the six groups on the dependent variable, cooperatives and community services. The null hypothesis was not rejected which was interpreted to mean that the six groups were in general agreement on the need for programs and on the University's responsibility toward the dependent variable cooperatives and community services.

Several supportive computations were performed on the data to strengthen the results of the univariate analysis of variance. A discriminate function analysis showed the two dependent variables with the greatest discriminating power to be health care and University and administrative services which supported the results of the ANOVA test. Further, a multivariate test of equality of mean vectors was performed on the data and yielded a significant F ratio which again supported the ANOVA test indicating that differences did exist among the groups.

Additional Data

A comparison of the mean scores of the two administrator groups versus the four student groups on all items done separately for Part A

and Part B revealed that of the 58 suggested programs and services, 32 were perceived by one or both groups as needed. General agreement existed among all groups on who should take the responsibility for the program or service.

Discussion and Conclusions

The results of this study generally supported the theory that people who occupy different positions and perform different roles within the same community do have different perceptions of the same thing when presented with the same set of facts. Administrators differed significantly from students on two of the six variables tested. Each individual group differed from the others to some degree depending on the variable being tested and on the degree of involvement the group had with the particular service or program under investigation. For instance, University housing administrators and student personnel administrators differed somewhat when they were asked to perceive the health care variable and yet were very closely aligned when the University and administrative services variable was under study. One possible explanation would be that each group has a different level of responsibility for programs and services in each of these two areas. Another example is the insignificant contribution Group 2, off-campus graduate students, made to the overall differences between students and administrators. In most instances, this group was more closely aligned with administrators than with fellow students. Age, length of marriage, independence, and community adjustment may have set these students apart. Thus they may not have perceived the suggested programs and services to be as acutely needed as did the other student groups.

A close look at the reasons for the significant F ratio for the health care variable reveals that all of the items contributed to the difference. Administrators and students generally agreed on the nine suggestions, however, the directionality of this agreement was such that, in all cases, administrators saw less of a need for a program than did students. On all items administrators scored closer to the "share" choice in Part B than did students, who scored closer to the "University Major" choice.

In contrast, the overall ANOVA difference in the University and administrative variable was contributed to by all groups' stronger perceptions of need for only four of the 10 suggested programs. Administrators and students both appeared to be more firm in their perceptions of programs in this area. A possible explanation for this is that the programs and services suggested in this area either appealed a great deal to the respondent or they did not appeal at all.

Considerable emphasis has been placed on the differences among the six groups and in particular the differences between administrators and students. Little has been mentioned concerning similarities between the groups. No significant differences in perceptions were discovered in the remaining four variables tested: governance, child care, recreation and entertainment, and cooperatives and community services. For these four variables students and administrators generally agree on the program or service need factor and on the University responsibility factor. The results for the individual items showed that all groups agreed that some programs and services were needed in the governance and child care areas. In these cases, an insignificant area F ratio should not lead one to ignore the desire for programs and services. For instance, the results of the student governance variable showed that administrators and students agreed

that four of the thirteen programs were needed. 'i.e.' Although the ANOVA test indicated that there was no significant differences among the groups for this variable, particular attention should still be given to the four programs perceived as needed.

Either students or administrators or both indicated nine of eleven programs in the child care area were needed. A possible explanation for the insignificance of the F ratio is that a large number of students and administrators alike had children. On-campus married housing at Michigan State University has 0.9 children per couple. (1) This suggests a significant commonality among the groups. Couples with children would most likely agree with each other rather than differ, and couples without children probably would tend to empathize with the situation, particularly if those couples have children in their near futures. Thus there are children in married student housing, and the University community appears willing to respond to their needs. There was no evidence in the data to dispute this notion and every evidence that all groups did not differ significantly on either the need for child care programs and services or the University responsibility factor in this area. Further support for this contention can be derived from the data on the health care variable: most of the items perceived as needed included or implied service to the family rather than to only the student.

There were inconclusive results for two variables: recreation and entertainment, and cooperatives and community services. It appears that the University community is generally satisfied with the recreation and entertainment available in the University community. However, the same cannot be said for cooperatives and community services. Students perceived a need for five of seven suggested cooperatives and community services

whereas administrators did not perceive a need for any. This suggests a possibility for student organization of desired programs. The data further verifies this trend by showing student indication of willingness to share or assume major responsibility for program implementation. Responses to open-ended questions reported in Appendix A yield statements of support for this finding.

All groups were generally in agreement in choice of response to Part B of each item. This evidence of common perception should help to alleviate the traditional reluctance of administrators to include other involved parties in the process of program planning. The data demonstrated a number of group differences with respect to perception of need for specific services. This indicates that cross-group support for the initiation of new programs or services cannot generally be expected. But once a decision has been made to initiate a new program or service, agreement on where responsibility should lie is likely.

The group with the most decision-making authority in the area of married housing, University housing administrators, had a higher average group mean score value (Table 4.1) than the other five groups. A possible explanation for this is that fiscal considerations involved in the implementation of a chosen program or service where a stronger variable for Group 5, most of whose members' work is financially-oriented. It is suggested that if the other groups shared in the decision-making process, they might become more aware of the costs involved. The converse of this is also likely: University housing administrators might realize a higher rate of recipient satisfaction by gauging receptiveness for a program or service before its initiation.

The phrase "student personnel point of view" has been used by some authors to describe a behaviorialist approach to meeting the needs of students. (77:13), (52:64-69) Some evidence of this approach was demonstrated by this study. Group 6, student personnel administrators, was generally more closely aligned in perceptions with the student groups than was Group 5, the housing administrators. One possible explanation is that student personnel administrators work on programming and services for students as a major priority whereas this function for University housing administrators is minor. This being the case, a definite need arises for inclusion of the "student personnel point of view" in planning programs and services for married students.

Recommendations

Many of the needs of the married students surveyed in this study are evidently being met. However, the conclusions from the data do indicate the need for some different approaches in married student services.

1. It can be recalled that the University housing administrators differed to a greater degree from the average mean score than did the other groups. This being the case and since the main differences of perceptions among groups concerned what specific programs or services were needed, it is suggested that in addition to the traditional University married housing policy-makers, student personnel administrators and married students be given a more formalized role in the decision-making process for married student programming. Although this would probably lengthen the time required to reach decisions, the result could be programs

and services that have a more significant value to the entire University community.

2. Many of the programs and services discussed were designed for married students living on campus. It must be noted, however, that the results of the data showed evidence of dependence on University services by married undergraduates living off campus. They perceived the items in the study much the same as did the married students living on campus. Consideration should be given this group when planning programs and services. On the other hand, the married graduate students living off campus demonstrated a high degree of independence and showed much less of a desire to be included in most planned service and program areas.
3. All groups in the study felt communication was a problem and all demonstrated willingness to accept responsibility for implementing solutions. The administrators and the married students both agreed that two of the items specifically related this problem were needed.

First, a desire for a consumer information program was indicated. This could easily become a regular service handled by an organized married student activities group. Second, a perceived need for the establishment of a clearing house for information and complaints was also indicated. Responsibility for implementation of the former suggestion was perceived as the student's; responsibility for the latter was perceived as shared.

A further examination of the types of programs and services perceived as needed by the participants in this study

(Table 4.15 p.p. 55-7) indicates a need for some type of University

coordinated communication between University officials and the married student community. It is recommended that an official liaison committee be formed that includes representatives of the University administrative group, the student personnel group and the married student community both on campus and off campus. They should be charged with facilitating communication, programming, and the settling of any disputes or complaints.

4. Responses in the cooperatives and community services area indicated a definite desire on the part of married student surveyed to have many of the suggested items implemented. It is recommended that University personnel be assigned to assist students in organizing cooperative service programs. The investment in time and money on the part of the University would be minimal and would yield significant economic and educational benefits for students. The experience gained in developing this area, by both students and administrators, would be of value to the entire University community.
5. Further, this study revealed a definite need for orientation programs for couples and/or families new to the area. It is recommended that the University administration work closely with the surrounding communities and with married students to develop orientation programs and materials for these families.

Implications for Further Study

This study was concerned with married students and administrators at Michigan State University. Similar studies done on the same topic at other colleges and universities would be useful additions to the body of research

available on the married student. Differences based on the institutions' educational philosophy, composition of the student body, sources of funding, and geographical location would become apparent.

With the continued expansion of community and junior colleges throughout the country, a comparison between two-year and four-year institutions might be revealing with respect to the expectations of both the married students and involved administrators.

A study using in-depth interviews of selected married students and administrators to gain insight into the causes of differences in perceptions would be helpful in further understanding the complexities of married student life in a university community.

The influences of the total college environment offer many opportunities for learning what married students consider important in their total education. A systematic method of investigating or describing these influences to ascertain the positive and negative effects of peer-group culture should be developed. Once these influences are identified on the university campus, many facets of decision-making should be affected.

Communication of the importance of married student needs appears to be at best selective. The informal and formal communication channels relating to the goals of an institution and of individuals directly effect behavior. The entire system of communication as it relates to married student goal formulation or decision-making is an important area for further research.

More attention should be given to replicating some of the already completed research on married students. Each year dramatic changes take place in approaches to services and programs. It is important to discover and understand the impact of these changes. The collection of demographic

data and its comparison with earlier studies is also important in the effort to keep pace with the changing types of students universities are serving.

Considering the divorce rate statistic reported in Chapter II, a follow-up study of college-related marriages would be helpful. What variables contribute to a strong relationship and what variables tend to separate the family need to be known if colleges are to provide an atmosphere that fosters successful college marriages.

It would be helpful if an institution using the same sample groups used in this study would carry on a longitudinal study over a period of years and compare the results to see if any changes in perceptions take place.

A broader study might be conducted utilizing the total student community, i.e. single students living in residence halls, fraternities, sororities, cooperatives, apartments and houses off campus. It might prove helpful to know what differences exist between married and single students and what differences the administrators have in perceptions of these two groups of students.

One area specifically eliminated from consideration is this study was the topic of foreign students and their needs relating to the University community. A study identifying the many varied needs of these students would be helpful by enabling University personnel to more clearly understand what they could do to better facilitate these types of students and their families in adjusting to their new community.

All of the above variations on this study would be valuable in the effort to understand the expectations single students, married students, University housing administrators, and student personnel administrators

have for the University with respect to programs and services for the married student community.

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APPENDICES

APPENDIX A

Written Comments from Respondents

Table A.1
Off-Campus, Undergraduate Married Students Responses to the Open-End Question¹

Comments
Additional services for married students should not be provided. If they choose to marry while they are in school they should be made to pay for everything just like regular folk.
This questionnaire is almost totally designed for students in on-campus housing without asking the most needed question: Is more married housing needed? The answer is a very strong yes.
There is some overlap in the various services mentioned.
Those areas marked N.A. (Not Applicable) are because I am not familiar with on campus married housing facilities.
OB-GYN - Need specialists especially for foreign students (Example, dermatology - skin cracked-) be able to recognize problems because of culture difference.
Treat emergency in Olin then refer to other hospital.
Police pick up single students and bring them in.
Give emergency care for married student instead of house calls. Less expensive to hire an ambulance driver or police than more doctors to make house calls. Hospital must accept them.
Married student family equal care at equal cost would discriminate in favor of family.

¹This is a compilation of the opinions, additional comments or reactions to any particular question that the respondents might have had in this study. Each paragraph represents the comments of a different respondent.

Table A.1 (cont'd.)

Comments
<p>More University health service for foreign students. They have no one and can't communicate. Health care clearing bureau referral agent. Allow to Olin for any problem, language, dietary differences and transportation are problems.</p>
<p>Compulsory minimum health care policy for family, i.e. an abscess tooth could force you to drop out.</p>
<p>Obviously I am biased--I have no interest whatever in University housing for married students.</p>
<p>Although we are not married (on-campus) students, we do feel that all part or full-time students are being slighted as to programs, rights, and opportunities on campus. The schedules are all geared for full-time on-campus students. Classes are offered during the day (when most of us are working), parking is offered only at the extreme end of campus, and professors' office hours are only at their choice. This should be changed for future people. A thought just entered my mind. How, if these questionnaires are anonymous, did you know I hadn't sent this form in. It makes no difference to me one way or another as these are our views.</p>
<p>Most of this does not apply to me as I am living off-campus and have had very little contact with married students living in University housing. In addition, we do not have a family so this definitely changes my perspective in regard to the benefits for off spring where parents are students.</p>
<p>It pleases me greatly to see some interest being expressed in the needs and desires of married students at Michigan State University. Personally if MSU had had better facilities and programs for its married students my wife and I would have lived on campus. However we chose to live off campus and put out more money for rent, etc., than to live in <u>poor</u> facilities with no programs available.</p>
<p>This study has some excellent proposals but is extremely weighted in favor of the married students living in University facilities. For the rest of us these programs are only as good as our available transportations.</p>

Table A.1 (cont'd.)

Comments
<p>These questions are of a small part of any relevance factor for a student like myself and my wife who are married and live off campus on their own. Are married students this immature?</p>
<p>I do not feel that any of these 55 programs are needed, or at least I do not need them. However, I do feel that some of them would prove worthwhile. I have therefore marked Part A under the assumption that "needed" is replaced by "worthwhile." I then marked as "worthwhile" any programs I thought might be beneficial to enough students to justify their existence. I marked as strongly "worthwhile" those programs which I (my family) might also find beneficial.</p>
<p>Can't adequately answer married housing because live off campus; some "not needed" for married students because they should be for all students.</p>
<p>As my husband and I do not live in Spartan Village, and some of the questions specifically had to do with the Village, I could only take a guess as to what some of the problems were.</p>
<p>I want to add that I am not in married student housing on campus and that I really do not know the problems they have or what their needs are. Also I do not have any children and it is difficult to answer questions pertaining to their needs.</p>
<p>Married housing (on-campus) was so bad, I was happy to pay more and get out.</p>
<p>Many of the items apply only to on-campus students. Because we live off campus we are not qualified to comment on those items. They have been left blank.</p>
<p>Does not apply to me.</p>
<p>I think the program that is needed most is one which is aimed at improving the physical structure of married housing. I also feel that the scope of these programs is too narrow as they are designed for married housing only, while many of the married students live off campus and commute. The students that live off campus should not be included in some of these responses since we are not familiar with or affected by the programs.</p>

Table A.1 (cont'd.)

Comments

What about off-campus students? I have been married about 8 months and find that all married students are discriminated against (or looked down on) by many profs, but off-campus marrieds could be 2,000 miles away and the "U" couldn't care less! What about us!!!! We're paying the same tuition and fees as those on campus. (Is it our fault on-campus housing is too full to allow us in?!?)

I am 43 and nothing applies to me!

We would have preferred to live on campus, coming from out of state, but there was a waiting list of over a year . . . Now we are off campus (out of it all) and could really care less about most of these things, since they don't affect us and we can't know enough about "on campus" to really give an intelligent answer. We just want to "get our piece of paper" and leave this crummy, cold state.

We don't live in married housing, so the majority of these questions do not pertain to us. The University should provide night classes in the 300 and 400 level courses. They do this at Western Michigan University why not here. Its suppose to be such a great school? Also why don't they put the commuter lot in closer to campus so they won't have to soak us for \$8 every 10 weeks.

It would be nice to have a monthly newsletter geared to the married student. It is difficult for the off campus family to keep track of what is available.

There are many agencies or people on campus who could provide tutoring for students and their dependents. There must be masters or doctoral candidates from almost every major, living in married housing. The tutor for children could be handled through the college of education, it would give experience to the future teachers in that college.

It is hard for us to answer some of these questions as we are not familiar with their problems in the complexes. But it seems that the big thing we've run across are needs for better maintenance service (!) and more freedom in decor alternations (paint etc.)!

Table A.1 (cont'd)

Comments
<p>It seems difficult for me to answer some of these questions because I do not live in university housing. In general I feel that the University might help the married community feel closer to the campus life by helping to organize the recreational programs and the club gatherings. I definitely think the University has helped many married students in arranging the MSU daycare center.</p>

Table A.2
Off-Campus, Graduate Married Students Responses to the Open-End Question¹

Comments
<p>In most of the cases where I've checked the "not needed" space, I feel there are existing agencies/facilities to handle the particular item.</p> <p>Although both my husband and I have been students for the last three years of our marriage, we have never lived in University married housing.</p> <p>This was a very poor questionnaire. I suspect it was not pretested--results, at best, are probably going to be very misleading.</p> <p>This test should have been briefer, less "wordy", and should have used a more familiar framework such as a schematic apprehension scale. Many questions appeared to be redundant. Most of the questions seemed to be taken right from a "brainstorming" session and printed in this questionnaire without screening. Also you allowed for too much "middle of the road" responses--an even number of blanks should have been used.</p> <p>I do not occupy University housing, so am not qualified to judge existing problems.</p> <p>Since we do not reside in married housing, these opinions are based purely on personal feelings and observations!</p> <p>I'd like to add emphasis to the need for tornado shelters in married housing. This is one reason we would never live there.</p> <p>We worked our separate ways through undergraduate school. We are now working our way through graduate school. We don't believe in the "great giveaway" programs which seem to pervade our society at present. Many of these programs look to us like more welfare. We have always worked for what we've received. It's not the easy way, <u>BUT</u> it can be done.</p>

¹This is a compilation of the opinions, additional comments or reactions to any particular question that the respondents might have had in this study. Each paragraph represents the comments of a different respondent.

Table A.2 (cont'd.)

Comments

It sounds like you are organizing a summer camp for 8 year olds. Let these students handle a little responsibility, I am sure most are willing and able.

Very good list! Am not sure about question #5. More explanation needed. ?unions and their functions here. Would they want to assume control of all mentioned questions? How much of a voice would students have here? What role would they play in collective bargaining for students.

Double checks indicate immediate, pressing, important needs of student (married.) Special consideration by University and existing medical persons in area to married students.

My wife and I do not live in University housing. We did live in University housing 2 years ago.

We live off campus--major portion of survey does not apply--

Within the 3 categories under A "needed" I have placed items of widely divergent degrees of need: on campus housing options (governance -12) is much more important than a text book exchange for example! There are no places where the University should have total responsibility. Those specialized areas which I felt were not needed should be taken over solely by student who desire such services, for they will benefit. Generally speaking, matters concerning health care and co-op programs are the most important for the married student community as a whole.
Question--would any new service instituted as a result of this questionnaire and be limited to on-campus married students? Hopefully not?

For question 1 on co-ops and community programs a brochure would be very helpful.
Also--we need more aid or help to people who are moving here from out of state--that is help to find adequate housing.

Table A.2 (cont'd.)

Comments
<p>Although my husband and I do not live on campus, we can see the great need for many of these suggestions. We have seen good friends who do live on campus go through times of great personal sacrifice for lack of things which may have been provided through such services as offered in this survey. I think it is important that the University and the married students work together to solve many of the problems.</p>
<p>We don't live on campus.</p>
<p>I answered this questionnaire in coordination with my wife and I based the majority of my decisions on the fact that we are off campus students and don't realize the problems of married housing. This is primarily our point of view based on our needs.</p>
<p>Those services which I checked as strongly needed are those which are directly related to saving money for the students. I feel that programs can be effectively created and implemented toward the purpose and that cooperation between the married students and the University is the <u>only</u> way to support these programs. Students per se will not be able, in my mind anyway, to develop such services singlehandedly.</p>
<p>A substantial portion of the questionnaire dealt with on campus married students--How about off campus married students.</p>
<p>--Would like to see a greater interest taken in off campus renting practices. Also, legal assistance for the off campus renter should the need arise.</p>
<p>--Daycare is needed but at greatly <u>reduced rates</u>. I find \$25.00/wk much beyond our means after paying rent, food and out-of-state tuition</p>
<p>--The veterinary school should have better rates for student animal health services.</p>
<p>Health--I believe there should be no doctor fees for visit to health center--\$25-\$50 fee/person would make universal "Free" assistance, psychiatric included. Each living unit should have a ceiling light in bedroom and living room. If one unit has carpet, all should or else establish price difference of \$2/mo. or so.</p>

Table A.2 (cont'd.)

Comments

Quite a few of these questions do not apply in my case. I do not live on campus, and campus life does not really affect my life too much.

It should be understood that the form is completed on the basis of off campus living only and therefore only second hand knowledge in relation to many questions.
The questions relating to medical assistance are regarded as high priority.

Provide develop, establish, assist, your use of these words seems to imply, if such was your intent, that most of the things to be established or developed were not already available. We might be students, but we still pay taxes and should be able to partake of the benefits, accruing to non-students, i.e., the "decent" citizens in the greater (?) Lansing area.

If you really want to be helpful, establish a committee to prevent the establishment of any more committees. Part of this committee's work would involve informing the local community--business, legal, and political--of the value of students, married or otherwise (Yes, you're RIGHT, I have my doubts at times). Except for the East Lansing State Bank, and its many student services, other corporate entities in the greater community view the student as someone with money to be taken, otherwise the student is a nothing, even if he is married. Back to your original question, if the students want something, let them decide What, Where, and When. Your legal guidance might be helpful, but no other monetary aid; but don't forget to provide legal assistance to those opposed to blessing the student community with more so-called services.

I believe married students should accept responsibility for their family. This means for their entire welfare and not be dependent upon the University to do so. If the University can assist them in assuming this responsibility fine--but this is not the University's primary responsibility. This includes housing, health care, etc. We do not need a "welfare university" anymore than we need a "welfare state" of government.

Table A.3
On-Campus Undergraduate Married Students Responses to the Open-End Question¹

Comments
<p>People would definitely pay more for improved services: i.e. married housing just isn't up to par with the dorms. Almost everyone would pay for "air conditioning" and being able to regulate their own temperature in the winter.</p> <p>Married couples without kids should be able to live separate from couples with kids especially in the summer.</p> <p>So many of these "needs" are being met in one way or another for students and differentiating between married and non-married is ludicrous. What difference the marital status of a student desiring tutoring, problem pregnancy counseling, textbook exchange, drug problems?</p> <p>This survey is a great idea!</p> <p>--What about trash disposal and burning? How about a recycling effort for cans?</p> <p>--Why can't the university provide space (perhaps above the door) for installation of air conditioners and either rent them, sell them or allow you to use your own.</p> <p>--How about a rent reduction when your apartment is empty 2-3 months with no utilities being used.</p> <p>--Why can't university provide replacements for burned out light bulbs like many utility companies in Michigan do?</p> <p>I feel that married students do have unique problems and that we should seek "assistance" not hand-outs from the University in solving our problems. I would also like to say that the responsibility for the well-being and safety of our children should rest with the parents. University housing was never meant to be a permanent home and our stay here was never meant to be permanent, so let us be a little humble in our demands.</p>

¹This is a compilation of the opinions, additional comments or reactions to any particular question that the respondents might have had in this study. Each paragraph represents the comments of a different respondent.

Table A.3 (cont'd.)

Comments

I can't stand the thought of all these socialist co-ops. The majority of college students should be able to work out their own problems. If not, MSU's artificial utopia isn't going to help. Do you expect me to believe that these questionnaire are not coded? Why were we called 3 times about returning the questionnaire? I can't see finishing this if you can't be honest with me.

All responses which do not read total student responsibility must be understood to mean maximum participation in planning and implementation by married students--and that participation must have impact. Married students need to use University money collection and personnel for participants and resource. Except for a very few, financing must come from the University--most basically because they should have been established by the University with the origin of married housing.

Better bus service; even if it means increased rates!

--Need more individual storage space outside apartments.

--Provide carpeting in front living room of apartment.

--Provide fencing on stair rails for safety of children.

Married students are poor students. If any expensive programs are to be initiated the taxes paid for "service" such as gay lib and SDS could be sued for them (new programs).

Daycare service is too expensive for students and many facilities even if available would not be used by them as their time is limited. This is especially true here in Cherry Lane where we have children as well as husbands. Inexpensive child care in this area is a must.

Also student taxes we pay should be shifted to married student's activities. Health facilities here are non-existent.

I think it is foolish to use University funds (as little as they are now) to do some of the above. It seems married students should be able to accept the responsibilities that come with marriage and not expect the University to provide for him.

The main things needed in Spartan Village are a shelter and an overpass (R. R. tracks).

Table A.3 (cont'd.)

Comments
<p>Child Care #11--It would be nice but not necessary! Think rent is already too high--should have some of these things, particularly air conditioning, in our apartments as ASAP. It's almost impossible to cook, wash dishes or sleep as it is. Layout of apartments makes it virtually impossible to get a breeze in the summer!</p>
<p>--Do away with the color of paint requirement.</p>
<p>--Need more light fixtures in apartments.</p>
<p>--Show some degree of action toward improvement of present facilities.</p>
<p>Comprehensive medical care and insurance, also tornado shelters desperately needed.</p>
<p>As far as I am concerned MSU provides more than enough in counseling, athletics, clubs etc. for the persons who desire them. Items such as insurance, child co-op, exchanges and medical are the responsibility of the individual or groups desiring such services, not the MSU administration. A rule of thumb is, "if it costs money it probably isn't needed." College costs enough now and the government shouldn't increase subsidies to schools to provide extracurricular activities. The money is needed for staff, tuition aids etc. Most married individuals are ingenious enough to provide for . . .</p>
<p>Foreign students need special assistance during their stay here at MSU; especially when leaving country, in areas of getting good prices for merchandise, moving arrangements, etc. Most foreign students I know or knew are very subject to getting the "shaft" every time they turn around.</p>
<p>Allow only students to use the laundry facilities instead of local residents that aren't in the University community. Another laundry would be helpful also.</p>
<p>It is most important the university provide tornado shelters within the married housing complex for the safety of all.</p>

Table A.3 (cont'd.)

Comments
<p>More, better and safer play areas are necessary for the children. Grills with picnic tables located around the married housing areas would be well used and appreciated.</p> <p>There are many things which are needed in a "nice to have" kind of way. I do however realize that it costs more to get more. Several of the above could come from present resources at little additional cost and several are needed regardless of cost (health "strongly needed").</p> <p>The areas which entail the use of "U" property and resources should be (I think!) controlled by the University and student participation or control should be limited to idea contribution. We are here to learn not run things.</p>

Table A.4
On-Campus Graduate Married Students Responses to the Open-End Question¹

Comments
<p>Definitely need programs for pre-teen and teenagers. Access to swimming facilities for school age kids, that are under to 53" height requirement for the big pool.</p> <p>No response by me in Part B meant NOT NEEDED and didn't consider at all.</p> <p>I like to see residents of married housing have more control over what happens here. Buses and cars go thru much too fast. There is no place to plant flowers. Last week the University sprayed in University Village with no warning, where children were playing and when some of us complained we got referred to people on the spray committee, who really weren't much help.</p> <p>For new services directly related to personal use by the more economic well-to-do student, e.g. use of air conditioners, the user should be directly assessed for the added cost. For other activities, e.g. child care, a specific vote on a tax should be taken concerning the financing at <u>each added activity</u>.</p> <p>To inform students of presently available programs should be a major objective. More programs could be more effectively used if more people knew that they existed and how they worked. Housing units are poorly supervised once one is fortunate (or unfortunate) enough to get in. Much can be done to improve living conditions if complaints and suggestions will be investigated and studied.</p> <p>Something must be done about the train problem between Spartan Village and the campus--if not the frequency of trains, then at least the condition of the tracks. Student efforts have had meager results in the past. It is time for the University to exert its authority in an effort to solve the problem.</p>

¹This is a compilation of the opinions, additional comments or reactions to any particular question that the respondents might have had in this study. Each paragraph represents the comments of a different respondent.

Table A.4 (cont'd.)

Comments

Needless to say, the items which I have indicated should be undertaken by the University will cost money. My personal feeling is that I am willing to pay the cost provided and get what I pay for and not the usual University fare of cost over-runs, shoddy workmanship, and bureaucratic inefficiencies.

I do not want the University to "take care" of me. Some of these services would be nice to have, some are ridiculous. Very few are strongly needed. Many of the programs that are needed could be arranged through the appropriate University department. Thus providing the students with practical, real-life experience that is so lacking in a University education. Some of the services listed here could be provided by departments such as: child development, education, ASC, nursing, pre-medical, economics, home economics, etc. Credit should be given for courses providing services.

Tornado situation in Spartan Village--currently ridiculous, either declare village units safe, or build something. I favor a study and then say odds are so low that its OK to stay in Spartan Village. MSU should offer doctor services and run an emergency facility (Urgent).

It would be better to let married housing be loosely organized than to convert it into an organization like ASMSU or COGS.

I especially like using own furniture. Would like to see an end to incinerators. Possibly get University employees with better workmanship. Get assigned parking for each apartment. Get the parking lots plowed more in the winter.

Special married student tax on services designed specifically for married students - I would prefer a "use" tax.

Frozen food storage - I feel quite strongly about this. We rent one in Holt now but the quality is not so good. As to the support I feel that the University should be responsible for running the locker but I also feel that the lockers should be rented at a reasonable price - ex. - \$20.00 per year.

Table A.4 (cont'd.)

Comments
<p>The summers here are impossible without air conditioners. Such an expensive luxury should not fall entirely upon the school but window design might necessitate the permanent installation of the air conditioners in the wall thus a sensibly designed program of shared costs, if they need be put in the wall, would be appreciated. If air conditioners exist which will fit the window then I believe it is the student's total responsibility. But no matter a decision should be reached soon as summer is upon us.</p>
<p>Since some of the programs suggested represent really worthwhile community needs try and avoid pushing those programs which are beneficial to only a few and which should really be provided by the East Lansing community, since to do this would only weaken the care for real current needs.</p>

Table A.5
University Housing Administrators Responses to the Open-End Question¹

Comments
<p>Felt inadequate on several items.</p> <p>When young people get married and start a family prior to finishing school, they must accept the responsibility of caring and providing for that family and not expect the University to go beyond providing comfortable quarters at the lowest price possible.</p> <p>I felt that the apartments served the purpose very well at extremely reasonable prices for the time I spent in them with my wife and two children. Some sacrifice of the finer things in life is well worth the opportunity for an education so that the family will be in a better position in future years.</p> <p>It is time we forget they are students--they are people who have to be responsible for themselves--(same as non-students). The University should function only as a landlord. It is not feasible to provide tornado shelters in the married housing complex.</p> <p>Whatever happened to the person who was responsible for himself and family? Do we now "spoonfeed" adults?</p> <p>I suspect the married housing department is often called upon or expected to support via facilities or equipment tasks it has neither the money or expertise to provide. Whether other University departments that might help have more than a casual obligation to assist or advise is not something I can pass judgement upon.</p> <p>I lived in MSU married housing for five years.</p> <p>So many of cited possible programs or services already exist on campus. Perhaps those in married housing don't "get the word" about things available to them.</p>

¹This is a compilation of the opinions, additional comments or reactions to any particular question that the respondents might have had in this study. Each paragraph represents the comments of a different respondent.

Table A.5 (cont'd.)

Comments
<p>Above answers are strictly personal opinions of an outside observer who was never a married student.</p>
<p>Some of the needs and responsibilities are not practical.</p>
<p>If this questionnaire is used only for a student-personnel approach on a project for an academic purpose, I find it sufficient. However, if this is or would be destined to be used as a basis for further expansion of services and/or possibilities of changes in methods and procedures, regardless of where it may be applied, I very much would be concerned with the structure of the questions and the range of the possibilities that are suggested here.</p>

Table A.6
Student Personnel Administrators Responses to the Open-End Question¹

Comments
<p>Foreign married students need help in meeting American families. Study space for students with children very much needed-a quiet building with study carrels. Otherwise student has to return to campus to find a place to study.</p> <p>We need to be careful that we don't provide facilities and services that may already be accessible to married students. However, it is important to provide those needs which may be somewhat unique and are not being met through existing services.</p> <p>Some programs or services seem to mandate a response on one side or the other of the responsibility continuum. E.g., "provide house calls by MSU physician" would seem to imply University responsibility for the service.</p> <p>Establish a program to assist families with money management problems.</p> <p>My only comment is this. This questionnaire is difficult to answer because I don't know what programs or services married student families feel they need. In general, I would say that the University should work with students to provide those services the students feel they need, and that wherever possible, but particularly in the areas of health care, the University should foot the bill.</p> <p>A major difficulty in answering these questions arose if one responded from a perspective of all married students, other than those living in University provided housing. Some of the options can be implemented only in the context of University married housing residents. (Your directions did not specifically imply that the perspective should be these residents). I also discovered that I do not always separate married students in my thinking, i.e. drug education although I checked this as being needed I do not visualize starting a separate program for "married students only". On the other hand, one may not have been as cognizant of some of the "married students only" needs.</p>

¹This is a compilation of the opinions, additional comments or reactions to any particular question that the respondents might have had in this study. Each paragraph represents the comments of a different respondents.

Table A.6 (cont'd.)

Comments

Lack of response to many items in Part A intended to indicate--no basis for making a judgement. Separate or special services for married students appropriate only where the need is unique to that group.

#1 - Governance differs from coordinating agency or club. I think the former is not needed, the latter is needed. I wish there were more time to comment. Many of the services are needed by married students--I assume that they have access to community services too--if so, neither students or University need be involved except through support. Let's move to eliminate much of the duplication we already have. I anxiously await your results.

I am not sure that I am familiar enough with married student living conditions and their problems to answer this completely adequately.

My concern is that the married student and family be provided with these services that are needed because of living on campus. The University should have a lesserer negligible role in these private areas of family counseling and child development which would be similar wherever the family was living.

I think the reviewer would have a better understanding of the answers given to the above questions if he realizes that I used the following philosophy in developing these answers. I believe that it is the University's responsibility to provide students living in married housing adequate facilities which provide ample protection and security to them and their families. I think that these facilities should also be as attractive and as comfortable as possible and that the University should make every effort to make this an attractive community in which to live. Because of the inadequate health care given to many of the children of students living in married housing, I also believe that the University has some responsibility to see that these children have available to them health care facilities. I do not believe that it is the University's responsibility to regulate or get involved with the student's social world, such as organizing dances, picnics, etc., or that it is the

Table A.6 (cont'd.)

Comments
<p>University's responsibility to be concerned about babysitting, child care, etc. In the governance of these students, I do not think that a formal type of government separate from already recognized student government is necessary; however, an informal organization established by the students may be desirable. The University has an adequate judicial system now, and it is not necessary to establish another one for married students.</p> <p>I am inclined to believe that every effort should be made to make the married student feel a part of the ongoing University and encourage him to attend concerts, plays, use the library facilities, and take part in the intramural sports program.</p> <p>I think that it undesirable for the University to establish organizations which would tend to separate the married student from the rest of the academic community. I am confident that if married students feel the need for a lecture series to discuss drugs, marital and social problems which relate to them, they will find a number of faculty and staff members who will volunteer to assist them in any project. Except for making the student's life as comfortable as possible and in providing health service, the married student should be part of the total University community and his social needs should be satisfied by his own initiative.</p>

APPENDIX B

Letter of Transmittal to Married Students

Memo of Transmittal to Administrators

Questionnaire

OFFICE OF THE DEAN OF STUDENTS • STUDENT SERVICES BUILDING

May 4, 1971

The University has given me the responsibility to investigate the need for programs and services within our married student community.

I have enclosed a questionnaire that gives you the opportunity to indicate what programs and services YOU THINK are needed for married students at Michigan State University.

The enclosed questionnaire is designed to enable you to quickly check off your answers with a minimum of time and effort. Further, it is designed to keep the respondents anonymous. At no time will your name ever appear in relation to this study. The small code number you see at the bottom of the front page will be used by me to determine what proportion of responses have been returned and to classify the responses into groups so the data can be analyzed.

I am asking that all questionnaires be returned by May 14, 1971 which will enable me to begin to promptly analyze the responses. Please return your response to my office in the enclosed self-addressed envelope. Your prompt attention to this project will be appreciated.

If you have further questions, please feel free to contact me at 355-5280.

THANK YOU VERY MUCH FOR YOUR COOPERATION!

Sincerely,

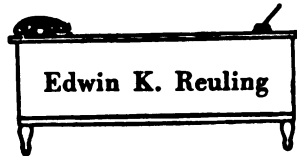


Edwin K. Reuling
Area Director
Off Campus

EKR:bjp

Enclosure

From the desk of —



DATE

May 4, 1971

TO _____

Your help would be appreciated.

In this project, I am comparing responses from three groups: 1) Business and Finance Administrators, 2) Student Affairs Administrators, and 3) married students . . . 'i.e.' your responses is needed to properly weigh the results. Would you please fill out the questionnaire and return it to me in the addressed envelope by the end of the week.

Thank you for your assistance.

INSTRUCTIONS

Because this is a survey of your perceptions, there are no right or wrong answers.

This is an inventory of 55 possible programs and/or services. Read each suggestion carefully and make two ratings on each question. FIRST, choose an answer for PART A, which indicates if you think the program or service is needed. Then, SECOND, choose an answer for PART B, which indicates who should take the responsibility for the suggested program or service--the University or the student family. Even if you feel this service or program should not be provided, I would still like to know who should have the responsibility if it were provided in PART B. In this questionnaire think of responsibility as having only two components: 1) the University and 2) the student family. It is true, other agencies in the community might have responsibility for certain programs and services, however, for our purposes please consider only the two suggested components. Further, think of responsibility as being defined as--that component which should accept the primary role in carrying out the suggested program or service.

Answer all questions as frankly as you can. An open-end question on the back page will be provided for additional comments or to help you qualify any particular response you may have. PLEASE DO NOT SIGN THE QUESTIONNAIRE.

The following Scales Will Be Used For Each Question

In PART A--Mark your X under one of the three (3) suggested answers:

Strongly Needed	Needed	Not Needed
_____	_____	_____
	and:	

In PART B--Mark your X under one of the five (5) suggested answers:

1. The University should be totally responsible.

2. The University should take major responsibility. (The student acts in an advisory role.)
3. The University and married students should share equally the responsibility.
4. The married students have major responsibility. (The University acts in an advisory role.)
5. The married students should be totally responsible. (The University may have to provide a facility or other support but the students take the total responsibility for carrying out this particular suggested program or service.)

EXAMPLE

Program or Service	Part A			Part B				
	Is this Program or Service Needed?			Who should take the responsibility for this Program or Service? University or Married Students?				
	Strongly Needed	Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students share Resp.	Student MAJOR Resp.	Student TOTAL Resp.
Provide on-campus voter registration	—	X	—	—	—	—	—	X

This person marked under NEEDED in Part A--'i.e.' this service is needed, and under Student Total Responsibility in Part B--'i.e.' the student should take total responsibility for carrying out this service.

Program or Service	Part A		Part B					
	Is this Program or Service Needed?		Who should take the responsibility for this Program or Service? University or Married Students?					
	Strongly Needed	Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student MAJOR Resp.	Student TOTAL Resp.
GOVERNANCE								
1. Organize a separate married student government	—	—	—	—	—	—	—	—
2. Establish a separate judiciary for married students	—	—	—	—	—	—	—	—
3. Provide consumer information and/or a shoppers guide program	—	—	—	—	—	—	—	—
4. Provide a married community newsletter	—	—	—	—	—	—	—	—
5. Organize a tenants union	—	—	—	—	—	—	—	—
6. Develop and administer overall on-campus married housing policy	—	—	—	—	—	—	—	—

Program or Service	Part A		Part B				
	Is this Program or Service Needed?		Who should take the responsibility for this Program or Service? University or Married Students?				
	Strongly Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student MAJOR Resp.	Student TOTAL Resp.
GOVERNANCE							
7. Establish and staff a clearing house for information and complaints	—	—	—	—	—	—	—
8. Designate one person in each quadrangle in on-campus married housing to coordinate programs, handle complaints and communication, and coordinate the management of the unit	—	—	—	—	—	—	—
9. Establish a drug education program	—	—	—	—	—	—	—
10. Provide a community orientation to newcomers	—	—	—	—	—	—	—
11. Coordinate bulletin board space in laundry facilities	—	—	—	—	—	—	—

Program or Service	Part A		Part B			
	Is this Program or Service Needed		Who should take the responsibility for this Program or Service? University or Married Students?			
	Strongly Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student MAJOR TOTAL Resp.
12. Develop on-campus housing options whereby a special rent price would enable you to take advantage of special options (i.e. small pets, garbage disposal, central TV antenna, etc.)	—	—	—	—	—	—
13. Develop a policy that allows the use of air conditioners in on-campus apartments	—	—	—	—	—	—
HEALTH						
1. Provide obstetrical and gynecologic service	—	—	—	—	—	—
2. Provide an immunization mobile unit	—	—	—	—	—	—
3. Provide emergency house calls by MSU physicians	—	—	—	—	—	—
4. Develop and implement a program for regular university health care for the married student's family	—	—	—	—	—	—

Program or Service	Part A		Part B				
	Is this Program or Service Needed		Who should take the responsibility for this Program or Service? University or Married Students?				
	Strongly Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student MAJOR Resp.	Student TOTAL Resp.
5. Develop and implement a program for emergency university health care for the married student's family	—	—	—	—	—	—	—
6. Develop a comprehensive family medical insurance plan	—	—	—	—	—	—	—
7. Develop special health need clinics to deal with such problems as dieting, smoking, use of alcohol, use of drugs, and venereal disease	—	—	—	—	—	—	—
8. Provide prepaid medical insurance	—	—	—	—	—	—	—
9. Provide a problem pregnancy referral service	—	—	—	—	—	—	—

Program or Service	Part A		Part B			
	Is this Program or Service Needed?		Who should take the responsibility for this Program or Service? Univ. or Married Students?			
	Strongly Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Share Resp.	Univ. & Students MAJOR Resp.	Student TOTAL Resp.
CHILD CARE						
1. Establish a well child clinic (i.e. pediatric services for well children)	—	—	—	—	—	—
2. Organize more babysitting co-ops	—	—	—	—	—	—
3. Provide a planned parent-hood program	—	—	—	—	—	—
4. Establish a baby equipment and clothing exchange	—	—	—	—	—	—
5. Financially support a program to obtain fenced-in play areas next to on-campus laundry facilities	—	—	—	—	—	—
6. Organize expectant parent classes	—	—	—	—	—	—

Program or Service	Part A		Part B				
	Is this Program or Service Needed?		Who should take the responsibility for this Program or Service? Univ. or Married Students?				
	Strongly Needed	Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student TOTAL MAJOR Resp.
CHILD CARE							
7. Financially support a program to obtain fenced-in play areas for children (other than next to laundry facilities)	—	—	—	—	—	—	—
8. Organize more "co-op" day care service	—	—	—	—	—	—	—
9. Provide more professionally staffed day care service	—	—	—	—	—	—	—
10. Expand our present on-campus day care service to serve all pre-school ages 6 months to 5 years	—	—	—	—	—	—	—
11. Provide wading pools for children	—	—	—	—	—	—	—

Program or Service	Part A			Part B				
	Is this Program or Service Needed?			Who should take the responsibility for this Program or Service? University or Married Students?				
	Strongly Needed	Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student MAJOR Resp.	Student TOTAL Resp.
RECREATION & ENTERTAINMENT								
1. Develop more facilities eg. courts, ball fields) for organized adult recreation	—	—	—	—	—	—	—	—
2. Purchase and coordinate use of equipment for organized recreation	—	—	—	—	—	—	—	—
3. Organize intramural league play (female, male or coed as needed)	—	—	—	—	—	—	—	—
4. Establish a gathering place, with a grill, for married students	—	—	—	—	—	—	—	—
5. Provide a book mobile	—	—	—	—	—	—	—	—
6. Organize band concerts	—	—	—	—	—	—	—	—
7. Organize street dances	—	—	—	—	—	—	—	—

Program or Service	Part A			Part B			
	Is this Program or Service Needed?			Who should take the responsibility for this Program or Service? University or Married Students ?			
	Strongly Needed	Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student TOTAL MAJOR Resp.
RECREATION & ENTERTAINMENT							
8. Organize outdoor ice rink	—	—	—	—	—	—	—
UNIVERSITY & ADMINISTRATIVE SERVICES							
1. Organize more special interest--clubs, classes and activities--directed at spouses not in school	—	—	—	—	—	—	—
2. Provide legal advice and assistance	—	—	—	—	—	—	—
3. Implement a special married student tax (and/or fund raising program) to pay for service specifically designed for married student and families	—	—	—	—	—	—	—
4. Organize tutor programs for the married students	—	—	—	—	—	—	—
5. Organize tutor programs for the children of married students	—	—	—	—	—	—	—

Program or Service	Part A		Part B			
	Is this Program or Service Needed?		Who should take the responsibility for this Program or Service? University or Married Students?			
	Strongly Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student MAJOR Resp. TOTAL Resp.
UNIVERSITY & ADMINISTRATIVE SERVICES						
6. Organize family problem solving discussion groups	—	—	—	—	—	—
7. Involve MSU Volunteer students to assist in programs for married families (i.e. teaching aids, recreation coordinators, income tax assistance)	—	—	—	—	—	—
8. Provide marital enrichment counseling	—	—	—	—	—	—
9. Provide an option to use your own furniture in on-campus housing	—	—	—	—	—	—
10. Provide tornado shelters within the on-campus married housing complex	—	—	—	—	—	—

Program or Service	Part A		Part B			
	Is this Program or Service Needed?		Who should take the responsibility for this Program or Service? University or Married Students?			
	Strongly Needed	Not Needed	Univ. TOTAL Resp.	Univ. MAJOR Resp.	Univ. & Students Share Resp.	Student MAJOR TOTAL Resp.
CO-OPS AND COMMUNITY PROGRAMS						
1. Establish a car maintenance and gas co-op	—	—	—	—	—	—
2. Establish a food buying co-op	—	—	—	—	—	—
3. Establish a crisis center to handle married students problems	—	—	—	—	—	—
4. Establish a frozen food storage locker program	—	—	—	—	—	—
5. Assist eligible student families in obtaining food stamps	—	—	—	—	—	—
6. Develop a personal property exchange program (furniture, clothes, stereoes, etc.)	—	—	—	—	—	—
7. Develop a textbook exchange program	—	—	—	—	—	—

Additional Comments: