

A STUDY OF NOISE AND VISITATION IN A CO-ED
RESIDENCE HALL AT KANSAS STATE UNIVERSITY

by

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Chapter I

INTRODUCTION

Residence halls in the early 1960's initiated a campaign to gain a reputation as being academically significant to the student who lives in this type of university owned housing (Riker, 1965). Several authors (Everle and Muston, 1969; Murphy, 1972; Riker, 1965; and Greenleaf, 1969) indicated that the educational mission of the university should be reflected in the living environment of the university student. Further, court cases testing the constitutionality of the parietal rule found that students could only be required to live in university housing if that housing could offer learning experiences and opportunities for academic achievement not found in other forms of housing (Greenleaf, 1971). The ostensible ultimatum placed upon the residence halls was to develop a system that will help achieve the goals, objectives, and mission of the academic society it serves.

Attempts have been made, using various programs, to achieve this academic significance. Specifically, three programs have been tested in many college residence halls today. They are: 1) co-educational living, 2) visitation of the opposite sex to the student's residence hall room, and 3) the segregation of students by academic classification (i.e. graduate student, senior, and junior). The study represented in this paper examined these three programs in relationship to excessive noise prohibiting academic environment. In this study academic environment was defined as a lack of excessive noise in terms

of the student's ability to study in the residence hall. Additional questions involving possibilities of stopping excessive noise were included in the survey. These additional questions submitted two possible solutions to student opinion. The first possible solution was to provide physical sound reducing devices financed by raising student rent. The second, was submitting the students to more strict rules and regulations, thereby limiting interaction and noise (Greenleaf, 1971). Other areas of interest were: 1) location of distracting noise, and 2) what time of the day the most distracting noise occurred.

The second program studied was visitation of the opposite sex to the student's residence hall room. The frequency with which the student stayed out of his room while his roommate entertained a guest was a primary topic of concern to several school administrators. Other concerns surrounding the issue of visitation were: 1) the student's frequency of use of visitation as compared to his roommate, and 2) the number of days per week each student used visitation.

Students who had prior experience in other residence halls were asked to compare their former living situation with the present in terms of excessive noise. In addition these students were asked to give their opinions as to the reasons why their present living situation was more, or less, noisy than their past residence hall experience.

The general purpose of this study was to investigate the effects of co-educational living, visitation, and grouping by academic classification on the academic environment. A secondary purpose was to survey the use of visitation and methods of reducing distracting noise.

Chapter II

SURVEY OF LITERATURE

Learning in Residence Halls

It has been stated that the total residence hall system must help fulfill the university goals, objectives, and missions. To accomplish this, many residence halls have adopted the name "living-learning center" in place of residence hall or dormitory (Useem, 1966). In addition to the name change, programming has become centered on the development of an academic environment. The living-learning concept involves housing classrooms and faculty offices in residence halls, increased faculty involvement with the students in residence, and/or the separation of students by academic majors (Murphy, 1970; Stoner, 1969).

To achieve academic goals, Greenleaf (1971) predicted the need for staff to be well versed in educational programming compared to the staff of the 1950's who helped organize the Christmas prom or stuffed tissue in a Homecoming float. Stoner (1969) stated that we can come closer to meeting educational objectives, as a supplement to the total educational process by providing a proper academic environment through academic programming. Greenleaf reported that in order to achieve an academic environment, "quiet hours" must be maintained. This exemplifies the dual role of residence hall staff; maintenance of an academic environment through programming as well as disciplining action.

The dual role of the staff, programmer and disciplinarian, was

ostensibly a paradox. These two roles did not seem compatible, except in the goal of creating an academic environment. Residence hall administrators were open to programs which would eliminate this problem of the dual role. Three methods used were co-educational living, visitation to the student's room by the opposite sex, and grouping by academic classification or major. If these programs did help reduce the role of disciplinarian, then more time could be spent by the staff in developing educational programs, regarded by many as being the staff's primary role.

Visitation. Visitation was commonly defined as the visiting of the opposite sex to the student's residence hall room. This was generally regulated by setting aside certain hours for visitation. A review of the literature on visitation reflected administrative policies and how the university handled student pressure to obtain visitation. For example, the students, administration, and faculty at Stanford (School and Society, 1967) developed a visitation policy that extended from 12 noon to 12 midnight, four days per week. They reported that this policy allowed the students as much freedom as possible. A contrasting policy statement was published by Lindenwood Colleges (School and Society, 1970) where the administration felt that the colleges were too small for visitation and that visitation did not meet the mission of the colleges.

The effect of visitation upon students in residence halls was also studied by Lawrence Wheeler. Through research, he found that visitation resulted in less privacy for the occupants of the room and shortened study hours for both roommates. Beder and Rickard (1971) found that students felt that when there was no visitation the opposite

sex was seen as an "object of prohibition" rather than a "real person".

In summary, visitation was thought to be a program that did not contribute to the academic environment because of shortened study hours which were assumed to create less privacy. However, visitation was thought to enhance the relationship with the opposite sex by allowing students to be seen as "real persons". The effect of visitation upon distracting noise, nor any report of student's use of visitation was found in the literature.

◀ Co-ed living. Greenleaf (1962) reported that there was no evidence that grades were lower in co-ed residence halls. She reported that the social life and social education had numerous advantages. The students were able to relate to members of the opposite sex as the decision making body of the living group and, also, during the course of daily routine. The behavior of the students seemed to be a little more socially acceptable in the co-ed situation, thus, resulting in less disciplinary problems.

Lynch (College Management, 1971) found that residents in a co-ed hall go home less, are "happier", mingle more with faculty, watch tv less, eat more often in mixed groups, and enjoy more social events and programs.

These findings seem compatible with the premise that co-ed living as a program could help in the maintenance of an academic environment. Greenleaf (1962) found that, in the co-ed living situation, social behaviors were better, resulting in less discipline problems. Greenleaf's findings were in direct agreement with a major purpose of this study. Lynch's (1971) suggestion that co-ed residents mingle more with faculty may also lend credence to the academic environment premise. ▶

Grouping by academic classification. The literature surrounding grouping by academic classification was primarily based on two variables. They were: 1) freshmen grouped together compared to freshmen living with upperclassmen, and 2) attitude change produced in grouping by classification (Beal and Williams, 1968; Schoemen and McConnell, 1970; Stern, 1963; Chesin, 1969; Siegel and Siegel, 1957).

At KSU, grouping by academic classification was defined as separation of graduate students from undergraduates. Housing administrators noted that reported competition and pressure for high academic achievement in graduate school seemed to cause many graduate students to seek out the atmosphere most conducive to study. The literature does not report distracting noise as a variable in studies on academic grouping. However, it would seem that if the graduate - undergraduate dichotomy was accomplished, then an environment conducive to study would develop for graduate students. This survey attempted to provide evidence that this academic environment would be produced by the segregation of graduates from undergraduates.

Literature on noise. Riker (1965) reported that students who had problems academically reported noise where they live as a major source of trouble. Most of the designers were being asked to produce residence halls that would reduce noise. In a report by the Council of Educational Facility Planners (American School and Society, 1968) a plea was made for sound proofing walls and floors. Greenleaf (1962) called for maintenance of "quiet hours". A study done in Britain at the University of Sheffield by P.B. Warrs (1964) related that the students number one reason for moving to a different area of a residence hall was "less noise". This same study revealed that residence

halls were a good place to make friends, learn to mix socially, feel you belong to a community, and talk about topics not connected with studies. In research done by Hoyt (1970) at Kansas State University, the same type of conclusions about residence halls were found.

* There seemed to be one major way to avoid noise in the residence hall, and that was by constructing the hall to prevent noise (Riker, 1965). Greenleaf (1969) stated that when you isolate people from each other you cut off both noise and contact with others which was assumed to be educational.

Chapter III

RESEARCH

Co-educational living, visitation of the opposite sex to the student's room, and grouping by academic classification are the three general areas in programming which were examined. Housing officials at Kansas State University wanted to know if students were being kept from studying in the hall due to noise. The administration wanted to know if differences in noise distraction could be noted on corridors whose residents were males compared to those corridors with female residents; in a co-ed living situation; in living nearer the exit area (as compared to living nearer the middle of the corridor); for graduate students segregated on one floor of the residence hall. The overall questionnaire (Appendix 1) used can be divided into two areas: 1) the amount of distracting noise; its causes and possible solution, and 2) a look at visitation; its effect upon noise, the problems it created in the displacement of the roommate, and frequency of visitation usage. The three groups studied on these variables were: graduate-nongraduate, co-ed-nonco-ed, and male-female. It was this writer's desire to explore the following questions: 1) does visitation detract from an academic environment? 2) does co-educational living reduce an excess of distracting noise? and 3) does academic classification grouping of graduate students reduce distracting noise for graduate students?

Description of the surveyed hall. The residence hall studied

at KSU was a 646 capacity high rise hall with 10 floors. The floors were "L" shaped with a common lobby for both corridors. Floors five through eight were co-ed with one corridor housing females and one corridor for the males. The terrace floor through fourth along with ninth floor were all male. In addition to being a co-ed floor, the fifth floor was used to house graduate students. Due to lack of demand, the graduate student floor was composed of 33% graduate students and nearly all of the remainder were juniors and seniors.

Visitation was a policy regulated by the students with the "local option" to control this privilege by a vote of the students living in the governed area. All the students surveyed had 24 hour visitation privileges.

Procedures. The questionnaire was presented to the floor presidents to disseminate and collect. The tabulation of data was accomplished by the writer. The residents were only identified by sex and the floor on which they resided. The questionnaire was administered directly after the start of the second semester of a nine month academic calendar. Nearly all the respondents had lived in the hall for one full semester.

Chapter IV

RESULTS

The results shown here are tabulated from questionnaires voluntarily returned. Table 1 shows that returns ranged between 49 and 62 percent with the aggregate return consisting of 52 percent.

Insert Table 1 about here

The basic question of the amount of excessive noise in the residence hall was considered in Table 2.

Insert Table 2 about here

Undergraduates, males, and non-co-ed groups reported difficulty in studying due to the noise, more than their counterparts, the graduates, females, and co-ed residents. The chi-square test of independence was computed with results of each dichotomous group. Significant differ-

Insert Tables 3, 4, and 5 about here

ences were found between the co-ed - non-co-ed and graduate - non-graduate floors. In addition to these three groups, a chi-square was computed on results of those students who reported living nearer the middle of the corridor, in terms of noise being a deterrent to studying. The results reported in Table 6 show no significant difference between those living nearer the middle of the corridor and those who lived nearer an exit.

Insert Table 6 about here

Noise level as a result of the amount of visitation was reported in Table 2. Generally, the amount of visitation was not perceived by students to have an effect on noise level. In comparison to other living groups, the persons living on non-co-ed floors did not find noise to be a result of the amount of visitation. The chi-square test of independence was computed to the results of each group's responses on this particular question. A significant difference was found in the co-ed - non-co-ed dichotomy. The other groups did not suggest a difference in the effect of visitation on noise (refer to tables 3 - 5).

Those that answered "yes" to the question on visitation affecting the noise level, were asked if more visitation caused more noise, or if more visitation caused less noise. The findings show 63 percent felt that more visitation caused more noise and 37 percent felt that more visitation did not cause more noise (refer to Table 2).

An attempt was made by the writer to determine a solution to the noise problem based on student opinion. The solutions suggested were "more rigorous rules" and an "increase in rent for the installation of noise reducing devices". The aggregate percentage resulted in increased willingness to pay, rather than give up flexible rules. However, there was opposition to both these opinions. The results can be found in Table 2. Generally, the graduate students were less willing to pay and/or give up freedoms than their counterparts, but the overall trend of wanting neither still held true (Tables 3 - 5).

The satisfaction of students with the current policy on visitation was the basic question concerning visitation. The satisfaction with the visitation policy ran over 95 percent in every group. The results can be found in Tables 2 - 5.

A premise that people who were inconvenienced by noise were more willing to submit to unpopular solutions appeared to be supported by the results in Tables 2 - 5. Those who were kept from studying due to noise were more willing to submit to rigorous rules and/or higher rent payments.

The questions related to where and when noise occurs were investigated on items 6 and 7 of the questionnaire. Students reported that 51.6 percent of the noise came from their own floor, 38.5 percent from above, and only 9.8 percent from below. The noise was most distracting in the evening and late night. These two areas polled 35.5 percent and 39.4 percent, respectively. These were compared with the afternoon at 15.3 percent and morning with 9.8 percent.

At times, visitation was observed to be an inconvenience to the residents. Inconveniences involved spending time out of the room while the roommate entertained a guest. The results of Tables 2 - 5 appeared to suggest this is not a problem reported by students. Roommates do not, generally, mind staying out of their room, and most report having left the room as little as 0 - 5 times during the semester prior to the survey. Students also report they used visitation more, or about the same, as their roommate. Only 25 percent reported they used visitation less than their roommate.

The results show (Table 3) that a difference exists between sexes on the number of times they chose to stay out of their rooms. Females reportedly do not return to their rooms as often as males.

The use of visitation was found to be bi-modal in distribution, the results of which are graphed in Figures 1 - 4. The total use of visitation declines in every group, to a low at 5-6 days use. The bi-

modality was a limiting factor in comparing groups in this survey.

Insert Figures 1 - 4 about here

The students who had previously lived in another residence hall were asked to express opinion on the amount of noise in the hall. It was anticipated that the results would lend support to a generalization to other residence halls. The total response revealed that 75 percent felt that the surveyed hall had the same or less noise than the halls in which they previously resided. One-fourth felt that the hall they were living in had more noise. The results did not seem to differ greatly among the groups except in the case of the graduate students, 87 percent felt the hall had the same or less noise than other halls. This appears to be consistent with the results on graduates being able to study in the hall. Students, who had previously lived in another residence hall, were asked, on item 13, to give reasons for more or less noise in the surveyed hall. The return frequencies on this item were not high enough to tabulate accurately.

Limitations. The two basic limitations to the results were poor return on the questionnaire, and the low percentage of graduate students that inhabited the graduate floor. The low percentage of return was a direct result of the method of distributing and receiving the questionnaire. The respondents were not required to identify themselves, other than their sex and floor on which they lived. These faults are correctable and should be corrected in future studies.

Generalizations of results on housing by academic classification are greatly limited by only 33 percent of the graduate floor being

graduate students. The majority were juniors and seniors. The sample actually surveyed, was college juniors and above, and not the graduate-undergraduate dichotomy. Another limitation could be that the groups studied were not completely dichotomous. For example, the graduate student floor was also a co-ed living floor. Possibly, more separate samples should have been used in order to reduce contamination.

Chapter V

CONCLUSIONS AND IMPLICATIONS

The general hypothesis that an academic environment could be more easily maintained by certain forms of programming seemed to be confirmed. This premise relies on several diverse variables. The living situation would appear to be a factor in maintaining an academic environment. Co-ed living ostensibly provided a more quiet and conducive atmosphere and a better situation in terms of academic environment. Graduate students when grouped together helped to create an increased academic environment. These two examples of programming attempt, and apparently succeed, in providing a more quiet residence.

Apprehension arose among practitioners when implementing the visitation program. The trepidation experienced by these innovators was apparently not well founded. Generally, the abuse of this program has been less than expected. However, there was always the possibility that with increased utilization of visitation there would be more abuse.

Results from the surveyed hall, did not show that visitation assisted in maintaining an academic environment, nor did visitation detract from the environment.

Negative student opinions toward rent increases and the relinquishing of flexibility of students' life styles was found. There was evidence, however, that students who were inconvenienced by noise in the residence hall, would submit to rent increase or more strict rules. This evidence might show cause for increased programming for

these people as a group. The possibility exists for setting aside an area featuring modern sound proofing which would help eliminate extra noise, particularly if there are some students willing to pay higher rent. A second possibility exists in providing, again on a voluntary basis, areas of the residence hall that would have a controlled academic environment. These areas would ideally either be on top floors of the residence hall and/or one above the other. This would minimize the noise conduction from floors above as reported in this survey.

It was the impression of the writer that this survey revealed many questions for investigation. A complete study of the difference in attitude about student residence halls and their difference portrayed by the opposite sexes was a question that arose throughout this survey. Another question developed when the distribution of the use of visitation was found to be bi-modal. The reasons surrounding this could possibly become more distinct if a full investigation of visitation usage was developed.

The overall results of the survey supported the premise that programming can assist in the creation of an academic environment. Coeducational living and grouping by academic classification seem to aid in limiting distracting noise. These findings could provide evidence to administrators supporting these programs.

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH DIAGRAMS
THAT ARE CROOKED
COMPARED TO THE
REST OF THE
INFORMATION ON
THE PAGE.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**

TABLE 1
Questionnaires Distributed and Returned

GROUPS	NUMBER DISTRIBUTED	NUMBER ^b RETURNED	PERCENTAGE RETURNED
Male ^a	508	259	51
Female ^a	138	69	50
Graduate Floor Residents	68	41	60
Undergraduate Floor Residents	578	293	51
Co-ed Floor Residents	281	157	56
Non-co-ed Floor Residents	365	177	49
TOTAL:	646	334	52

^a Six returned did not designate sex.

^b Percentages used in this study are usually based on numbers less than those in this column because not all respondents answered every question. This did not vary over 2% on any given question.

TABLE 2

Effects of Visitation and Noise as Seen by the Total Residents

ITEM		TOTAL
1. Generally speaking, are you kept from studying in your residence hall by the noise?	%	
	Yes	<u>35</u>
	No	<u>65</u>
2. Does the amount of visitation have any effect on the amount of distracting noise?		
	Yes	<u>14</u>
	No	<u>86</u>
2a. More visitation causes more noise.	Yes	<u>67</u>
More visitation causes less noise.	Yes	<u>37</u>
3. Would you be willing to pay \$5.00 more # per housing payment, if the money were earmarked for the installation of sound reducing physical improvements to your hall?		
	Yes	<u>36</u>
	No	<u>64</u>
3a. Those who answered "yes" to item 1 polled on item 3		
	Yes	<u>53</u>
	No	<u>47</u>
4. Would you be willing to live under more strict rules to reduce noise?		
	Yes	<u>18</u>
	No	<u>82</u>
4a. Those who answered "yes" to item 1 polled on item 4		
	Yes	<u>31</u>
	No	<u>69</u>
5. Do you understand your hall visitation policy?		
	Yes	<u>98</u>
	No	<u>2</u>
5a. Are you satisfied with the visitation policy?		
	Yes	<u>96</u>
	No	<u>4</u>

TABLE 2 con't

ITEM	TOTAL
8. Do you mind staying out of your room while your roommate has a guest?	
Yes	<u>5</u>
No	<u>71</u>
Sometimes	<u>24</u>
9. As compared with my roommate, I use visitation:	
More	<u>28</u>
Less	<u>21</u>
About the Same	<u>51</u>
10. How many times, during this year, have you chosen to stay out of your room while your roommate has a guest?	
0-5	<u>79</u>
6-10	<u>10</u>
Over 10	<u>10</u>
12. As compared to other residence halls, on the topic of excessive noise, your hall has:	
More	<u>25</u>
Less	<u>26</u>
About the Same	<u>49</u>

Students generally pay their housing bill in eight installments.
Five dollars per payment would amount to \$40.00 per year.

TABLE 3
Effects of Visitation and Noise as Seen by the Male and Female Residents

ITEM	Group		Chi-Square
	Male N=259	Female N=69	
1. Generally speaking, are you kept from studying in your residence hall by the noise?	%	%	
Yes	<u>37</u>	<u>26</u>	2.93
No	<u>63</u>	<u>74</u>	
2. Does the amount of visitation have any effect on the amount of distracting noise?			
Yes	<u>13</u>	<u>17</u>	.6
No	<u>87</u>	<u>83</u>	
3. Would you be willing to pay \$5.00 more per housing payment if the money were "earmarked" for the installation of sound reducing physical improvements to your hall?			
Yes	<u>36</u>	<u>35</u>	.08
No	<u>64</u>	<u>65</u>	
3a. Those who answered "yes" to item 1 polled on item 3.			
Yes	<u>57</u>	<u>41</u>	
No	<u>43</u>	<u>59</u>	
4. Would you be willing to live under more strict rules to reduce noise?			
Yes	<u>20</u>	<u>12</u>	2.9
No	<u>80</u>	<u>88</u>	
4a. Those who answered "yes" to item 1 polled on item 4.			
Yes	<u>32</u>	<u>22</u>	
No	<u>68</u>	<u>78</u>	
5. Do you understand your hall visitation policy?			
Yes	<u>97</u>	<u>100</u>	2.75
No	<u>3</u>	<u>0</u>	

TABLE 3 con't

ITEM	Group		Chi-Square
	Male N=259	Female N=69	
5a. Are you satisfied with the visitation policy?	%	%	
Yes	<u>95</u>	<u>99</u>	
No	<u>5</u>	<u>1</u>	
8. Do you mind staying out of your room while your roommate has a guest?			
Yes	<u>5</u>	<u>6</u>	<u>.7</u>
No	<u>72</u>	<u>66</u>	
Some-times	<u>23</u>	<u>28</u>	
9. As compared with my roommate I use visitation:			
More	<u>28</u>	<u>28</u>	<u>1.2</u>
Less	<u>20</u>	<u>25</u>	
About the Same	<u>52</u>	<u>47</u>	
10. How many times, during this year, have you chosen to stay out of your room while your roommate had a guest?			
0-5	<u>81</u>	<u>76</u>	<u>8.45*</u>
6-10	<u>12</u>	<u>6</u>	
over 10	<u>7</u>	<u>18</u>	
12. As compared to other residence halls, on the topic of excessive noise, your hall has:			
More	<u>22</u>	<u>27</u>	<u>9.71**</u>
Less	<u>22</u>	<u>36</u>	
About the Same	<u>56</u>	<u>36</u>	

* Significant at the .05 level

** Significant at the .01 level

= Percentages presented here represent those persons who reported they had lived in another hall.

TABLE 4

Effects of Visitation and Noise as Seen by the Co-ed Living and
Non-Co-ed Living Residents

ITEM	Groups		Chi-Square
	Co-ed N=157	Non-Co-ed N=177	
1. Generally speaking, are you kept % from studying in your residence hall by the noise?	%	%	
Yes	<u>28</u>	<u>41</u>	<u>5.4*</u>
No	<u>72</u>	<u>59</u>	
2. Does the amount of visita- tion have any effect upon the amount of distracting noise?			
Yes	<u>19</u>	<u>9</u>	<u>8.3**</u>
No	<u>81</u>	<u>91</u>	
3. Would you be willing to pay \$5.00 more per housing pay- ment, if the money were "ear- marked", for the installation of sound reducing physical improvements to your hall?			
Yes	<u>35</u>	<u>36</u>	<u>.08</u>
No	<u>65</u>	<u>64</u>	
3a. Those who answered "yes" to item 1 polled on item 3			
Yes	<u>49</u>	<u>59</u>	
No	<u>51</u>	<u>41</u>	
4. Would you be willing to live under more strict rules to reduce noise?			
Yes	<u>19</u>	<u>17</u>	<u>.33</u>
No	<u>81</u>	<u>83</u>	
4a. Those who answered "yes" to item 1 polled on item 4			
Yes	<u>38</u>	<u>26</u>	
No	<u>62</u>	<u>74</u>	

TABLE 4 con't

ITEM	Groups		Chi-Square
	Co-ed N=157	Non-Co-ed N=177	
5. Do you understand your hall visitation policy?	%	%	
Yes	<u>99</u>	<u>96</u>	<u>1.85</u>
No	<u>1</u>	<u>4</u>	
5a. Are you satisfied with the visitation policy?			
Yes	<u>95</u>	<u>96</u>	
No	<u>5</u>	<u>4</u>	
8. Do you mind staying out of your room while your roommate has a guest?			
Yes	<u>7</u>	<u>4</u>	<u>6.7*</u>
No	<u>73</u>	<u>65</u>	
Sometimes	<u>20</u>	<u>31</u>	
9. As compared with my roommate I use visitation:			
More	<u>26</u>	<u>29</u>	<u>.25</u>
Less	<u>22</u>	<u>21</u>	
About the Same	<u>52</u>	<u>50</u>	
10. How many times, this year, have you chosen to stay out of your room while your roommate has a guest?			
0-5	<u>83</u>	<u>76</u>	<u>10.6**</u>
6-10	<u>5</u>	<u>16</u>	
Over 10	<u>12</u>	<u>9</u>	
12. As compared with other residence halls, on the topic of excessive noise, your hall has:			
More	<u>27</u>	<u>21</u>	<u>2.02</u>
Less	<u>24</u>	<u>29</u>	
About the Same	<u>49</u>	<u>50</u>	

* Significant at the .05 level

** Significant at the .01 level

TABLE 5
Effects of Visitation and Noise as Seen by Graduate Floor
and Undergraduate Floor Residents

ITEM	Groups		Chi-Square
	Grad N=41	Undergrad N=293	
1. Generally speaking, are you kept from studying in your residence hall by the noise?	%	%	
Yes	<u>18</u>	<u>37</u>	<u>7.5**</u>
No	<u>82</u>	<u>63</u>	
2. Does the amount of visitation have any effect on the amount of distracting noise?			
Yes	<u>20</u>	<u>13</u>	<u>.9</u>
No	<u>80</u>	<u>87</u>	
3. Would you be willing to pay \$5.00 more per housing payment, if the money were "earmarked" for the installation of sound reducing physical improvements to your hall?			
Yes	<u>27</u>	<u>37</u>	<u>1.92</u>
No	<u>73</u>	<u>63</u>	
3a. Those who answered "yes" to item 1 polled on item 3			
Yes	<u>43</u>	<u>54</u>	
No	<u>57</u>	<u>46</u>	
4. Would you be willing to live under more strict rules to reduce noise?			
Yes	<u>10</u>	<u>19</u>	<u>1.75</u>
No	<u>90</u>	<u>81</u>	
4a. Those who answered "yes" to item 1 were polled on item 4			
Yes	<u>29</u>	<u>31</u>	
No	<u>71</u>	<u>69</u>	

TABLE 5 con't

ITEM	Groups		Chi-Square
	Grad N=41	Undergrad N=293	
5. Do you understand your hall visitation policy?	%	%	
Yes	<u>100</u>	<u>97</u>	<u>1.16</u>
No	<u>0</u>	<u>3</u>	
5a. Are you satisfied with the visitation policy?			
Yes	<u>92</u>	<u>96</u>	
No	<u>8</u>	<u>4</u>	
8. Do you mind staying out of your room while your roommate has a guest?			
Yes	<u>14</u>	<u>29</u>	<u>3.83</u>
No	<u>32</u>	<u>24</u>	
Sometimes	<u>55</u>	<u>47</u>	
9. As compared with your roommate, you use visitation:			
More	<u>22</u>	<u>29</u>	<u>2.07</u>
Less	<u>29</u>	<u>20</u>	
About the Same	<u>49</u>	<u>51</u>	
10. How many times, this year, have you chosen to stay out of your room while your roommate had a guest?			
0-5	<u>88</u>	<u>78</u>	<u>2.83</u>
6-10	<u>2</u>	<u>12</u>	
Over 10	<u>10</u>	<u>10</u>	
12. As compared with other residence halls, on the topic of excessive noise, your hall has:			
More	<u>14</u>	<u>29</u>	<u>3.83</u>
Less	<u>32</u>	<u>24</u>	
About the Same	<u>55</u>	<u>47</u>	

* Significant at the .05 level

** Significant at the .01 level

TABLE 6

Effects of Visitation and Noise as Seen by Students Who Reported Living Nearer an Exit Compared to Living Nearer the Middle of the Corridor

ITEM	Groups		Chi-Square
	Near Exit N=157	Near Mid-Corridor N=141	
1. Generally speaking, are you kept from studying in your residence hall by the noise?			
Yes	<u>36</u>	<u>31</u>	<u>.6</u>
No	<u>64</u>	<u>69</u>	
2. Does the amount of visitation have any effect on the amount of distracting noise?			
Yes	<u>17</u>	<u>14</u>	<u>.6</u>
No	<u>83</u>	<u>86</u>	

FIGURE 1
Distribution of Total Use
of Visitation

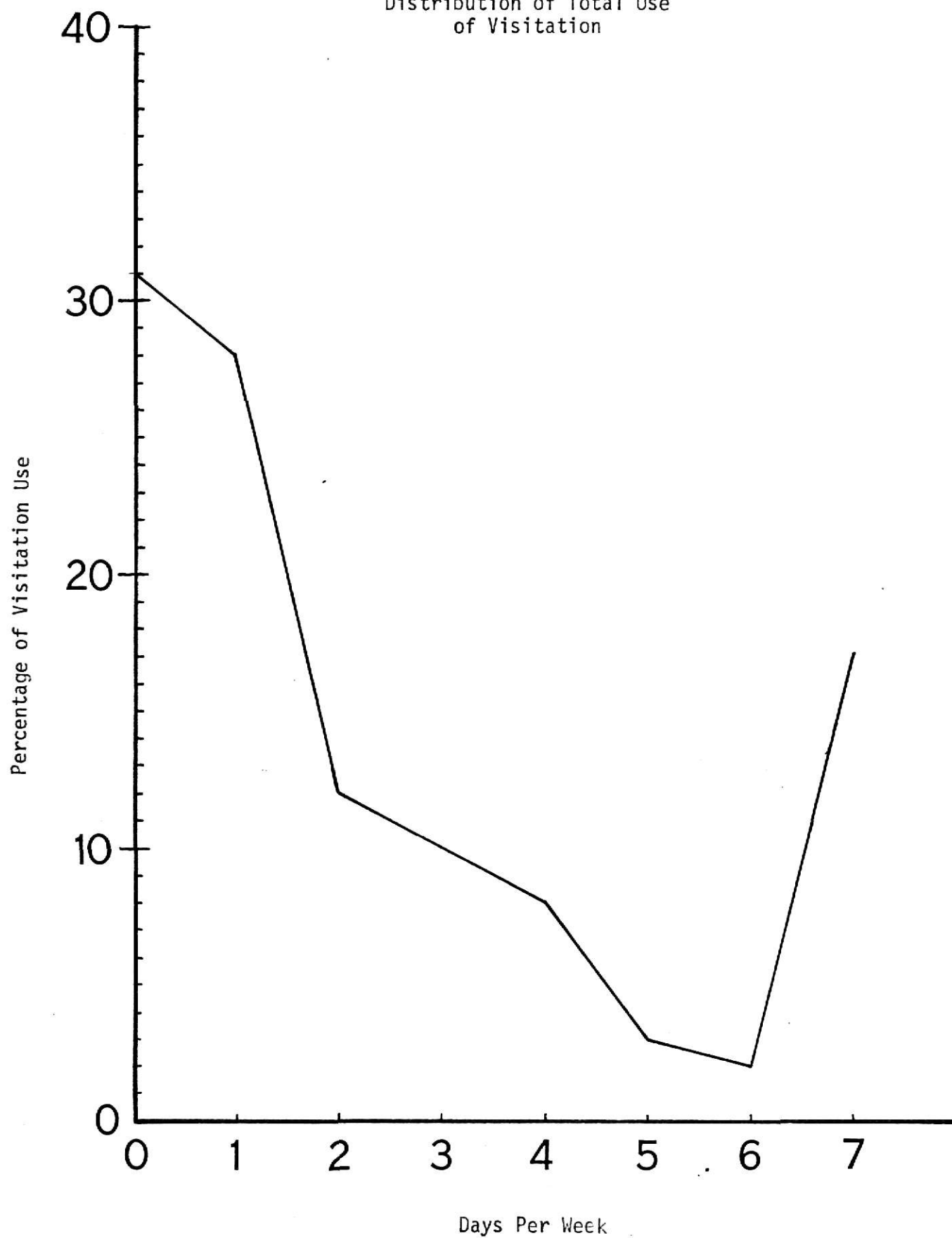


FIGURE 2
Distribution of Male-Female
Use of Visitation

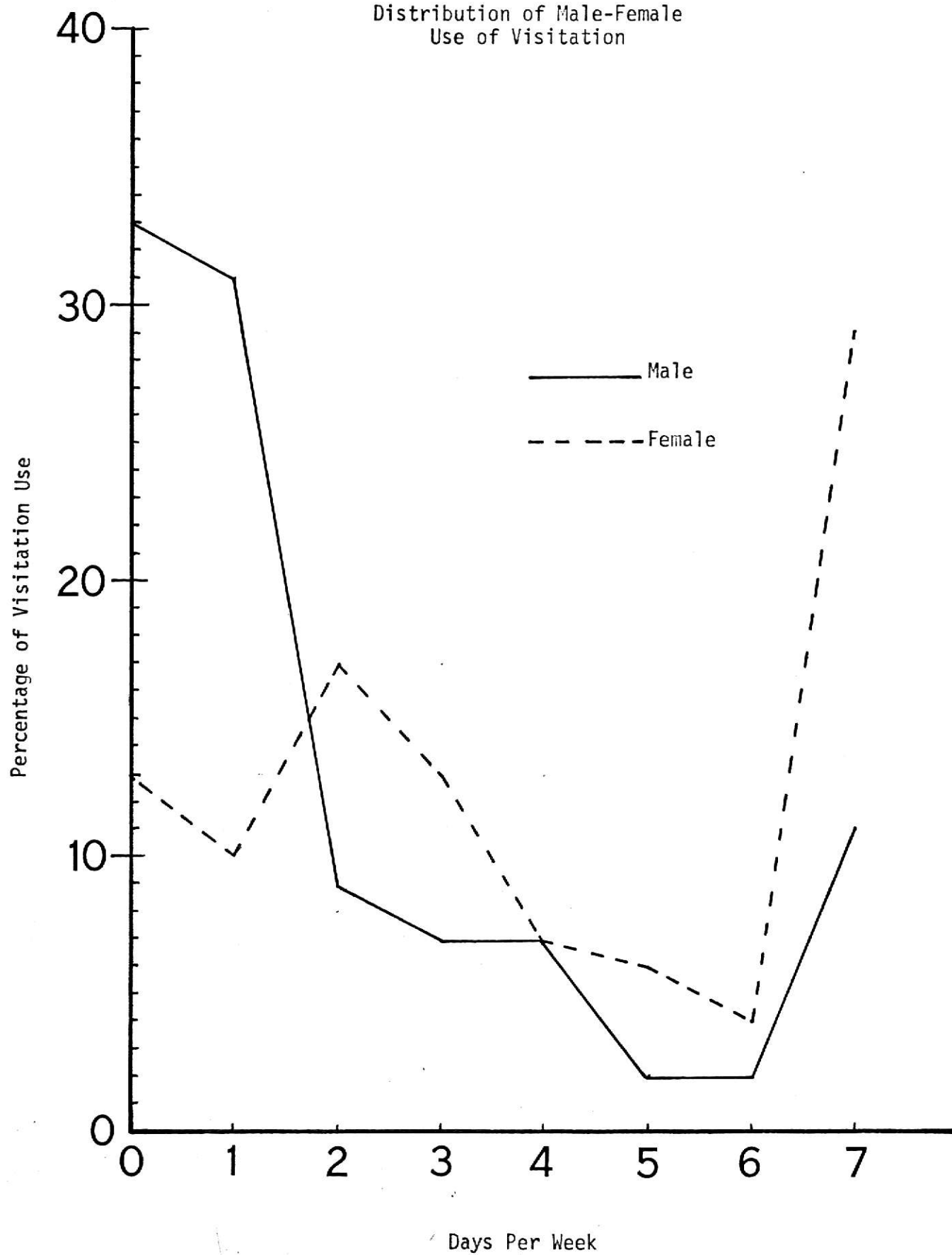


FIGURE 3
Distribution of Coed-Non-Coed
Use of Visitation

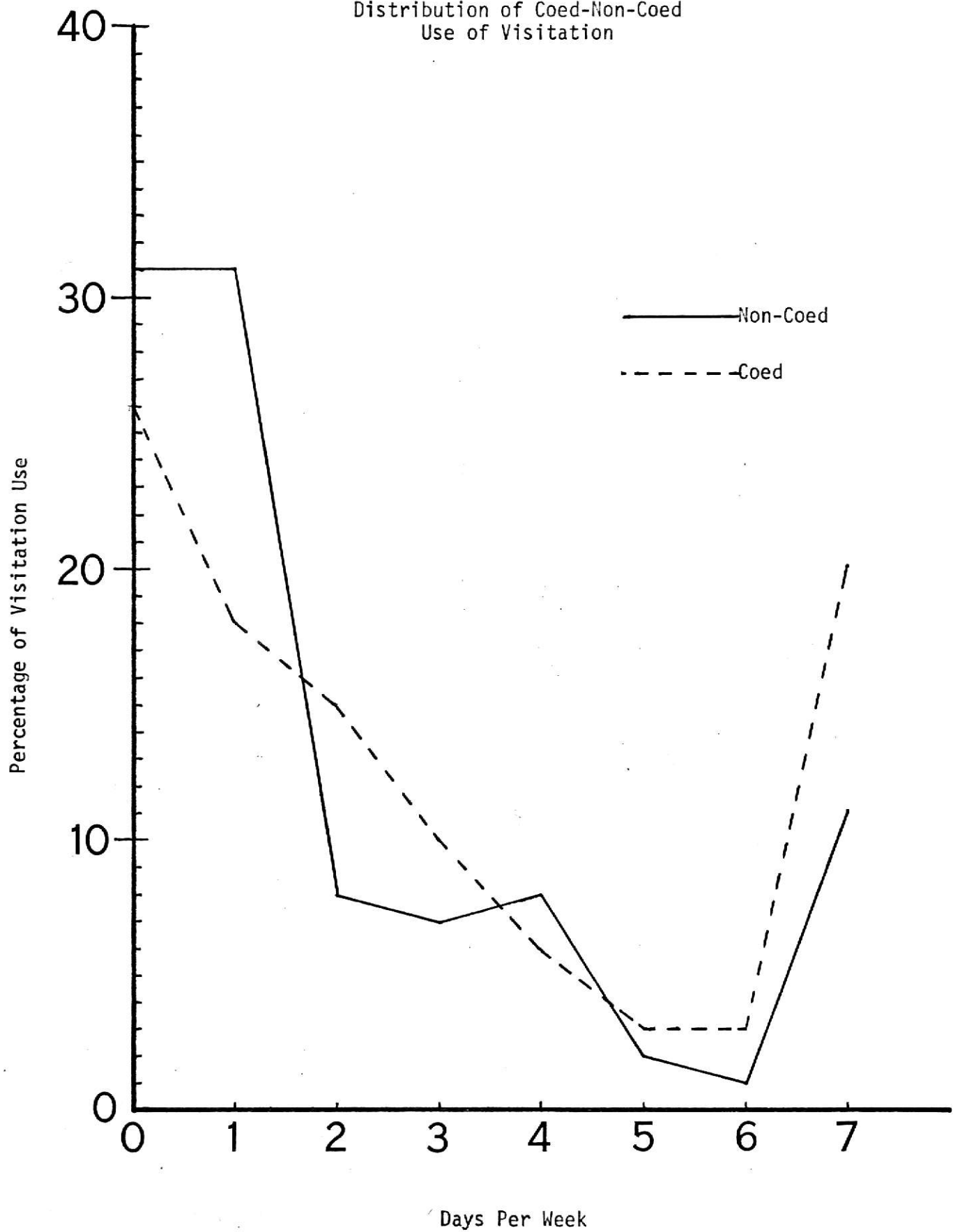
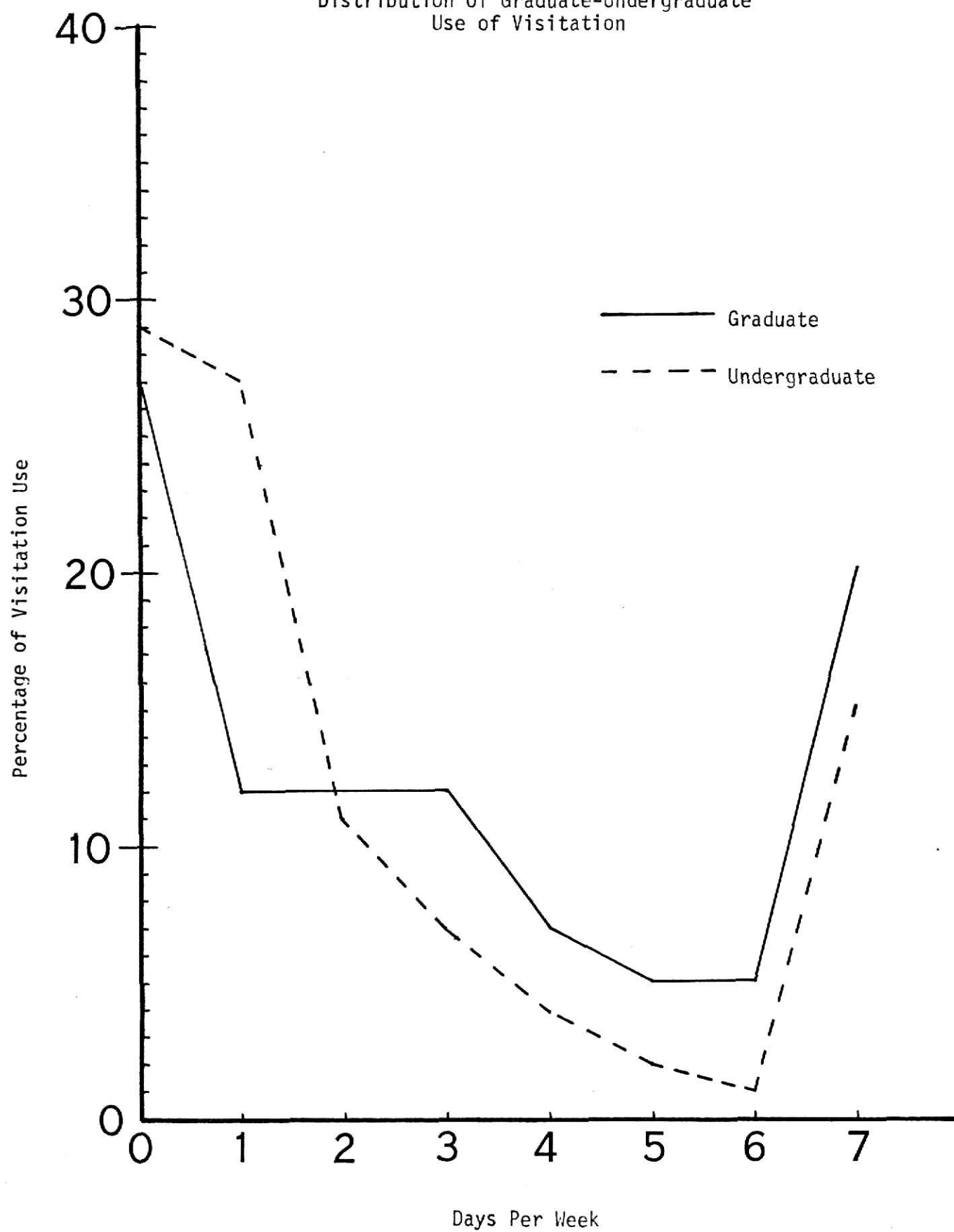


FIGURE 4
Distribution of Graduate-Undergraduate
Use of Visitation



APPENDIX

QUESTIONNAIRE

This questionnaire is intended to obtain student opinion on several items that occur in every day life in a residence hall at KSU. This is not intended to imply that the students are voting or in any way recommending that certain policies implied by this questionnaire be put into effect. Please check only one answer per item unless marked otherwise.

IDENTIFYING DATA - Check if it applies to you Floor No. _____

Male or Female _____

_____ I have lived in a residence hall other than the one in which I now reside.

_____ I have lived on a different floor than the one on which I now reside.

_____ I live nearer the exit.

_____ I live nearer the middle of the corridor.

YES OR NO

_____ 1. Generally speaking, are you kept from studying in your residence hall by the noise?

_____ 2. Does the amount of visitation have any effect upon the amount of distracting noise? If yes,

2. _____ More visitation causes
more noise
_____ More visitation causes
less noise

_____ 3. Would you be willing to pay \$5.00 per housing payment, if the money were "earmarked", for the installation of sound reducing physical improvements to your hall?

_____ 4. Would you be willing to live under more strict rules to cut down on noise?

_____ 5. Do you understand your hall visitation policy? If so, are you satisfied with it? 5a. yes _____ no _____

6. The distracting noise in this hall comes from: _____ Above
_____ Below
(Check more than one if appropriate) _____ Your own floor

7. The noise is most distracting in the: ☐ morning
☐ evening
 (Check more than one if appropriate) ☐ afternoon
☐ late night
8. Do you mind staying out of your room while your roommate has a guest? (Check only one) ☐ yes ☐ no ☐ sometimes
9. As compared with my roommate I use visitation: ☐ more
☐ less
☐ about the same
10. How many times, this year, have you chosen to stay out of your room while your roommate has a guest? (Check only one)
☐ 0 - 5 ☐ 6 - 10 ☐ over 10
11. Circle how many days per week, on the average, you use visitation:
 7 6 5 4 3 2 1 0
12. As compared with other residence halls, on the topic of excessive noise, your hall has: ☐ more ☐ less ☐ about the same
13. Mark one check (X) by one of the following that you feel to be the most important reason that your hall has "more" or "less" noise than other halls and two checks (XX) by the factor that would be (or is) greatest in reducing excessive noise.
- | | |
|---|---|
| <input type="checkbox"/> Co-ed living (if applicable) | <input type="checkbox"/> liberal visitation |
| <input type="checkbox"/> Quiet hours | <input type="checkbox"/> Floor officers |
| <input type="checkbox"/> Staff who show little concern for noise problems | <input type="checkbox"/> Staff who show more concern for noise problems |
| <input type="checkbox"/> Residents who show more concern for noise problems | <input type="checkbox"/> Residents who show little concern for the noise problems |
| <input type="checkbox"/> Physical improvements of the building | |
| <input type="checkbox"/> Other (specify) _____ | |

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A STUDY OF NOISE AND VISITATION IN A CO-ED
RESIDENCE HALL AT KANSAS STATE UNIVERSITY

by

Joseph D. Rei
B.A., Ottawa University, 1970

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

ABSTRACT

Residence halls have been challenged to align their goals and objectives with the academic society they serve. This challenge calls for the development of an environment in the residence halls that would provide the conditions in which study could be enhanced. One important factor in the production of an academic environment is the reduction of distracting noise.

A questionnaire was developed to study noise and visitation in a 646 student high-rise residence hall at Kansas State University. Four of the floors were co-ed and the remainder were all male. One co-ed floor was designated for graduate students. The general hypotheses studied were: 1) co-ed living reduces an excess of distracting noise, 2) academic classification grouping of graduate students reduces distracting noise, and 3) visitation does not distract from an academic environment.

The questionnaire did seem to support the fact that noise was a problem in residence halls. The floor designated for graduate students and co-ed floors reported less distractive noise than the all male floors. Students, however, did not want to submit themselves to paying more for physical improvements to stop the noise or subject themselves to stronger rules and regulations to stop the noise. The noise in the hall was not affected by visitation and the most distracting noise comes from above and on the same floor as the residents. Distracting noise was noticed more in the evening and late night.

Visitation use was also described. Residents did not feel that they objected to staying out of their room while their roommate entertained a guest. Visitation was found to be bimodal in days use per week with 0-1 or 7 days per week being the most frequently reported.