AN ABSTRACT OF THE THESIS OF

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Title: RESIDENTIAL PEER PRESSURE ON MALE FRESHMEN TO PARTICIPATE IN ORGANIZED INTRAMURAL SPORTS AT OREGON STATE UNIVERSITY

Abstract approved: ____________________________
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Statement of the Problem

The focal point of student activity centers around a student's residential affiliation. Therefore, a student's residence should be considered as a vital area for continued research. There have been a number of studies directly related to a student population, some focusing on activities and some on the effects of his living group. But, the current literature directed toward the effect one has on the other is almost non-existent. This investigation was undertaken to ascertain the effect of residential peer pressure on male freshmen students at Oregon State University to participate in organized intramural sports.

Procedure

A three-part data gathering instrument was developed to elicit student responses relative to perceived residential peer pressure and
extent of organized intramural participation. Reliability was determined by using the test-retest method.

Responses of 283 Oregon State University male freshmen students, selected at random from official records, were subjected to non-parametric statistical analysis. The chi square, one-way analysis of variance and point-biserial correlations were used for data analysis. Student responses were designed to determine significant differences between fraternity and residence hall male freshmen.

Conclusions

Within the limitations of this study and to the extent the sample population is representative of the freshmen at Oregon State University, the following conclusions have been derived from the results of the research.

1. Significant differences were obtained between fraternity and residence hall members related to perceived peer group pressure to take part in additional extra-curricular activities and to participate in organized intramural sports.

2. Significant differences existed between freshman participation in team sports when compared to participation in individual sports.

3. Intramural group membership is considered a desirable and valuable experience for both residence hall and fraternity members.
4. Significant differences resulted between perceived opinion of residence hall or fraternity member's peer group attitude toward intramurals. It is concluded, therefore, that the fraternity because of its social nature, places more value on organized intramural sports than does the residence halls.

5. No significant correlation resulted between previous high school sports participation and participation in organized intramural sports at Oregon State University.

6. Freshman fraternity members participated in organized intramural team sports at a significantly higher mean score value than residence hall members.

7. Competitive team sports and unorganized physical activity can be considered the core of the intramural-recreational program for male undergraduates at Oregon State University. Little interest was expressed for organized intramural individual sports.

8. Class work showed very high percentages for students not participating in sports activities as much as they would like to.

9. The point-biserial correlation showed no significant relationship between perceived peer pressure and participation in organized intramural sports.
Residential Peer Pressure on Male Freshmen to Participate in Organized Intramural Sports at Oregon State University

by

David Len Morton

A THESIS submitted to Oregon State University in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE

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RESIDENTIAL PEER PRESSURE ON
MALE FRESHMEN TO PARTICIPATE IN ORGANIZED INTRAMURAL
SPORTS AT OREGON STATE UNIVERSITY

CHAPTER I

Introduction

On each college and university campus a variety of social groups
are formed either through residential affiliations, similar interest
groups, and/or academic fields. Each of these social organizations
have a tremendous influence on a student's total educational experi-
ence. With the number of college and university enrollments, the
impact of these social organizations will truly be seen in the shap-
ing of American and world society.

Grant (1970) mentioned that "any fraternity man will readily
attest to the shaping potential of the peer group." Perhaps the most
potent "change agent" encountered by a student on a university or
college campus is his peer group. As the student associates himself
with roommates, fraternity brothers, or club members he begins to take
on characteristics of these groups and of the individuals that comprise
them. Clark (1959) inferred that on a particular campus the breadth
of students is restricted, and the student culture in turn reinforces
the climate and character of the institution.

Maw (1971) noted that if activities on a college or university
campus are to remain relevant to the goals of education and to those
of students, in particular, that extra-curricular learning experiences
have to be diverse enough to allow for individual differences. For an
educator this puts particular emphasis on the daily behavior of students as they engage in activities and associations (peer or non-peer) which enable them to sample diverse roles and more fully develop notions regarding their own individual identities.

Chickering (1967), a sociologist, has shown that human beings are strongly prompted to establish social ties with others for two main reasons: (1) social ties provide a dependable basis for a constant and stable self-awareness, and a firm sense of identity; and (2) social ties provide both instrumental and emotional support on a day to day basis. The social ties that serve these functions are linked with membership in reference groups (living units on campus), formal or informal. The reference group with which a student identified himself becomes an anchor and loyalty to this group and its principles supersedes loyalty to individuals within this reference group.

An extensive evaluation of research indicates that peer groups within a residence exert environmental pressures which influence the change and development of the university undergraduate (Ewalt, 1967; Shutt, 1955; and Rago, 1960). A study by Walbaum, et al, revealed that the college and university residence often becomes a source of leadership for recreation and social contact (Walbaum, 1966). On many campuses today, intramural teams are organized largely around residential affiliation and much of the social life of a campus is developed and conducted by and through the cooperatives, fraternities, sororities, or residence halls. According to the American Association for Health, Physical Education, and Recreation, the role of intramural sports and its relationship
to residential groups is as follows:

The basic and over-all value of intramural sports lies in the area of student involvement in the direction and implementation of such a program, thus enabling him to acquire the techniques essential for effective group living. These techniques are acquired largely through actual participation and may be termed 'by-products' resulting from application, either as an individual or as a cooperating member of a group or team, of the fundamental principles, rules, and regulations of the intramural program (1964, p. 2).

Previous studies have attempted to identify and investigate some of the influence that various aspects of higher education have exerted on the development of values, attitudes, and special interests for students. Hartnett (1965) related extracurricular activities to the development of social values and Eddy (1959) expounded on the concept of extracurricular activities reinforcing the fundamental institutional programs. Young (1956) emphasized how extracurricular activity can be exchanged for academic activity in a classroom by stating:

Extra-classroom activities have a sound reason for being when they produce valuable educational results which are for the most part intangible, but vitally real. Traits like loyalty, discipline, co-operation, courage, friendship, community feeling — essential characteristics of a cohesive, healthy inner life — are developed by athletic teams, debate squads, dramatic casts, and journalistic staffs. Extra-classroom activities often surpass academic procedures in the inculcation of such immeasurable values (p. 265).

Many college and university administrators recognize intramural-recreational sports programs as one of the most popular student extracurricular activities. According to Mallett (1959):

...whether the service programs continue or not, the physical education programs are going to have to operate on a smaller percentage of the budget than they have done in the past.
If such a move should transpire, this would leave a void which I think is most serious in the concept of total education of our college students. It is in filling this void that I think we find one of the primary functions of the intramural program.

In order to do this, the intramural program will have to be oriented to a new role in the college setting. It will have to serve a broader function than it is now serving. In other words, an intramural program becomes actually an integral part of the educational program of the campus (p. 95).

To function in this new role, intramural-recreational sports programs have to be broad in scope and challenging in the varying interests, needs, and abilities of all participants. The intramural-recreational administration must assume responsibility to provide competitive and non-competitive team, dual, individual and co-educational sports to justify their program as an integral part of a student's educational experience. Haniford (1965) expresses this challenge:

I would caution you to remember that there is often a divergence between what students do and what they would like to do if provided the necessary opportunities. Even though our existing intramural-recreational programs have come to be regarded as a regular part of the undergraduate student's life, there is much need and room for improvement. Each of us must continually strive so that the program exists for the purpose of helping our students to attain the satisfaction of their wants and thus contribute to the promotion of their optimum development (p. 3).

Definition of Terms

The following list of terms is for reader clarification. The frequently-listed terms are associated with the relationship of residential peer group pressure and the effect it has on freshmen male students to participate in organized intramural-recreational activity programs.
**Extracurricular activity:** Non-credit programs or events designed to entertain, instruct, and/or provide exercise of interests and abilities and which take place outside the regular classroom or outside the curriculum.

**Intramural-Recreational activity:** Structured and unstructured individual, dual, and team competitive and recreational sports and games which are organized and directed by the sponsoring institution for student, faculty, and staff participation.

**Leisure:** The period of time during which the individual is free from occupation, employment, or engagement, and which is not used for sleeping or basic survival activities.

**Organized intramural-recreational activity:** Individual, dual, and team competitive and recreational activity which is scheduled by the sponsoring institution and which requires participant enrollment.

**Peer pressure:** Any set of two or more students whose relationship to one another are such to exert influence upon them as individuals (Newcomb 1966).

**Questionnaire:** A set of questions for obtaining statistically useful or personal information from individuals.

**Recreational activities:** Sports and games voluntarily engaged in, by the participant, for purposes of pleasure, satisfaction, or education during times of leisure.

**Spontaneous physical activity:** Individual, dual, and team competitive and recreational activity which is voluntarily arranged by the participants, either as individuals or groups, and which utilizes facilities supervised and maintained by the original sponsoring institution.
Statement of the Problem

This research project was designed to determine the relationship between perceived peer group pressure and participation in organized intramural-recreational sports among freshmen male students at Oregon State University. The sub-problems involved within the study were:

(1) The development of an instrument to gather pertinent data.
(2) The identification and comparison of perceived peer group pressures.
(3) The identification and comparison of participants' and non-participants perceived peer pressures.
(4) The extent to which a freshmen male student would like to participate in a physical activity and the reasons limiting his participation.

Justification of the Study

Students, like all members of society, are associated with groups which have some degree of power over them. This study attempts to identify and investigate the sources, the influences of such power, and the relationship between student's perceived peer pressure on active participation time in organized intramural-recreational sports.

A study reported by Bartholomew (1953) stated that recreational programs provided by the college for freshman students should be varied, flexible, and inclusive; that the recreational interests of college men are broader than what is offered. By determining how peer pressures influence recreational interests, programs could and should be adapted to fit the needs of students. Bartholomew's results parallel
those of Walker (1968) and Lewis (1969) who stressed flexible and varied programs of extracurricular activity for the college and university student.

Contemporary educators are focusing their concerns toward the individual's personality and its development. The objectives educators have set on the role of recreation and intramural sports in the school and in adult life have not yet been established. It might be said that the importance of recreation and play in education has perhaps not been fully understood or appreciated in the past. It is for this reason that a person in education should evaluate the contributions that recreation and play can and do make on the education of man. The studies by Huizinga, cited by Ohm, (1966) relative to play, games, and culture have shown play to be a distinct and valuable factor in the development of man. It is evident that there is a need for educational research designed to show the relationship play, games, and intramural sports have on a student's total education.

Research in the area of peer groups has generally come from samples of certain college classes, with little attention to group membership beyond the assumption that entire classes, or even active student bodies constitute membership groups. Newcomb (1966), and many others have shown that peer groups do exist in the American college society, and that these peer groups exert influence upon their members. This influence has been supported to the extent of showing a need for proper research in identifying and comparing the influences that peer groups have on the college and university students.
A survey conducted by Daniels (1940) was motivated largely on the fact that leisure time was becoming a prominent problem in our society. Our physical education instructors are faced with a most difficult task of providing students with lifetime sports. The responsibility for providing all students with lifetime activities has been assumed by the intramural-recreational sports department.

Fraternities are well established institutions on the American university campus. The question must be asked what role they play in university life, and the beneficial or adverse effects that they might have on their members. Studies related to academic achievement and the differences between residence hall and fraternity freshmen show no conclusive results (Buckner, 1961). According to Baird (1969), Bell (1970), and Dollar (1966), fraternity and residence hall students differ. Their conclusions indicate that most fraternity groups value recognition more than the non-fraternity student and the majority of them describe themselves as being more sociable and ascendent in their behavioral patterns while the residence hall students favored privacy over anything else.

In a study by Peters and Kennedy (1970), fraternity men indicated that they have more friends than non-fraternity men. However, the study was designed to investigate the frequency of close friendships within the same living unit and among roommates, making it apparent that further research is necessary to draw positive conclusions on the differences between residence hall and fraternity freshmen.
As an extracurricular activity, the intramural-recreational program on the college and university campus has been viewed as an important part of a student's total educational experience, Nichols (1952) and Karl (1964). The intramural-recreational sports program on campuses today should be one which provides for the differences of each individual. These programs should furnish facilities, equipment, activities, and leadership for all students. To continue with such programs, constant evaluation and revision are necessary to keep up with the changing educational objectives. Grambeau (1963) states this position succinctly:

Each school has its own peculiar traditions, customs and plan of organization within which it must operate. Education is not a fixed process. Because we have been doing something for five or ten years does not mean that it should not be changed, altered, discarded or retained intact. The point of major emphasis is that we should constantly be evaluating that which we are doing in an attempt to better it (p. 105).

Scientific research studies would benefit many college and university intramural administrators if directed toward the student and the elements that effect his participation in the intramural programs. Studies conducted for the purposes of helping the student community and the academic community were discussed in the professional publication, Intramural Sports for College Men and Women, Washington Conference Report:
The department of intramurals has the responsibility of conducting programs of organized research. These programs should be directed toward investigating assumptions or theories, uncovering new facts and truth, and studying practical matters related to the program. The intramural program offers rich opportunity for research in the behavioral sciences and this should be called to the attention of other appropriate departments (American Associations for Health, Physical Education, and Recreation 1964, p. 8).

Contributions of the Study

Many studies have documented the fact that peer groups definitely influence their members. There have been no studies showing the effect of peer influence on the students' participation in a college or university intramural sports program. This study will provide intramural-recreational sports administrators a basis to assess their programs relative to residential affiliations.

Delineations of the Study

The study was limited to freshmen male students and their perceptions of residential peer pressure, and the effects it has on his intramural-recreational sports participation. The survey was limited to students at Oregon State University randomly selected from two sources: (1) the 1973-74 Oregon State University student directory; and (2) a list of fraternity pledges obtained from the Dean of Student office, Fall term, 1973.

Assumptions of the Study

The statements below have been assumed to be true by the investigator without the benefit of scientific documentation.

(a) The criterion instrument will gather valid information so the
investigator can draw accurate conclusions relative to the relationship between peer pressure and intramural participation.

(b) The subjects will have had experience in dealing with their peers and have experienced the activities offered within the intramural-recreational sports program.

(c) The sample used within this study is representative of the entire freshmen population at Oregon State University for the academic year 1973-74.

Statement of the Hypothesis

From the review of literature three general hypotheses have been proposed for testing.

General Hypothesis I

There will be a significant difference in the degree of perceived peer pressure received by freshman fraternity and freshmen residence hall members.

General Hypothesis II

There will be a significant difference in the extent of organized intramural sports participation for freshmen fraternity and freshmen residence hall members.

General Hypothesis III

There will be a significant relationship between perceived peer pressure and the degree of participation in organized intramural sports among freshmen fraternity and freshmen residence hall members.
Chapter II
Review of Literature

A large sum of educational research has been done in the area of intramural sports and the influence it has on the college and university student. However, there is a lack of investigations relative to student's perceived peer pressures and organized intramural sports participation.

The present investigation is an attempt to show relationships between student's perceived peer pressure and their intramural sports participation. Although no investigations pertaining to the current topic were found, a number of reported studies may be directly applied to this investigation. The review of literature will coincide with the following outline:

1. Residence studies
2. The freshman student
3. Extracurricular activity studies
4. Intramural-Recreational sport studies
5. Peer group studies

Residence Studies

Research in higher education indicates that the campus residence does exert a significant influence upon the development of its resident. Rago (1969) studied the personal development of college undergraduates as related to their campus residence and concluded that:

Residence peer groups are very potent environmental influences affecting these attitude changes. The hotel-like structure of the dormitory also exerts a
significant influence upon changes experienced by dormitory residence. This structure acts to discourage interpersonal contact and encourages the individual to isolate himself from his surroundings.

Implications of this research relative to residence and the student's environmental surroundings can be beneficial for educational planning.

Ewalt (1967) points out that an increasing number of research studies have been designed to investigate the student and his environment. Each of these studies has emphasized the influence that a peer group places on the student outside the classroom. Moreover, it has been reported that the student's living group plays a definite role in influencing his behavior pattern.

Some studies have been conducted for the purpose of investigating "new" student living arrangements based on the premise the improvement of educational institutions could be further concentrated on the quality of a student's environment. Centra (1968) elaborated on a living-learning residence versus the conventional units. The investigator reported that the new living-learning group tended to eliminate the impersonal hotel-like atmosphere that was typical of the conventional unit.

Most residence halls provide a source of social life on the campuses of colleges and universities. Besides providing this social contact, many residence groups collaborate in various extracurricular activities. Thus, the residence has become the locus of what is formally known as "student life". According to Williamson (1958):

... a variety of social programs, including intramural sports and informal recreation, were provided by and through residence. And today on many campuses
intramural teams are organized largely from residences, and much of the rich social life of the campuses is organized and conducted by and through residences (p. 394).

Hall and Willerman (1963) investigated the effects college roommates have upon one another's grades, study habits, and other activities. The researchers found that most roommates have mutual likes in both studies and extracurricular activities and those with high academic ability set a good example of study habits for their roommates and provide encouragement and praise for studies. Differences in ability levels have shown discriminable differences as stimulants upon their roommates. Interviews by Barton (1972) revealed that nearly all students who lived in residence halls felt the experience had a strong positive effect upon them because of the influence of their roommates.

Johnson (1968) investigated the premise that the individual residence hall units on the campus of Oklahoma State may be viewed as subcultures within the larger university social organization. A positive correlation revealed that each of the residence halls has a unique atmosphere, climate, and environment and the residents living in the different halls could identify their living environments. Interested and concerned educators may find this data helpful in gaining some insight to the environments of selected residence halls.

Sinnett, Sachson, and Eddy (1972) conducted a study on the influence of living units in relationship to the behavior of college students relative to the living unit size. This information can be used for the planning of future structures, the development of social programs in living units to overcome barriers to interaction, and perhaps recommendations to individuals concerning the most suitable accommodations for
The results indicate that male residents of small dorms were most adamant about preferring their residence over any other, a situation which emphasizes the premise that small group living promotes friendships and intellectual interaction. Some of the complaints brought out in the study were: (1) the problem of noise, (2) the limitations of the structures, and (3) the predominant institutional character of the present university housing system.

To summarize the study, students from large halls more often cite conveniences (food service, housing services, closeness to campus) as advantages, whereas those from smaller units stress the opportunity for close relationships, friendships, and communication with fellow students. Considering the social influence of the various living units, it would be imperative for students to carefully select their living unit. For example, a relatively isolated, socially immature, dependent person might benefit from assignment to a small hall which promotes social interaction.

Buckner (1961) investigated the academic achievement of both fraternity and residence hall males. The basic purpose of the study was to objectively determine if fraternity and residence hall living environments differentially influence the first semester college achievement of male freshmen students at the University of Missouri. There was no significant differences found between the first semester achievement of the fraternity pledge group and the resident hall group. It was concluded, therefore, that fraternities and residence halls did not influence first semester grades at the University of Missouri.
A study conducted to determine the difference between residence hall and fraternity freshmen in the area of academic ability was reported by Brasher (1971). After careful analysis of the data, he concluded that the academic ability levels of fraternity freshmen and non-fraternity freshmen were significantly different. The fraternity freshmen had higher ACT composite scores and significantly higher scores on the English section.

Weatherford (1964) investigated the relationship of peer popularity and achievement relative to academic under-achievement especially among the gifted. The sample consisted of 122 twelfth grade boys and girls and 124 ninth graders. Results show that more intelligent students tend to receive higher peer popularity ratings than peer acceptance ratings. Students with high intelligence seemed to form more close friendships, whereas students with low intelligence entered into fewer mutual friendships.

Intramural sports have made some rapid strides in the last several years and its influence is being recognized on many campuses. Keen (1960) reported that:

The biggest influence is in the field of student affairs. Many of our Dean of Student Affairs have expressed a favorable commendation of the unifying effect that team intramural sports has on the housing program. It has raised student scholarship and cut down on discipline problems in every reported case.

The influences which are associated with student's individual residence should be identified by each college and university to use as a tool for social and intellectual development.
The Freshman Student

The freshman year determines the basic orientation to the college and either establishes or reaffirms certain habits and values. For the great majority of students it is a happy year. Almost all freshman adjust successfully to the peer society and find appropriate companionship with at least one or several students with whom they can share thoughts and feelings and from whom they can find support.

In characterizing a freshman student, Freedman (1956) said:

The prime concern of most entering freshmen, although often not a matter of explicit or conscious knowledge, is with acceptance by their fellow students. Not that entering freshmen are unconcerned about educational and intellectual matters. These constitute, in fact, their greatest conscious anxiety.

Nearly half of all college students change their values and their viewpoint about education during the first year.

Via (1970) investigated the process of attitude and personality change in entering male college freshmen during the first semester of their attendance. Sixty-five male freshmen subjects were administered the Tennessee Self Concept Scale, Institute for Personality and Ability Testing Anxiety Scale, and seven scales of the Omnibus Personality Inventory prior to admission.

The results of this study indicate that freshmen do change and this change may occur as early as the second week. Via concluded that it is evident that additional change occurs gradually over a period of time with intermediate spurts and regressions.
A study at Pennsylvania by Dr. Williams (1971) separated students into four viewpoints. On the basis of a test, the students either chose the academic viewpoint, which assigns greatest importance to scholarly pursuit; the vocational viewpoint, which emphasized education as preparation for occupational future; the collegiate viewpoint, which assigns a great importance to extracurricular activities, athletics, social life, and college tradition; or the non-conformist viewpoint, which opposes university authority. Nearly 50% of those tested endorsed the collegiate viewpoint. Collegiate males, by comparison, are gregarious, accept people readily, maintain an easy-going attitude toward life, and score highest in the traits of affiliation and play. According to Williams (1971):

Taking together these traits would indicate that having a good time, meeting people and building friendships, acting on impulse and breaking away from restraints and obligations are most important.

Studies by McKinney (1937), Levine (1960), and Jackson (1964) all support the fact that the freshmen students who are outgoing, socially oriented, and come from higher socio-economic levels usually pledge a fraternity. Levine (1960) also concluded that the greater the importance a freshmen places on achieving extracurricular distinction, the more likely he is to pledge a fraternity, and the more hours he plans to devote to extracurricular activities.

The study by Braskamp and Flessner (1971) asked questions related to the similarity between student and parent college expectations. The results show that the parents and the son or daughter did not agree on the goals for attending college. This does not mean that
the parents has unrealistic or erroneous preconceptions of college, but that both the parent's and student's preconceptions were not always in accord.

Rust and Davie (1963) reported the differences in behavior among college classes. Their paper describes the "Reported Behavior Inventory" (RBI) and shows how freshmen, sophomores, juniors, and seniors differ on the various scales. The results indicated by Rust and Davie reveal that seniors exhibit greater interest in intellectual activities and academic status than freshmen and that freshmen were distinct from the other classes on "work experience," "heterosexual experience," and "successful male peer relations".

**Extracurricular Activity Studies**

The emphasis placed on extracurricular activities by a college or university is an important aspect of its character. The degree of integration between academic and extracurricular activities affects the distinctiveness of the institution. According to Young (1956):

...academic achievement is the hard central core of a real college education. But the academic procedures of the classroom are not sufficient to prepare a college student for living in modern society.

Extra-classroom activities deserve a place in college experience in direct relation to the need, desires, and capacities of the students, and the financial resources of the institution, (p. 264).
Rawls (1963) hypothesized that the student's education is positively related to the number of organizational groups with which he affiliates and to his degree of social participation. He found that the educational experience has a significant and positive relationship with social participation regardless of sex, age, and working conditions. Hare (1955) supported the hypothesis that extracurricular activities have educational value and that activities help in developing a sense of responsibility and in learning to work under pressure. Hartnett (1965) also explained the importance of extracurricular activities regarding the socialization value they hold for the student and the negative change they had on academic performances.

Bullock (1965) conducted a study to discover certain measurable differences between participants and non-participants in extracurricular activities. The study used the entire male population of an entering ninth grade class in high school. Each student has interviewed and classified as a participant or non-participant. The conclusions show that: (1) persons engaging in combined athletic-other activities are more likely to have ascendent personalities and high levels of sociability; (2) persons engaged in combined activities are more likely to be rated higher in personal characteristics than are non-participants or athletes; and (3) activity enthusiasts are likely to be more sociable and are rated superior in personal characteristics by their teachers.
Solley (1961) administered a questionnaire to 865 freshmen students at the University of Florida to determine the nature and extent of their participation in high school and elementary school sports and its relationship to their present intraclass sports participation. Solley concluded on the basis of his findings that during the freshman year: (1) students with interscholastic athletic experience devoted a greater proportion of extraclass time to intramural sports; (2) previous experience in athletics was not a significant factor in the proportion of extra time devoted to activity clubs; (3) students without previous athletic experience engaged in greater quantities of unsupervised physical recreation; and (4) students previously involved in interscholastic athletic competition participated more frequently in intramural team activities.

Davie and Hare (1956) used group and individual interviews to arrive at a description of undergraduate life at an Ivy league men's college. The interviews "attempted to delineate in a tentative way the dominant cultural patterns of the campus, the presence or absence of distinct sub-cultures, and the reward punishment system of the group" (p. 13).

The investigators noted that most individual recreational changes occurred during the onset of the student's arrival on campus in his effort to conform to the college way of life. This pattern then continued until the fraternity rushing period which occurred during the second half of the sophomore year.
There is some evidence shown by David and Hare, that recreational participation is now confined more exclusively to the upper group. Parties and "bull sessions" appear to be items that have been increased the most. In brief, the apparent effect of ivy culture on the individual student's development in the area of recreation is to enlarge his repertoire of skills, increase his interest, and define the importance of recreation in relation to other areas of undergraduate life.

Conclusions reached by Tavani (1969) in a comparison of differences in a student's spare-time activities with his perceived friends showed that interaction tends to increase as group size increases. Tavani's research indicates the student's "fun group" can be classified as a reference group with which he identifies.

A questionnaire was distributed by Williamson, Layton, and Snoke (1954) to determine undergraduate participation, preferences, and desires in extracurricular activities. Their investigation revealed that 70% of the women and 60% of the men participated in at least one extracurricular activity. Fraternity and sorority members engaged in the greatest number of activities followed by residence halls and then off-campus students. The distance between place of residence and activity sites was indicated as a major factor in the participation of extracurricular activities.

Bartholomew (1953) investigated the relationship between the range and intensity of interest in recreational activities and certain environmental, education, and personality adjustment factors
of college freshmen. The Bernreuter Personality Inventory was employed to obtain an indication of personality adjustment while The Pennsylvania State College Academic Aptitude Examination measured scholastic aptitude. Upper and lower quarter student groups, determined by recreational interest scores and student responses to the data gathering instruments, were identified and compared to reach the following conclusions: (1) there were extensive differences in recreational interest between groups; (2) the extent of participation in school sponsored recreational activity appeared to be moderately associated with the intensity and range of the interest for the sample as a whole; and (3) the range and intensity of recreational interests was not associated with socio-economic status, scholastic aptitude, personality adjustment, or age. The results found by Bartholomew parallel those of Walker (1968) and Lewis (1969) who both stressed a flexible and varied program to meet the recreational activity needs of each student.

Haniford (1956) discussed the need for more inclusive co-recreational sports offered in the total collegiate intramural-recreational sports program. Similar to the studies cited above, Haniford stated that "College men and women students are becoming more demanding in their requests for activities which are new in character." Such activities should provide an outlet for student satisfaction regarding their recreational interests and desires. The first National Intramural sports meeting for College Men and Women held in Washington, D. C., October, 1955, adopted this quote pertaining to co-recreational activities:
The program should include as many activities as lend themselves to efficient and meaningful participation. Men and women should have an opportunity to play together, to develop an understanding and appreciation for differences in interests, skills and limitations, and an opportunity to develop mutual interests which carry over to adult life. Experiences in co-recreational activities contribute to and enrich both personal and family life.

(p. 154)

Hollis (1953) analyzed the various factors concerned with the type and extent of participation in student activities and their problems in personal-social relationships. Used in the study were 517 subjects either second semester freshmen, sophomores, juniors or seniors who lived in residence halls. Statistical analysis shows a significant relationship between time spent in student activities and affiliation with a socially-oriented living group.

Hyry (1957) investigated factors associated with the extent and type of participation in student activities. The study included 298 undergraduate males who ranged from second semester freshmen to seniors. The Inventory of Personal-Social Relationships Part 2 and a Participation Index measured the degree and areas of concern, or problems, in the personal and social relationships and the degree of participation, respectively.

Significant relationships were found between total participation and the study respondent's year in school, the number of curriculum hours, his age and his fraternity membership. Hyry (1957) found that the more achieve student always shows a general tendency to participate at a higher level, a phenomena corroborated by Hollis (1953).
In an attempt to enhance the student's educational programs by the use of group processes, Koester (1968) designed a study to determine the effects of experimentally-induced student involvement in extracurricular participation. While the data did not support the stated hypothesis, the researcher pointed out that participation in university activities could increase as a result of involvement and attention provided by a group.

Stancil (1957) attempted to determine whether there is a significant difference in recreational participation between students in liberal arts and students in a technical curriculum. The investigator concluded that recreational patterns are diverse when the curriculum and institutional environment is dissimilar. According to Stancil:

There are some real differences in the recreational participation and recreational interest patterns of students enrolled in situations with unlike curriculums. Some real differences also occur in the recreation of students of publicly and privately supported institutions. However, the greatest difference in recreational interest occurs between students of state-supported colleges and state-supported universities.

The above is an important factor that intramural administrators should consider while developing their programs on the college or university campus.

An increase in leisure time is one of the problems most Americans are facing today. Motivated by this, Zeigler (1959) investigated the extent and range of the recreational interests of the undergraduate male physical education majors at the University of Michigan. He concluded that male majors showed: (1) high interest and ability
in physical recreational pursuits; (2) fair interest in social and communicative recreational interest; and (3) low interest in aesthetic, creative, and learning activities. Zeigler points out in this study that it is necessary to develop sound recreational behavior for all students on each of the college and university campuses, providing it helps the student develop acceptable social and educational values.

**Intramural-Recreational Sport Studies**

The responsibility for providing students with opportunities in organized and unorganized physical activity has been placed largely on the department of intramural sports. The service courses on virtually all American campuses have been going through a significant change in the last 15 years with the requirements for physical education reduced or entirely eliminated. According to Mallett (1960):

> There is one other point I would make that ties in with the intramural concept at the collegiate level. I am not a sociologist not an anthropologist, but I do have fear that we may be raising a generation, or generations, of American citizens who have never known the satisfaction and thrill that comes with real physical conditioning and activity.

Brunner (1969) administered an **Objective Check List** designed to describe personality traits and a biographical and physically-recreational activity questionnaire to matched participants and non-participants. The investigation was designed to determine: (1) the difference in personality traits between participants and non-participants in physical recreational activities; and (2) the motivational
factors which cause adults to participate or which contribute to their non-participation. Data showed significantly higher scores for participants on a number of favorable objectives selected. These objectives differentiated the participants as extroverts and the non-participants as being more introverted. On the values of physical exercises, participants emphasized health and physical fitness while the non-participants emphasized the values of recreation for leisure time. A majority of negative responses were shown for both groups on the value of whether or not the school program formulated positive habits for exercise. Brunner concluded that a "Greater variety of physical activities should be offered to students so that each individual will have a better chance to realize these benefits through an activity in which he is successful and, as a result, enjoys" (p. 469).

There have been numerous studies completed on intramural participation. Walbaum (1966) conducted a study at Purdue University for the 1964-65 academic school year concerning participation in the organized competitive intramural program. The study revealed that as participation increased, so did the grade indexes. Non-participants carried a 3.99 average index on a 6.0 scale while the 1-4 participation mean had a cumulative index of 4.08, and the 5-8 group totaled a 4.10 average. As the cumulative grade point index rose, the frequency of participation increased up to a 4.30 grade index.
In the same study by Walbaum (1966), the entire organized housing division (men's residence halls, fraternities, and cooperatives) accumulated a total participation rate of 51.4%. This shows that more than one out of every two undergraduate men who lived in organized housing participated in the organized competitive program. Results also showed fraternities with a higher percentage in participation that residence halls.

An investigation by Somers (1951) revealed that intramural participation has neither a negative or positive effect on the participants' academic achievement. The investigator concluded, therefore, that the benefits of intramural sports can be enjoyed by the undergraduate without an adverse effect upon his academic achievements.

Extensive research by Williamson (1954) revealed that organized intramural activity at a large midwestern university attracted only 20% of the males and less than 10% of the females. Substantially higher percentages were reported for male (55%) and female (44%) engagement in unsupervised indoor and outdoor physical recreation. These figures led Williamson to state that a need has evolved for administrators of higher education to develop recreational programs to meet the needs and interests of students.

The differences between participants and non-participants in intramural activities have been investigated in depth. Johnson (1967) studied the possibility of significant differences between male maximum participants and male non-participants in the intramural
program at the University of North Carolina. The data used for this study were obtained from (1) intramural participation records; (2) university student records; and (3) questionnaire information.

Statistical analysis by Johnson showed that maximum participants included themselves in a greater number of extracurricular activities, had higher motor ability scores, and had significantly higher accumulative grade-point averages. The non-participants' most frequent answers for not participating were (1) "had the desire to participate but did not have the time"; (2) "needed time to study"; and (3) "had no desire to participate". His study also showed that members of fraternities participated to a greater extent in intramural activity than those residing in residence halls. Similar results were reported by Hay (1967) on grade point averages of participants and non-participants in intramural activities.

A study by Fletcher (1970) examined some of the causes that determined intramural participants and non-participants. He used high school athletic participation, activity interest, activity participation, or selected personality characteristics of male freshmen college participants at Texas A & M University as a comparison. The Edwards Personal Preference Schedule and an Information Check List, developed by the investigator, were used as data gathering instruments.

Fletcher (1970) concluded that: (1) male college freshmen participated primarily in team activities in high school and college; (2) male college freshmen show a greater interest in learning
individual and dual activities than team activities; (3) male college freshmen intramural participants show an interest in participating in team sports rather than in individual sports; (4) high school athletes tend to participate more in college intramurals than non-athletes; and (5) certain personality traits tend to correlate with the degree of participation in college intramurals. As the personality data indicated, achievement, deference, and endurance were the three traits associated with a low degree of participation. High activity participation was associated with dominance and heterosexuality.

Along the Fletcher's (1970) study, other investigators have looked at the relationship between activity participation and personality. Groves (1965) administered the Heston Personal Adjustment Inventory to undergraduate experimental (participant) and control (non-participants) groups. Although significant differences in personality traits between the two groups were not conclusive, five traits showed a significant difference in the experimental group. The traits were (1) analytical thinking; (2) sociability; (3) confidence; (4) personal relations; and (5) home satisfaction.

Ibrahim (1969) employed Zeigler's (1959) questionnaire How Do You Rate Yourself Recreationally to identify personality traits differences between recreation participants and non-participants. The conclusions reported by Ibrahim show that the personality of the participant does not differ from that of the non-participant and it was also concluded that the difference between certain activities had no effect on personality.
Ryan (1963) studied the effects of intramural activities upon social and emotional adjustment and physical fitness. A control group, not involved in intramural participation, and an experimental group which participated in intramurals were used for the study. Analysis of the data by Ryan showed that although the experimental group scored higher in the fitness tests, the result was caused by the willingness of the participants to engage in extensive practice sessions in addition to game situations. Ryan also concluded that there were no social or emotional adjustment differences between participants and non-participants in direct relationship to their intramural participation.

**Peer Group Studies**

Current research has attempted to identify in greater depth the influence of peer groups and the kinds of variables which emphasize their influence. The student is significantly influenced by the role expectation he perceives his peers to have placed on him. The identification of this group (sometimes called a reference group) which has defined the student's role is essential to this study.

We do not feel and behave in a certain way because it is natural, but as the result of specific 'learning' which we have unconsciously internalized (Kaplan, 1970).

This learning ordinarily takes place as the result of (or in direct opposition to) the many social systems the student faces: the family, the school, and the peer groups. Colleges and universities provide other social systems, as do industries and professions.
Within each of these systems there is always a hierarchy of authority with those at the top levels generally employing whatever means necessary to maintain the hierarchy. As a result of this conditioning we do not see things in a "pure" manner, but tend to see and then react within the context of the background in which we have grown up. Almost every situation therefore can be defined within the framework of some "social system" in which we live (Kaplan, 1970).

Boyer (1965) studied freshmen peer groups of Case Institute of Technology employing three variables: group attraction, social norms, and social support. These were examined in relation to grade point average, over and under achievement, and improvement. Two research designs were used for the collection of data: (1) a survey inclusive of 400 freshmen during the fall of 1964; and (2) a series of interviews with 36 students living in six different suites.

The results indicated by Boyer include: (1) when peer groups are composed with minimum requirements for living together they elaborate a social system that exceeds the minimum requirements; (2) where the elaborated social system emphasizes study more than play and where acceptance and respect are high, performance is higher than when the conditions are reversed; and (3) the environmental press of the school for achievement is frequently in conflict with student needs for affiliation.

Prusok (1964) used the fraternity system on the University of Iowa campus to investigate its holding power as a college peer group. The criterion measure used in the study was pledge attrition rate.
The criterion measure used in the study was pledge attrition rate. The null hypotheses stated by Prusok were accepted under the limitations subjected to the study. His conclusions indicated (1) no significance between attrition rate and favorableness of attitude expressed by established chapter members; and (2) no significance between attrition rate and independent variables of prestige, attitude, homogeneity, and group dissonance.

Student attitudes are more likely to be influenced by his peer group. Newcomb (1966) defines attitudes as an individual's way of assessing things which are more or less familiar. Attitudes vary in strength or intensity, in sign (good or bad), and in generality (specific to general terms).

Alexander (1964) has shown that the perceived characteristics of an individual's friends are associated with his own educational aspirations and expectations. The data supports the additional hypothesis that this similarity is even greater when his friendship choice is reciprocated, that is, when an interpersonal system of orientation is formed. In addition to demonstrating the value of a relation, the sociometric approach to the study of educational aspirations, the present research suggests that the balance model had predictive power in the analysis of social behavior.

The effect of group influence on decisions made by secondary school students, as they were in face-to-face contact with their peer group, was investigated by Colston (1968). His results revealed that secondary students are influenced significantly by group pressures
placed on them by their peer group in a majority versus one situation, a majority versus two situations (the influence was still there but at a lesser degree), and the amount of opposition influencing the extent of their conformity.

Coleman (1960) showed that superior academic performance occurred only when the students' peers reinforced this sort of achievement. The studies by Colston (1968) and Coleman (1960) relate the power of the high school peer group and the probability of its influence upon those who go on to college.

Individuals who are not included in social activities of the school are often academic failures, while those individuals who are popular in school are usually successful in academic performance. In short it seems apparent that there is a relationship between peer choice and academic performance, and total social adjustment. Muma (1965) concludes that a relationship between extremes in peer choice (acceptance, rejection, and neglect) and academic performance exist.

Groups have a tremendous influence on the successes, failures, and perceptual habits of the individual student. Mechanisms used by the student cultures in the membership are a system of rewards and punishments in reaction to the student's behavior. Successes and failures are a part of group life because human beings want and need interaction.

Groups are formulated through common interests. Early and late adolescents (including most college students) seem to have strong needs for acceptance by age and sex peers. The influence
of peer groups is greater on older adolescents than on younger. Reports by McDill and Coleman (1965) show that change occurs from the freshmen to senior year as group influence alters the freshman's future plans.

According to Newcomb (1966) four conditions facilitate the influence of peer groups on their members: (1) size of the group; (2) homogeneity; (3) isolation; and (4) importance to individuals of group-supported attitudes. More commonly than not, several or all of these conditions exist together when marked effects have been noted. **Size of Group:** Membership in a large group is not likely, in itself, to bring about interpersonal relationships or to be an important ingredient in peer groups affecting attitudes. In small groups interpersonal relationships can be established and attitudes are often developed that are used by a larger population. **Homogeneity:** The homogeneity of group members is influenced by the similarities in attitudes between group members. If the group is not relatively homogeneous in regard to their existing attitudes, the group will have little power in changing an individual's attitude. **Isolation:** Isolation is more communicative than physical. Groups studies by Newcomb (1943) found no students so untouched by the prevalent patterns of decreasing political conservation as those who, together with tiny groups of close friends, were so isolated from the majority of their fellows that they were quite unaware of the dominant trend that was so conspicuous to others. There are many groups whose policies of admission together with
their selective drawing power result both in attitudinal homogeneity and communicative isolation.

Importance to Individuals of Group-Supported Attitudes: Greater group solidarity occurs when all members of a group are concerned about the attitudes for which the group stands, even if the sense of importance preceded the formation of an attitude. If group members feel something is very important, their attitudes toward it are immutable and group power is mobilized to recognize new facts or widen their perspectives from which newly-formed attitudes follow.

Hochbaum (1954) stated that groups have more effect on their members under certain conditions and there are many of these conditions present on the college and university campus. He concluded by saying that:

Any valid analysis of the group process and prediction of group behavior cannot be successful without taking account of the group members as individuals, or their individual characteristics, and those past experiences and perceptual expectations which they bring to the group situation. The interaction between such 'individual dynamics' and 'group dynamics' may be subtle and certainly is complex, but group behavior is always a function of the interaction of both (p. 686).
Summary of the Review of Literature:

The following statements, relative to the review of literature, are directly related to the present investigation.

(1) Research has emphasized the presence of residential influence on a student's attitudes and behavior patterns, suggesting that further research is necessary to develop educational environments in which to promote valuable learning experiences.

(2) No conclusive evidence has been reported to differentiate the effect residence has on academic achievement. There is some evidence to substantiate fraternity pledges having higher academic ability than residence hall students.

(3) The increase of student participation in organized and unorganized physical activity has placed a mandate on continuous evaluation of collegiate intramural programs, emphasizing the need for quality research in the field of intramural-recreational sport.

(4) Change occurs among freshmen students for the purpose of social adaptation to their new environment.

(5) Numerous research studies have shown peer pressure to be an extremely powerful force in all areas of the college and university campus.

The current investigation was motivated by the lack of literature and knowledge in the area of residential peer pressure and the effect it has on organized intramural sports participation. It is anticipated that this initial study will prompt further investigation, and administrative reassessment of intramural-recreational sports programs in relation to a student's environmental surroundings.
CHAPTER III

METHODOLOGY

The present study investigated individual groups in their "natural" setting in which no attempt was made to manipulate the variables that were to be measured. This type of study may be referred to as a "field study" (Willerman, 1966). The investigation was designed to show a relationship between residential perceived peer group pressure and participation in organized intramural sports activity through the analysis of individual responses to the data gathering instrument.

Since the investigator was unable to locate a previously validated instrument that would collect the appropriate data necessary (to test the hypotheses) it was necessary to develop an instrument for this study.

The instrument was divided into three parts. Part One was designed to solicit responses which determined (1) perceived residential peer pressure placed on freshmen male students at Oregon State University; and (2) perceived residential attitudes toward extracurricular activities related to intramural sports. A positive or negative response to statements relative to the subject's perceived peer pressure was utilized as the criterion measure for Part One.

Part Two of the questionnaire determined: (1) the extent the respondent participated in organized intramural activity during high school and the extent he now participates; and (2) the extent of the respondent's participation in interscholastic athletics. The criterion
measure used in Part Two was the hours per week a respondent was physically active in recreational or organized sports.

Many factors determine the extent a student participates in extracurricular activities. Studies by Hyry (1957) and Johnson (1967) have investigated the problems a student faces in participating in extracurricular activities. Part Three of the instrument attempts to evaluate specific problems encountered by students which may limit their participation. These responses will be tabulated in the form of percentages.

Reliability of the Instrument

The reliability of the data gathering instrument was determined by using the test-retest method. The subjects employed during the test for reliability were selected from a beginning volleyball class at Oregon State University and were freshmen males residing in either a residence hall or a fraternity. The collected data were key punched on computer cards and subjected to a Pearson "r" correlation with a high directional relationship resulting. The mean "r" value for the subjects test-retest was .86.

Selection of Subjects

The subjects for the present study were selected from freshmen males enrolled at Oregon State University during the 1973-74 academic year. The subjects were obtained from a listing of fraternity pledges compiled by the Dean of Students office in the fall of 1973, and residence hall male freshmen selected from the 1973-74 Oregon State Student's Directory. A random listing of subjects as compiled by
identifying every fifth name from the students directory and every third name on the fraternity pledge list.

Administration of the Instrument

Approval was obtained from the Committee on Human Research at Oregon State University prior to the administration of the questionnaire to the freshmen male subjects. The requirements for research on human subjects were met by using appropriate statements on the cover letter and questionnaire.

The cover letter, explaining the intent and purpose of the study, was attached to each questionnaire. Statements were also made clarifying procedures for returning the completed questionnaire to the investigator.

A stamped, self-addressed envelope was provided each student (except those in residence halls which are located on campus) to increase the possibility of a returned, completed questionnaire.

Treatment of the Data

Statistical analyses via chi square, one-way analysis of variance with the "F" test, percentages, and correlations were employed to analyze the collected data. The level of confidence was set at .05 to retain or reject the stated hypotheses. Each statistical computation used in this study was obtained and analyzed through the Oregon State University Computer Center.

The chi square test, a test of significance, was used to analyze the collected data for Part One. This statistic is a very useful test
in research because no particular assumptions have to be made about the shape of the distribution or the frequencies being tested (Downie and Heath, 1959).

When data collecting consists of frequencies in discrete categories (such as yes-no responses), the non-parametric chi square test may be employed to determine if significant difference do exist between groups. The basis for using the chi square test, as with other techniques, is that an available sample does not deviate from what one would expect to find in the population (Courtney, 1972). Since the 16 items of Part One were not of equal weights, the chi square test was employed for each item, utilizing a contingency, or 2 x 2 table.

Individual items 5, 12, 14, and 15 were analyzed using percentages. These items, were developed to reveal (1) a student's interest in team or individual sports, (2) his feelings toward intramural sports, and (3) his perceptions relative to the feelings of his peer group toward intramural sports.

A one-way analysis of variance, (F test) was used to analyze the responses for the items of Part Two. Several basic assumptions must be met when using the F test:

(1) The data have been derived from normally-distributed populations.

(2) The variances are common, or equal, or ratioed proportionally.

(3) The samples have been randomly drawn.
The F statistic in this study will be used to calculate the variances of the mean scores to obtain a significant difference in active intramural participation time. The participation time was used as the criterion measure for Part Two. Since the F test compared the variance of the means to the overall variance of the sample observations. The statistical decisions to retain or reject the stated hypotheses are made on the basis of these comparisons (Courtney, 1972). Items 25-28 were used to separate participants from non-participants. A product moment correlation was employed to correlate items 20-25, 20-28, 21-25, and 21-28 to determine if a relationship exists between high school intramural and interscholastic participation and organized intramural participation of male freshman students at Oregon State University.

Student responses to Part Three of the data gathering instrument were tabulated in the form of percentages with the factors limiting freshmen male student participation in sports activities as the criteria measured. These percentages were compared to previous investigations (Hyry, 1957 and Johnson, 1967) in order to draw conclusions relative to a student's inability to participate.

The data gathering instrument used in this study obtained continuous data, active participation time, and nominal data (yes-no responses). The investigator employed a point-biserial correlation to determine if a relationship exists between perceived peer pressure and intramural participation.
CHAPTER IV

RESULTS

The purpose of this chapter is to examine the proposed general hypotheses through analyses of individual responses to the data gathering instrument. There were 283 instruments completed and returned by freshmen males at Oregon State University from a population of 400, a 71% return. Statistical analyses employed in reporting the data included chi square, analysis of variance, point-biserial correlations, and percentages.

To show a more extensive view of residential perceived peer pressure and the effect it has on organized intramural participation, the data between participants and non-participants were separated from the total population. Results, therefore, may be seen in three categories: (1) total population of residence hall and fraternity members; (2) intramural participants; and (3) intramural non-participants.

TABLE 1. Percentages of Participants in Intramural Sports at Oregon State University

<table>
<thead>
<tr>
<th></th>
<th>Residence Hall</th>
<th>Fraternity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those who participated</td>
<td>132 (77%)</td>
<td>101 (90%)</td>
<td>233 (82%)</td>
</tr>
<tr>
<td>Those who did not</td>
<td>39 (23%)</td>
<td>11 (10%)</td>
<td>50 (18%)</td>
</tr>
<tr>
<td>participate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>171 (100%)</td>
<td>112 (100%)</td>
<td>283 (100%)</td>
</tr>
</tbody>
</table>
A comparison of participants and non-participants relative to intramural involvement revealed that residence hall participants totaled 132 out of 171 and fraternity participants totaled 101 out of 112. Examination of Table 1 shows the percentages for participants to non-participants to be 77% for residence hall members and 90% for fraternity members. The high percentages may be attributed to the variety of intramural activities available to male undergraduates at Oregon State University.

For reader clarification, statistical analysis of significant data at the .05 level or better will be reported while statements on the data gathering instrument not considered to be relevant to this study were omitted in the discussion of results.

Part One

The results computed for Part One were designed to enable the investigator to retain or reject the first general hypothesis. This hypothesis stated there will be a significant difference in the degree of perceived peer group pressure between fraternity and residence hall members. Data for statistical analysis were obtained through student responses to 16 statements prepared by the investigator to determine perceived peer group pressure (Appendix B).

Examination of Table 2 indicates that 50% of the responses were significant at the .05 level or better. Additional discussion will include specific analysis of responses which were determined by the investigator to be relevant to the study.
<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Computed Chi Square Value</th>
<th>Decision: Critical chi square value, 3.841 at .05, df=1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.583</td>
<td>Reject</td>
</tr>
<tr>
<td>2</td>
<td>1.145</td>
<td>Reject</td>
</tr>
<tr>
<td>3</td>
<td>4.412</td>
<td>Reject</td>
</tr>
<tr>
<td>4</td>
<td>9.300</td>
<td>Retain**</td>
</tr>
<tr>
<td>5</td>
<td>.214</td>
<td>Reject</td>
</tr>
<tr>
<td>6</td>
<td>8.282</td>
<td>Retain**</td>
</tr>
<tr>
<td>7</td>
<td>9.637</td>
<td>Retain**</td>
</tr>
<tr>
<td>8</td>
<td>2.852</td>
<td>Reject</td>
</tr>
<tr>
<td>9</td>
<td>.772</td>
<td>Reject</td>
</tr>
<tr>
<td>10</td>
<td>1.579</td>
<td>Reject</td>
</tr>
<tr>
<td>11</td>
<td>8.536</td>
<td>Retain**</td>
</tr>
<tr>
<td>12</td>
<td>5.647</td>
<td>Retain*</td>
</tr>
<tr>
<td>13</td>
<td>.280</td>
<td>Reject</td>
</tr>
<tr>
<td>14</td>
<td>24.251</td>
<td>Retain**</td>
</tr>
<tr>
<td>15</td>
<td>.623</td>
<td>Reject</td>
</tr>
<tr>
<td>16</td>
<td>4.177</td>
<td>Retain*</td>
</tr>
</tbody>
</table>

* Significant at a .05 level  
** Significant at a .01 level

Responses were solicited from the sample population relative to the effect peer groups have on a respondent's participation in extracurricular activities. The results for residence hall and fraternity members show percentages of 36% and 48%, respectively (Table 3), an indication that freshmen fraternity members perceive their peer group to have greater influence on their participation in extracurricular activities than residence hall members.
TABLE 3. Peer Group Influence Regarding Participation in Extracurricular Activities (Statement 3).

<table>
<thead>
<tr>
<th></th>
<th>Residence Hall</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61 (36%)</td>
<td>54 (48%)</td>
</tr>
<tr>
<td>No</td>
<td>110 (64%)</td>
<td>58 (52%)</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>112</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 4.412 \]
\[ \alpha = .05 \]

Respondents indicated the extent their peer group influenced their decision to participate in organized intramural sports at Oregon State University. Examination of Table 4 shows a comparatively high chi square value between fraternity and residence hall respondents, related to peer group influence on intramural participation. It should be noted, however, that both group responses showed low percentages affirming residential peer group pressures as having little influence on intramural participation.
TABLE 4. Influence of Peer Group to Participate in Intramural Sports (Statement 4)

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26 (15%)</td>
</tr>
<tr>
<td>No</td>
<td>145 (85%)</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
</tr>
</tbody>
</table>

\[ x^2 = 9.300, \quad \alpha = .01 \]

Statistical analysis of data related to participation satisfaction in team or individual intramural sports showed no significant difference between both residence hall and fraternity members. However, significant differences in percentages resulted between the respondents' satisfaction in team participation over individual participation.

TABLE 5. Individual or Team Intramural Sports Participation Satisfaction (Statements 5 and 15)

<table>
<thead>
<tr>
<th>INDIVIDUAL SPORTS</th>
<th>TEAM SPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence Hall</td>
<td>Fraternity</td>
</tr>
<tr>
<td>Yes</td>
<td>47 (27%)</td>
</tr>
<tr>
<td>No</td>
<td>124 (73%)</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
</tr>
</tbody>
</table>

\[ x^2 = .214 \text{ not significant} \]

\[ x^2 = .623 \text{ not significant} \]
Results of Table 5 show the percentages of team participation satisfaction in intramural sports to be double that of satisfaction in individual sports participation. This might be attributed to the influence placed on team sports in high school physical education programs. Results show residence hall members (Table 5) responded to individual sports with a higher percentage than fraternity members, which suggest the typical residence hall atmosphere promotes individuality and is not conducive to group participation.

**TABLE 6. Residential Peer Group Affiliation (Statement 10)**

<table>
<thead>
<tr>
<th></th>
<th>Residence Hall</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>97 (56%)</td>
<td>55 (49%)</td>
</tr>
<tr>
<td>No</td>
<td>74 (44%)</td>
<td>57 (51%)</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>112</td>
</tr>
</tbody>
</table>

\[X^2 = 1.579 \text{ not significant}\]

Respondents indicated membership in a peer group within their residence by positive or negative responses to statement number 10 on the data gathering instrument. Results show residence hall members having a higher percentage than fraternity members with 56% and 49%, respectively (Table 6).
The opinions of study respondents were solicited to determine if intramural group membership was a desirable and valuable experience. Results show, (Table 7) as indicated by significantly high percentages, that both the residence hall and fraternity members consider intramural group membership a desirable and valuable experience.

**TABLE 7. Desirability and Value of Intramural Group Membership (Statement 12)**

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>138 (81%)</td>
</tr>
<tr>
<td>No</td>
<td>33 (19%)</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 5.647 \]
\[ \alpha = .05 \]

**TABLE 8. Peer Group Considerations of Intramurals as an Important Extracurricular Activity (Statement 14)**

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56 (33%)</td>
</tr>
<tr>
<td>No</td>
<td>115 (67%)</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 24.251 \]
\[ \alpha = .01 \]
Each study respondent was requested to indicate peer group considerations of intramurals as an important extracurricular activity (Table 8). Statistical analysis reveals fraternity members positively believe their peer group considers intramurals an important extracurricular activity (62%). Residence hall members, however, responded with a low 33%.

TABLE 9. Intramural Sports Participation as an Aid in Adapting to Group Situations (Statement 16)

<table>
<thead>
<tr>
<th></th>
<th>Residence Hall</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78 (46%)</td>
<td>65 (58%)</td>
</tr>
<tr>
<td>No</td>
<td>93 (54%)</td>
<td>47 (42%)</td>
</tr>
<tr>
<td>Total</td>
<td>171</td>
<td>112</td>
</tr>
</tbody>
</table>

\[\chi^2 = 4.177\]
\[\alpha = .05\]

Respondents were asked to indicate if intramural sports participation was an aid in adapting to group situations. Statistical analysis revealed that 65% of the fraternity members who responded to the questionnaire opined that intramural sports participation aided in adapting to group situations. Residence hall members responded with less than 50% affirming intramurals as an aid.

Statistical analysis of data shown in Tables 3, 4, 8, and 9 in Part One supported acceptance of the first general hypothesis that a significant difference in the degree of perceived peer group pressures exists between fraternity and residence hall members.
Part Two

Part Two of the data gathering instrument was designed to determine the extent of participation in organized intramural sports by freshmen fraternity and residence hall members.

TABLE 10. Participation in Sports Activities by Residence Hall and Fraternity Members in Mean Hours Per Week.

<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Residence Hall Mean Value</th>
<th>Fraternity Mean Value</th>
<th>Computed F Value</th>
<th>Decision</th>
<th>Critical F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2.497</td>
<td>2.687</td>
<td>1.247</td>
<td>Reject</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3.339</td>
<td>3.678</td>
<td>3.180</td>
<td>Reject</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.385</td>
<td>3.473</td>
<td>.410</td>
<td>Reject</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2.245</td>
<td>2.357</td>
<td>.533</td>
<td>Reject</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1.871</td>
<td>2.071</td>
<td>1.939</td>
<td>Reject</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2.561</td>
<td>2.910</td>
<td>5.561</td>
<td>Retain*</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2.836</td>
<td>3.214</td>
<td>7.714</td>
<td>Retain**</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2.058</td>
<td>2.589</td>
<td>14.779</td>
<td>Retain**</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1.771</td>
<td>1.973</td>
<td>2.493</td>
<td>Reject</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>2.590</td>
<td>2.750</td>
<td>1.435</td>
<td>Reject</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>2.964</td>
<td>3.741</td>
<td>30.364</td>
<td>Retain**</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>2.871</td>
<td>3.330</td>
<td>10.772</td>
<td>Retain**</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>2.250</td>
<td>3.169</td>
<td>19.525</td>
<td>Retain**</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>3.280</td>
<td>3.660</td>
<td>6.941</td>
<td>Retain**</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>2.941</td>
<td>3.169</td>
<td>3.347</td>
<td>Reject</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>3.479</td>
<td>3.669</td>
<td>2.086</td>
<td>Reject</td>
<td></td>
</tr>
</tbody>
</table>

Significant at a .05 level *
Significant at a .01 level **

Table 10 reveals the mean scores and resulting "F" values for participation in sports activities of residence hall and fraternity members who responded to the data gathering instrument. The freshman fraternity member had a higher mean score value than the residence hall member for each solicited response with seven of the 16 statements statistically significant at the .05 level or better.
TABLE 11. High School Participation in Intramural and Interscholastic Athletic Programs in Mean Hours Per Week

<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Type of Participation</th>
<th>Total Population</th>
<th>Participants</th>
<th>Non-Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Residence Hall</td>
<td>Fraternity</td>
<td>Residence Hall</td>
</tr>
<tr>
<td>1</td>
<td>Organized Intramural Sports</td>
<td>2.49</td>
<td>2.68</td>
<td>2.70</td>
</tr>
<tr>
<td>2</td>
<td>Interscholastic Athletics</td>
<td>3.33</td>
<td>3.67</td>
<td>3.67</td>
</tr>
<tr>
<td>3</td>
<td>Unorganized Physical Activity</td>
<td>3.38</td>
<td>3.47</td>
<td>3.52</td>
</tr>
<tr>
<td>4</td>
<td>Intramural Team Sports</td>
<td>2.24</td>
<td>2.35</td>
<td>2.48</td>
</tr>
<tr>
<td>5</td>
<td>Intramural Individual Sports</td>
<td>1.87</td>
<td>2.07</td>
<td>2.03</td>
</tr>
</tbody>
</table>
Study participants were also asked to indicate their participation in high school intramural and interscholastic athletic programs. Results were not statistically significant between the extent of high school participation of fraternity and residence hall members although higher individual mean scores for fraternity members that residence hall members were revealed (Tables 11 and 12).

TABLE 12. "F" Values for Mean Scores Related to High School Participation.

<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Types of Participation</th>
<th>Total Population</th>
<th>Participant Group</th>
<th>Non-Participant Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Organized Intramural Sports</td>
<td>1.24</td>
<td>.009</td>
<td>1.93</td>
</tr>
<tr>
<td>2</td>
<td>Interscholastic Athletics</td>
<td>3.18</td>
<td>1.65</td>
<td>1.99</td>
</tr>
<tr>
<td>3</td>
<td>Spontaneous Physical Activity</td>
<td>.410</td>
<td>.0002</td>
<td>.062</td>
</tr>
<tr>
<td>4</td>
<td>Intramural Team Sports</td>
<td>.533</td>
<td>.341</td>
<td>5.43*</td>
</tr>
<tr>
<td>5</td>
<td>Intramural Individual Sports</td>
<td>1.93</td>
<td>.183</td>
<td>2.66</td>
</tr>
</tbody>
</table>

Significant at a .05 level *

Participation in organized team intramural sports at Oregon State University was solicited via statement number 6. Tabulation of responses shows a significant difference in mean scores between the fraternity and residence hall members (Table 10). However, statistical comparisons of fraternity and residence hall responses to the extent of participa-
tion in organized individual sports at Oregon State, statement number 9, were not statistically significant.

Study respondents revealed, in statement number 8, the extent of practice time they devoted to organized intramural sports. Mean scores for both residence hall and fraternity members were statistically analyzed via the "F" test and were significant at the .01 level (Table 10). The results showed fraternity members participate to a greater extent in organized team intramural sports which, require more organized practice time than residence hall members.

TABLE 13. Computed "F" Values for Peer Group and Roommate Participation

<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Total Population</th>
<th>Participant Group</th>
<th>Non-Participant Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>30.364**</td>
<td>15.380**</td>
<td>10.320**</td>
</tr>
<tr>
<td>12</td>
<td>10.772**</td>
<td>7.797**</td>
<td>.652</td>
</tr>
<tr>
<td>13</td>
<td>19.525**</td>
<td>12.644**</td>
<td>1.984</td>
</tr>
</tbody>
</table>

Significant at the .01 level **

Students involved in the research study stated the extent that their peer group participated in organized intramural team sports, statement number 11. In each category, fraternity members recorded higher mean scores than residence hall members (Table 13).
<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Participation</th>
<th>Total Population</th>
<th>Participant</th>
<th>Non-Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Residence Hall</td>
<td>Fraternity</td>
<td>Residence Hall</td>
<td>Fraternity</td>
</tr>
<tr>
<td>14</td>
<td>Intramural Team Sports</td>
<td>3.28</td>
<td>3.66</td>
<td>3.64</td>
</tr>
<tr>
<td>15</td>
<td>Intramural Individual Sports</td>
<td>2.94</td>
<td>3.19</td>
<td>3.29</td>
</tr>
<tr>
<td>16</td>
<td>Unorganized Physical Activity</td>
<td>3.47</td>
<td>3.66</td>
<td>3.58</td>
</tr>
</tbody>
</table>
Statements 12 and 13 solicited responses relative to the extent of roommate participation in spontaneous physical activity and organized intramural sports. Differences in mean scores were significant at the .01 level for the total population and the participant group. The possibility of a residence hall member living alone may have attributed to the fact that significant differences were not found for the non-participant group.

The extent a respondent would like to participate in organized intramural team sports, individual sports, or spontaneous physical activity was determined through analysis of statements 14, 15, and 16. Statistical differences related to the total population category revealed fraternity members to have a greater desire to participate in intramural team sports than residence hall members (Table 14). Significant differences were not shown for intramural individual sports or unorganized physical activity participation; however, the computed mean scores were greater for fraternity than residence hall members.

Inspection of Table 14 reveals fraternity members with higher mean scores than the residence hall members in each activity except organized intramural individual sports. In addition, fraternity non-participants revealed a desire to participate in organized intramural individual sports and in unorganized physical activity to a greater extent than the residence hall member (Table 14).
Statistical analyses of Part Two substantiates retention of general hypotheses II - there are significant differences between the extent of organized intramural participation of freshmen fraternity and residence hall members.

Part Three

Part Three of the data gathering instrument solicited respondent reasons for lack of participation in sports activities.

**TABLE 15. Factors Which Contribute to Decrease of Participation in Organized Intramural Activities**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Fraternity n = 112</th>
<th>Residence Hall n = 171</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Work</td>
<td>93 (83%)</td>
<td>132 (77%)</td>
</tr>
<tr>
<td>Lack of Skill</td>
<td>19 (17%)</td>
<td>35 (20%)</td>
</tr>
<tr>
<td>Lack of Interest</td>
<td>17 (15%)</td>
<td>37 (21%)</td>
</tr>
<tr>
<td>Job Conflicts</td>
<td>8 (7%)</td>
<td>13 (8%)</td>
</tr>
<tr>
<td>Lack of Friends Who Participate</td>
<td>4 (4%)</td>
<td>23 (13%)</td>
</tr>
</tbody>
</table>

Class work was stated by both fraternity and residence hall members as the greatest deterrent to intramural participation (83% and 77%). Lack of skill (15%) or interest (22%) was also reported while lack of friends who participate and job conflicts were stipulated by several study respondents as valid reasons for their lack of participation. Additional reasons for non-participation included involvement in intercollegiate athletics and other
extracurricular activities at Oregon State University.

The identification of significant differences related to perceived peer group pressure and organized intramural participation substantiates the acceptance of General Hypotheses I and II. The absence of significant correlations regarding the relationship between perceived peer group pressure and organized intramural participation necessitates the rejection of general hypothesis III.
Chapter V
Summary, Conclusions, and Recommendations

Summary

As student participation increases in college and university extra-curricular activities, the task of constant evaluation and research is apparent. The review of literature indicates a need for varied and flexible programs to meet the different abilities and interests of each student. For continued evaluation of student activities it is imperative to ascertain the effect student environments have on their extra-curricular activities.

The present research study is the initial investigation designed to determine the effect of residential peer pressure on organized intramural sports participation. It was necessary for the investigator to design a data gathering instrument that would collect responses necessary for the investigation. A three part instrument was developed to obtain perceived residential peer pressure, determine the extent of participation, and reasons why a student does not participate in sports activity. Reliability of the instrument was determined by using the test-retest method.

The data gathering instrument was distributed to 400 freshmen male students at Oregon State University selected at random from official records. Residence hall and fraternity male freshmen were used for the sample population. Nominal data were obtained from Part One and ordinal data were obtained from Part Two. The data were subjected to chi square, analysis of variance, point biserial correlation, and percentages analyses.
Three general hypotheses, developed from an evaluation of the review of literature, were stated for testing. Each stated hypotheses was directed toward obtaining objectives set by the investigator for the present study.

Perceived residential peer pressure and the relationship it has with organized intramural participation was measured through individual responses to the date gathering instrument. Investigation of the results indicated less than 50% fraternity and 25% of the residence hall members considered peer pressure to influence their participation in organized intramural sports. For purposes of this investigation, therefore, residential peer pressure cannot be considered as a significant factor for freshmen participation in organized intramural sports at Oregon State University. However, results indicate significant differences between fraternity and residence hall members in the extent of organized intramural participation. Similar results were reported by Williamson, Layton, and Snoke (1954) who indicated that fraternity and sorority members engaged in a greater number of extracurricular activities than residence hall members.

Studies by Baird (1969), Bell (1970), and Dollar (1966) have shown fraternity members to exhibit greater sociable and ascendent behavioral patterns from residence hall members. The student's residential affiliation places social pressures on him to participate in extracurricular activities, and a situation more prevalent in the fraternity than in the residence hall.
A study completed by Pollack (1968) also revealed that intramural participation appeared to be related to a student's membership in social organizations with the students who affiliated with these organizations participating more than non-socially inclined students. Pollack also found that not only participants but also non-participants considered intramurals as a valuable extracurricular activity, a fact corroborated by the present study (Table 7).

Previous research has revealed that the student's perception of intramural-recreational activity is related to the extent of his participation. The present investigation has also revealed that a positive opinion of intramural sports can be correlated with the extent of intramural participation by a student's peer group.

The proportion of participation in intramural team and individual sports, or some form of unorganized physical activity approximated previous findings. Grambeau (1963) stated that while "competitive team and individual games still remain as the core of the intramural program, the newer concept includes activities of a more recreational nature." The investigation has revealed that intramural team sports and unorganized physical activity were significantly higher in mean score value than intramural individual sports, thereby establishing a dominant hierarchy of participation for freshmen male students at Oregon State University.

With an increase in leisure time, students are demanding more equipment and facilities (Haniford, 1956). The responsibilities for providing the physical recreational program necessary to fill
the leisure time of students in a meaningful manner rests on the shoulders of all intramural and university administrators.

Conclusions

Within the limitations of this study and to the extent the sample population is representative of the freshmen at Oregon State University, the following conclusions have been derived from the results of the research:

1. Significant differences were obtained between fraternity and residence hall members related to perceived peer group pressure to take part in additional extra-curricular activities and to participate in organized intramural sports.

2. Significant differences existed between freshmen participation in team sports when compared to participation in individual sports.

3. Intramural group membership was considered a desirable and valuable experience for both residence hall and fraternity members.

4. Significant differences resulted between perceived opinion of residence hall or fraternity member's peer group attitude toward intramurals. It is posited that the fraternity, because of its social nature, places more value on organized intramural sports than does the residence hall.
5. No significant correlation resulted between previous high school sports participation and participation in organized intramural sports at Oregon State University.

6. Freshman fraternity members participated in organized intramural team sports at a significantly higher mean score value than residence hall members.

7. Competitive team sports and unorganized physical activity may be considered the core of the intramural-recreational program for male undergraduates at Oregon State University. Little interest was expressed for organized intramural individual sports.

8. Class work was stated as the most significant deterrent to student participation in organized or unorganized physical activity.

Recommendations

From the review of literature and its relationship to the present study, the following topics are recommended for further investigation:

1. A study which compares specific individual residence hall floors and the extent of their participation in intramural-recreational
activities. The criteria employed may include number of residents, number of years resided on floor, and a personality inventory.

2. A study which concentrates specifically on a comparison of freshmen participation in organized intramural sports and unorganized physical activity.

3. A study which concentrates on female residential affiliation and participation in organized intramural sports.

4. A study which examines the extent of freshman, sophomore, junior, and senior participation in organized intramural activity. This study might also investigate the reasons contributing to lack of intramural sport participation.

Substantiated by the present study and past research studies, residential peer pressures have a significant effect on a student's activities. A freshman student's life centers around his residential affiliation and from this group he gets his ideas and guidelines. The need for additional research in the area of organized intramural sports is evident as ever increasing numbers of students become actively involved in campus physical recreation. Program administrators should strive for constant assessment of student opinions in order to provide viable intramural-recreational programs for all segments of the student population.
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APPENDICES
March 8, 1974

David L. Morton
Department of Intramural Sports
Oregon State University
Corvallis, Oregon 97331

Dear Fellow Student:

I am interested in determining the extent of peer pressures exerted upon freshmen male students to participate in intramural sports. You are asked to assist in this masters study by completing the enclosed questionnaire honestly and accurately.

The information you provide will be held in strict confidence. Statistical analysis will be accomplished by computer and presented in the form of tabulated data. A pilot study was conducted and was found to take on the average of 7 minutes to complete the questionnaire.

A stamped, self-addressed return envelope is provided for your completed questionnaire. You can also drop it by the intramural office, room 125 Langton Hall (Men's Gym) if it is more convenient for you. Due to the limited time available, each questionnaire must be in by April 1 and no later.

Your assistance in this study is greatly appreciated. Thank you for your time and consideration.

Sincerely yours,

David L. Morton
Graduate Assistant
Department of Intramural Sports

The results of David Morton's assessment of peer group pressure relative to intramural activity participation could positively effect campus physical recreation at Oregon State University. I hope you will give this research project your fullest cooperation.

Dow P. Poling
Director of Intramural Sports and Recreational Activities
APPENDIX B

Questionnaire Number _____

Peer Group Influences - Intramural Participation Questionnaire

TO THE STUDENT: This is a research questionnaire and not a test. The results will appear in the form of computed data and in each case anonymity will be preserved.

The questionnaire consists of two parts. Each is of equal importance and you should check to make sure you have answered each question. YOUR COOPERATION AND ASSISTANCE IN THIS STUDY IS GREATLY APPRECIATED.

Peer Groups

Peer groups are defined as any set of two or more students (close friends within your residence) whose relationship to one another are such to exert influence upon you as an individual.

Answer each question honestly and accurately by circling "yes" or "no". PLEASE RESPOND TO EACH STATEMENT.

Preface the following statements with:
"In my opinion......"

1. No pressure is placed on me by my residence to participate in intramural sports .............. YES NO

2. Belonging to a specific peer group within my residence is important .............. YES NO

3. Since I have become a member of a specific peer group I participate in more extracurricular activities .... YES NO

4. My specific peer group influences my decision to participate in organized intramurals .............. YES NO

5. I receive greater satisfaction from individual (golf, bowling, etc.) intramural activities than team (volleyball, basketball, etc.) intramural activities .... YES NO

6. Belonging to a specific peer group has made it easier to adjust to college life ......... YES NO

7. Participation in intramural sports has helped me become a leader in my specific peer group ....... YES NO

8. It is necessary to participate in intramurals to belong to my specific peer group .............. YES NO
9. Participation in intramural sports helps me to maintain my social status within my residence ........... YES NO

10. I do belong to a specific peer group within my residence ........................................ YES NO

11. Participation in intramurals has helped my peer group to have happy (desirable) relations with other peer groups. YES NO

12. Intramural group membership is desirable and valuable experience ............................... YES NO

13. Participating in intramural sports helps you to become a member of a specific peer group ............... YES NO

14. My specific peer group considers intramurals an important extracurricular activity .............. YES NO

15. I receive greater satisfaction from team (football, volleyball, etc.) intramural sports than individual (golf, tennis, etc.) ......................... YES NO

16. Participation in intramural sports has helped me to adapt to group situations better ..................... YES NO

Intramural Participation

Below are a number of statements which relate to your participation in organized Intramural sports or spontaneous physical activity (playing catch, pick-up games).

Please indicate your response to the following questions by circling the appropriate number in accordance with this code:

1. None: 0 hours per week
2. Very little: 1 hour per week
3. Some: 2 to 3 hours per week
4. Substantial: 4 to 5 hours per week
5. Extensive: More than 5 hours per week

1. In high school how much time did you participate in organized intramural sports? N VL S SUB EXT
2. How often did you participate in interscholastic athletics in high school? N VL S SUB EXT
3. How often did you participate in spontaneous physical activity in high school (playing catch, pick up games)?

4. How often did you participate in intramural team sports in high school?

5. How often did you participate in intramural individual sports in high school?

6. How often do you now participate in organized intramural team sports at Oregon State?

7. How often do you participate in team spontaneous physical activity (playing catch, pick up games)?

8. How often do you participate in organized practice time for intramural sports?

9. How often do you participate in intramural organized individual sports?

10. How often do you participate in individual spontaneous physical activity (pick up games, etc.)?

11. How often does your specific peer group participate in organized intramural team sports?

12. How often do your roommate(s) participate in spontaneous physical activity?

13. How often do your roommate(s) participate in organized intramural sports?

14. How much would you really like to be able to participate in ...
   a. Intramural Team sports
   b. Intramural Individual sports
   c. Unorganized physical activity
Check the answer(s) most appropriate to your own situation.

What keeps you from participating more?

____ a. Class work
____ b. Lack of friends who participate
____ c. Lack of skill
____ d. Job conflicts with time
____ e. Lack of interest
April 3, 1974

David L. Morton
125 Langton Hall
Oregon State University

Dear Fellow Student:

Recently you should have received a questionnaire soliciting your responses to perceived peer pressures and the effects it has on your participation in intramural sports. It is vital to this study for the return of completed questionnaires in order to show an accurate relationship.

Since I have not received your questionnaire I am enclosing another just in case the previous one was lost or misplaced.

I sincerely hope you will take a few minutes necessary to complete and return the questionnaire. If you feel you cannot contribute to this study I would appreciate if you would return the uncompleted questionnaire in the envelope provided to you.

If you have already completed and returned the questionnaire, please accept my gratitude for your assistance.

Thanks once again for your cooperation.

Sincerely,

David L. Morton
Intramural Sports Department