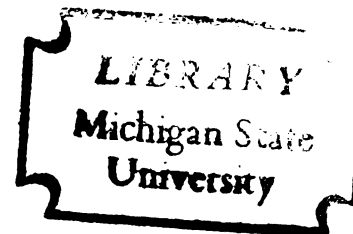


THE EFFECTS OF TERRITORY AND PERSONALITY
COMPATIBILITY ON IDENTITY AND SECURITY

Thesis for the Degree of Ph. D.
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FREDERICK A. EIGENBROD Jr.
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This is to certify that the
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ABSTRACT

THE EFFECTS OF TERRITORY AND PERSONALITY COMPATIBILITY ON IDENTITY AND SECURITY

By

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The living environment of the college student has been found to exert very strong pressures on the student which can either facilitate or retard intellectual, social, and emotional development. The present investigation was an attempt to study elements of both the human and physical environment. Specific hypotheses explored involved the impact of territorial ownership and personality compatibility on identity and security. Effects of these variables on academic achievement, satisfaction with room and roommate assignment, and disciplinary difficulties were also studied.

The study was carried out in a coed residence hall at Michigan State University. Subjects for the study were residents of the hall who volunteered to participate in the project by taking, at the beginning and end of an academic term, inventories designed to assess compatibility, security, and identity. Data was compiled on

two hundred and eighty subjects, eighty-one males and one hundred twenty-seven females.

Territory was studied by allowing students in four houses, two men's and two women's, of the dormitory to decorate and change their physical surroundings in any way desired. This freedom allowed duplication of the territorial situation in which delineation of boundaries and manipulation of the environment to reflect individuality occurs.

Personality compatibility was determined through the use of the Myers-Briggs Type Indicator. The degree of compatibility of roommate pairs depended upon the extent to which basic personality functions were shared.

At the beginning and end of fall quarter the subjects were administered the State and Trait Anxiety Inventories and an identity scale composed of items from the identity scale of the Tennessee Self-Concept Scale. A questionnaire designed to determine satisfaction with room and roommate assignment, the number of requests for room and roommate change, and disciplinary difficulties was also administered.

Statistical results supported only four of the hypotheses studied. Subjects who lived on territorial floors had significantly higher ratings on room and roommate satisfaction than control subjects. Highest satisfaction ratings were also found for subjects who had compatible roommates.

The importance of territorial ownership and personality compatibility on identity and security was not supported by the statistical results. However, reports of residence hall staff members indicate that some identity changes did occur. These changes were noted on a group level and took the behavior form of increased concern for hall cleanliness, decreases in damage and disciplinary difficulties.

The results, although failing statistically to support the importance of territorial ownership and personality compatibility for an individual's feeling of identity and security, did reveal some impact of the experimental treatment. Implications of the findings for residence hall included increased freedom for students to control and manipulate the physical environment and assignment of roommate pairs on the basis of personality compatibility.

Failure to find statistical differences on identity and security variables was attributed to (a) unsatisfactory measurements, and (b) lack of control over relevant variables.

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Frederick A. Eigenbrod Jr.

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CHAPTER I

INTRODUCTION

A growing body of knowledge is being accumulated on the college student and his environment. Out of the research has come the awareness that the residential milieu is one of the most powerful of the molding influences that the student will encounter during his college career. Not surprisingly the results of this influence may not always be advantageous to the student. As Lozoff (1968) states very simply and clearly, "The residential milieu had a strong effect on the undergraduate and may either aid or retard his social, academic, and emotional development."

One of the most comprehensive studies of the college student (Katz, 1968) explores this problem of the living environment and its findings emphasize the significance of a student's surroundings. The study also points up the fact that the importance of the living environment is usually ignored by the institution. The Katz study reports that the university as an institution showed relatively little interest in facilitating students' social development. The challenge of aiding youth in developing academic, intellectual, and vocational skills was the

university's area of competence, and the problem of supplying housing, social facilities, and proper personal guidance was seen as a peripheral task.

Some rather disconcerting statistics reveal that the university cannot afford to ignore any facilitating resources available. These statistics show that even though the caliber of college students has increased rapidly, the failure or drop-out rate is extremely high. On the average, colleges and universities lose about half of their students with forty per cent graduating on schedule and twenty per cent graduating after some delay (Summerskill, 1962). Trent and Medsker (1968) report that only twenty-eight per cent obtain degrees within a conventional four year period. Estimates of the number of students who need psychological help vary, but some figures as high as thirty per cent are given. Perhaps the most eye-opening figure involves the suicide rate which on college campuses is reported (Bratten, 1965) to be forty per cent higher than that for the general population. Wendell (1966) cites similar evidence, pointing out that thirty-four per cent of all college deaths are the result of suicide. Only accidents at thirty-seven per cent rate higher as a cause of death. If the university could utilize the power of the students' living environment it could help to alleviate some of the problems that lead to the statistics cited above.

One reason that the university is unable to manipulate and exploit the living environment is that much is unknown about the crucial elements and actual mechanisms by which the environment works on the student. The difficulty arises out of the complex nature of the environment which is composed of both human elements and physical elements. It is this interaction which so systematically acts on the student but at the same time complicates identification of the exact functioning of the environment. The need exists for research which will explore the two crucial elements, human and physical, which make up the environment and what happens to the student as he is exposed to the environment. The present study is designed to investigate both areas.

The physical aspects of the environment usually have received much less attention in previous research. This in part can be attributed to the lack of a conceptual framework which makes the effects of manipulation the environment predictable. Ardrey (1966) and to a lesser extent, Lorenz (1963) and Morris (1967) have suggested one way in which the physical environment can influence an organism. The conceptualization revolves around the notion of territoriality. According to the territory principle each individual seeks to isolate and define a part of his physical environment, that is to establish his territory, his home, his castle. One of the most

important steps in establishing territory is the definition of the territorial boundaries. The individual denotes in some manner where his territory ends and perhaps more importantly where it begins. Delineation of territory also involves manipulation of the physical environment.

Most directly affected by the establishment of territory is the individual's sense of identity and security. As the individual defines his territory he begins to manipulate it and change it so that the territory comes to reflect the individuality and personality of the owner. The territory becomes an extension of the individual. At the same time the individual through his relationship with the physical elements becomes a part of that environment and derives from it feelings of stability, belonging, confidence, and relaxation. The individual by his uniqueness derives added measures of security and identity. Thus the question arises, if a student is allowed to control his physical environment, to establish his domain, his territory, will he take a step toward defining the "me" and "not me"?

Human beings comprise the other set of elements and variables in a student's life. The college student quickly becomes a member of one of several peer groups. These groups are either selected by the student or are forced upon him by the nature of the educational process. The influence of peer groups is powerful and it is through

them that the student evaluates himself. The student needs the peer group because of his need for other people and the social approval he can derive from being an approved member of the group.

In many ways the roommate pair of the residence hall constitutes a basic peer group. Each dormitory resident lives in very close proximity to another student who will in essence serve the same functions that many members of a large group would. The members of the pair bring to the living environment behaviors, values, opinions, attitudes, and beliefs which may or may not be similar. It is these differences in functioning that can lead to either facilitation or retardation of student growth and development.

Individuals differ with respect to the means by which they perceive and respond to the environment. Some individuals take in stimuli very directly and objectively, processing that stimuli much as a computer would with little information being added by the individual. In contrast, others will process stimuli much less directly. These individuals will add associations which make the data take on a good deal of subjectivity. The differences in the way the environment is perceived may, of course, lead to differences in meaning for each individual. Reaction to the environment also will differ with individuals. On the one hand the response may be based on pure logic and be carried out in a bold assertive way. In contrast an individual's response to the environment may

be less assuredly made and with a great deal of affect and subjectivity.

If individuals differ too radically in their perceptual and response patterns, they may threaten each other, clash frequently, and in general utilize energy that could be better spent. If this notion and the material presented above has some validity, then roommates who differ too much in these response and perceptual modes would be expected to show less development of those variables already mentioned, identity and security. It is the aim of the present study to test out this conceptualization by identifying the typical functioning of each member of the roommate pair and then designating the similarities of the individuals.

In summary, the questions regarding the nature and function of the students living environment have been raised. Based on knowledge about the physical and human aspects of the environment the notion was advanced that territorial ownership and personality compatibility can significantly affect the student's feelings of identity and security. These questions can be developed into hypotheses and are presented in the null form below.

Hypotheses

Hypothesis I. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in the development of identity over a period of one academic term.

Hypothesis II. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in security over a period of one academic term.

Hypothesis III. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in academic achievement over a period of one academic term.

Hypothesis IV. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in disciplinary difficulties over a period of one academic term.

Hypothesis V. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in satisfaction with residence hall room assignment over a period of one academic term.

Hypothesis VI. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in satisfaction with roommate over a period of one academic term.

Hypothesis VII. Students who possess and do not possess territory will show no difference in identity over a period of one academic term.

Hypothesis VIII. Students who possess and do not possess territory will show no difference in security over a period of one academic term.

Hypothesis IX. Students who possess and do not possess territory will show no difference in academic achievement over a period of one academic term.

Hypothesis X. Students who possess and do not possess territory will show no difference in disciplinary difficulties over a period of one academic term.

Hypothesis XI. Students who possess and do not possess territory will show no difference in satisfaction with residence hall room assignment over a period of one academic term.

Hypothesis XII. Students who possess and do not possess territory will show no difference in satisfaction with roommate over a period of one academic term.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter literature will be explored which deals with the influences of the environment, particularly as it may effect the development and maintenance of a student's security and identity. Research will be cited which deals with both the physical and human aspects of the environment. In these studies some of the elements of the human and physical environment which have been studied will be explored and the need for further research in these areas pointed out.

Literature will be presented which suggests the puissance of the physical environment in not only temporarily affecting behavior but in bringing about major change. Attention will then be given to the concept of territoriality and its possible application to the college residence hall setting where territory needs may go unrecognized and unfulfilled. Although studies dealing directly with the application of the concept of territoriality to human situations are rather rare, evidence will be presented which suggests that an individual's ownership and/or identification with some aspects of his physical environment can be of some significance.

The human environment has been given a great deal of attention in research and there can be little doubt about the possible influence of one individual on another. The interpersonal aspects of the ecological approach will be explored in this chapter as it particularly applies to the roommate situations in college residence halls. Evidence will be cited which indicates that one member of a roommate pair may significantly influence the values, attitudes, behaviors, and achievement of the other member. Studies presented will deal with the basic differences that may exist between the ways in which the members of the roommate pair perceive and react to the environment. Finally, implications of these studies will be used in attempting to beneficially exploit these differences.

The Search for Identity

The identity crises is not unique to the college student, Erickson (1959) views it as associated with late adolescence. He describes the identity crises as a confusion in ego identity, giving as symptoms: self-consciousness, preoccupation with physical appearance, preoccupation with sexual roles, anticipation of the occupation role, and disturbances in the sense of time. However, in recognizing the prevalence of the identity crises among college students, Form (1966) has called it the college syndrome. Characteristics of the syndrome include: depression, immaturity and inability to assume

adult roles, uncertain vocational goals, sexual problems, problems of relating, apathy or lack of motivation, lack of self-esteem, conflict of values and a sense of guilt. Even when the student does establish some conception of who he is and what he will do, the result may be less than desirable. Merenda (1961) found that in the process of acquiring a higher education, college students tend to acquire a stereotyped set of self-concepts. The stereotype is characteristic of a relatively passive, nonaggressive, socially confident person.

In addition to the generalized effect of a non-existent or poorly developed identity, there is evidence of specific effects which detrimentally influence intellectual and affective functioning. Dropping out of college is a crucial problem faced by the student, and Harvey (1966) has shown that identity conflicts are significant contributors to failure as well as depressive states, which are associated with failure. Intellectual achievement and functioning have been found to be related to ego identity status and feelings of self worth. Marcia (1966) identified four modes of reacting to the late adolescent identity crises. He found that those designated "identity achievement" scored highest on an independent measure of ego identity and performed better than other statuses on a stressful concept attainment task--persevering longer on problems and maintaining a realistic level

of aspiration. The identity achievement group also subscribed less than other statuses to authoritarian values and their esteem was less vulnerable to negative information. Creativity (White, 1964) as well as manifest hostility and anxiety (Dignam and Kubis, 1964) are inversely related to ego identity. Of course identity conflict is only one factor that can lead to poor academic performance, personality and interpersonal problems, and failure in college, but these conflicts can contribute to many of the causes cited by Sexton (1965) as contributing to attrition in college populations.

The Search for Security

Closely allied with the student's search for identity is his search for security. Establishment of meaningful identity cannot occur under conditions of threat, anxiety, and insecurity. Borel (1964) has recognized the role of security as a motivation of human behavior and he states that:

one of the basic needs of man for survival is predictability and control of his environment, which represents security. This need to establish a cause and effect explanation for the environmental factors is so strong and its absence so anxiety provoking, that practically all known cultures have used substitution of supernatural forces as the cause when the physical forces were beyond the understanding of the culture. If one can accept the premise of security as a primary striving of the human animal, then one may represent the emotions as varying points on the physiological arousal-quiescence scale in response to the individual's perception of the relative security or insecurity

of the situation. It is further suggested that security is intimately involved with the individual's self concept.

The complex environment in which the student lives provides few sources of protection and security and one can readily see the urgency of the student's search for some control of the environment reflected in the turmoil on today's college campuses.

Borel is not alone in his contention that insecurity and anxiety are involved with the individual's beliefs and conception of himself. Buchin (1965) has found a relationship between anxiety, the self-concept, and college achievement. Similarly, results of a study by Zdep (1966) indicate that highly creative people are less anxious than people of lower creativity. Intelligence quotient and anxiety were shown to be negatively related. This interaction between security, creativity, and the environment has been explored by Wade (1968) who concluded

a common factor may be responsible for the correlation between intelligence and creativity while at the same time the environmental factors associated with psychological safety and freedom leading to the independence of the individual provided the child with further development of the cognitive factors involved in creativeness.

Gividens (1959) studied the effect of stress on self concept and found that under stress the scores on a self-concept indicator dropped and that also subjects showed less certainty of self-description. Although individual responses to anxiety differ the end result

is usually a retardation of growth development and realization of human potential. The results are behaviors, attitudes and situations detrimental to the individual and inconsistent with the goals of higher education.

Need for an Ecological Approach

The problems of identity and security seem then to evolve out of a rather complex interaction between personal and environmental factors. Usually solutions to these problems have been sought in only the personal area to the almost complete exclusion and ignoring of the environmental aspects. The physical environment has received less attention. Sells (1966) supports the need for an ecology in the science of psychology. He states that

dependencies between characteristics of situations and behaviors encourage further exploration of environmental determiners of behavior. Until we can assign to environmental variables the proportions of variance in behavior for which they account, our understanding of behavior will be incomplete. When this is accomplished the goals of an ecologic approach to the science of psychology will have been achieved.

Barker (1963) also believes that an adequate behavioral science required conceptual bridges between psychology and ecology.

Of the interaction between organism and environment and the need to consider both, Sells (1963) has stated:

the principle of interaction reflects an adaptive process rather than a random encounter between inner and outer forces. This process involves a polarized accommodation of organism to environment, not only at the level of molar behavior, but in

all biological functioning of which molar behavior is one manifestation. The most obvious need in evolving the manifold encounter of organism and environment is a more satisfactory and systematic conceptualization of the environment. If behavior is to be represented as a multi-dimensional interaction of the universe of person variables and environmental variables, psychology cannot advance productively until the environment universe is specified.

Tedeschi (1966) also says that psychologists should focus more upon the various multiple environments of man so that the understanding of man in all his complexity can evolve. Franke (1967) too believes that the cooperation of psychologists in the forming of our environment is urgently needed.

The Physical Environment

Research suggests that environmental manipulation and control may provide an unused resource in helping people to achieve their potential. Environmental control is being used more and more in hospitals for the mentally ill with the result that cases resistant to most traditional forms of therapy have shown significant positive change. Vanderpol and Stanton (1966) found that schizophrenic phenomena vary as a function of hospital environment and believe that environment is a variable of major clinical importance in the course of mental illness. Similarly Kasmar, Griffin and Mauritzen (1968) found that being in a beautiful or ugly room could differentially effect patients' ratings of their own mood, perception of

the room, and ratings of psychiatrist. The importance of the environment on creative problems solving has been shown by Hinton (1968) who found that environmental frustration significantly reduces creative problem solving performance.

With regard to the identity problem, the role of the physical environment as a possible aid in formation of an identity has some support in previous studies. Murray (1964) acknowledges the role of the physical environment in asserting that "inside the college student can be found the seeds of change in identity image and the source of identity-confusion. But environmental changes and social demands are also components of the crisis in developing self-identity." Similarly Shands (1963) states that uniqueness of identity consists of the arrangement of identifications and internalizations. With more effective control of the environment, more attention can be paid to the self. Vidulich and Wilson (1967) have found that the physical environmental setting of a human interaction may be important even in determining the extent of social influence that occurs in that setting.

One aspect of the physical environment which has not received much attention is territory. In The Territorial Imperative Robert Ardrey offers some brilliant insights into the nature of territoriality and how it can influence organisms and perhaps their feelings of identity

and security. Based on ecological, zoological, and biological observations Ardrey's approach is at once simple and challenging.

As we may understand the popularity of human war, we may understand the popularity of territory. There are few institutions, animal or human, that satisfy all three needs (identity, security, stimulation) at once. Besides the security and the stimulation of border quarrels which it (territory) provides with equivalent largess among species, it provides identity. 'This place is mine; I am of this place,' says the albatross, the patas monkey, the green sunfish, the Spaniard, the wolf, the Scotsman, the skua, the man from La Crosse, Wisconsin. I am of this place which is different from and superior to all other places on earth and I partake of its identity so that I too am both different and superior, and it is something that you cannot take away from me despite all afflictions which I may suffer or where I may go or where I may die. I shall remain always and uniquely of this place.'

Ardrey continues,

I can discover no argument of objective worth which can effectively counter the claim that the psychological relationship of a lungfish to a piece of muddy water differs in any degree from the psychological relationship of the San Franciscan to the hills and the bay that he loves so well. Several hundred million years of biological evolution have altered not at all the psychological tie between proprietor and property. Neither have those unimaginable epochs of evolutionary time altered the psychological stimulation which enhances the physiological energies of the challenged proprietor. Nor have we reason to believe that the sense of security spreading ease through a troop of black lemurs in their heartland has changed a least whit throughout all of primate history in its effect on the sailor, home from the sea, on the businessman, home from the office.

Territory then, can be a piece of ground, a tree, a cave or a house. In short it is a tangible part of the environment with which an organism identifies. Territory

helps to delimit; it circumscribes the organism and determines where one organism ends and another beings. An organism is not limited or defined by his skin but rather by the territory he commands. The individual is part of the territory and it is a part of him. In Ardrey's words:

the animal seeks to differentiate himself from all others of his kind. As a member of a herd or flock or school or troop or noyau, the social animal belongs to a group differentiated from all other groups; and within that group he acquires a territory of a rank of status or a perching or resting place, acknowledged as his alone, which distinguishes him from all other members of the group. He has achieved identity. Through a fixed and unique relationship with something larger of more lasting than himself--the pebbles in a stream bed, the herd grazing on a slope--he has defeated the pressures of anonymity which myriad life continually brings to bear on the individual's psyche.

If humans are subject to similar drives and forces, the manipulation of the physical environment particularly, territory, may offer a means of helping students to develop a meaningful identity and at the same time provide needed security.

There is a paucity of research which directly employs the concept of territoriality. Carpenter (1958) has presented a review of some of the concepts and problems concerning territory using an observational approach. Roos (1968) studied the application of the ecological concepts of territoriality and jurisdiction in regard to behavior on a small warship. He believes that the limits of the ecological analogy in analyzing human behavior requires use of a concept like jurisdiction to analyze residual behavior.

Jurisdiction is defined as control over space for short time periods or over things which may or may not be dispended. The study reveals that many behaviors associated with territory: defense of borders, identity with the territory, supremacy of the territory defenders, and establishment of borders, all occurred. Roos suggests that jurisdiction and territorial behavior may have the social function of ordering shipboard life.

The potency of the territorial drives in man will be explored in this study, and Coleman (1968) has demonstrated some of the resulting behavioral effects. He points out that the role of territoriality in humans is not well understood, perhaps because it is difficult to separate from factors of social organization. Examples of territoriality, even on the family level, may be observed in the frequent designation of various rooms or individual pieces of furniture as "father's" or "mother's" or in the desire to give each child a room of his own. Van Christo (1965) also has acknowledged the need for a room where an individual can express his own personality, independence, and communicative taste.

Territory may even provide a sense of security and belonging that may significantly aid adaptive, adequate functioning. Coleman feels that for some who find personal relations particularly difficult, territoriality and idiosyncratic territorial structuring may provide

useful personality support. Support for this contention comes from the case study provided by Coleman in which a patient manifested bizarre, maladaptive behavior while at a hospital but when at home was reality oriented, calm, confident, sociable and in every other way "normal."

The research cited above supports the notion of a territorial surge which man experiences, and for which he seeks gratification. There is some reason to believe that the college environment is one in which these needs may have no outlet. The present thesis attempts to explore and evaluate the usefulness of the application of the concept of territoriality to the college population and in particular to residence hall living.

The Human Environment

A student's environment is composed of not only inanimate objects but also human beings. To neglect the interpersonal and social aspects of the student's environment would be to ignore another potent source of positive influence and to abandon the ecological approach to problem solving on the college campus. Barker (1963) contends that within a behavioral setting a person contributes to the setting by which he himself is constrained. He believes that one future problem of an eco-behavioral science is to investigate how diversity and uniformity at the level of persons contributes to the serenity and stability of behavior settings. Ardrey also seems to support the notion

that besides territory there is another behavioral outlet which satisfies identity and security needs. "The social invention supplies identity at two levels through one's membership in a society and one's rank within it; and provides security on two levels, the stability of the group and the stability of one's rank within the hierarchy." The significance of others on one's self-concept is well documented (Sherwood, 1965) and much of the literature has focused primarily on group influences. Even when individuals are considered, less has been done to examine the effects of the person with whom the student has the most and closest contact: the roommate. What research has been done shows rather clearly that the influence of one roommate on the other is formidable.

Brown (1966) found that arrangement of the proportion of science and humanities majors on a floor could influence choice of major. He states, "the results suggest that manipulation of the environmental press in residence halls can assist colleges in achieving their educational objectives. Further research is needed on the effects of assigning students on the basis of other characteristics." Morrill (1966) showed that student needs do not vary significantly across institutions. While there are some differences between the needs of students enrolled in different environments, at the same time the needs of students majoring in similar curricular areas at different institutions are similar. Crew and Gibling (1965) have

studied the influence of the roommate pair on achievement and found that in some courses roommate pairs will achieve higher grades than predicted by ACT scores. The increase in G.P.A. is probably not a function of intellectual variables alone, as Elton and Bates (1966) found that you cannot predict the G.P.A. of one roommate from the G.P.A. of the other roommate. Pace (1967) found that satisfaction with roommate could be another possible contributor to performance. His results showed that roommates who were highly dissatisfied with their roommate relationship had significantly lower scholastic achievement than satisfied pairs.

Nudd (1965) studied roommates to see what factors determine satisfied and dissatisfied pairs. Values were found to have no significance and thus were not the crucial variable. Nudd states that the difference seem to be that in dissatisfied roommates one member of the pair tended to fail to see how his actions were perceived by the other. Although he suggests certain demographic factors such as sex, religion, etc., as possible determinants of the differences, a more comprehensive and basic determinant may be personality. This would mean that the major of the roommates was not the crucial variable but rather similar personality characteristics of students to similar fields. Indeed Goldschmid (1967) found that subjects prefer their fictional heroes and heroines to be similar to themselves.

This seems to support further the idea that people seek out and are attracted to those who possess attributes similar to their own.

Similarities in personality often mean similarities in modes of perceiving and responding to the environment. That is, people differ systematically in what they perceive and the conclusions they come to. As a result, individuals show corresponding differences in their reactions, in their interests, values, needs, motivations, in what they do best, and in what they like best to do. One example of these perceptive and reactive differences is the degree to which stimulation and security are sought. Individuals of similar personality types will seek out similar levels of stimulation (Vitz, 1966; Fisk and Moddi, 1961). Penney and Reinehr (1966) also believe that an individual seeks some characteristic amount of exteroceptive stimulus variation.

Discussion the search for variety of stimulation
Taylor and Levitt (1967) report:

since he over-responds to change, the narrow categorizer is probably motivated to withdraw from a world that, phenomenally at least, must be seen somewhat overstimulating; the broad categorizer, who underresponds to change, should be more extrovertedly motivated. He should pursue sources of stimulation which are by neutral standards, overstimulating in their scope and variety.

Anast (1966) investigated this difference as it affects mass media response using the Myers-Briggs Type Indicator.

He reports that substantial support was given to the hypothesis that sensation-oriented persons prefer the well-structured media of television and movies, while intuitive persons prefer the more ambiguous stimuli of the printed page in novels and magazines.

The roommate pair is the basic living unit on campuses and based on the evidence presented that roommates may significantly influence each other, roommate pairs will be identified and studied to determine helpful or detrimental effects on the establishment and maintenance of identity and security. Use of the Myers-Briggs Type Indicator makes it possible to designate roommates as being compatible or incompatible on such dimensions as stimulus-security seeking. This study attempts to explore these similarities and dissimilarities and their influence not only on identity and security but also on overt behaviors such as disciplinary problems and grade point average.

The review of literature indicates several questions that the present thesis attempts to answer, at least in part. Is the concept of territoriality appropriate for the human organism and can it be applied to the college residence hall and its students? Can roommate pairs be usefully identified and categorized on the bases of personality compatibility types? These have been secondary questions raised and suggested by the reviewed studies.

Is an ecological approach to student development a viable and efficacious one? Are identity and security effected by territorial ownership and personality similarities and dissimilarities? Can territorial ownership and personality compatibility effect such behavioral outcomes as, academic achievement, satisfaction with residence hall living, and disciplinary difficulties?

CHAPTER III

METHOD

The effects of territory and roommate compatibility were studied within the context of a university owned residence hall. The hall chosen for the study was considered by Housing and Residence Hall Programs officials to be typical of housing facilities at Michigan State University. Men and women reside in the hall and occupy separate wings of the building, sharing common facilities such as classrooms, recreation facilities, and dining areas. The typical floor of the six story building contains two "houses" each housing fifty students, two in a room. This situation made it possible to determine compatibility for each pair and to limit the territory variables to well-defined areas.

Sample

Since the hall was representative of university housing the students residing there were of a variety of majors, classes, and ages, although as expected freshman predominate. The sample for the study was thus composed of any resident of the hall who volunteered to participate in the study by completing the pre- and post-term inventories. Complete data was collected on 208 students, 81 males and 127 females.

Four were seniors, twenty juniors, seventy sophomores, and one hundred and fourteen freshmen.

Subjects for this study would be students who volunteered to participate by taking the pre- and post-term inventories. Seven hundred and twenty students volunteered at the beginning of fall term, of these there were 204 roommate pairs. Only roommate pairs were used, and of the 408 subjects who began in the study, 263 retok the inventories at the end of the term. Complete pre- and post-term data was compiled on 208 students who would thus comprise the sample for the present investigation. Table 1 shows the distribution of subjects in all experimental and control groups. Because of the voluntary nature of the sample it was impossible to insure equal numbers of subjects for all treatment conditions. The result is a disproportion of subjects in the cells. All statistics were based on these 208 subjects.

TABLE 1.--Distribution of Subjects in Experimental and Control Groups.

	Territory		Non-Territory		Total
	Males	Females	Males	Females	
Incompatible	5	2	20	13	40
Complimentary	13	8	24	63	108
Compatible	7	8	12	33	60
Total	25	18	56	109	208

Instrumentation

To measure identity and security self-report instruments were used. These self-report inventories allow the gathering of information necessary for the study while minimizing the participation time of the subjects. Because the sample was a volunteer one, any instruments which would require much time to complete or contained complex instructions and administration procedures would seriously reduce the number of subjects volunteering, particularly on post-term testing.

Security can have many meanings, so for the purpose of the present study it was defined as the lack or absence of anxiety. Therefore, high security would be indicated by a low score on an anxiety measure, and low security, by a high score. Operationally defining security in terms of anxiety raises some problems especially with regard to the validity and reliability of measurement. However, Acher and McReynolds (1966) offer evidence that this need not be a difficulty. They report, "self rating methods of assessing anxiety has been widely used." It has generally been used successfully in the sense that its results have tended to support plausible hypotheses. The self-rating method for the assessment of anxiety, therefore, should not be uncritically taken as a second-rate technique to

be used only when there is not adequate time for administration of an anxiety inventory. Koenig (1963) also believes that the self-rating method can be a valuable tool and a valid index of change in anxiety. Levitt (1957) and Spielberger (1966) present excellent reviews of the problems and possible solutions in the use of self-rating anxiety measures.

The State-Trait Anxiety Inventory (STAI) (Spielberger and Gorsuch, 1966) was used to measure anxiety and thus served as an index of security. The inventory consists of separate self-report scales for measuring two distinctive anxiety concepts: state anxiety (A-State) and trait anxiety (A-Trait). The A-State scale (Appendix A) of the STAI consists of 20 statements that ask people to describe how they feel at a particular moment in time. The A-Trait Scale (Appendix B) consists of 20 statements that ask people to describe how they generally feel.

State Anxiety (A-State) is conceptualized as a transitory emotional state or condition of the organism that varies in intensity and fluctuates over time. This condition is characterized by subjective, consciously perceived feelings of tension and apprehension, and activation or arousal of the autonomic nervous system. Measures of A-State should reflect the intensity of these feelings of tension and apprehension and/or the degree of activation of the autonomic nervous system.

Trait Anxiety (A-Trait) refers to relatively stable individual differences in anxiety proneness, that is, to differences in the disposition or tendency to respond with elevations in A-State in situations that are perceived as threatening. As a concept A-Trait appears to have the characteristics of a class of constructs called "motives" or "acquired behavioral dispositions." Motives are dispositional tendencies acquired in childhood that are latent until the cues of a situation activate them. Acquired dispositional concepts, involve residues of past experience that predisposes an individual both to view the world in a particular way and to manifest "subject-consistent" response tendencies.

The relation between state and trait anxiety may be conceived as of analogous in certain respects to the relation between the physical concepts of kinetic and potential energy. State anxiety, like kinetic energy, refers to an empirical process or reaction which is taking place now at a given level of intensity. Trait anxiety, like potential energy, indicates a latent disposition for a reaction of a certain type to occur if it is triggered by appropriate (sufficiently stressful) stimuli.

The Tennessee Self-Concept Identity Scale

The first 30 items from the Tennessee Department of Mental Health Self-Concept Scale (Fitts, 1955) was used as the measure of identity (Appendix C). The concept,

self-concept, is closely related to that of identity, and the Tennessee Self-Concept Scale is one of the best measures available for evaluating self-concept. The test contains an identity scale where the individual describes his basic identity--"what I am"--what he is as he sees himself. Grumberg and Frank (1965) found that some distortion of scores may occur due to the development of a response set in the testee induced homogeneous arrangement of the items. However, the instrument has proved valuable in reflecting change as a result of various experimental treatments. Ashcraft (1964) showed that the test validity reflects changes as a result of psychotherapy.

The Tennessee Self-Concept Identity Scale and the State and Anxiety Inventories provide direct measures of change in identity and security. However, to completely evaluate change it is necessary that behavioral manifestations of these changes be also recorded. As Richard (1965) so aptly puts it:

Even when criteria reflect change following the experimental treatment, one is still left to wonder if this behavior generalizes enough to influence the patients daily functioning. The same problem is inherent in most measurements other than overt behavior, including measures classified as physiological, sociometric, psychometric, projective, etc. The generalization step can be avoided only when specific behavior is used as both the immediate and the ultimate criterion.

Therefore, a questionnaire (Appendix D) was designated to ascertain satisfaction with living arrangements and

roommate, requests for change of room and roommate, use of counseling services, disciplinary problems, and grade point average.

The Myers-Briggs Type Indicator (MBTI)

Determination of roommate compatibility was made through the use of the Myers-Briggs Type Indicator (Myers, 1945, 1958, 1962). The MBTI is a self-report inventory which is intended to measure variables stemming from the Jungian personality typology. It consists of four scales; Extroversion-Introversion (E-I), Sensing-Intuition (S-N), Thinking-Feeling (T-F), and Judging-Perceiving (J-P). The E-I scale is presumed to measure interest in things and people or concepts and ideas; the S-N scale, tendencies to perceive through the usual sensory processes or indirectly via the unconscious; the T-F scale, tendencies to judge (or evaluate) phenomena rationally and impersonally or subjectively and emotionally; and the J-P scale, tendencies to reach conclusions about phenomena or to become aware of them. These scales were expressly developed to classify people into type categories. In addition to the categorical classifications, continuous scores for each scale can be derived. The MBTI is particularly appropriate for use with the college students and Striker, Schiffman, and Ross (1965) found the scale useful in predicting grades and dropouts.

Procedure

The procedures used in the study were designed to be minimally disruptive to normal residence hall functioning and at the same time allow reasonable testing of the experimental hypotheses. So as far as possible the experimental treatments were incorporated into existing residence hall policies and procedures. It was necessary in some cases to change regulations, and this was done with the cooperation and through the permission of the Director of Housing and his staff. The intervention of the experimenter was minimal except for contact at the testing sessions; all other procedures were carried out by the residence hall staff. Although it was thus more difficult to control tightly all variables, circumstance dictated that this exploratory study be conducted in this manner.

Territory

For the experiment involving the effects of territory, four house, two men's and two women's, were chosen at random to be the experimental houses. Each of these houses contained approximately fifty students. The physical environment of the experimental subjects was placed almost entirely under their control, thus approximating as closely as possible the ideal situation of territorial ownership. The Head Residents arranged with the Resident Advisors of these experimental floors for the procedures to be carried out, with the explanation that some students asked for

permission to decorate or change some rooms and so the Housing Department had agreed to a limited experiment in which many regulations would be suspended. In fact this was approximately the situation under which the experiment was authorized and carried out.

Specifically, the regulations on the experimental houses were established so that students in these houses were allowed:

1. Unlimited use of tape in students' rooms and other house facilities, without any charge for cleaning at the end of the school year.
2. The use of appliances that were safe. Such as a refrigerator in the kitchenette or small refrigerators in student rooms.
3. Use of weights in the house as long as any damages were paid for.
4. Students to add furniture to the study lounges, remove extra furniture that was not wanted, rearrange furniture within rooms and suites.
5. Students to store bicycles in the house storage room or in student rooms if hung from clothes rod during vacation.
6. No charge for long distance collect calls charged to the student room phone if reported on the proper form.

These regulation changes were made known to the experimental subjects. Implementation of these rules were left solely to the students, and they were free to carry out any plans they desired. Interpretations of these rules were done by the Resident Advisors and/or the Head Resident.

Students living in all other houses served as control. These subjects abided by normal regulations regarding rooms (Appendix E), which did not allow the above mentioned freedoms. No attempt was made to insure the strict adherence of control floors to the normal regulations as it is well known that certain liberties are normally allowed and taken. Any attempt to disallow these would in the first place have been met with resistance from Residence Advisors and students, secondly, would have introduced a nuisance or hostility variable, and thirdly, may have reduced the cooperation of control subjects.

Personality Compatibility

All students who volunteered to participate in the project were administered the Myers-Briggs Type Indicator (MBTI). For each roommate pair who took the test, compatibility, based on the MBTI was determined. The four basic personality functions (S-N, T-F) were used as the basis for the compatibility determination. If the roommate pairs had both functions in command the pair was designated as compatible. If one function was shared the designation complementary was given, and if no functions

were shared, incompatible. There was no attempt to assign roommate pairs on the basis of personality type. All roommate and room assignments were made according to usual procedures, by the housing office. This meant that no disruption of normal procedures was necessary. It also allowed the discovery of "naturally" occurring compatibility arrangements.

Pre-treatment tests (MBTI, State-Trait Anxiety Inventory, Identity Scale and Questionnaire) were administered at the beginning of the second full week of fall classes. An announcement (Appendix F) was made by written notice distributed in mail boxes that the tests would be given. In addition, notices were posted by each Resident Advisor on house bulletin boards. A follow-up testing was also held for those unable to attend the scheduled testing. The tests were administered by the experimenter and four doctoral level graduate students. The test administrators told the students that the tests were being given to determine some of the effects on students as a result of being in college for the period of a quarter. Confidentiality of results was assured, and questions of the subjects were answered.

Instructions for each test were printed on the test so that they were in essence self-administering. The only instructions given by the test administrator was for the questionnaire. Subjects were instructed to fill out the

questionnaire (beginning with satisfaction with room assignment) as though it was the end of the term. That is, each subject was to anticipate how he would answer the questionnaire at term's end.

Post-treatment testing was done at the beginning of the last full week of classes. The testing (Appendix G) and follow-up (Appendix H) were announced only to roommate pairs who took the pre-treatment tests. Procedure for this testing was practically the same as for the pre-treatment tests. The only difference was that subjects were instructed to complete the questionnaire as it applied to the fall quarter. This allowed actual ratings and behaviors to be compared with estimates. Also the MBTI was not readministered.

CHAPTER IV

RESULTS

The most important of the dependent variables explored in this study were identity and security. These variables were operationally defined in terms of scores obtained on self-report inventories. Security was measured by the State Anxiety Inventory and the Trait Anxiety Inventory. The identity score was obtained by using the first thirty items of the Tennessee Self-Concept Scale. Table 2 shows the test-retest reliability and intercorrelations of these three measures.

TABLE 2.--Correlation Table for Pre-term and Post-term State Anxiety, Trait-Anxiety, and Identity Scales.

	Pre- State	Pre- Trait	Pre- Ident.	Post- State	Post- Trait	Post- Identity
Pre-State						
Pre-Trait	.73*					
Pre-Ident.	-.48*	-.45*				
Post-State	.61*	.60*	-.33*			
Post-Trait	.52*	.62*	-.28*	.72*		
Post-Ident.	-.06	.06	.03	-.18	-.16	
						*Sig .05

The table reveals that the State and Trait Anxiety Inventories are fairly stable having test-retest reliabilities of .6 or better. This is not the case for the identity scale. The reliability of .03 is rather low and approaches chance. From the intercorrelations of the identity scale with the anxiety scales it appears that the inconsistency occurs as a

result of the post-term scores. On the pre-term tests the identity scale correlates negatively with the anxiety scales. This correlation is in the predicted direction. That is, high identity is associated with low anxiety. However, these relationships are not as obvious on the post-term tests and the intercorrelations although still negative are very small.

Statistical Results of the Study

Statistical analysis of the data was carried out in two parts. Pre-term scores and estimates of the experimental and control groups were compared to determine any differences which may have existed before the study began. Then post-term data was analyzed. This procedure also allowed any discrepancies between estimates and actual behavior to be discovered.

Of all pre-term measures only two showed statistically significant differences between the groups. One was the pre-term identity scores and Table 3 shows the mean pre-term identity score for all groups. The analysis of variance table, Table 4, shows these differences to be significant at the .001 level. Females have a mean identity score of 121.96 compared to 115.79 for males. The Scheffe's method of post hoc analysis show this difference to be significant at the .05 level. Similar significance is found between the groups' means; incompatible 116.10, complimentary 121.32, and compatible 118.78. No significance exists between the means for the territory treatment groups.

TABLE 3.--Mean Pre-term Identity Score.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	114.40	110.00	112.70	122.92
Complimentary	117.61	131.25	118.95	121.73
Compatible	117.14	117.21	112.41	121.84

TABLE 4.--Analysis of Variance Table for Pre-term Identity Score.

Source of Variance	Sum of Squares	Degree of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	3725.28	11	338.66	3.17	0.001
Within Categories	20939.16	196	106.83		
Total	24664.44	207			

The only other variable which showed statistical differences on the pre-term testing was the estimate of requests for roommate changes. Table 5 shows the mean estimated requests for roommate change. It will be noted that while these changes are statistically significant, as seen in the analysis of variance table, Table 6, all are means less than one. No group anticipated a large number of changes.

TABLE 5.--Mean Request for Roommate Change Estimate.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	0.20	0.00	0.10	0.07
Complimentary	0.76	0.00	0.08	0.06
Compatible	0.00	0.00	0.58	0.09

TABLE 6.--Analysis of Variance Table for Request for Roommate Change Estimate.

Source of Variation	Sum of Squares	Degree of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	3.21	.11	0.29	2.22	0.01
Within Categories	25.66	196	0.13		
Total	28.87	207			

Scheffe's post hoc analysis again shows significant differences at the .05 level for all main treatment groups. Males anticipated more changes than did females. The non-territory subjects anticipated more changes than did the territory subjects. Compatibility groups had the following mean change estimates: incompatible .102, complimentary .064, and compatible .166. Only the difference between the incompatible and complimentary groups is non-significant.

On all other measures no significant differences were found between groups. Means, analysis of variance, and subject distribution tables for these measures are given in Tables 7 through 21.

TABLE 7.--Mean Pre-term State Anxiety Inventory Score.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	52.00	64.00	55.05	50.53
Complimentary	50.15	43.62	53.08	50.04
Compatible	41.57	54.75	49.91	49.42

TABLE 8.--Analysis of Variance Table for Pre-term State Anxiety.

Source of Variables	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F.Stat.
Between Categories	2083.32	11	189.39	1.365	0.192
Within Categories	27192.63	196	138.73		
Total	29275.95	207			

TABLE 9.--Mean Pre-term Trait Anxiety Inventory Score.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	35.80	51.00	42.80	41.00
Complimentary	36.76	36.75	37.58	37.79
Compatible	32.57	41.37	37.08	39.39

TABLE 10.--Analysis of Variance Table for Pre-term Trait Inventory Score.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	1275.53	11	115.95	1.156	0.320
Within Categories	19648.34	196	100.24		
Total	20923.87	207			

TABLE 11.--Mean Room Assignment Satisfaction Estimate.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	5.00	5.00	4.15	4.69
Complimentary	4.15	4.75	4.29	4.38
Compatible	4.57	4.87	4.58	4.42

TABLE 12.--Analysis of Variance Table for Room Assignment Satisfaction Estimate.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	9.16	11	0.83	1.21	0.276
Within Categories	133.89	196	0.68		
Total	143.05	207			

TABLE 13.--Mean Roommate Satisfaction Estimate.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	5.00	4.00	4.35	4.53
Complimentary	3.76	4.75	4.45	4.34
Compatible	4.28	5.00	4.16	4.51

TABLE 14.--Analysis of Variance Table for Roommate Satisfaction Estimate.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	12.87	11	1.17	1.44	0.157
Within Categories	159.20	196	0.81		
Total	172.07	207			

TABLE 15.--Mean Request for Room Change Estimate.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	0.20	0.00	0.05	0.07
Complimentary	0.23	0.00	0.08	0.11
Compatible	0.28	0.00	0.16	0.09

TABLE 16.--Analysis of Variance Table for Request for Room Change Estimate.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	0.81	11	0.07	0.58	0.84
Within Categories	24.85	196	0.12		
Total	25.67	207			

TABLE 17.--Mean Discipline Problem Estimate.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	0.00	0.00	0.25	0.00
Complimentary	0.00	0.00	0.04	0.01
Compatible	0.00	0.00	0.00	0.18

TABLE 18.--Analysis of Variance Table for Discipline Problem Estimate.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	1.58	11	0.14	0.63	0.79
Within Categories	44.60	196	0.22		
Total	46.18	207			

TABLE 19.--Distribution by Sex of Subjects
Anticipating Use of Counseling Center
Facilities.

	Males	Females
Use	47	71
No Use	34	56

$\chi^2 = 0.083$ non significant at .05.

TABLE 20.--Distribution by Territory of
Subjects Anticipating Use of Counseling
Center Facilities.

	Territory	Non-Territory
Use	22	96
No Use	21	69

$\chi^2 = .505$ non significant at .05.

TABLE 21.--Distribution by Compatibility of
Subjects Anticipating Use of Counseling
Center Facilities.

	Incompatible	Complimentary	Compatible
Use	20	43	27
No Use	20	65	33

$\chi^2 = 1.323$ non significant at .05.

Results of the post-term testing again show significant differences on only two measures. The satisfaction with roommate and room assignment scores are the only

measures showing statistically significant differences between groups. The mean room assignment satisfaction scores are given in Table 22. As shown in the analysis of variance table, Table 23, the differences are significant at the .01 level. The means for males and females are 3.96 and 4.46 respectively. The territory subjects

TABLE 22.--Mean Room Assignment Satisfaction Score.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	4.60	4.50	3.90	4.00
Complimentary	3.69	4.75	3.83	4.49
Compatible	4.57	4.75	4.00	4.45

TABLE 23.--Analysis of Variance Table for Room Assignment Satisfaction Score.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	22.67	11	2.06	2.29	0.01
Within Categories	176.24	196	0.89		
Total	198.92	207			

had a mean satisfaction rating of 4.37 while the non-territory subjects mean is 4.24. The mean for the compatibility group was 4.41, for the complimentary group 4.26, and for the incompatible group 4.05. Again Scheffe's analysis shows the difference between sexes, the territory groups, and compatibility groups to be significant at the .05 level.

The interaction of compatibility and territory is statistically significant and Table 24 shows the means for these interactions. In every case but one the means are higher for territory than for non-territory and for groups of greater compatibility. Only the complimentary-territory is not in line with this general trend.

TABLE 24.--Mean Satisfaction with Room Assignment Score for Territory-Compatibility Interaction.

	Incompatible	Complimentary	Compatible
Territory	4.57	4.09	4.66
Non-Territory	3.93	4.31	4.33

Much the same situation is found for the satisfaction with roommate scores. The mean roommate satisfaction scores are given in Table 25. Again the differences as shown in Table 26 are significant at beyond the .01 level. Post hoc analysis reveal that sex, territory, and compatibility treatments resulted in significant differences

TABLE 25.--Mean Roommate Satisfaction Score.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	4.80	3.50	3.40	4.38
Complimentary	3.76	4.50	3.79	4.15
Compatible	4.28	5.00	3.41	4.39

TABLE 26.--Analysis of Variance Table for Roommate Satisfaction Score.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	34.36	11	3.12	2.42	0.007
Within Categories	252.07	196	1.28		
Total	286.44	207			

between treatment and control groups. As was the case with room satisfaction the means for roommate satisfaction are greater for females than males, territory than non-territory, and with increases in compatibility. This trend also holds when the interaction of territory and compatibility are considered. Table 27 gives the means for the interaction groups. Only the complimentary-territory group mean does not follow the general situation of territory higher than non-territory and compatible higher than incompatible.

TABLE 27.--Mean Satisfaction with Roommate Scores for Territory-Compatibility Interaction.

	Incompatible	Complimentary	Compatible
Territory	4.42	4.76	4.66
Non-Territory	3.78	4.05	4.13

The differences which occurred between groups on the identity and roommate change estimate measures at the beginning of the term were not found on the post-term measures. Those groups that anticipated more requests for roommate change did not in fact make a greater number of changes. Similarly differences in identity score for the groups were not statistically significant on post-term measures.

Results for all other variables show non-significant differences between treatment groups. The means and analysis of variance tables are given in Tables 28 through 41. Distribution tables for subjects using counseling facilities are found in Tables 42-44.

TABLE 28.--Mean Post-term State Anxiety Inventory Score.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	45.40	62.00	54.85	53.00
Complimentary	47.69	47.25	54.45	49.58
Compatible	43.00	49.87	49.83	52.96

TABLE 29.--Analysis of Variance Table for Post-term State Anxiety Inventory Score.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	2017.16	11	183.37	1.18	0.30
Within Categories	30370.75	196	154.95		
Total	32387.92	207			

TABLE 30.--Mean Post-term Trait Anxiety Inventory Score.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	32.80	43.00	42.60	37.00
Complimentary	34.30	32.62	39.16	36.04
Compatible	38.14	41.37	36.50	38.03

TABLE 31.--Analysis of Variance Table for Post-term Trait Anxiety Inventory Score.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	1360.55	11	123.68	1.26	0.24
Within Categories	19197.13	196	97.94		
Total	20557.69	207			

TABLE 32.--Mean Post-term Identity Score.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	120.60	106.50	107.25	122.53
Complimentary	122.46	126.50	113.79	135.49
Compatible	119.00	117.50	114.33	121.87

TABLE 33.--Analysis of Variance Table for Post-term Identity Score.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	18801.89	11	1709.26	0.51	0.89
Within Categories	650579.79	196	3319.28		
Total	669381.69	207			

TABLE 34.--Mean Grade Point Average.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	2.28	2.98	2.58	2.00
Complimentary	2.46	2.61	2.55	2.71
Compatible	2.13	2.33	2.11	2.52

TABLE 35.--Analysis of Variance Table for Grade Point Average.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	10.03	11	0.91	1.61	0.09
Within Categories	110.40	196	0.56		
Total	120.44	207			

TABLE 36.--Mean Request for Room Change.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	0.20	0.00	0.25	0.07
Complimentary	0.07	0.12	0.08	0.17
Compatible	0.28	0.12	0.16	0.27

TABLE 37.--Analysis of Variance Table for Room Change.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	1.06	11	0.09	0.31	0.98
Within Categories	60.69	196	0.03		
Total	61.76	207			

TABLE 38.--Mean Request for Roommate Change.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	0.20	0.00	0.25	0.15
Complimentary	0.00	0.00	0.08	0.21
Compatible	0.14	0.00	0.25	0.12

TABLE 39.--Analysis of Variance Table for Request for Roommate Change.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	1.36	11	0.12	0.59	0.83
Within Categories	41.01	196	0.20		
Total	42.37	207			

TABLE 40.--Mean Number Discipline Problems.

	Territory		Non-Territory	
	Males	Females	Males	Females
Incompatible	0.00	0.00	0.25	0.38
Complimentary	0.00	0.00	0.70	0.22
Compatible	0.00	0.00	0.00	0.42

TABLE 41.--Analysis of Variance Table for Number of Discipline Problems.

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Statistic	Approx. Significance Prob. of F. Stat.
Between Categories	9.72	11	0.88	0.45	0.93
Within Categories	383.73	196	1.95		
Total	392.45	207			

TABLE 42.--Distribution by Sex of Subjects Using Counseling Center Facilities.

	Males	Females
Use	36	58
No Use	45	69

$\text{Chi}^2 = .055$ non significant at .05.

TABLE 43.--Distribution by Territory of Subjects Using Counseling Center Facilities.

	Territory	Non-Territory
Use	26	68
No Use	17	97

$\text{Chi}^2 = 3.00$ non significant at .05.

TABLE 44.--Distribution by Compatibility of Subjects Using Counseling Facilities.

	Incompatible	Complimentary	Compatible
Use	15	47	32
No Use	25	61	28

$\chi^2 = 3.700$ non significant at .05.

Statistical analysis of the data results in the following conclusions concerning the null hypotheses:

Hypothesis I. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in the development of identity over a period of one academic term. Failed to reject.

Hypothesis II. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in security over a period of one academic term. Failed to reject.

Hypothesis III. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in academic achievement over a period of one academic term. Failed to reject.

Hypothesis IV. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in disciplinary difficulties over a period of one academic term. Failed to reject.

Hypothesis V. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in satisfaction with residence hall room assignment over a period of one academic term. Rejected.

Hypothesis VI. Members of compatible, complimentary, and incompatible roommate pairs will show no difference in satisfaction with roommate over a period of one academic term. Rejected.

Hypothesis VII. Students who possess and do not possess territory will show no difference in identity over a period of one academic term. Failed to reject.

Hypothesis VIII. Students who possess and do not possess territory will show no difference in security over a period of one academic term. Failed to reject.

Hypothesis IX. Students who possess and do not possess territory will show no difference in academic achievement over a period of one academic term. Failed to reject.

Hypothesis X. Students who possess and do not possess territory will show no difference in disciplinary difficulties over a period of one academic term. Failed to reject.

Hypothesis XI. Students who possess and do not possess territory will show no difference in satisfaction with residence hall room assignment over a period of one academic term. Rejected.

Hypothesis XII. Students who possess and do not possess territory will show no difference in satisfaction with roommate over a period of one academic term. Rejected.

Additional Results

As the study progressed, it became evident that the measures employed and the statistical treatment of that data would not reflect totally the full impact of the territorial experimental variable. Many of the changes that occurred on these floors could not be quantified and accurately measured, and yet these changes were an integral part of the study. Therefore, those most intimately involved with the process and progress of the study, the Head Residents and Resident Advisors were asked to write a report documenting the changes that each had observed and the impact these changes had on the experimental houses. These reports are presented in toto in Appendix I.

Some of the more important effects mentioned in these reports are: less damage than on control floors, fewer disciplinary referrals, improved relations between residents and Resident Advisors, establishment of more group cooperation and identity, some creative decorating of individual rooms, decoration of hall lounges, and more support for hall management. The reports indicate a greater impact and more changes on the men's floors than on the women's. In both cases the increases in

identity reported were more with regard to the group than to the individual. Both men's houses installed locked door policies for entrance to their halls.

CHAPTER V

DISCUSSION

The present study investigated some of the ways in which a student is influenced by the environment of his residence hall. Two aspects of that environment, territory and personality compatibility, were studied particularly as they affect identity and security. Contributions of these variables to academic achievement, disciplinary difficulties, and satisfaction with room and roommate assignment were also studied.

Identity measures were administered to experimental and control subjects at the beginning and end of the fall academic year. Results showed that the groups differed significantly in this measure. Females had higher scores than males. Of the compatibility groups the compatible group had the highest score followed by the complimentary and incompatible groups. These differences were not found on the measures taken at the end of fall term.

It is difficult to interpret this finding because the identity scale used in the study proved to be highly unreliable. Perhaps those groups who were originally low in identity did gain and vice versa, but because of the poor identity measure such statements cannot be made.

The question of changes in identity as a result of territorial ownership did not go completely unanswered just because of the statistical results. The reports of the residence hall staff indicated that identity did increase as a result of the territory treatment. The change in identity documented in these reports seemed to have occurred not as noticeably on an individual level as on a group level. Members of the territorial floors were described as being more aware of themselves as a unit and they engaged in many activities which enhanced and emphasized the group uniqueness and solidarity. These results would indicate that identity may indeed be influenced by territorial ownership.

Statistical results did not support the hypothesis that territory and personality compatibility influence feelings of security. On both the pre-term and post-term evaluations no differences in security were found between experimental and control groups. At first glance this would indicate that the experimental treatment had little or no impact on students' feelings of security. However, measurement effects again cloud the issue. While the anxiety measures proved to have acceptable test-retest reliability, this stability may have prevented differences from being reflected in the self-report inventory. This possibility of a too stable instrument would seem to be supported by the post-term scores on the

anxiety measures. Normally situational anxiety is expected to rise at the time the test was given; one week before finals. However there was no increase in anxiety scores on either the State or Trait Anxiety Inventories. The State Anxiety Inventory would normally be expected to rise because of its supposed sensitivity to situational tension. Therefore, the whole question of security and its relationship to territory and identity is still unanswered.

Although the impact of territoriality was not reflected in identity and security measures significant differences were found between experimental and control groups on measures of satisfaction with room assignment and roommates. On both of the satisfaction measures, territory subjects expressed greater satisfaction than did non-territory subjects. The higher satisfaction rating indicates that territorial ownership is important to students. This increase in satisfaction with the living situation resulted, in the case of the present study, in much less hostility directed toward the physical environment. This is reflected in the reduction in damage done to the hall and also in the students greater participation in the maintenance of the hall. The results of the increased satisfaction also seem to go beyond just changes in hostility directed toward the physical environment. Subjects on territory floors had fewer disciplinary difficulties perhaps reflecting decreases in aggression and hostility toward others.

These results should be noted by housing officials who are concerned about the problems of damage to residence halls. Perhaps more important to residence hall management, beyond maintenance costs, is the trend of students toward leaving university housing and the seeking of off-campus housing. The results of this study would seem to offer one step that could be taken to solve some of these problems and reverse the flow of students out of residence halls. Students who are satisfied with their human and physical surroundings are less likely to leave that environment.

In the past housing officials have been reticent to allow the kinds of freedoms this study granted students on the experimental floors. The primary reason for this hesitance is the fear that damage and maintenance costs would soar. Ironically not only did the rise in costs fail to occur as a result of the territorial experiment, damage and maintenance problems significantly declined. The very real possibility exists that allowing territorial ownership will make obsolete policies against tape, built in furniture, and sterile indestructable rooms.

Effects of the personality compatibility aspect of the study are similar to those described above for territory. No security and identity differences were found but compatibility groups differed significantly at term's end on ratings of room and roommate satisfaction.

In general the more compatible the roommates the greater the expressed satisfaction with the roommate and room assignment. Again the implications for housing policy are rather obvious. Satisfied hall residents will tend to remain in the hall.

Many students choose their own roommates but even then they may make some changes. Many other students are assigned roommates and this is done usually on a random basis. Results of this study indicate that it would be advantageous to make these assignments of a more systematic basis using personality type as the matching criterion.

Implications for Further Research

Some difficulties were encountered in attempting to explore the effect of territory and personality compatibility. In some cases these problems affected the results and made interpretations more difficult. Many of these problems were methodological and procedural and in the following section each will be discussed along with the implications for any future studies of a similar nature.

One of the most obvious problems encountered in carrying out the study was the lack of control over the subjects. There was no way in which subjects could be required to participate in the study. The size of the total dormitory population (approximately 1,200) was

such that participation had to be on a voluntary basis. This meant that there was automatically a selection factor at work in the gathering of a sample. Although this problem exists with any volunteer group, it was particularly evident in the present study as the final sample represented less than 20 per cent of the dorm population. Therefore, generalization of results to a larger group is all the more tentative. Use of a much smaller dorm would, while possibly reducing the sample size, allow the insurance of participation of the total group. Use of a similar residence hall would also allow accurate records to be kept of all relevant data. Time and expense may prevent this in a large dormitory.

Related to the control of subject participation and other relevant variables, is the question of the human element. The reports of the resident hall staff indicates that the motivation, interest, skills, leadership, and support of the resident advisors can be of some significance. These staff members along with the Head Residents are in closest contact and proximity to the students and because of their positions of authority and responsibility bring to the experimental situation a great deal of influence. The present study made no attempt to evaluate this influence directly but it is a variable any future study must contend with.

In any study, such as the present one, where one group is allowed freedoms not usually accorded other groups the problem of the Hawthorne effect must be considered. It is possible that the differences found were due simply to the fact that the experimental groups were given some special treatment and attention. However, the reports of the hall staff as well as the statistical results do suggest that the students in response to increases in autonomy and responsibility and decreases in restrictions and structure responded in kind with unusual self-discipline, responsibility, and constructive and cooperative creativity.

A significant difficulty arose in the measurements of security and identity. The anxiety measures, while showing acceptable reliability, did not reflect any increases in anxiety which would normally be expected to occur during the week proceeding final exams. The identity scale utilized proved to be highly unreliable and not at all satisfactory as a measure of identity. For this reason the results related to identity must be critically viewed and represent, at best, a poor indication of any changes in identity. As previously mentioned, the lack of differences between groups on the post-term test, where pre-term differences were found, could well be a function of the poor instrument that the identity scale proved to be. Future studies should utilize other

approaches and instruments in evaluating any change in security and identity. Ideally the research will define these changes in behavioral terms, avoiding some of the pit-falls encountered in the use of self-report instruments.

In the territoriality aspect of the study, the need for greater control of relevant variables was again obvious. While the freedom to implement territory and manipulate the physical environment should lie solely with the individual, there must be a contrasting situation in which territorial ownership is clearly defined. In the present study this was not feasible because students have come to expect a great deal of freedom and flexibility in the normal course of residence hall living. This freedom is rather generally extended by the housing management to Michigan State University students. On some campuses the rules concerning residence hall living are more comprehensive and more rigidly enforced. On one of these campuses there might be a more clear cut differentiation between territorial ownership and the non-territorial situation.

The need for a purely experimental approach to the problems raised, therefore, became rather obvious. Studies are needed which would make very clear distinctions between experimental and control conditions. This would mean that what constitutes territory would have to be well defined and differentiated from the non-territory conditions. Similarly, the need exists for some measurement of the

amount of individualization of territory and definition of boundaries that occurs.

The whole question and concept of territoriality involves simply physical nor simply psychological factors but rather a complex interaction of both the physical and psychological. While establishment and definition of boundaries and individualization of territory is important, a feeling of territorial ownership may occur from being given permission to control a piece of the physical environment. This question concerning the nature of territoriality is one which has not been solved by the present investigation. The results obtained cannot be attributed directly to the physical manipulations of the environment because of the psychological effects that resulted from the permission and responsibility given experimental subjects. This problem is still open to investigation.

One hypothesis made in presenting this study involved the relationship between territorial ownership and identity formation and maintenance. The assumption made was that as an individual is allowed to define his boundaries, individualize his physical surrounding, and extend his personality, he becomes a part of that environment and would derive from it an attachment and identification beyond his identity as an individual. The results suggest that indeed an increase in identity takes place,

but it is the group identity rather than the individual identity which is first affected. The dormitory staff reports almost unanimously that a feeling of unity and a greater cohesiveness developed among the students on the territorial floors. One of the most obvious examples of this enhancement of group identity is the fact that the men of the experimental houses asked that there be doors placed at the entrance to their hall. These doors would not be standard doors but rather would be decorated in such a way as to identify the house; i.e. the house called Outhouse would have a half moon carved in the door. These doors would also be keyed in such a way that only the residents of these houses would have access to the houses. It is possible that this group identity must be achieved and maintained before it is reflected in increased individual identity.

In evaluating the importance of personality compatibility on security and identity only the personality types of the students were considered. The Myers-Briggs Types were used as the sole standard of compatibility and no consideration was given such demographic variables as age, major, race, economic status, intelligence, or values, attitudes and religion. In investigating the importance of personality compatibility future studies should consider new approaches to the means of determining compatibility. The Myer-Briggs could be used in several

other ways; only one method was used in the present study. Perhaps other measures could also be used either separately or in conjunction with the Myers-Briggs in compatibility determinations. Future studies should also investigate what interaction exists between compatibility and developmental stages. There is need for information which will show whether or not compatibility remains the same over same periods of time. Perhaps people who at one time, are compatible and can provide for each others needs and thus aid identity and security formation, may not be as compatible at some earlier or later date.

Summary

A substantial amount of research evidence has indicated that the living environment has the greatest impact on college students and, in fact, may be more influential than any of the other forces encountered. This influence may not always result in conditions which will aid the student in his intellectual, social, and emotional development. The research literature also cites evidence that the living environment is usually ignored or at best considered a peripheral issue by universities. Thus little is done to bring to bear the influences of the living environment on many of the problems that college students have.

The failure of universities to exploit the influence of the living environment is in part a function of

the paucity of knowledge about the nature of these influences and the mechanisms by which they work. The present study was an attempt to explore some of these elements. Both the physical and human environment were considered. The human environment was explored with respect to the importance of personality compatibility, the physical environment with respect to territoriality.

Theory suggests that security and identity are greatly influenced by territorial ownership and personality compatibility. Establishment of territory involves delineation of boundaries and manipulation of the physical elements within those boundaries. By gaining control over the environment the individual increases his feelings of security and further separates the "me" from the "not me." Compatibility was based on the notion that individuals perceive and respond to the environment in typical ways. If roommate pairs differ too radically in perceptual and behavioral modes, conflicts may result decreasing feeling of identity and security.

To test the impact of compatibility and territory on identity and security, a study was initiated at Michigan State University and involved one residence hall felt to be representative of the housing facilities on that campus. Subjects for the study were residents of the hall who volunteered to participate in the project by taking pre- and post-term inventories designed to assess compatibility, security and identity. Data was gathered on 208 subjects (81 males, 127 females).

Territorial ownership as presented particularly by Robert Ardrey involves two basic freedoms: the freedom to define, establish, and maintain some boundaries and the freedom to manipulate the area within those boundaries in a way that reflects the individuality of the territorial owner. Thus territory was studied by allowing students in two houses on the men's and two houses on the women's wing of the dormitory to decorate and change their physical surroundings in any way they desired. In order to do this, permission was given to put tape on the walls, bring in or take out furniture, have iceboxes and stoves, and otherwise control rooms and houses in a way not usually allowed in campus residence halls. Head Residents and Resident Advisors, along with hall management, had complete responsibility for interpreting these general rules and no mention was made of any "outside" investigator.

The compatibility aspect of the study was carried out by using the Myers-Briggs Type Indicator. At the beginning of fall term students who volunteered to participate in the study were given the Myers-Briggs. For every roommate pair who took the test, a compatibility rating (compatible, complimentary, incompatible) was made using the four basic functions defined on the Myers-Briggs; thinking, feeling, intuition, sensing. If the roommate pair shared both functions they were designated as compatible, if they shared one function they were designated

complimentary, and if they shared no functions the designation was incompatible. Further, the test allowed identification of these three compatibilities within the context of normal residence hall room assignment procedures.

To evaluate the importance of territory and personality compatibility on security and identity, several measures were employed. Security was defined in terms of a lack of anxiety. High security was defined as low anxiety and low security as high anxiety. The anxiety measure employed in the study was the State Anxiety Inventory and the Trait Anxiety Inventory. These inventories allowed measurement of anxiety as it occurs not only in response to temporary conditions but also as a normal part of the subjects' experience. Identity was measured through use of the first thirty items of the Tennessee Self-Concept Scale. These items are from the identity scale of that inventory. In addition to the identity and security measures, a questionnaire was administered which obtained information concerning the subject's satisfaction with his room and roommate assignment, the number of requests made for room and roommate changes, the number of disciplinary difficulties encountered, and the use made of counseling center facilities. Grade point averages were also gathered on all subjects.

The inventories and questionnaire were administered along with the Myers-Briggs at the beginning of the fall

term. Subjects were asked at that time to answer the questionnaire as they would if it were the end of the term. At the end of the term subjects were again administered the inventories and the questionnaire. At this time they were instructed to answer the questionnaire in accordance with their present situation.

Results of the study were analyzed using the analysis of variance technique. The pre- and post-term data was analyzed separately. On the pre-term data significant differences were found between groups on the identity scale and the anticipated number of requests for roommate change. Females had significantly higher identity scores than males. Compatibility groups also differed significantly on the identity measure. Males anticipated more roommate changes than did females, territory subjects more than non-territory subjects, and in increasing order, complimentary, incompatible, compatible. These differences were not found on the post-term tests. The identity measure proved to be highly unreliable and thus it was difficult to interpret the differences and non-differences found using that measure.

Analysis of post-term data revealed significant differences between groups on only the satisfaction with room assignment and satisfaction with roommate scales. In both of these scales, females had higher satisfaction scores than did males, and territory subjects higher

scores than non-territory subjects. Also on both scales, in general, the highest ratings came from compatible roommates, the lowest from incompatible pairs, with the complimentary pairs ratings inbetween. When the interaction of territory and compatibility is considered with respect to these two variables the ratings are higher for territory.

Statistical results of the study did not support the hypothesis that territorial ownership and personality compatibility have an impact on identity and security. However, difficulties with the identity and security measures make the statistical results suspect. In the case of the identity scale, low reliability, and in the case of the security measures, lack of sensitivity, were the measurement problems. Reports of the residence hall staff indicate that there was indeed noticeable changes. These reports described decreases in damage on experimental floors along with decreases in cleanliness and disciplinary problems, and increases in house spirit and cooperation.

The experimental treatments did have a statistically significant effect on satisfaction with room assignment and roommates. The increases in satisfaction and the favorable behavior results noted by the hall staff suggest that residence hall management could use territorial freedom to decrease damage costs and improve campus living

environments. Steps could also be taken to assign students to roommates on the basis of personality compatibility, thus reducing many interpersonal conflicts.

Although the statistical results of the study did not indicate strongly that territory and personality compatibility can significantly influence identity and security some reasons for these findings were discussed. The poor reliability of the identity instrument was suggested as a hinderance to validity evaluating identity change. Other areas of weaknesses cited were the lack of participation by subjects, lack of control of relevant variables, and lack of clear distinctions between experimental and control treatments. Suggestions for future research in the area emphasized the need for new approaches to the identification and measurement of territory, new methods of determining personality compatibility, and more accurate measurement of identity and security.

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APPENDICES

APPENDIX A

BIOGRAPHICAL INVENTORY I

Name _____
 Room _____

BIOGRAPHICAL INVENTORY I

Instructions to Subjects

A number of statements which students have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you feel right now, today. Use the following scale:

1. The statement does not describe my feelings, condition, etc.
2. The feeling, condition, experience, etc., is barely noticeable.
3. The feeling, condition, experience, etc., is moderate in its intensity.
4. The feeling, condition, experience, etc., is strong.
5. The feeling, condition, experience, etc., is very strong.

There are no right or wrong answers. Do not spend too much time on any statement but give the answer which seems to describe you best.

- | | | | | | |
|---|---|---|---|---|---|
| 1. I am calm. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel secure. | 1 | 2 | 3 | 4 | 5 |
| 3. I worry over possible misfortunes. | 1 | 2 | 3 | 4 | 5 |
| 4. I am a steady person. | 1 | 2 | 3 | 4 | 5 |
| 5. I find myself worrying about something. | 1 | 2 | 3 | 4 | 5 |
| 6. I am easily upset. | 1 | 2 | 3 | 4 | 5 |
| 7. I feel regretful. | 1 | 2 | 3 | 4 | 5 |
| 8. I feel rested. | 1 | 2 | 3 | 4 | 5 |
| 9. I feel anxious about something or someone. | 1 | 2 | 3 | 4 | 5 |
| 10. I feel free of guilt. | 1 | 2 | 3 | 4 | 5 |
| 11. I am "high strung." | 1 | 2 | 3 | 4 | 5 |
| 12. I feel that I am no good at all. | 1 | 2 | 3 | 4 | 5 |
| 13. I feel I am about to go to pieces. | 1 | 2 | 3 | 4 | 5 |
| 14. I feel self-confident. | 1 | 2 | 3 | 4 | 5 |
| 15. I am happy. | 1 | 2 | 3 | 4 | 5 |
| 16. I am content. | 1 | 2 | 3 | 4 | 5 |
| 17. I feel worried. | 1 | 2 | 3 | 4 | 5 |
| 18. I am over excited and rattled." | 1 | 2 | 3 | 4 | 5 |
| 19. I am joyful. | 1 | 2 | 3 | 4 | 5 |
| 20. I feel pleasant. | 1 | 2 | 3 | 4 | 5 |

APPENDIX B

BIOGRAPHICAL INVENTORY II

Name _____
 Room _____

BIOGRAPHICAL INVENTORY II

Several statements which students have used to describe themselves, are given below. Read each statement and then blacken the appropriate number of the answer sheet to indicate how you generally feel or act. Use the following scale:

1. I almost never act or feel as described in the statement.
2. The statement describes how I sometimes act or feel.
3. The statement describes how I often act or feel.
4. The statement describes how I almost always act or feel.

There are no right or wrong answers. Do not spend too much time on any statement, but give the answer which seems to describe you best.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I tire quickly. | 1 | 2 | 3 | 4 | 5 |
| 2. I feel like crying. | 1 | 2 | 3 | 4 | 5 |
| 3. I wish I could be as happy as others seem to be. | 1 | 2 | 3 | 4 | 5 |
| 4. I am losing out on things because I can't make up my mind soon enough. | 1 | 2 | 3 | 4 | 5 |
| 5. If I had my life to live over again, I would want it the same. | 1 | 2 | 3 | 4 | 5 |
| 6. I am "calm, cool, and collected." | 1 | 2 | 3 | 4 | 5 |
| 7. I feel that difficulties are piling up so that I cannot overcome them. | 1 | 2 | 3 | 4 | 5 |
| 8. I worry beyond reason over something that really doesn't matter. | 1 | 2 | 3 | 4 | 5 |
| 9. I feel useless. | 1 | 2 | 3 | 4 | 5 |
| 10. I am inclined to take things hard. | 1 | 2 | 3 | 4 | 5 |
| 11. Life is a strain for me. | 1 | 2 | 3 | 4 | 5 |
| 12. I lack self-confidence. | 1 | 2 | 3 | 4 | 5 |
| 13. I shrink from facing a crisis or difficulty. | 1 | 2 | 3 | 4 | 5 |
| 14. I feel "blue." | 1 | 2 | 3 | 4 | 5 |
| 15. I do (have done) many things which I regret. | 1 | 2 | 3 | 4 | 5 |
| 16. I brood. | 1 | 2 | 3 | 4 | 5 |
| 17. Some unimportant thought runs through my mind and bothers me. | 1 | 2 | 3 | 4 | 5 |
| 18. I take disappointments so keenly that I can't put them out of my mind. | 1 | 2 | 3 | 4 | 5 |
| 19. I feel tired. | 1 | 2 | 3 | 4 | 5 |
| 20. I get in a state of tension or turmoil as I think over my recent concerns and interests. | 1 | 2 | 3 | 4 | 5 |

APPENDIX C

BIOGRAPHICAL INVENTORY III

Name _____
 Room _____

BIOGRAPHICAL INVENTORY III

Instructions to Subjects

On the top line of this sheet fill in your name and other information. The statements on this page are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item! Read each statement carefully; then select one of the five responses listed below. On this answer sheet, put a circle around the response you chose. Use the following scale:

1. Completely false
2. Mostly false
3. Partly false and partly true
4. Mostly true
5. Completely true

There are no right or wrong answers. Do not spend too much time on any statement but give the answer which seems to describe you best.

- | | | | | | |
|---|---|---|---|---|---|
| 1. I have a healthy body. | 1 | 2 | 3 | 4 | 5 |
| 2. I am an attractive person. | 1 | 2 | 3 | 4 | 5 |
| 3. I consider myself a sloppy person. | 1 | 2 | 3 | 4 | 5 |
| 4. I am a decent sort of person. | 1 | 2 | 3 | 4 | 5 |
| 5. I am an honest person. | 1 | 2 | 3 | 4 | 5 |
| 6. I am a bad person. | 1 | 2 | 3 | 4 | 5 |
| 7. I am a cheerful person. | 1 | 2 | 3 | 4 | 5 |
| 8. I am a clam and easy going person. | 1 | 2 | 3 | 4 | 5 |
| 9. I am a nobody. | 1 | 2 | 3 | 4 | 5 |
| 10. I have a family that would always help me in any kind of trouble. | 1 | 2 | 3 | 4 | 5 |
| 11. I am a member of a happy family. | 1 | 2 | 3 | 4 | 5 |
| 12. My friends have no confidence in me. | 1 | 2 | 3 | 4 | 5 |
| 13. I am a friendly person. | 1 | 2 | 3 | 4 | 5 |
| 14. I am popular with men. | 1 | 2 | 3 | 4 | 5 |
| 15. I am not interested in what other people do. | 1 | 2 | 3 | 4 | 5 |
| 16. I do not always tell the truth. | 1 | 2 | 3 | 4 | 5 |
| 17. I get angry sometimes. | 1 | 2 | 3 | 4 | 5 |
| 18. I like to look nice and neat all the time. | 1 | 2 | 3 | 4 | 5 |
| 19. I am full of aches and pains. | 1 | 2 | 3 | 4 | 5 |
| 20. I am a sick person. | 1 | 2 | 3 | 4 | 5 |
| 21. I am a religious person. | 1 | 2 | 3 | 4 | 5 |
| 22. I am a moral failure. | 1 | 2 | 3 | 4 | 5 |
| 23. I am a morally weak person. | 1 | 2 | 3 | 4 | 5 |
| 24. I have a lot of self-control. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 25. | I am a hateful person. | 1 | 2 | 3 | 4 | 5 |
| 26. | I am losing my mind. | 1 | 2 | 3 | 4 | 5 |
| 27. | I am an important person to
my friends and family. | 1 | 2 | 3 | 4 | 5 |
| 28. | I am not loved by my family. | 1 | 2 | 3 | 4 | 5 |
| 29. | I feel that my family doesn't
trust me. | 1 | 2 | 3 | 4 | 5 |
| 30. | I am popular with women. | 1 | 2 | 3 | 4 | 5 |

APPENDIX D

QUESTIONNAIRE

QUESTIONNAIRE

Name _____ Age _____ Sex _____

Class _____ Room Number _____

Name of Roommate _____

Did you request your roommate _____

Satisfaction with room assignment:

1	2	3	4	5
very				very
dissatisfied				satisfied

Additional Comments:

Satisfaction with roommate	1	2	3	4	5
	very				very
	dissatisfied				satisfied

Additional Comments:

Number of requests for change of room_____

Number of requests for change of roommate

Name of new roommate (if applicable) _____

Have you had any disciplinary problems_____

Number of times _____

Additional Comments:

Have you used counseling service facilities

If so specify reason: Educational-vocational

Academic

Personal-social

Additional Comments:

APPENDIX E

UNIVERSITY ROOM REGULATIONS

Residence Halls Statement on Damages

Present room and board rates are made possible, in part, by expecting you to assume financial responsibility for any damage you may cause. Insisting upon financial responsibility from each student, rather than distributing the burden to all students, helps to prevent higher room and board rates.

Every attempt is made to be fair in the assessment of damages and charges. You are always encouraged to discuss immediately any charges with your Resident Assistant, Head Advisor, or Manager. Charges are made equally to all occupants of a room unless the person or persons responsible assume the full charge by making arrangements with the Manager. Charges are made only when damage occurs by circumstances other than normal wear and tear.

In fairness to your fellow students, immediately notify your Manager of any damage you caused so that your roommates and/or housemates are not charged. A bill will be sent to your room, with copies to your Resident Assistant and Head Advisor.

You and your roommates will have ten days to discuss the charges with the Head Advisor or Manager. At that time the charges will become final and will be forwarded to the University Business Office for billing. Unpaid charges may result in a "hold" on future registration at the University.

It should be kept in mind that all residence hall facilities are paid for by student room and board charges. Thus every attempt is made to localize responsibility for damages.

House or Hall Charges for Damages

In the case of common area vandalism, it is sometimes necessary to assess damage charges against a given house, houses, or hall council when the individuals responsible choose not to identify themselves. The hall Manager, Head Advisor, and hall government should together determine the extent and cost to repair these damages and whether the Manager should absorb the charges or bill the house, houses, or hall government.

Water Fights, etc.

Water fights, shaving cream fights, Ajax fights, etc., are not allowed. Costs involved to clean up or repair damages caused by such actions will be charged to those students that are responsible.

Room Damages

Your room will be specifically checked for damages by the staff at the end of Spring term. All items needing repair or replacement (other than normal wear and tear) will be charged equally to the last occupants, unless the charges have previously been assumed by the person or persons responsible.

Damages coming to our attention during the year will be billed monthly.

Room Change--Room Inspection

Prior to your making a room change to a different room in this hall, to another residence hall, or off campus, it will be necessary to complete the Room Clearing Card to determine who is responsible for any existing damage. This form must be completed prior to moving. Damages occurring up to the time of the room change should be noted, as any damages found at a later date will be charged to the occupants of the room at that time.

Sunbathing

Due to staining from body perspiration and suntan lotion, as well as the accumulation of dirt, University property is not to be taken to the pool or sunbathing areas. This includes pillows, mattress pads, linen, etc.

Sunbathing near the building disturbs students who are studying or attending classes. We suggest that you use one of the following places for sunbathing.

1. Between Stadium Road and the railroad tracks. (Now named "Holden Beach")
2. "Case Beach"--the field south of the football practice field.
3. The IM pool when it opens around May 15th.

Tape Policy

Adhesive materials may cause damage to a painted surface by either removing the paint when taken off, leaving a sticky residue, or an oil film. In time this residue

will collect dirt and dust, causing additional maintenance problems.

The use of all tapes, putty, stickers, glue, toothpaste, or any adhesive material on any surface is not permitted. The cost of service to the rooms whether it be tape removal, wall washing, or any refinishing necessary to any surface (walls, windows, morrows, tile, etc.) because of the use of tape or adhesive, will be charged to the occupants of the room.

This policy exists because of past experience with these materials and from answers to inquiries to prominent manufacturers of adhesive products. Here, in part, is a quote from a leading manufacturer.

"We have several tapes that are long aging in character and would probably not degrade or stain painted walls over a period of time. However, because of the bond that is usually built up between the adhesive and the painted surface, quite often the tape will remove, but at the same time take the paint with it. Unfortunately, we can not recommend a tape which will perform adequately and remove cleanly from all surfaces.

Because of all the variables involved it is our contention that it would be virtually impossible to develop a product which would be universally acceptable for such applications.

Thank you for your interest in this matter. We are sorry that a satisfactory solution to this problem could not be offered."

"Sincerely,

Technical Department
MINNESOTA MINING & MFG. CO.
St. Paul, Minnesota"

The careful inspection of our students' rooms at the end of each school year usually reveals the use of these materials. As stated previously, you are responsible for damages other than normal wear and tear.

We have provided hanging strips and pegboards in our student rooms. We, therefore, do not consider tape or adhesive material damage to areas other than the pegboard, normal wear and tear.

Health and Safety Within the Hall

Food in Your Room

Due to rapid spoilage, meat items and dairy products should not be kept in your room.

Food may not be stored outside your window for the following reasons:

- a. Bottled beverages placed on the outside ledge may freeze or spill, resulting in stains which are difficult to remove.
- b. Items stored on the outside may fall and injure someone.

Room Cleaning

Management, advisory staffs, and students share in the responsibility to the University for seeing that optimum health standards are maintained in all areas of the residence hall. You are required to keep your room clean and reasonably orderly.

Past residents have set a tradition of maintaining a neat, well kept hall. Their pride in such a tradition has grown from self respect and respect for others.

Sponge mops and brooms are located in each house. A bowl brush is provided in each bath. Please clean and return them promptly; your neighbor may be waiting to use them.

A scrubbing sponge is furnished in each bath. This is a sponge on one side and a green scouring pad on the other. No scouring powder is needed with the scouring pad. By cleaning the soap dish first you should have sufficient soap to clean the lavatory. Get replacements at the reception desk through the Trouble Book when you need them.

Vacuum Cleaners

Vacuum cleaners are stored in the pressing rooms or in the Resident Assistant's room. Any necessary repairs are to be reported via the Trouble Book.

Window Screens

Window screens are to be left in place at all times to prevent insects and rodents access to your room and the building. When screens are left in the windows, objects cannot fall or be thrown out which might cause injury to persons below or create unnecessary litter around the building. Screens removed by students will be replaced by the staff and a charge made to the occupants of the room for this service.

Darts

Darts may cause either personal injury or property damage and are not permitted.

Weights

Weightlifting equipment should be kept in the area designated for that purpose. As well as creating a noise problem, weights kept in student rooms are potential hazards to the room and its occupants.

Aerials

For reasons of safety and appearance, aerials are not to be erected on the exterior (including window screens) of the building.

Pets

For protection of the residents in the hall, pets (except fish) are not allowed in any area of the residence hall. Power and heat may be turned off in the building during vacations, so it is advisable for you to remove plants and fish. The University assumes no responsibility for the care or conditions of them.

Thefts

Thefts of any kind, no matter how small, must be reported immediately to an advisory staff member who will contact the Department of Public Safety. The best security you have is a locked room. Keep your door locked when you are out.

Personal Property Insurance

The University does not carry insurance on your personal property. You may be covered in your parents' policy. If not, any general insurance agency can give you details.

Bicycles, Motorbikes, and Motorcycles

Due to congestion and safety hazards, motor vehicles (all types) and bicycles may not be brought into or stored in any residence hall. If found they will be removed and impounded by the Department of Public Safety.

Fire Safety Equipment

Fire safety equipment is located in the stairwells, hallways, and pressing rooms. The proper procedure for fire drills and exits is posted on house bulletin boards and must not be removed. This equipment is placed there for your protection and your house safety chairman will advise you regarding proper use.

It is against the State Law to use it for any purposes other than fighting fires.

Firearms and Explosives

Laws of Michigan and the University prohibit the bringing of firecrackers, firearms, or explosives into your room, or any building on University property at any time.

Sunlamps and Inflammables

The University does not authorize nor condone the use of sunlamps, heat lamps, or the storage and/or possession of volatile or inflammable liquids in student living areas. Students possessing or storing such items in residence halls must bear full responsibility if accidents or incidents occur.

Smoking in Bed

Do not smoke in bed.

Electrical Appliances

Electric clocks, razors, radios, blankets, phonographs, hair dryers, fans, and TV sets may be used in your room. Irons, clothes dryers, washing machines, appliances for the preparation or storage of food (hot plates, popcorn poppers, coffee pots, refrigerators, etc.) may not be used in student rooms for the following reasons:

- a. Preparation and storage of food in rooms may result in undesirable odors and stains, as well as creating a fire hazard and sub-standard sanitation.

- b. Electrical wiring in residence halls was not designed for unlimited use of this type of appliance. Their use, in addition to normal operations, may overload circuits.
- c. Such appliances left plugged in while unattended pose a serious fire hazard.

Any unauthorized electrical appliances in your room will be removed and stored for you until they can be taken home.

Your Assigned Room

Your room has been equipped according to the room furnishings card which you completed and signed when entering the hall. Every attempt has been made to furnish your room adequately for your comfort and convenience in order to provide you with maximum floor space. Therefore bringing additional furniture into the rooms is discouraged. If you have a special request see the Manager. Rugs must be clean before placing them in your room.

Room Furnishings

To prevent loss or damage, furnishings are to be left in your room at all times. Furniture must be arranged to allow maximum freedom for use of doors and other permanently affixed room equipment.

Bed Trundling

Bed trundling is the dismantling of the bed and inverting the bed end locks in order to raise the distance of the bed springs from the floor. Due to the added strain placed on the bed ends, trundling is not allowed.

Debunking

Debunking is the removal of the top bed from a double bunk to make two single beds. You may either debunk beds yourself or request the maintenance staff to do it.

Debunking may cause problems in either lack of space or damage to room furnishings because of congestion. You are still held responsible for any damage caused or the loss of pins used in bunking the ends.

APPENDIX F

LETTER TO HOLDEN HALL RESIDENTS

TO HOLDEN HALL RESIDENTS:

Within the next two weeks the Residence Hall Programs Office will be supporting a research project which will involve all of the residents of Holden Hall. The project will involve about one hours testing and the results will be given to you in about two weeks. Participation in this project is voluntary but needless to say the success of the project depends upon your cooperation.

Testing will be done in East Holden on Monday, October 7, at 10:00 p.m. and 10:30 p.m. Your resident advisor will give you further information and answer any questions you may have.

Your help and cooperation is greatly appreciated.
Thank you.

Dr. Donald Adams
Director of Residence
Hall Programs

APPENDIX G

LETTER TO PARTICIPANTS

To Participants in the Holden Hall Project:

You have been participating in a project which involves the residents of Holden Hall. You remember the tests you completed at the beginning of the quarter when the project began. The project is now drawing to a close and we hope that you will help us complete it by meeting in the large lecture room of Holden Hall on Monday, December 9th. This will require a maximum of twenty minutes of your time. This small amount of time is vital to the success of the project. We are most grateful for the time you have given and hope that you will make the project complete by being present on Monday, December 9th at 10:00 p.m.

Thank you for your cooperation.

Residence Hall Programs
Office

APPENDIX H

LETTER TO PARTICIPANTS

To Participants in the Holden Hall Project:

Those who are participating in the project involving Holden Hall residents were asked to meet Monday night so that the project could be completed. Some people were unable to attend that meeting and so a follow-up meeting will be held Tuesday night, December 3, at 10:00 p.m. in the large lecture room of Holden. If you were unable to attend the Monday night meeting, please come to the meeting tonight. The meeting will take a maximum of twenty minutes of your time and is vital to the success of the project.

Thank you for the time you have given and your help in completing the project.

Residence Halls Program
Office

APPENDIX I

REPORT OF HEAD RESIDENT--MEN AND WOMEN

REPORT OF RESIDENT ADVISOR--MEN AND WOMEN

Report of Head Resident--Men

Initially, this experiment was conceived as a doctoral study to evaluate the effects of selected criteria on roommate compatibility. In order to provide both experimental and control groupings, two floors were selected and given certain privileges and waiver of regulations not common to present residential housing procedures on this campus. Pre-tests and post-tests involving various published instruments and surveys designed specifically for this study were given to the population of the total hall. From such testing certain psychological and personality factors were evaluated in terms of roommate compatibility, selection, and adjustment. In addition, it was hypothesized that greater freedom to modify the living environment--student rooms, lounges, etc.--to meet individual taste would improve roommate and floor population rapport and interaction--happiness.

In my judgment, the waiver of regulations has had some degree of impact on these floors. It is important, however, to note that the work and guidance given by the Resident Assistant could be an extremely important variable, as the RA could set a specific atmosphere and give initial ideas and direction for such modification. It should also be considered that much of my report is based on subjective evaluation, with selective perception in operation.

Quantitatively, both floors have had significantly less damage and disciplinary referrals than have other floors in this hall. Neither floor has reported damage--compared to thirty-three damage reports for the remainder of the hall. 5-South has had no disciplinary referrals, 3-North having only one referral, which was in September, 1968, and was the result of a gross misunderstanding. This is compared with thirty-five disciplinary referral from the remainder of the hall. I very strongly believe that lessened damage is the direct result of this experiment. The almost total lack of referrals appears to be more the result of excellent efforts by the RA's involved. However, the experiment did increase rapport and understanding between students and staff and may have indirectly led to greater ability to cope with potential disciplinary situations.

Subjectively, the "atmosphere" and rapport which exists on these floors is excellent. While I cannot objectify this quantitatively, I do believe that a greater degree of positive interaction and mutual support exists on these floors, particularly 3-North, than exists on the remaining floors in the hall.

The individual student rooms have a more personal and "private" atmosphere. There are more decorations, pictures, etc. However, these rooms are also a great deal cleaner and are better maintained by the students

themselves, with only minimum maintenance by university custodial staffs being necessary. This is definitely not the case with other floors in this hall.

In initially planning and actualizing the modified regulations, the students exercised some degree of creativity and cooperative effort. Involved was a large measure of searching to locate and purchase suitable furnishings within the scope of their very limited finances--both for individual rooms and for the floor lounges. This they carried out extremely well, the lounge on 3-North being extensively decorated and furnished, giving a very warm and comfortable atmosphere. (See attached RA reports for a description of furnishings.)

Both floors arranged with the hall management to have all room and lounge door locks keyed so that only the students living on those floors would have access. I feel that this factor, together with additional furnishings, have been a major factor in the creation of additional identity and unity, group support, and rapport which exists.

Also important is the fact that most students really did not take full advantage of most of the regulations which were waived. It appears that the major influence was that the students felt they could do certain things that others could not do, resulting again in unity, identity, etc. Perhaps the Hawthorne effect is operating to some extent.

A secondary effect of the experiment has been the closer contact and cooperation between the students and hall management, as both were forced to work and plan together in order to carry out various physical innovations on the floors. (Management is administratively responsible for physical alteration of the building and furnishing.) The study necessitated students working directly with the hall manager for approval of specific details, which has resulted in greatly increased respect and support for all management functions and responsibility in general, and a good deal of understanding and learning about the difficulties of hall operations. The degree of support from these two floors for management is much greater than that which normally exists. In terms of the total growth and environment of the hall, the students, and the staff, this could be one of the more positive and significant results of this experiment.

In general, I am very pleased with student creativity, individual and group responsibility, and increased identity and rapport on both floors. All of these factors are, in my judgment, at least partially the result of this study. I do feel, however, that much of the initial guidance and continuing support for the experiment came from the resident assistants, and that success is due to such staff involvement. I base this on the fact that 3-North accomplished a good deal more, at least in terms of physical

innovations, than did 5-South; the RA on 3-North taking a greater interest and more involvement than did the RA on 5-South.

This is not intended to be a criticism of the study. Regardless of the initial source of motivation--staff, students, experiment--results obtained thus far would seem to indicate that such programs might well be beneficial to the entire residence hall system at Michigan State University. These programs appear to have a great deal of significance in terms of student growth and learning, mutual trust and support, and constructive decision-making--which are some of the most important goals that residential housing can provide to student groups. Hopefully, the scope and content of this study can be continued and enlarged in the future, together with periodic evaluation and modification.

Report of Resident Advisor--Men

The experimental floor can be viewed from two perspectives. One perspective is a cost based experiment in which management would be interested in how much it would or would not cost to relax room folder rules. The second perspective is viewing the experiment as an opportunity to make the territory a better place in which to live by capitalizing on the relaxed regulations. This is how I viewed the experiment.

Cost factors will have to be evaluated by management.

The definition of what a "better place to live in" is, can only be determined by those people living in the given territory. At the beginning of Fall term I had some idea of what I thought "a better place to live in" was, but I could not expect everyone else to feel the same way. Therefore, my approach could only be a suggestive one. I only mentioned that we had the opportunity to do such and such.

Floor elections were held about the third or fourth week of the term. No dynamic leaders developed on the floor. This seemed to be advantageous to more people having a chance to try their hand at leadership situations. No one took the spotlight. About the fifth week, the ideas I had seeded started to gain momentum. By Thanksgiving we had furniture and a refrigerator.

To date we have:

2 upholstered chairs	approx. \$80.00
2 sofas	
1 refrigerator	20.00
drapes	15.00
carpet	15.00
picture	15.00
4 pictures--dollar special	4.00
	<u>149.00</u>
keys	<u>17.50</u>
	\$166.50

\$2.50 was collected from forty of the fifty men.

I did not observe any negative pressure in the collection. Obtaining locks for the lounge and pressing room

doors and keys for everyone who paid for a key (35¢ of the \$2.50), seemed to be very important in creating a floor identity with these rooms.

The floor tone is still low keyed in nature to date. They are interested in continuing to fix up the two rooms next year. A carpeted hallway is high on the list.

The most important variable in this experiment has been the opportunity for large scale physical changes in the floor. I do not feel the elimination of the tape policy, collect call charges, etc., has had any significant effect. It has contributed only in a small amount to changing the floor physically or in changing attitudes.

I look forward to seeing the opportunities afforded us, extended to a whole dorm. I feel the role of the RA plays an important part in facilitating the opportunities and that he must be able to take an observational role when necessary (often).

Report of Resident Advisor--Men

Plan

- set up storage room as a recreation room, with TV, card tables, etc.
- set up pressing room as a sort of food center, with refrigerator, pop machine, hot plate, coffee machine.
- collect \$1.00 from each man to cover the expense.
- encourage individual room arrangements.

Outcome

- refrigerator and hot plate in pressing room.
- 1 table and 3 chairs from the study lounge in storage room.

--22 men paid their \$1.00.

--many of the guys took advantage of the individual room arrangements.

I was disappointed, at first, by the results. But now I realize that they reflect the atmosphere on the floor. It is not tightly unified, and there are no real outspoken leaders to carry something like this through.

Another reason for the outcome is that the guys did not "fire up" enough to put the plan into action. They talked about the different ideas, but that was as far as it went. Maybe as the RA, I should have stepped in to provide a more direct push, but I chose to indirectly encourage them to do the work.

A third and final reason for the experimental plan not going as well as I expected was that various parts of the plan were rejected by management. This tended to start things dragging, which resulted in a lessening of enthusiasm.

All in all, the effect of this program was negligible. The floor neither rallied nor revolted. However, in order to be truly successful, more floor involvement is needed. I think that another attempt with a different type of floor, more experience on my part, and a more consenting management could result in some steps forward.

Items that were changed on an experimental basis for the remainder of the school year are:

1. Unlimited use of tape in student rooms and other house facilities, without any charge for cleaning at the end of the school year.
2. Allow the use of small appliances that are safe. Such as possibly a refrigerator in the kitchenette or small refrigerators in student rooms.
3. Allow the use of weights in the house as long as any damages are paid for.
4. Allow students to add furniture to the study lounges. Remove the extra furniture that the students did not want. Allow them to rearrange furniture within rooms and suites.
5. Allow students to store bikes in house storage room or in student rooms if hung from clothes rod during vacation.
6. Make no charge for long distance collect calls charged to the student room phone if reported on the proper form and charge \$2.00 if not reported.
7. Rekeying of all floor door locks to provide access for only floor residents.

Report of Head Resident--Women

Enclosed are the reports from the RA's. I have nothing to add. I feel the lack of "experimenting" is due to a general satisfaction with the regulations as they stand in this hall. The manager is very good to us!

Report of Resident Advisors--Women

What has it meant to most of the girls on the floor? Well, they now can iron in their rooms, hang pictures on the walls, decorate their rooms without any restrictions and apply their interior designing to the study lounge and pressing room.

Do they really use it? To some degree they do take advantage of it. I think it has made a much more favorable impression on them towards dorm management. They were very impressed that management would try a "no restrictions policy" on many of the dorm's rules. The experiment also allowed a refrigerator on the floor but because of lack of funds, the floor was unable to secure one. However, I feel that the girls really wanted one and mapped out a beautiful plan if they could have obtained one. It would have been kept in the pressing room, which would be locked at all times, and each room would have a key. Every week one suite could be assigned the keeping up of the refrigerator and was to use discretion as to what would be thrown out. Anything put in the refrigerator would have to be in closed paper bag and labeled with name, room and date.

As far as evaluation goes, I would have to say our floor did not take advantage of it as they could have. At this time, I am not able to see if there are any damages and to what extent they are. I suspect that there will be no increases in damages as compared to any other floor. Also, we have had no safety problems stemming from this new experiment. I feel that this could be extended to entire dorm usage without any difficulties and would only help bridge the gap between management and residents. Also, I think it could only alleviate some of the trend toward off campus residency.

Report of Resident Advisors--Women

Overall, I do not believe that there has been very much done on the floor with respect to its being an experimental floor. Initially, the girls were enthused about decorating the study lounge with drapes, mugs, pictures, extra furniture. But actually all that came from this was that the study lounge was decorated with crepe paper decorations for an open house. Some of the girls thought that if too many decorations were introduced to the study lounge it would distract them.

As far as the individual rooms go, I think the use of adhesives on the walls would be the biggest deviation from the room folder. But the use of tape, picture hangers, etc., is fairly common on all floors.

The manager said the girls could cook or iron in their rooms if they were very careful. I think such activities were limited mostly to occasional popcorn making.

As far as pets go I am aware of two mice and a gerbil that the owners kepp in metal cages.

As far as I know the above are the activities that have come from being an experimental floor. I think it can be seen that on my floor at least there has not been too much done out of the ordinary. This may come from lack of interest or originality, or perhaps general satisfaction with the present system.

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