

A COMPARATIVE STUDY OF THE ACADEMIC ACHIEVEMENT
OF FOUR GROUPS OF GIRLS ON THE CAMPUS OF
KANSAS STATE TEACHERS COLLEGE OF EMPORIA
FOR THE YEARS 1934 TO 1938

A THESIS

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EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
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THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCES

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CHAPTER I

INTRODUCTION

The Nature of the Study

For many years much has been spoken and written concerning the advantageous and detrimental aspects of dormitory life. These discussions involve such questions as presence or absence of homelike environment, conditions conducive or detrimental to formation of good study habits, strictness of rules, advantages or disadvantages in development of independent thought and self expression, and range of associations and friendships. The list might be continued on through the mental, moral, social, and physical categories of desirable elements in dormitory life, or those to be shunned.

Especially is this true in recent years. Development of such projects as cooperative student halls or villages, as well as agitation for dormitory facilities which will be adequate to accommodate all women students, give the question of the desirability of dormitories added significance.

Harriet Hayes¹ in an article, "College Residence Halls and the Social Needs of Students," emphasizes the universality of dormitories and suggests the magnitude of the problem of wise spending for dormitories, and adequate planning in order that they may serve all the needs of those who for nine months of the year make the dormitory their home.

¹ Harriet Hayes, "College Residence Halls and the Social Needs of Students." Journal of Home Economics, Volume 21, p. 756-57 (October, 1929).

Nearly 90% of American institutions of higher education maintain residence halls for at least part of their students. . . . Such widespread interest and evident willingness to spend large sums of money, would seem to call for careful study of the special purposes to be served by the halls, and of the special needs of the students; but, as a matter of fact, we find that even the most expensive buildings are sometimes rather architectural monuments than suitable student homes, and the most obvious needs of the student are overlooked.

A comprehensive study of all those phases of dormitory life suggested above would require many volumes. The province of this study is limited to the academic achievement only, of Emporia State Teachers College freshmen and sophomore women. The principal objective of the study is to ascertain whether those who reside in the dormitory differ, to a statistically significant extent, in academic achievement, as indicated by grade point averages, from groups of students residing elsewhere.

Previous Studies

Many articles have been published expressing various opinions regarding the desirability and efficacy of women's dormitories, but the only study of which the writer is cognizant, which is at all similar to this study, is one by Inez P. Duncan.²

Miss Duncan has compared commuting with campus women students, at Syracuse University, for the year 1933-'34.

² Inez P. Duncan, A Personal Study of the Women Commuting Students Who Attended Syracuse University the First Semester of the 1933-'34 School Year. (Syracuse University, Unpublished Thesis, 1935) 176 pp.

Definition of Terms

The term Sorority is used to describe the group of girls who not only are sorority members but also live at the chapter house.

Dormitory applies to that group of girls who resided in Morse Hall during the semester under consideration.

As used here the term Non-Resident refers to the group of girls who gave as their home address, cities and towns other than Emporia, and who resided in Emporia at addresses other than the dormitory or a sorority house during the semester in question.

The term Resident is used to refer to the group of girls who give Emporia as their home address and reside at the address given while attending college.

The abbreviation, G.P.A. is used for the phrase, grade point average.

Grade points are determined as follows: A=1, B= 2, C=3, D=4, F=5.

The Scope of the Study

Four groups of freshman and sophomore girls were studied during each of the eight semesters from the Fall of 1934 to the Spring of 1938. These groups were designated as, Sorority, Dormitory, Residents, and Non-Residents. Since an equal number from each group was desired, the Sorority group, being the smallest, became the controlling factor in determining how many might be used each semester. From 28 to 34 girls were used in each of the four groups during each of the eight semesters considered. A total of 235 semester G.P.A.'s were taken for each of the four groups during the eight semesters. As shown in Table I (page 4), this makes a total of 940 semester averages which are considered in this study.

TABLE I

NUMBER OF STUDENTS INCLUDED IN EACH OF THE FOUR GROUPS, BY SEMESTERS, SEMESTER TOTALS AND 4-YEAR TOTALS FOR THE YEARS 1934-1938

Semester	1934-'35		1935-'36		1936-'37		1937-'38		4-Year Total	
1st	29	116	27	108	34	136	29	116	119	476
2nd	28	112	28	112	30	120	30	120	116	464
					Total for the entire study 940					

Read table thus; Records for 29 girls in each of the four groups making a total of 116 semester averages, were taken for the first semester of the year 1934-'35. Read in like manner for succeeding years.

Method of Procedure

By the use of names and information secured from the annual copy of the College Directory, supplemented by lists of "Dormitory" girls secured from the bursar's files, and lists of "Sorority" girls, secured from sponsors and secretaries' records, lists of from fifty to one hundred names were secured in each of the four groups, Sorority, Dormitory, Residents and Non-Residents. In order that the factor of differences in individual ability might be controlled, it was then necessary to match students according to some measure of scholastic ability upon entering college.

Since 1924, all Kansas State Teachers College freshmen have been given a battery of entrance tests. On the basis of the results of these tests, they are divided into ten groups, numbered from one to ten and known as deciles. Those in the first decile rank in the lowest ten per cent on the tests. Each 10 percentile points constitute a decile. Thus those ranking between ninety and one hundred in percentile rating are known as tenth decile students.

The system of decile grouping, with modifications, was used in the

present study. Five groups were arbitrarily established from the ten mentioned above as follows:

- Group I -- 1st decile students
- Group II -- 2nd and 3rd decile students
- Group III -- 4th, 5th, 6th, and 7th decile students
- Group IV -- 8th and 9th decile students
- Group V -- 10th decile students.

Since the "Sorority" list was the smallest, decile rank was obtained for each girl and each was then designated as belonging to one of the five groups mentioned above. An equal number of "Dormitory," "Resident," and "Non-Resident" girls was then secured for each of the five groups, on the basis of the decile rank. Thus the girls of each of the four large units--i.e., "Sorority," "Dormitory," "Residents," and "Non-Residents"--were matched, within narrow limits, according to ability as indicated by the entrance tests.

Age, academic classification, and the G.P.A., for each semester, and total hours taken for credit were then recorded for each girl.

The same procedure was followed for each of the eight semesters from the Fall of 1934 to the Spring of 1938. These records were later totaled, averaged, and analyzed statistically as shown in the following chapter.

Sources of Data

Data for lists of names in the Sorority, Dormitory, Residents, and Non-Residents groups were secured from copies of the annual College Directory, the bursar's office, and sorority sponsors and records. The remainder of the data was obtained through the records kept in the office of the Bureau of Educational Measurements which is in charge of all entrance tests.

Methods of Presentation of Data

Data are presented either through discussion or by the use of statistical tables, accompanied by explanation or analysis.

CHAPTER II

STATISTICAL PRESENTATION AND CRITICAL DISCUSSION OF DATA

Summary of Semesters from Fall of 1934 to Spring of 1938

From each of the original data sheets as described in the preceding chapter, a tabular arrangement of data, as shown in Table II, was prepared.

TABLE II

G.P.A. AND AVERAGE HOURS TAKEN FOR CREDIT BY EACH OF THE FOUR GROUPS OF GIRLS,
ARRANGED ACCORDING TO DECILE GROUPINGS¹

Study Units	Group I		Group II		Group III		Group IV		Group V		Totals	
	Ave.Hrs for GPA	Credit	Ave.Hrs. for GPA	Credit	Ave.Hrs. for GPA	Credit	Ave.Hrs for GPA	Credit	Ave.Hrs. for GPA	Credit	Ave.Hrs. for GPA	Credit
Sorority	3.83	14	3.25	15.16	2.93	13.8	2.21	14.22	1.30	10	2.61	14.1
Dormitory	3.07	13	3.00	15.16	2.79	14.5	2.24	15.12	2.60	15	2.69	14.7
Residents	3.17	14.66	3.08	14.33	2.82	14.3	2.26	14.22	2.20	13	2.71	14.2
Non-Residents	3.73	12.33	3.15	14.16	2.61	15	2.29	14.78	1.90	16	2.78	14.5

Read table thus: During the first semester of the year 1934-'35 the Sorority girls of Group I had a G.P.A. of 3.83 on an average load of 14 hrs., those of Group II had a G.P.A. of 3.25 on 15.16 hrs., etc.

Since the arrangement of data in Table II was used principally as a means of checking the total averages it did not seem advisable to include data

¹ Cf. ante, p. 5.

for the other seven semesters such as that shown in Table II for the first semester of 1934-'35. Instead a summary table of total G.P.A. and total average hours for each of the eight semesters, and the 4-year G.P.A. is shown. This table is composed of the columns headed "Totals" in Table II and those of the remaining seven semester sheets like the one shown for the first semester of 1934-'35 in Table II.

TABLE III

G.P.A. AND AVERAGE HOURS TAKEN FOR CREDIT, BY SEMESTERS, FOR THE FOUR GROUPS OF GIRLS, AND
TOTAL 4-YEAR G.P.A. FOR THE FOUR GROUPS

Study Units	1934-'35				1935-'36				1936-'37				1937-'38				4-Year G.P.A.
	1st Sem.		2nd Sem.		1st Sem.		2nd Sem.		1st Sem.		2nd Sem.		1st Sem.		2nd Sem.		
	GPA	Ave. Hrs.	GPA	Ave. Hrs.	GPA	Ave. Hrs.	GPA	Ave. Hrs.	GPA	Ave. Hrs.	GPA	Ave. Hrs.	GPA	Ave. Hrs.	GPA	Ave. Hrs.	
Sorority	2.81	14.1	2.66	14.29	2.54	14.3	2.71	14.9	2.68	14.8	2.76	14.9	2.88	14.6	2.69	14.4	2.72
Dormitory	2.69	14.7	2.72	15.0	2.62	14.3	2.47	14.9	2.89	13.9	2.63	14.7	2.59	15.1	2.53	15.0	2.66
Residents	2.71	14.27	2.76	14.86	2.63	14.0	2.77	14.6	2.85	13.6	2.78	14.6	2.79	14.3	2.66	14.6	2.75
Non- Residents	2.78	14.51	2.72	14.93	2.76	14.4	2.71	14.6	2.89	14.0	2.84	14.2	2.58	14.7	2.61	14.6	2.74

Read table thus: During the first semester of the year 1934-'35 the Sorority girls made a G.P.A. of 2.81 on an average of 14.1 hours, during the second semester of the same year their G.P.A. was 2.66 on an average of 14.29 hours, etc. Read in like manner for other years and for other groups.

Since the greatest difference, with one exception, in average number of hours taken for credit, between any two of the four groups is .6 of an hour, the number of hours is not regarded as significant and is not considered in the remainder of the study.

Statistical Treatment of 4-Year Averages

While Table III clearly shows the simple G.P.A. rank of each of the four groups of girls, for each of the eight semesters, it is necessary in order to state the results in terms of statistical significance, to construct distribution tables and to apply certain statistical formulas² to the data. The results are then stated in terms of the number of cases in a hundred, in which one of the four groups would exceed another. Table IV makes the six possible comparisons of the four groups, showing the number of chances in one hundred which one has of exceeding, or being exceeded by, each of the others.

TABLE IV

SIX POSSIBLE PAIRINGS OF THE FOUR GROUPS AND THE NUMBER OF CHANCES IN 100, WHICH EACH ONE HAS OF EXCEEDING OR BEING EXCEEDED BY EACH OTHER ONE

Six Possible Pairings of the Four Groups	Chances in 100 of the First Named Exceeding the Second*							
	1934-'35		1935-'36		1936-'37		1937-'38	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Sorority-Dormitory	-76	63	67	-69	92	-76	-95	-86
Sorority-Resident	-69	72	69	61	63	54	-79	-59
Sorority-Non-Resident	-58	64	60	50	91	68	-97	-72
Dormitory-Resident	56	60	50	93	-59	82	85	82
Dormitory-Non-Resident	73	50	62	91	50	91	-52	71
Resident-Non-Resident	64	-60	77	-51	58	68	-58	-65

Read table thus: During the first semester of 1934-'35, Dormitory girls would exceed Sorority girls in 76 of 100 cases; Residents would exceed Non-Residents in 69 of 100 cases; Non-Residents would exceed the Sorority group in 58 of 100 cases; Dormitory would exceed Residents in 56 of 100 cases; Dormitory would exceed Non-Residents in 73 of 100 cases, and Residents would exceed Non-Residents in 64 of 100 cases.

* If the sign is minus, the second has the given number of chances per 100 of exceeding the first.

² Cf. post, pp. 11 and 12.

It will be noted in Table IV that while certain groups clearly have some advantage over certain other groups, a definite ranking of the four groups would be quite difficult. In no instance does any one group exceed any other group through the entire eight semesters.

To summarize further the results of the study, as well as to illustrate the statistical processes involved, Tables V and VI are included. In these Tables the total number of cases for the 4-year period are summarized. The semester averages of 235 students in each of the four groups, or a total of 940 semester averages, is the basis for these summary Tables.

TABLE V

FOUR-YEAR AVERAGE, STANDARD DEVIATION,* NUMBER OF CASES, SQUARE ROOT OF THE NUMBER OF CASES AND SIGMA AVERAGE FOR THE FOUR GROUPS

Group	Average	σ (S.D.)	n	\sqrt{n}	σ average
Sorority	2.72	.6687	235	15.33	.0436
Dormitory	2.65	.6313	235	15.33	.0412
Resident	2.75	.6584	235	15.33	.0429
Non-Resident	2.74	.6556	235	15.33	.0382

Read table thus: For the Sorority group the 4-year Average was 2.72, standard deviation (σ) was .6687, the number of cases considered was 235, the square root of which is 15.33, and the sigma of the average is .0436.

* Standard deviation was determined by making a frequency chart and applying the following formula:

$$S.D. = \sqrt{\frac{fd^2}{n} - C^2} \times \text{step interval } (.5)$$

TABLE VI

STATISTICAL EVALUATIONS OF THE RANKINGS OF THE FOUR GROUPS

Six Possible Pairings	D	σ_1^2 and σ_2^2	Sum and σ_1^2	diff.	$-D/\text{diff.}$	Chances in 100
Sorority-Dormitory	-.07	.00190096 .00169744	.00359840	.0599	1.1686	-87
Sorority-Resident	.05	.00190096 .00184041	.00374137	.0612	.4902	69
Sorority-Non-Resident	.02	.00190096 .00145924	.00335020	.0579	.3454	64
Dormitory-Resident	.10	.00169744 .00184041	.00353785	.0596	1.6807	96
Dormitory-Non-Resident	.09	.00169744 .00145924	.00315668	.0562	1.8014	94
Resident-Non-Resident	-.01	.00184041 .00145924	.00329965	.0574	.1742	-57

Read table thus: The deviation between the Sorority and Dormitory groups is -.07; the sum of the squares of the sigma averages is .00359840; sigma difference of the average is .0599, deviation divided by sigma difference of the averages is 1.1686, and the Dormitory group would statistically exceed the Sorority group in 87 cases of 100. Read remainder in similar manner.

The last table indicates quite clearly that, on the basis of this 4-year survey, including 960 semester averages, the Dormitory exceeds the Sorority, Residents, and Non-Residents groups by quite a significant amount in scholastic achievement. The Sorority group exceeds both Residents and Non-Residents by a lesser amount, and Non-Residents have an almost negligible advantage over Residents.

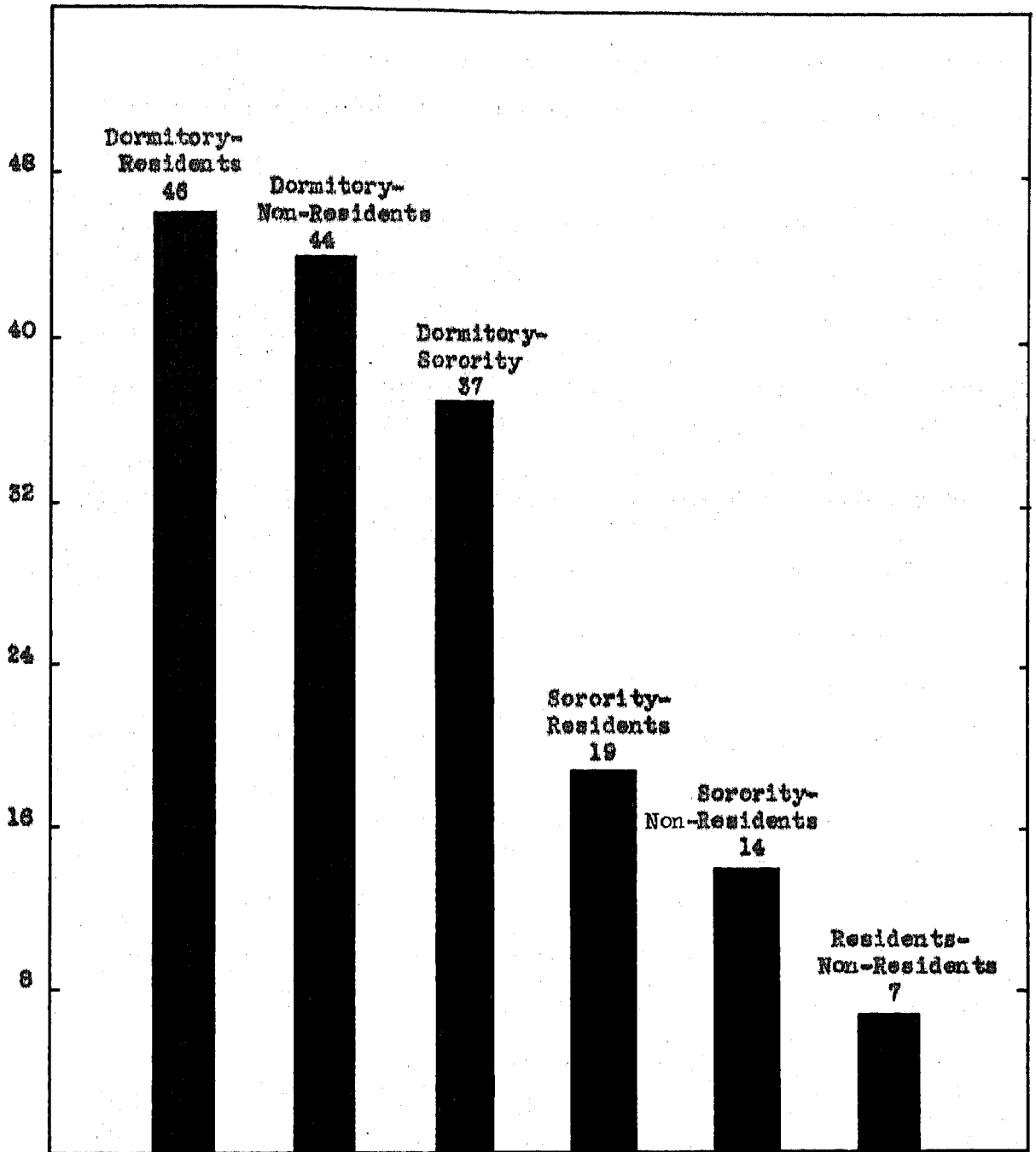


Figure 1

Number of Chances⁸ per Hundred
Which the First Has of Exceeding the Second

⁸ Only that number in excess of 50 is represented.

The results of the study are shown graphically on page 13. Since each of two carefully matched groups might be expected to exceed the other in 50 of each 100 cases, a 50-50 relationship would have no significance whatever. For this reason, Figure 1 shows only that number of each 100 cases, in excess of 50, in which the first named group would, according to this study, exceed the second named group.

The advantage is obviously with the Dormitory girls, when compared to each of the other three groups; with the Sorority girls in comparison to Residents and Non-Residents; and with the Non-Residents in comparison to Residents.

CHAPTER III

SUMMARY AND CONCLUSIONS

Summary

The principal objective of this study has been to ascertain whether place of residence has any significant influence upon academic achievement among the women students at Kansas State Teachers College of Emporia.

The following techniques were utilized:

1. Four groups of girls were considered on the basis of place of residence. These groups are designated as Dormitory, Sorority, Residents, and Non-Residents (P. 3).
2. The factor of initial ability was controlled by matching the girls of each group with those of each other group, according to scores made on entrance tests (Table II, P. 7).
3. Grade point averages for four groups, selected and matched as described in 1 and 2, were then taken over a period of eight semesters--a total of 940 semester averages. (Table I, page 4; Table III, page 9; P. 5.)
4. Statistical comparisons were made on the basis of data described in 3. (Table IV, page 10; Table V, page 11; Table VI, page 12.)

The principal sources of data were:

1. The office of the College Bursar.
2. Records of sorority secretaries and treasurers.

3. Sponsors of sororities.
4. The annual College Directory.
5. Records of the Bureau of Educational Measurements.

Conclusions

1. There is no significant difference, in the average number of hours taken for credit each semester, between any two of the four groups or any two of the eight semesters. (Table III, page 9.)
2. In no instance does any group exceed the record of any other group through the entire eight semesters. (Table IV, page 10.)
3. On the basis of this 4-year survey, the following is true:
 - a. The Dormitory exceeds the Sorority, Residents, and Non-Residents groups to an extent that is of considerable statistical significance. (Table VI, page 12.)
 - b. The Sorority group exceeds both Residents and Non-Residents by a lesser amount (Table VI, page 12.)
 - c. Non-Residents have an almost negligible advantage over Residents. (Table VI, page 12.)

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