

DOCUMENT RESUME

ED 046 036

CG 006 127

AUTHOR Pope, Harlyn Don
TITLE The Perceived Role of the University Residence Hall Student Assistant.
INSTITUTION Oklahoma State Univ., Stillwater.
PUB DATE Jul 70
NOTE 151p.
EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS *College Students, *Dormitories, Perception, *Resident Students, *Role Perception, Student Needs, *Student Personnel Services

ABSTRACT

Research concerning how 30 male and female students, 30 student assistants, and 30 housing administrators perceive the role of residence hall student assistants is presented. The instrument, utilized to secure these role perceptions, consisted of forty statements which were divided into four subscales: (1) authority; (2) buddy; (3) competence; and (4) interest. Among other findings, the research rejected the hypothesis that there are no significant differences, among the three participant groups, in their perceptions of the role of the effective student assistant. Significant differences between the sexes were found on eleven of the statements. Conclusions and recommendations complete the document. (TL)

EDU 46U20

**THE PERCEIVED ROLE OF THE UNIVERSITY
RESIDENCE HALL STUDENT ASSISTANT**

By

HARLYN DON POPE

**Bachelor of Science in Education
Henderson State College
Arkadelphia, Arkansas
1961**

**Master of Education
North Texas State University
Denton, Texas
1964**

**Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1970**

U S DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM THE PERSON OR
ORGANIZATION ORIGINATING IT. POINTS OF
VIEW OR OPINIONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY

ED0 46036

THE PERCEIVED ROLE OF THE UNIVERSITY
RESIDENCE HALL STUDENT ASSISTANT

By

HARLYN DON POPE

Bachelor of Science in Education
Henderson State College
Arkadelphia, Arkansas
1961

Master of Education
North Texas State University
Denton, Texas
1964

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
July, 1970

Name: Harlyn Don Pope Date of Degree: July 31, 1970

Institution: Oklahoma State University

Location: Stillwater, Oklahoma

Title of Study: THE PERCEIVED ROLE OF THE UNIVERSITY
RESIDENCE HALL STUDENT ASSISTANT

Pages in Study: 136

Candidate for Degree of
Doctor of Education

Major Field: Student Personnel and Guidance

Scope of Study: This study was concerned with locating areas of significant differences in the perceptions of the role of the university residence hall student assistant as these perceptions were held by male and female students, student assistants, and housing administrators. The perceptions were obtained through the use of a forty-item instrument which asked the ninety respondents to state their agreement or disagreement with specified concepts describing the activities of effective student assistants. It was felt that the determining of significant differences among the three groups, between the sexes, or in the divisions established by the interaction of groups and sex of the respondents would provide a starting point for efforts to lessen the differences. The ultimate goal was to improve the offerings of single student housing to the total educational experience of residence hall students.

Findings and Conclusions: Significant differences were found among students, student assistants, and housing administrators on nineteen of the forty statements and on three of the four resulting subscales; significant differences between the sexes were found on eleven of the statements; and, significant differences which resulted from the interaction of groups and sex were found on five of the statements. The most frequent significant differences were between students and housing administrators, and the second most frequent differences were between students and student assistants. Student assistants and housing administrators differed significantly on only three statements. In total, all of the significant differences were located on twenty-seven of the forty statements and three of the four subscales. The three groups and the two sexes did differ in their perceptions of the role of the university residence hall student assistant.

ADVISER'S APPROVAL: _____

THE PERCEIVED ROLE OF THE UNIVERSITY
RESIDENCE HALL STUDENT ASSISTANT

Thesis Approved:

Thesis Adviser

Dean of the Graduate College

PREFACE

This dissertation is an investigation of the perceptions related to residence hall student assistants as they were obtained through the use of a formulated list of forty statements describing an "effective" university residence hall student staff member. The aim of the study was to determine whether or not student assistants and their roles are seen differently by students, student assistants, and housing administrators on one particular campus.

Student assistants are seen differently by the various groups associated with single student housing. These differential perceptions were found in the degree of agreement or disagreement given by the various groups to the statements used on the instrument. Male and female respondents also differ in their perceptions of the role of residence hall student assistants, and students differ from student assistants and housing administrators on many of the concepts presented.

Specific mention must be made of the many individuals and groups who gave assistance in the completion of this study. The students, the student assistants, and the housing administrators responded promptly and willingly to the request for participation; the University Computer Center completed the analyses in almost record time; the Department

of Education gave financial support; Mr. Lewis Wolfe, Mr. Lynn Jackson, and Mrs. Patricia Pope of the Office of Single Student Housing all gave their whole-hearted support and encouragement to the activities undertaken; and, all of the housing administrators gave their guidance in the preparation of the instrument and in the securing of the data.

Special gratitude must be expressed to the supervising doctoral committee, without whom none of this would have come to be: Dr. Frank McFarland, as chairman of the committee, gave of his time and energies continually; Dr. James Seals gave his personal support and encouragement during all phases of the program; Dr. Dan Wesley willingly gave his supervision and guidance; and, Dr. Robert Brown gave much more than could be expected in time and attention as this study progressed. The sincere friendship of these men was and is a cherished part of the past two years.

No words can express the appreciation given to my wife Pat and son Darryn for their understanding, encouragement, and support during the events of the two years taken for the completion of the degree. Perhaps the coming years will serve to do what words will not do at the present. Thanks must also be expressed to two sets of parents and relatives who always understood.

TABLE OF CONTENTS

Chapter	Page
I. THE NATURE OF THE PROBLEM	1
Introduction	1
Statement of the Problem	3
Need for the Study	5
Significance of the Study	5
Hypotheses	6
Definition of Terms	7
Limitations of the Study	9
Assumptions of the Study	10
Summary	10
II. A REVIEW OF THE RELATED LITERATURE	12
Literature Related to Housing	12
Literature Related to Housing Administrators	16
Literature Related to Student Assistants	18
Literature Related to Differential Percep- tions	20
Summary of Related Literature	23
III. DESIGN AND METHODOLOGY	25
Introduction	25
Subjects	25
Sampling Instrument	27
Statistical Treatment	34
Summary	35
IV. RESULTS OF THE STUDY	36
Introduction	36
Items With No Significant Differences	37
Significant Differences Among Groups	40
Significant Differences Between Sexes	62
Significant Differences by Interaction	72
Significant Differences on Subscales	78
Summary	86

Chapter	Page
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	89
Summary	89
Conclusions	94
Recommendations	97
BIBLIOGRAPHY	101
APPENDIX A - PHILOSOPHY AND OBJECTIVES OF OKLAHOMA STATE UNIVERSITY RESIDENCE HALLS	105
APPENDIX B - ORGANIZATIONAL CHART FOR OFFICE OF SINGLE STUDENT HOUSING, OKLAHOMA STATE UNIVERSITY	107
APPENDIX C - PRELIMINARY INSTRUMENT	109
APPENDIX D - FINAL INSTRUMENT	113
APPENDIX E - RESPONSE SHEET	117
APPENDIX F - COVER LETTER TO PARTICIPANTS	119
APPENDIX G - SCORING SHEET	121
APPENDIX H - COVER LETTER FOR TEST-RETEST	123
APPENDIX I - VALIDITY TEST INSTRUMENT	125
APPENDIX J - COVER LETTER FOR VALIDATION ASSISTANCE	129
APPENDIX K - JUDGES' CATEGORIZATION OF ITEMS INTO SUBSCALES	131
APPENDIX L - TABLE OF MEANS	133
APPENDIX M - STANDARD ERRORS OF THE MEANS ON ITEMS AND SUBSCALES FOR USE WITH DUNCAN'S MULTIPLE RANGE TEST	135

LIST OF TABLES

Table	Page
I. Test-Retest Reliability Coefficients for Four Subscales and Total Instrument	32
II. Summary of Analysis of Variance on Instrument Item 1	41
III. Mean Scores for Criterion Groups on Instrument Item 1	41
IV. Summary of Analysis of Variance on Instrument Item 2	43
V. Mean Scores for Criterion Groups on Instrument Item 2	43
VI. Summary of Analysis of Variance on Instrument Item 3	44
VII. Mean Scores for Criterion Groups on Instrument Item 3	44
VIII. Summary of Analysis of Variance on Instrument Item 4	45
IX. Mean Scores for Criterion Groups on Instrument Item 4	45
X. Summary of Analysis of Variance on Instrument Item 5	47
XI. Mean Scores for Criterion Groups on Instrument Item 5	47
XII. Summary of Analysis of Variance on Instrument Item 6	48
XIII. Mean Scores for Criterion Groups on Instrument Item 6	48
XIV. Summary of Analysis of Variance on Instrument Item 10	49
XV. Mean Scores for Criterion Groups on Instrument Item 10	49

Table	Page
XVI. Summary of Analysis of Variance on Instrument Item 11	50
XVII. Mean Scores for Criterion Groups on Instrument Item 11	50
XVIII. Summary of Analysis of Variance on Instrument Item 15	51
XIX. Mean Scores for Criterion Groups on Instrument Item 15	51
XX. Summary of Analysis of Variance on Instrument Item 16	52
XXI. Mean Scores for Criterion Groups on Instrument Item 16	52
XXII. Summary of Analysis of Variance on Instrument Item 17	53
XXIII. Mean Scores for Criterion Groups on Instrument Item 17	53
XXIV. Summary of Analysis of Variance on Instrument Item 19	54
XXV. Mean Scores for Criterion Groups on Instrument Item 19	54
XXVI. Summary of Analysis of Variance on Instrument Item 20	55
XXVII. Mean Scores for Criterion Groups on Instrument Item 20	55
XXVIII. Summary of Analysis of Variance on Instrument Item 23	56
XXIX. Mean Scores for Criterion Groups on Instrument Item 23	56
XXX. Summary of Analysis of Variance on Instrument Item 27	57
XXXI. Mean Scores for Criterion Groups on Instrument Item 27	57
XXXII. Summary of Analysis of Variance on Instrument Item 28	58

Table	Page
XXXIII. Mean Scores for Criterion Groups on Instrument Item 28	58
XXXIV. Summary of Analysis of Variance on Instrument Item 29	59
XXXV. Mean Scores for Criterion Groups on Instrument Item 29	59
XXXVI. Summary of Analysis of Variance on Instrument Item 31	60
XXXVII. Mean Scores for Criterion Groups on Instrument Item 31	60
XXXVIII. Summary of Analysis of Variance on Instrument Item 32	61
XXXIX. Mean Scores for Criterion Groups on Instrument Item 32	61
XL. Summary of Analysis of Variance on Instrument Item 12	64
XLI. Mean Scores for Criterion Groups on Instrument Item 12	64
XLII. Summary of Analysis of Variance on Instrument Item 18	65
XLIII. Mean Scores for Criterion Groups on Instrument Item 18	65
XLIV. Summary of Analysis of Variance on Instrument Item 21	66
XLV. Mean Scores for Criterion Groups on Instrument Item 21	66
XLVI. Summary of Analysis of Variance on Instrument Item 25	67
XLVII. Mean Scores for Criterion Groups on Instrument Item 25	67
XLVIII. Summary of Analysis of Variance on Instrument Item 36	69
XLIX. Mean Scores for Criterion Groups on Instrument Item 36	69

Table	Page
L. Summary of Analysis of Variance on Instrument Item 39	70
LI. Mean Scores for Criterion Groups on Instrument Item 39	70
LII. Summary of Analysis of Variance on Instrument Item 40	71
LIII. Mean Scores for Criterion Groups on Instrument Item 40	71
LIV. Summary of Analysis of Variance on Instrument Item 33	76
LV. Mean Scores for Criterion Groups on Instrument Item 33	76
LVI. Summary of Analysis of Variance on Buddy Subscale	81
LVII. Mean Scores for Criterion Groups on Buddy Subscale	81
LVIII. Summary of Analysis of Variance on Competence Subscale	82
LIX. Mean Scores for Criterion Groups on Competence Subscale	82
LX. Summary of Analysis of Variance on Interest Subscale	84
LXI. Mean Scores for Criterion Groups on Interest Subscale	84
LXII. Summary of Analysis of Variance on Total Instrument	85
LXIII. Mean Scores for Criterion Groups on Total Instrument	85
LXIV. Summary of Significant Differences Found in Analyses of Variance	92

LIST OF FIGURES

Figure	Page
1. Interaction Effects of Group and Sex--Item 16 . . .	73
2. Interaction Effects of Group and Sex--Item 28 . . .	74
3. Interaction Effects of Group and Sex--Item 31 . . .	75
4. Interaction Effects of Group and Sex--Item 33 . . .	76
5. Interaction Effects of Group and Sex--Item 36 . . .	77

CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

Institutions of higher learning in the United States are experiencing a period of rapid growth--in the number of students matriculating, in the need and desire for more and better facilities, in the costs to students and taxpayers, and in the services which they offer.

The increased numbers of students on this nation's campuses have caused most institutions to search for new and better methods by which these students can be served, both through academic instruction and through student services. One of the areas of student services which affects many college students is that of single student housing. Rapid growth in the size of student bodies has caused colleges and universities to search for more student living space, to offer more and varied services through their housing programs, and to seek better-trained personnel to administer the many activities associated with student housing. (20) The student residence halls of today are becoming more and more an integral part of the total educational objectives of institutions engaged in higher education. They are serving "to help the students to learn and to grow as human

beings." (30, p. 5) Indeed, if one acknowledges the fact that many students spend well over one-half of their on-campus time in the residence halls, it would seem that these residence halls can and should be important sources of educational growth and experiences for the students. (15; 12)

Many institutions of higher education have placed staff representatives over the activities related to student housing so that assistance could be given to the growth and development of students outside the formal classroom. Housing directors, program directors, head residents, and student assistants all serve to assist the students and the institution through the housing aspect of student services. These staff members often represent the student's first and most frequent contact with the institution and its offerings. These persons can be of invaluable assistance to the students and to the institution by contributing actively to the "development of each student to his greatest potential spiritually, emotionally, and physically, as well as intellectually." (15, op. 9) If these contributions are to be achieved, it is essential that all of the persons involved in the many activities of campus residence halls become true educators who are willing and able to take their place in the educational scheme of things and to strive continually to do what they feel and know is educationally sound and worthwhile. (1)

Statement of the Problem

Much has been written and spoken in recent years about "gaps" which exist in the world. (2; 28) "Cultural gaps," "generation gaps," and "credibility gaps" have all been identified by writers as they attempted to show differences of opinions which exist among the various groups in America. These "gaps" or differences are primarily the result of differences of ideas and opinions which groups or individuals hold to be in their best interests. Other differences result from the various approaches used by groups or individuals in dealing with areas of concern to them. Student unrest is one example of the result of such differences in ideas, opinions, and approaches which are found on many campuses across this country.

The services offered to students outside the formal classroom are not without their "gaps" or differences of opinions concerning what is, could, or should be done in attempting to aid the total development of college students. Within this area of services to the students, the many activities of those engaged in student housing cause these staff members to come into contact with students as often (if not more often) than those in any other aspect of student campus life. In order to achieve the goal of aiding the individual student to gain as much as possible from his total college experience, student housing staff members on any campus must consider the needs and involve students, staff, and faculty in formulating aims and procedures

designed to obtain maximum student growth. As one writer noted,

It would be well for each college and university to examine its student housing situation, for herein can be found many sources of weaknesses or strength, possibly reasons for good or poor student morale, reasons for declining alumni and parent support and poor scholastic standards. (3, p. 702)

Specifically, this study was designed to provide some insight and information related to how residence hall student assistants are seen by those whom they serve, by themselves, and by those who supervize them. An attempt was made to determine what "gaps" or differences existed in the roles ascribed to the student assistants by students living in the halls, by university staff members in charge of the halls, and by the student assistants themselves. Because these student staff members represent the "front-line" contact between the residence hall students and the institution, they have considerable impact upon the student and his experiences. (26, p. 360) It was hoped that, if these student staff members are seen differently by various groups involved with campus student housing, these differing views could be determined and analyzed. Then, steps could be suggested which might, in part, remove some of the differences so that the student housing program could move forward to achieve a more effective and efficient total educational experience for the students.

Need for the Study

Before it is possible for any improvements in services to students to be made, it is important for those in administrative positions to secure considerable information concerning the needs and desires of those whom they serve and of those with whom they work. Once this information is known, it becomes the responsibility of the administrator and his staff to use this information for improving services. Those associated with residence hall housing are no exception to this idea.

As mentioned above, the residence hall student assistants represent the institution within the living areas of the campus. Because they do fulfill this role and do have a large number of contacts with students, it is important that those charged with the responsibility of achieving and maintaining a successful housing program know and understand how these persons are seen by others. If residence halls are to contribute to the total educational effort of the institution, efforts must be made to determine, adjust to, and improve the varied expectations associated with the roles of those intimately involved with the halls and the residents--the residence hall student assistant.

Significance of the Study

As stated previously, it was the purpose of this study to determine the perceived roles of residence hall student assistants. Views were sought from residence hall students,

student assistants, and housing administrators. Once these perceptions became known, it was possible to note areas of agreement and disagreement as to what the student assistant is expected to do or not to do. Significant differences of the perceptions of students, student assistants, and housing administrators indicated areas of needed changes and possible improvements in the activities of the student assistants as they serve as a vital facet of residence hall housing.

The results of this pilot study should be useful in a number of ways: (1.) areas of agreement found will add to the existing knowledge related to residence hall housing by pointing out factors on which the participants are united; (2.) areas of disagreement found will enable the institution to know some possible causes of dissatisfaction and to take steps, through additional study and preparation, to lessen the discrepancies among the expectations of the various respondent groups; and (3.) the results will add to the existing knowledge of students and their thinking, as well as suggesting possible areas of additional research.

Hypotheses

The following null hypotheses were tested in this study:

- H₁: There are no significant differences among students, student assistants, and housing administrators in their perceptions of the various aspects of the role of the effective student assistant as indicated by their responses on a researcher-formulated instrument.

- H₂: There are no significant differences between male and female respondents in their perceptions of the various aspects of the role of the effective student assistant as indicated by their responses on a researcher-formulated instrument.
- H₃: There are no significant differences in the results of the interaction effects of the three defined groups (students, student assistants, and housing administrators) and the two sexes as indicated by their responses on a researcher-formulated instrument.

Definition of Terms

The following terms and definitions were used in this study:

1. Student personnel services are those services offered to students outside the formal classroom as a functioning part of the total educational endeavors of the institution. These areas include housing and food service, student activities, financial aids, counseling and testing, foreign student advising, and group advising.
2. An educator, in light of the above definition, is any staff member who is engaged in activities which assist the college student in his total educational development.
3. A housing or residence hall program is an activity designed to aid in the educational effort of the institution and to fulfill the needs of the students who reside in institutional housing.
4. A residence hall is a unit of student housing built, maintained, and staffed by an institution as an educational facility to contribute to the goals undertaken by the institution. The alternate term dormitory is sometimes used to designate a residence hall.
5. A residence hall student, for the purpose of this study, is an undergraduate student who has resided in a residence hall for at least one semester.

6. A student assistant is an undergraduate staff person who is employed by the institution and who resides in the residence hall with those directly under his supervision. The alternate terms of resident assistant and student counselor are often used to designate a student assistant.
7. An effective student assistant is a hypothetical construct which refers to one who exhibits the characteristics needed for the fulfillment of his role, as that role is perceived by students, student assistants, and housing administrators and as that role is identified through the responses made to a researcher-formulated instrument.
8. Housing administrators are those persons charged by the institution of higher learning with the overall direction of the residence halls. For the purpose of this study, this group included the director of single student housing, the assistant directors of single student housing (for men and for women), the residence hall programs director, the residence hall complex directors, the residence hall head residents, and the assistant residence hall head residents. (See Appendix A for the administrative arrangement of this area of student personnel services.)
9. The director of housing is the person responsible for all areas of single student housing; all of the other housing administrators eventually report to him.
10. The assistant directors of housing (one male and one female) are two professional student personnel workers who are directly responsible for the formulation and execution of all residence hall programs and activities. They supervise the residence hall programs director, the complex directors, the head residents, the assistant head residents, and the student assistants in the halls.
11. The residence hall program director is the person employed by the institution to aid the residence hall students with the programs and student government activities which they undertake.

12. A complex director is a person who supervises two or more residence halls and who resides in one of the halls under his direction.
13. A head resident is an individual who is responsible for the direct supervision of one residence hall and who resides within the hall he supervises.
14. An assistant head resident serves as an aide to the residence hall head resident. He resides within the hall he supervises.

Limitations of the Study

This study involved students, student assistants, and housing administrators at a large, co-educational, mid-western university with an enrollment of approximately 16,000 students. The institution had sixteen residence halls which ranged in capacity from one hundred and twenty to eight hundred and twenty-four student living spaces. All of the residence halls combined provided housing for approximately seven thousand students. Generalization of the results of this study to dissimilar institutions, housing facilities, or groups should be done with considerable care. The size and location of the institution as well as the housing philosophy, requirements, and procedures which it follows could affect considerably the perceptions and opinions of those on that campus. The philosophy and objectives of the residence halls used as a part of this study are given in Appendix A, and the organizational chart for the division of single student housing is given in Appendix B.

Another possible limitation of this study was the small size of the groups used. Because the available population

to be used in the selection of respondents was only fifteen for one of the groups, it was necessary for computational and statistical reasons to limit the other five groups to fifteen also.

Assumptions of the Study

Because of the different position which student assistants hold in the residence halls, it was assumed that they could be separated from the other students for the purposes of this study. The basic assumption of this study, then, was that students, student assistants, and housing administrators represent three distinct groups living and working in campus residence halls. It was also assumed that these groups possess perceptions and opinions of the role of residence hall student assistants and that the formulated instrument was a sufficient method for gathering these perceptions.

Summary

This chapter discussed residence hall housing, housing personnel, and some aspects of residence halls as educational facilities. Mention was made of the necessity of knowing as much as possible about the desires and needs of those associated with residence halls and of attempting to provide the most beneficial services possible to students as they seek an education. Some discussion was given concerning differing opinions and the effect of these opinions on the possible outcomes of educational endeavors. Stress was

given to the importance of student assistants as they affect those with whom they come in contact.

The following chapters will discuss and elaborate on the topics presented in this chapter: Chapter II will give a review of the literature concerning housing, housing administrators, student assistants, and differential perceptions; Chapter III will discuss the design and methodology of the study; Chapter IV will summarize and discuss the findings of the study; and Chapter V will summarize the entire project and will offer some conclusions and recommendations.

CHAPTER II

A REVIEW OF THE RELATED LITERATURE

Although no studies were found which paralleled the study done by this author, some related studies in areas similar to that under consideration have been completed. The following studies and discussion will provide some insight into the topics of housing, housing administrators, student assistants, and differential perceptions found among various campus groups.

Literature Related to Housing

In 1965, residence hall housing on American college campuses amounted to a total of one million and five hundred thousand student sleeping spaces. The total money value of this housing has been set at seven and one-half billions of dollars. To support the construction of student housing units and related facilities, the federal government alone places three hundred million dollars into its college housing loan fund annually. Even this sizeable amount is no longer adequate to meet the many demands for more and better housing. It has been estimated that there will be a need for this amount to double by 1976 if needs are to be met. (29, p. 193) Butler, in 1963, hinted at the rapid growth

of student housing when he predicted that enough residence hall sleeping spaces would be built in the 1960's to house all of the inhabitants of Cleveland and Boston. (8, p. 1?) Thus, it is apparent that student housing on college campuses in the United States is big business.

The emphasis placed on the need or desirability for student housing has run the full circle from that of a strong emphasis to that of no emphasis and back to that of a strong emphasis again. (33; 34) Indeed, student housing objectives and plans change as the many forces affecting them change.

(35) The current strong interest in campus student housing is a result of many institutions realizing that student housing is an educational function of its program and that it must receive the support and encouragement of the school.

(3)

Much has been written about the purposes, goals, worth, and uses of campus residence halls. Williamson (37) listed five basic uses of halls of living: behavior control, sanitation, financial investment, recreation, and cultural living. Riker, in showing the value of having residence halls, stated that the real worth of these housing facilities is "to help students to learn and to grow as human beings." (30, pp. 5-6) This function should not be viewed as a source of competition with the formal (classroom) curriculum, but rather it should be seen as a setting where learnings can be put into practice. (9) Residence halls, then, can and should be used to foster intellectual and social growth and

development which is not available within the formal classroom. (21, p. 1)

Riker, in supporting the values of residence halls, stated that three basic assumptions must be accepted if one is to consider the worth of student housing: environment influences behavior, enrichment of the environment enhances intellectual activities, and learning is a total process. If a housing program is to be effective and valuable, it must reflect institutional goals and policies, it must have administrative and faculty support, and it must have student involvement and support. (30, pp. 5-11) Wise (39) noted that student housing programs do, indeed, reflect institutional emphases. He identified three basic emphases: the managerial attitude, which emphasizes cooperation and develops "morale" as a by-product of group life; the psychological services attitude, which emphasizes personal and professional aid to the residents; and the social education attitude, which emphasizes leadership training and social experience.

In studying student views of residence halls, Bloomfield (4) found that students see these halls as sources of opportunities for: self-government, independence, adapting to others, belonging, social experience, sports, and informal discussions. It is important, then, that institutions and their administrators (as well as students) realize the worth and many uses of residence halls. (27) Residence halls can be used, among other ways, as a laboratory for teaching

human relationships, for teaching citizenship, and for experimentation. In addition, these areas outside the formal classroom have much value in that they are often more flexible, less systematic and extensive, more voluntary in participation, and more interpersonal than the more rigid and formal settings. (38)

Estler (11), in a study of where learning occurred in the university environment, reported that the residence hall was the location most often mentioned by the respondents as they listed the places where discussions related to social awareness and responsibility, political awareness and responsibility, human values, and self-awareness took place. In all of these areas, peers were listed as having the most impact on the respondents.

In summary, this review of the literature related to housing seemed to support the contention that residence halls are an important part of the university environment and that learning does, indeed, take place in locations other than the formal classroom and the library. If these halls are to be viewed as sources of growth and development on the part of the students and as educational facilities in fulfilling the institutional goal of aiding the student in his total college experience, then it is important that all of those concerned with halls of living gain as much knowledge as possible of the needs, desires, and expectations of those directly involved--the students, the student assistants, and the housing administrators.

Literature Related to Housing Administrators

As defined previously, housing administrators are those educators who are directly responsible for the housing programs of a particular institution. If a program of student housing is to be of benefit to the students and to the institution, it is vital that these staff members continually seek better ways to influence the total college experience of students in a positive way. Of necessity, housing administrators should engage in numerous self-studies in order to improve their programs and to find areas of weaknesses. (3)

More than other housing administrators, head residents have been the subject of considerable study. In 1959, Kilbourn (22) surveyed one hundred and twenty-four institutions which had women's residence halls on their campuses. He reported that the titles usually applied to head residents varied greatly from one school to another. Over one-half of the institutions surveyed required at least four years of college for applicants hired as head residents. In addition, almost three-fourths of the head residents had no faculty rank (although most administrators desired rank for them), and eighty-four percent of the institutions sought head residents with guidance backgrounds (although only seventeen percent of the head residents actually had this type of background). In reviewing changes related to head residents between 1950 and 1962, Keller (20) noted that in 1962 head residents were typically responsible for larger halls, that sixty-nine percent of the head residents were

assisted by undergraduate student assistants, that eighty-three percent of them had no faculty rank, and that the salaries of head residents had doubled since 1950.

As an educator, the head resident literally reaches the student where he lives. In so doing, he deals with current concerns and problems, and he attempts to give some inspiration to those with whom he works. (31) He is an administrator, a coordinator, and a researcher. (27) In short, head residents (as well as all other housing administrators) are educators who must be able, prepared, and capable of influencing others for the betterment of all. (36)

Because student housing is an area of student personnel work, all housing administrators should be aware of the "personnel point of view" as it relates to students: every person is different and unique, every individual must be seen as a functioning whole, the forces which are presently affecting the student are the most important areas of concern, and a classroom education is not enough for some students. (24, pp. 56-57) This student-centered view becomes even more important in the light of Paul Dressel's definition of a curriculum as "the total college experience" of students. (10, p. 16) If this definition is to be accepted, all housing administrators must be recognized as true educators who are engaged in the total educational process. As a past president of the American Council on Education has noted, living experiences do indeed affect students--even if these effects are difficult to measure. (1)

If one is to gain better knowledge and understanding of the effects which campus student housing has on students, it is vital that he engage in continual planning, personal growth, and extensive training. If successful programs are to be achieved, housing administrators must be aware of the weaknesses which they feel and determine are present in their housing programs. They must also be aware of the standards used by others to judge the worth of the program and the value of the staff which administers it. (11)

Literature Related to Student Assistants

The important role which the student assistant plays in the total housing program was pointed out by Duncan when he stated:

A key person in the implementation of an effective housing program is the resident counselor. These are primarily graduate or advanced undergraduate students assigned by the school in recognition of the fact that there is a responsibility not only for class and laboratory instruction, shelter, and food, but for those portions of the lives of the students not otherwise touched upon by the staff but which are nevertheless a vital link to progress in the total academic setting. (11, p. 452)

One review of the literature related to student assistants identified twenty-five various titles given to these student staff members and noted that they were typically responsible for the assisting and supervising of about forty-three other students in the residence hall. It was reported that the student assistants studied were responsible for: order and control, referral of students, personal counseling, maintenance of residence hall facilities, maintenance of an

academic atmosphere, and various student activities of an athletic and social nature. In the majority of cases, they were under the direct supervision of the building head resident. (25)

The actual duties of most student assistants are varied. Many institutions use these staff members in an effort to provide certain kinds of counseling for residence hall students. These students serve five basic purposes: to give early guidance contact to freshmen, to counteract informal advising by other students, to free professional personnel for more specialized counseling, to permit the exploration of preventative measures, and to provide communication between students and staff. It has been found that college freshmen often accept this "peer-delivered" guidance because the student assistants speak their language and have many of the same problems they have. (5)

In another study of student assistants, Johnson (18) found that the most frequent problems taken to student assistants were: requests for housing and residence hall information, requests for academic information, discussions and questions of basic values and issues, and problems of interpersonal adjustment. The students in this study saw the student assistant as being capable of providing information, helping with academic adjustments, and serving as "sounding boards." Another study concluded that student assistants could be as effective as professional counselors in assisting with academic adjustment guidance and that the

students seemed to readily accept the student staff members as counselors. (40)

As noted above, the student assistant is important in his contributions to the effectiveness of a housing program; thus, they should be carefully chosen and trained. The usual basis for the selection of student assistants seems to be grades and leadership experience (past opportunities to serve as officers and leaders in various other activities both within and without the residence hall setting). (6) Perhaps of equal importance to the effectiveness of these student staff members are the perceptions which others hold of them or how others view them and their activities. As Grant concluded,

One observation which seems safe to make about any discipline whose major concern is working with people is that the scope of operation of a member of the discipline is probably as dependent upon what people think he can do as upon what he has been trained to do. (14, p. 387)

Another writer seemed to support this contention when she noted that

. . . the students' understanding of the hall counselor's function is a most important factor in increasing rapport and understanding between the student and counselor and thereby increasing the effectiveness of the residence hall counselor. (18, p. 298)

Literature Related to Differential Perceptions

Differential perceptions or different views and understandings of various concepts, ideas, and subjects have been studied by various writers in the areas of students, college

activities, and college student housing. For example, the role which the student assistant assumes or which is assigned to him by others has a relationship to his activities and functions as they are experienced by students and staff personnel. (16) It would appear, then, that it is important to sample the attitudes or perceptions which individuals hold concerning residence hall student assistants, so that attempts can be undertaken to increase the effectiveness of their activities as they seek to obtain the overall goal of maximum student development during that period of time while the students are present on the college and university campus.

In a study of students' perceptions of personnel services, Moore (23) found that there are very few campuses where there is total agreement among various campus groups as to the importance of the philosophy of the development of the total individual. Another writer, in viewing the perceptions of students and staff as they relate to the goals of the campus residence halls, surveyed students and staff members concerning their opinions in six areas: the instructional support given by the residence hall, the development of residence hall students, the providing of an appropriate atmosphere in the residence halls, the satisfying of physical needs, the supervising of student conduct, and the supporting of the college. It was found that: staff members agreed among themselves more than the students did, most of the differences were found in the area of the instructional

support the residence hall gave, the least differences were in the area of group living, and large housing systems (many residence halls) resulted in more and larger differences in perceptions than did smaller residence hall systems. (19)

In a similar study of the perceptions held by various campus groups, another writer found that staff members differed among themselves, that the residence hall staff members differed from the student officers of the residence halls, and that the male students and staff members differed from the female students and staff members in their perceptions of rules, regulations, policies, and procedures related to residence halls. (32)

Other studies have been done which indicate that the various groups concerned with and related to campus housing differ in their views of the collegiate environment and of student assistants as well. In a study of college environments, it was found that: students and head residents differed on over half of the areas covered in the College Characteristics Index (a device formulated by Stern to measure perceptions of the prevailing campus atmosphere), students differed from the student personnel staff on over one-third of the areas, and head residents differed from the rest of the student personnel staff on almost half of the areas. (17) Gonyea and Warman, in a study of differential perceptions of the student assistant's role in women's residence halls, developed and used two instruments to explore variations in the views held by administrators, students,

and student assistants. The conclusion offered by these authors was that:

Although there was considerable agreement among groups concerning the student counselor's role and ideal need pattern, there were also many areas of statistically significant disagreement. It appeared that counselors often were not striving to be or do what dormitory residents, head residents, or administrators wanted or expected from them. These differences, however subtle, probably detract somewhat from the effectiveness of the student counselor program. Assuming that administrators are correct in what they want head residents to get student counselors to do for dormitory residents, then perhaps some effort should be directed toward changing attitudes in all three groups . . . Then again, perhaps the attitudes might profitably be re-evaluated in light of dormitory residents' perceptions, desires, and expectancies . . . (13, pp. 350-355)

In summary, it appears that differential perceptions are present in many areas of single student housing. It also appears that these differences can cause problems to develop in the residence halls and effectiveness to be lessened. It is important, therefore, that the perceptions of all of those concerned with campus residence halls become known and that attempts be made to lessen the basic differences encountered.

Summary of Related Literature

This chapter has discussed some of the available literature related to student housing, student assistants, housing administrators, and differential perceptions of various groups. It was noted that student housing plays an important part in the educational activities of institutions, that housing administrators are educators, that student assistants are useful to residence hall students in many ways,

and that the various groups found on college campuses and in college residence halls do differ often in their desires, understandings, attitudes, and perceptions. It would seem, then, that those involved in campus housing should benefit from gaining additional knowledge related to all aspects of student housing, students, and differential perceptions as these perceptions are found among the various campus groups.

The next chapter will discuss the design and methodology of the study being considered. Particular attention will be given to the selection of subjects and the sampling instrument.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

It was the primary purpose of this study to sample the perceived roles of residence hall student assistants by administering a formulated instrument to three basic groups of subjects: students, student assistants, and housing administrators. The three basic groups were divided into male and female respondents. The three basic groups contained thirty subjects each, and the six subgroups contained fifteen subjects each.

Subjects

The student group consisted of fifteen males and fifteen females. These students were randomly selected from the institution's student directory which contained those students who had been enrolled during the first semester of the 1969-70 school term; all subjects were enrolled at the time of this study during the second term. It was felt that this length of time was necessary for the students to formulate their perceptions of the role of the residence hall student assistant. A table of random numbers was used to select a starting place for securing the respondents. Once the

starting place was found, the remainder of the selection process involved securing one name from the list at intervals of six hundred names. This enabled the entire alphabetical list to be used. Whenever one of the located students was not a residence hall student, a table of random numbers was used to select the resident closest to the desired selection who was a residence hall student. The entire list of subjects was submitted to the Office of Single Student Housing in order to verify the fact that the students had resided in the halls during the first semester and up to the time of this study.

The fifteen male and fifteen female student assistants were selected through the use of a table of random numbers. The female student assistants were selected from a list of sixty-three student assistants who were employed during the first and second semesters of 1969-70. The male student assistants were selected from a comparable list of males employed for the same period of time. Only those student assistants who had at least one semester of experience were used.

The smallest group of available subjects was that of the female housing administrators. Of the available sixteen possible subjects, fifteen agreed to participate in the study. Thus, it was decided for statistical purposes to limit the size of all participating groups to fifteen. The male housing administrators were drawn from an available list of twenty possible participants.

In summary, a total of ninety respondents took part in this study--fifteen males and fifteen females in each of the three basic groups of students, student assistants, and housing administrators. All participants were informed of the purpose of the study, and all were informed that their participation was voluntary and confidential.

Sampling Instrument

The sampling instrument was formulated by the researcher from a series of other instruments used in earlier studies and from instruments used on various campuses to evaluate residence hall student assistants, as well as the previous experiences of the researcher. The forms reviewed included those used by Duncan (11), Hoyt (16), and Murphy and Ortenzi (26). One additional form was obtained from the Office of Single Student Housing which contained no identification as to its author or source.

Preliminary Form

A preliminary instrument (see Appendix C) was constructed which contained a total of fifty-two items. All of the statements used were grouped into four basic categories, depending upon the concept found in the statement:

- Authority: the student assistant is seen as being totally in charge of the various activities related to his housing unit,
- Buddy: the student assistant is seen as a pal and as just one of the fellows,
- Competence: the student assistant is seen as capable, useful, wise, and educative in his activities, and

Interest: the student assistant is seen as actually and personally involved with the activities of his housing unit. (16, pp. 251-256)

In an effort to improve and to shorten the preliminary instrument, it was administered to a group of ten male and female professional student personnel workers employed at the institution. These judges were not directly associated with the area of single student housing, but they did have sufficient knowledge and background which enabled them to assist in the evaluation of the preliminary instrument. They were not subject to be included in the actual study. Through the use of a test-retest situation and a conference with each of the judges, it was possible to evaluate the instrument as to its clarity, appropriateness, and consistency. Through a visual examination of the responses and through the use of the suggestions received, the fifty-two statements were reduced to forty statements. At the suggestion of the judges, the term "ideal" which was used in the stem statement was changed to "effective," due to the thinking that the original term would solicit a description of a person with superhuman characteristics. Thus, the term "effective" was used in an effort to obtain valid responses void of personality clashes and prejudices.

Final Instrument Preparation and Distribution

The results of the efforts mentioned above were a final instrument containing forty statements related to the effective student assistant and his activities. This

instrument (see Appendix D) consisted of ten statements on each of the four subscales: Authority, Buddy, Competence, and Interest. The statements were arranged so that every fourth statement sampled the same concept. This made the scoring somewhat easier in that it was not necessary to construct guides or elaborate procedures for scoring. The responses were simply transferred from the response sheet to the scoring sheet in the same order as they appeared on the instrument. Three of the final statements were negatively worded in order to improve the validity of the responses. The participants were not informed of the four subscales, the order of the statements, or the negatively worded statements (which were Items 2--Buddy Subscale, 22--Buddy Subscale, and 36--Interest Subscale).

Response Sheet

The response sheet (see Appendix E) was designed so that all of the needed information was gathered on a single sheet. First, the respondent was asked to designate the group to which he belonged (male or female; student, student assistant, or housing administrator). This was done to provide a check against the list used to send the instruments originally. Second, he was asked to make one response to each of the forty statements by marking one of the seven possible responses ("Strongly Agree," "Agree," "Tend to Agree," "Don't Know or No Opinion," "Tend to Disagree," "Disagree," or "Strongly Disagree"). He was asked to base his responses on how he felt the statement applied to an

effective student assistant. As mentioned previously, the term effective was used in an effort to avoid personalities and prejudices related to the position because of past experiences.

Other Materials

The final instrument and the response sheet were delivered to each of the subjects at his or her residence hall or office along with a cover letter. The cover letter (see Appendix F) was used to introduce the study, to secure the cooperation of the respondents, to show the approval of the Office of Single Student Housing and of the supervising doctoral committee, and to give some additional information as to where to secure answers to any questions which might arise about the project. Each respondent was provided an envelope in which to return his answer sheet by campus mail. All of the materials sent to the respondents were placed in addressed and sealed envelopes before they were delivered.

Scoring Sheet

A scoring sheet (see Appendix G) was designed to aid in tabulating the raw scores of the participants. This sheet was constructed using four columns, one for each of the four subscales. Because every fourth statement applied to the same subscale, it was possible to number the responses and to keep them in the same order as they were on the actual response sheet, thus simplifying the scoring. The three negatively-worded statements were noted on the scoring sheet

to prevent errors in scoring, and the scoring of these items involved reversing the values assigned to the actual response in order to apply the statement to the subscale to which it belonged.

As mentioned above, all responses were made on a seven-point scale ranging from "Strongly Agree" (seven points) to "Strongly Disagree" (one point). The responses retained for analysis were: the total score for the entire instrument, the total scores for each of the four subscales, and the scores for each of the forty individual statements.

Instrument Reliability

In an effort to determine the reliability of the final instrument, it was administered to the first eighteen student assistants (ten females and eight males) who responded to the original request for assistance by returning the first form. Using a test-retest situation, the respondents were sent duplicate copies of the original instrument approximately seven days after they had completed and returned the first copy. A cover letter (see Appendix H) was used to enlist cooperation with the retest and to offer some explanation of the procedure being used. Once the second set of responses was received and scored, the results of the two samplings were statistically analyzed.

The results of the test-retest procedure were analyzed through the use of the Pearson product-moment correlation procedure. (7, pp. 152-155) The basic formula used was:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

where N = number of pairs of scores
 $\sum XY$ = sum of the products of the paired scores
 $\sum X$ = sum of scores from the test situation
 $\sum Y$ = sum of scores from the retest situation
 $\sum X^2$ = sum of the squared scores on the X variable
 $\sum Y^2$ = sum of the squared scores on the Y variable

The application of the above formula to the data obtained from the test-retest resulted in the establishment of the reliability coefficients given in Table I below. The significance of r was tested through the computation of a Student's t value using the following equation:

$$t = r\sqrt{(N-2) / (1-r^2)} \quad (7, p. 155)$$

The resulting probability values for each of the correlations are also given in Table I.

TABLE I
 TEST-RETEST RELIABILITY COEFFICIENTS FOR FOUR
 SUBSCALES AND TOTAL INSTRUMENT

Category	Reliability Coefficients	Probability Values
Authority Subscale	+ .88	p < .001
Buddy Subscale	+ .80	p < .001
Competence Subscale	+ .56	p < .02
Interest Subscale	+ .75	p < .001
Total Instrument	+ .71	p < .01

Instrument Validity

In order to gain more information and to estimate the validity of the instrument used, the original device was rearranged through the use of a table of random numbers applied

to the forty statements. The revised form (see Appendix I) was submitted to the first eleven housing administrators (six males and five females) who responded to the original form. This group was used because of the knowledge which they possessed relative to students, student housing, and student assistants. It was believed that this was the most knowledgeable group available for this type of assistance. A cover letter (see Appendix J) to these staff members explained the reasons for the retest and gave additional explanations of the procedures being used.

The primary purpose of this procedure was to determine whether or not the eleven judges agreed with the categories to which the forty statements had been assigned by the researcher. The judges were asked to identify (on the basis of the definitions given in the cover letter) the subscale to which each of the forty statements belonged. No explanation was given as to the number of statements which were to be found on each of the subscales.

After the responses were received from the eleven judges, each of the forty responses from each judge was compared with the original category or subscale assigned by the researcher. By considering all of the four hundred and forty responses received, the following simple percentages were obtained:

70% of the responses agreed on the Authority Subscale,
54% of the responses agreed on the Buddy Subscale,
55% of the responses agreed on the Competence Subscale,
51% of the responses agreed on the Interest Subscale,
and 58% of the responses agreed on the Total Instrument.

By analyzing the responses made for each of the forty statements, it was found that at least half of the judges agreed with the researcher on 63% of the individual items. Appendix K shows the responses made by each of the judges to each of the items.

Statistical Treatment

After all of the response sheets were returned, scored, and placed into groups, arithmetic means were computed for the total instrument, the four subscales, and each of the forty individual statements. The twelve groups used to compute these means were: the total ninety respondents, forty-five males, forty-five females, thirty students, thirty student assistants, thirty housing administrators, fifteen male students, fifteen female students, fifteen male student assistants, fifteen female student assistants, fifteen male housing administrators, and fifteen female housing administrators. These efforts resulted in twelve means for each of the forty-five data categories of instrument responses listed above.

To determine whether or not significant differences existed among any of the groups, the raw data was submitted to the University Computer Center for analysis. A factorial analysis of variance procedure was used to test for significant differences. The two independent variables were sex (two levels) and group (three levels). The computer program used was based on that developed by the Health Services

Computing Facility of the University of California at Los Angeles (revised on May 29, 1968). The significance level for this study was established at .05 for each of the comparisons.

Summary

This chapter has considered the design and methodology used in the preparation and completion of this study. Mention was made of the selection and grouping of the subjects, the form and construction of the instrument, the response sheet, the scoring sheet, the reliability and estimated validity of the instrument, and the statistical treatment used in analyzing the data obtained. An outline was given of the steps used in securing the data.

Chapter IV will analyze and discuss the data obtained in this study. Pertinent tables and figures will be used to give the results of the factorial analyses of variance which were computed as well as the means for all groupings on the individual forty statements and the four subscales.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

Using the statistical procedures outlined in the preceding chapter, calculations were carried out to determine whether or not significant differences were present among the groups being investigated. The following discussion will include the results of the study indicated by the statistical calculations. The first section will briefly describe those statements on which there were no significant differences. The grand mean score for the ninety respondents will be given for each item. The second section of this chapter will describe those items on which there were significant differences among the three basic groups of students, student assistants, and housing administrators. The data resulting from the analysis of variance computed for each item and the mean scores for the three groups will be presented. The third section will describe those items on which there were significant differences between the male and female respondents, and both the analysis of variance data and the means for each sex will be noted. The fourth section will discuss the items on which significant differences were found to be related to the interaction effects

resulting from group membership and sex of the respondents. The final portion of this chapter will consider the four subscales of the instrument and the total instrument. Throughout the remainder of this chapter, analysis of variance tables and mean scores will be given, primarily, only for those items or subscales on which significant differences were found. Appendix L contains the mean scores for twelve possible groupings of the respondents on the forty items and the four subscales, and Appendix M contains the standard error of the means for each analysis.

Items With No Significant Differences

No significant differences were found on thirteen of the forty individual statements, on the Authority Subscale, or on the total instrument ($p > .05$). The thirteen statements on which the respondents were in reasonable agreement were the following: (7.00 = Strongly Agree; 1.00 = Strongly Disagree)

"An effective residence hall student assistant would:

7. provide educational-vocational assistance for the residents." (Grand mean = 5.11)
8. strive to be accepted by all of the residents." (Grand mean = 5.09)
9. demand respect from the residents of his or her housing unit." (Grand mean = 4.09)
13. establish his or her authority early in the school term." (Grand mean = 5.31)
14. be worthy of the trust of the residents." (Grand mean = 6.84)
22. support the students, regardless of the consequences." (Grand mean = 4.32) (This statement was negatively worded originally to read: "support the rules, regardless of the

consequences." Scoring of this item was reversed in order that it would apply to the Buddy Subscale.)

24. aid the residents to know and understand the rules, policies, and traditions of the residence hall." (Grand mean = 6.52)
26. know when to look the other way." (Grand mean = 4.99)
30. tolerate minor disturbances within the residence hall." (Grand mean = 5.11)
34. keep all of the residents' personal problems confidential." (Grand mean = 6.63)
35. be concerned with the sex education of the residents." (Grand mean = 3.23)
37. have some privileges the other residents do not have." (Grand mean = 3.78)
38. accept invitations from the residents to attend off-campus social activities." (Grand mean = 5.46)

In addition to the thirteen statements given above, no significant differences were found when the respondents' scores on the Authority Subscale were analyzed. The ten items used to obtain these subscale scores were the following:

"An effective resident hall student assistant would:

1. be involved in all of the decisions which affect the residents of his or her housing unit." (Grand mean = 4.92)
5. always uphold administrative decisions." (Grand mean = 5.02)
9. demand respect from the residents of his or her housing unit." (Grand mean = 4.09)
13. establish his or her authority early in the school term." (Grand mean = 5.31)
17. be accepted more than respected by the residents." (Grand mean = 3.87)
21. make an example of those who cause trouble." (Grand mean = 2.38)
25. expect residents to do as he or she says." (Grand mean = 4.31)

- 29. have disciplinary authority outside the residence hall." (Grand mean = 2.11)
- 33. keep strict 'quiet hours.'" (Grand mean = 5.10)
- 37. have some privileges the other residents do not have." (Grand mean = 3.78)

The grand mean for the participants on the Authority Subscale was 4.09. Although differences were not noted when the scores were grouped to provide subscale scores, individual analyses of the items did result in differences being found on seven of the statements used to obtain this subscale score. These statements (Items 1, 5, 17, 21, 25, 29, and 33) will be discussed in the next section of this chapter.

The final area of the study which yielded no significant differences was that of the total instrument. The scores obtained from each participant were combined into one total score for the entire forty statements, and these totals were analyzed. The grand mean for the entire instrument was 198.21 with the range of possible total scores being from forty to two hundred and eighty points. Although significant differences were not found by using the total scores from the forty items, a factorial analysis of variance on responses to each of the items did result in significant differences being noted on twenty-seven of the statements and on three of the four subscales.

In summary, the statistical analyses completed for each of the forty statements resulted in no significant differences being found on thirteen of the statements; analyses of the four subscales showed the absence of significant differences on the Authority Subscale; and the analysis of the

total instrument showed no significant differences to be present among the three groups, between the two sexes, or in the interaction effects of the two factors.

Significant Differences Among Groups

The first hypothesis established for this study stated that there were no significant differences among the three groups (students, student assistants, and housing administrators) in their perceptions of the role of the residence hall student assistant as these perceptions were obtained through the use of a devised instrument. On the basis of the factorial analyses of variance, it was not possible to support this hypothesis on nineteen of the forty statements or on three of the four subscales.

The first statement on which significant differences among groups were found stated that:

1. "An effective residence hall student assistant would be involved in all of the decisions which affect the residents of his or her housing unit."

The data resulting from the analysis of variance completed on this item are given in Table II, and the group means for all of the possible combinations of responses are given in Table III.

Using the data obtained, Duncan's multiple range test was used to make additional comparisons. (7, pp. 115-117) It was found that students differed significantly from both student assistants and housing administrators, in that the students felt rather strongly that the student assistants

TABLE II
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 1

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	35.6220	17.8110	5.88	<.01
Sex	1	0.0111	0.0111	0.003	n.s.
Group x Sex	2	2.4225	1.2112	0.04	n.s.
Within	84	254.3976	3.0285		
Total	89	292.4531			

TABLE III
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 1

	Students	Student Assistants	Housing Administrators	Total
Male	5.93	4.80	4.00	4.91
Female	5.53	4.87	4.40	4.93
Total	5.73	4.83	4.20	4.92

would be involved in the decisions which affect the residents.

The second statement on which the groups differed significantly was originally stated negatively:

2. "An effective residence hall student assistant would avoid developing close personal friendships with individual residents of the housing unit."

Because this item was intended for the Buddy Subscale, the scoring was reversed so that the respondents who disagreed with the negative statement received scores as if they were agreeing with the positive concept that student assistants should develop close personal friendships with the students. Table V, then, should be read with this reverse scoring in mind, i.e., means between 4.00 and 7.00 indicate disagreement with the negative statement given above.

As was true with all of the items which yielded significant differences, Duncan's multiple range test was used to locate the differences. It was found that students disagreed significantly stronger than student assistants. All three of the basic groups (students, student assistants, and housing administrators), however, agreed with the positive concept that student assistants would develop friendships with the residents.

Students differed significantly from housing administrators on the third statement, which read:

3. "An effective residence hall student assistant would help the residents develop values and social conscience."

TABLE IV
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 2

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	26.0222	13.0111	4.88	<.01
Sex	1	0.9000	0.9000	0.34	n.s.
Group x Sex	2	1.4001	0.7001	0.26	n.s.
Within	84	224.1329	2.6682		
Total	89	252.4551			

TABLE V
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 2

	Students	Student Assistants	Housing Administrators	Total
Male	6.27	4.87	5.13	5.42
Female	6.20	5.00	5.67	5.62
Total	6.23	4.93	5.40	5.30

While all of the groups agreed with the statement, the housing administrators felt most strongly that the student assistants would assist the students in these areas of personal growth. The data related to these findings are given below in Tables VI and VII.

TABLE VI
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 3

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	19.2666	9.6333	3.82	<.05
Sex	1	14.3998	14.3998	5.71	<.01
Group x Sex	2	4.0670	2.0335	0.81	n.s.
Within	84	211.8661	2.5222		
Total	89	249.5993			

TABLE VII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 3

	Students	Student Assistants	Housing Administrators	Total
Male	4.47	5.47	6.07	5.33
Female	4.27	4.40	4.93	4.53
Total	4.37	4.93	5.50	4.93

The fourth statement yielded significant differences between students and housing administrators. It stated:

4. "An effective resident hall student assistant would participate in all of the activities of the residence hall and his or her housing unit."

The housing administrators agreed with the statement, and the students disagreed with it. It appears that the administrators were concerned that the student assistant would take an active role in the various activities in which the hall or the housing unit was involved. The students did not appear to place this much emphasis on the activities of the student assistants. The student assistants themselves only slightly agreed with the statement. (See Tables VIII and IX.)

TABLE VIII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 4

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	24.6222	12.3111	3.93	<.05
Sex	1	2.5000	2.5000	0.80	n.s.
Group x Sex	2	1.8668	0.9334	0.30	n.s.
Within	84	263.3320	3.1349		
Total	89	292.3208			

TABLE IX
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 4

	Students	Student Assistants	Housing Administrators	Total
Male	3.80	3.93	4.80	4.18
Female	3.73	4.53	5.27	4.51
Total	3.77	4.23	5.03	4.34

Students differed significantly from student assistants and housing administrators on the fifth statement, which read:

5. "An effective residence hall student assistant would always uphold administrative decisions."

Both student assistants and housing administrators felt that student assistants should uphold administrative decisions, while students were considerably weaker in their agreement with the statement. Of the three groups, the administrators were the group which most strongly agreed with the concept. Tables X and XI below contain analysis of variance data and the group means. Sex and interaction did not affect the responses significantly.

The sixth statement read as follows:

6. "An effective residence hall student assistant would be seen by the residents as a student rather than as a staff person."

While all of the three basic groups agreed with this statement, the students felt significantly more strongly than the housing administrators that the student assistant should be seen as a student rather than as a staff person. (See Tables XII and XIII.)

Students differed significantly from both student assistants and housing administrators on the tenth statement which stated:

10. "An effective residence hall student assistant would inform the residents whenever he or she does not agree with a rule or decision."

Students agreed somewhat with the statement, whereas the student assistants and the housing administrators mostly

TABLE X
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 5

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	35.8221	17.9110	6.18	<.01
Sex	1	2.8444	2.8444	0.98	n.s.
Group x Sex	2	1.6891	0.8445	0.28	n.s.
Within	84	243.5971	2.9000		
Total	89	283.9526			

TABLE XI
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 5

	Students	Student Assistants	Housing Administrators	Total
Male	3.87	4.93	5.73	4.84
Female	4.53	5.33	5.73	5.20
Total	4.20	5.13	5.73	5.02

TABLE XII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 6

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	21.6000	10.8000	4.01	<.05
Sex	1	13.6110	13.6110	5.06	<.01
Group x Sex	2	3.2891	1.6445	0.61	n.s.
Within	84	225.9991	2.6905		
Total	89	264.4990			

TABLE XIII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 6

	Students	Student Assistants	Housing Administrators	Total
Male	5.27	4.47	3.60	4.44
Female	5.60	5.20	4.87	5.22
Total	5.43	4.83	4.23	4.83

disagreed with the statement. As can be seen in Table XV, the male students who responded were actually the only group which showed agreement with the concept that the student assistant should state his support or rejection of rules and decisions.

TABLE XIV
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 10

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	44.9554	22.4777	7.04	<.01
Sex	1	4.8998	4.8998	1.54	n.s.
Group x Sex	2	13.4002	6.7001	2.09	n.s.
Within	84	268.1314	3.1920		
Total	89	331.3867			

TABLE XV
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 10

	Students	Student Assistants	Housing Administrators	Total
Male	4.93	3.60	2.33	3.62
Female	3.73	2.80	2.93	3.16
Total	4.33	3.20	2.63	3.39

Students also differed significantly from student assistants and housing administrators on the next statement, which read:

11. "An effective residence hall student assistant would help others to understand themselves."

The student assistants considered this aspect of their positions to be more important than did the students. Housing administrators did not place as much emphasis on the concept as the student assistants did, and both housing administrators and student assistants considered this activity to be of significantly more importance than did the students. (See Tables XVI and XVII.)

TABLE XVI
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 11

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	32.0664	16.0332	11.43	<.01
Sex	1	0.4000	0.4000	0.29	n.s.
Group x Sex	2	5.2700	2.6335	1.88	n.s.
Within	84	117.8658	1.4032		
Total	89	155.5991			

TABLE XVII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 11

	Students	Student Assistants	Housing Administrators	Total
Male	5.07	5.93	5.60	5.53
Female	4.53	6.53	5.93	5.67
Total	4.80	6.23	5.77	5.60

Again, on statement 15, students differed from student assistants and housing administrators. This item stated:

15. "An effective residence hall student assistant would be concerned with the image the housing unit presents to others."

Although all three of the groups agreed with the statement, the housing administrators and the student assistants were considerably stronger in their agreement than were the students. Apparently, the students felt that this was of minor concern to those who served as student assistants in that they ranked it significantly lower than did the other two groups.

TABLE XVIII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 15

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	15.5556	7.7778	6.96	<.01
Sex	1	0.1000	0.1000	0.09	n.s.
Group x Sex	2	3.4667	1.2064	1.55	n.s.
Within	84	93.8662	1.1175		
Total	89	112.9884			

TABLE XIX
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 15

	Students	Student Assistants	Housing Administrators	Total
Male	5.60	5.80	6.47	5.96
Female	5.27	6.40	6.40	6.02
Total	5.43	6.10	6.43	5.99

Although all three groups agreed with statement 16, students differed significantly from student assistants and housing administrators. This statement read:

16. "An effective residence hall student assistant would show interest in the grades of the residents."

As can be seen in Table XXI, the housing administrators as a group placed considerable emphasis on this idea, as did the student assistants. The range of the means for the six subgroups was from 6.73 (for male housing administrators) to 5.66 (for female students), and the differences resulting from the interaction of group and sex of the respondents were significant.

TABLE XX
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 16

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	11.6222	5.8111	9.51	<.01
Sex	1	0.1778	0.1778	0.30	n.s.
Group x Sex	2	14.4889	2.0111	3.29	<.05
Within	84	51.3329	0.6111		
Total	89	67.1551			

TABLE XXI
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 16

	Students	Student Assistants	Housing Administrators	Total
Male	5.73	5.93	6.73	6.13
Female	5.67	6.60	6.40	6.22
Total	5.70	6.27	6.57	6.18

Students again differed significantly from both groups of university staff personnel on the next statement, which read:

17. "An effective residence hall student assistant would be accepted more than respected by the residents."

Students felt that effective student assistants would be accepted more than respected by the residents of the housing unit, while the other two groups stated that the reverse would be true. Although the differences were not significant, the male students agreed stronger than any of the other groups with this concept, while the subgroup of male student assistants responded with the strongest disagreement. (See Tables XXII and XXIII.)

TABLE XXII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 17

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	42.4666	21.2333	7.08	<.01
Sex	1	0.0000	0.0000	0.00	n.s.
Group x Sex	2	4.0667	2.0334	0.68	n.s.
Within	84	251.8652	2.9984		
Total	89	298.3984			

TABLE XXIII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 17

	Students	Student Assistants	Housing Administrators	Total
Male	5.00	3.00	3.60	3.87
Female	4.67	3.60	3.33	3.87
Total	4.83	3.30	3.47	3.87

Although students, student assistants, and housing administrators all agreed with statement 19, a significant difference was found between the responses of the students and those of the housing administrators. This item was stated as follows:

19. "An effective residence hall student assistant would handle discipline so that everyone is treated the same."

The students felt most strongly that all of the residents should be treated the same, whereas the housing administrators were weaker in their agreement with the statement.

TABLE XXIV
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 19

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	19.2888	9.6444	3.18	<.05
Sex	1	7.5109	7.5109	2.48	n.s.
Group x Sex	2	13.1558	6.5779	2.18	n.s.
Within	84	253.9986	3.0238		
Total	89	293.9541			

TABLE XXV
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 19

	Students	Student Assistants	Housing Administrators	Total
Male	5.67	5.07	5.13	5.29
Female	6.33	6.53	4.73	5.87
Total	6.00	5.80	4.93	5.58

Students differed significantly from both student assistants and housing administrators on the next item, which stated:

20. "An effective residence hall student assistant would know each resident by name."

The two staff groups were both strong in their agreement while the students were somewhat weaker. Of all three groups, the student assistants themselves felt the strongest that the effective student assistant would know all of the residents of the housing unit by name. (See Tables XXVI and XXVII.)

TABLE XXVI
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 20

Source		Sum of Squares	Mean Squares	F	p
Group	2	11.8222	5.9111	6.92	<.01
Sex	1	1.8778	1.8778	2.20	n.s.
Group x Sex	2	0.6222	0.3111	0.36	n.s.
Within	84	71.7323	0.8540		
Total	89	86.0545			

TABLE XXVII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 20

	Students	Student Assistants	Housing Administrators	Total
Male	5.60	6.33	6.47	6.13
Female	5.93	6.80	6.53	6.42
Total	5.76	6.57	6.50	6.28

Housing administrators differed significantly from the two groups of students on statement 23, which read:

23. "An effective residence hall student assistant would refer students to others only after he or she has attempted to help them."

The administrators seemed to remain near the midpoint of the seven-point scale used to score the responses, as the mean for the group was 4.30. Both the students and the student assistants were significantly stronger in agreeing. (See Tables XXVIII and XXIX.) This was one of three statements on which the student staff members differed from the housing administrators.

TABLE XXVIII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 23

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	26.7553	13.3777	4.92	<.01
Sex	1	4.9000	4.9000	1.80	n.s.
Group x Sex	2	5.0670	2.5335	0.93	n.s.
Within	84	228.2658	2.7175		
Total	89	264.9880			

TABLE XXIX
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 23

	Students	Student Assistants	Housing Administrators	Total
Male	5.67	5.60	4.40	5.22
Female	5.60	4.47	4.20	4.76
Total	5.63	5.03	4.30	4.99

Statement 27 resulted in significant differences being found between housing administrators and student assistants and between housing administrators and students. This statement read:

27. "An effective residence hall student assistant would be active in training residence hall and unit officers."

The housing administrators felt significantly more strongly that the effective residence hall student assistant would participate in the training of residence hall officers, while the students and the student assistants were weaker in their agreement.

TABLE XXX
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 27

Source		Sum of Squares	Mean Squares	F	p
Group	2	26.2887	13.1444	7.34	<.01
Sex	1	0.1000	0.1000	0.06	n.s.
Group x Sex	2	6.2002	3.1001	1.73	n.s.
Within	84	150.3992	1.7905		
Total	89	182.9880			

TABLE XXXI
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 27

	Students	Student Assistants	Housing Administrators	Total
Male	4.60	4.40	5.27	4.76
Female	3.93	4.73	5.80	4.82
Total	4.27	4.57	5.53	4.79

Just as on statements 23 and 27 above, housing administrators differed significantly from student assistants on statement 28, which read:

28. "An effective residence hall student assistant would solve problems related to the physical comforts of the residents."

Apparently, the student assistants did not perceive this activity as an important aspect of their role in the residence hall. Housing administrators felt more strongly that the student assistants should be concerned with the physical comforts of the residents. (See Tables XXXII and XXXIII.)

TABLE XXXII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 28

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	10.5556	5.2778	3.64	<.05
Sex	1	5.8778	5.8778	4.05	<.05
Group x Sex	2	14.6890	7.3445	5.06	<.01
Within	84	121.8662	1.4508		
Total	89	152.9884			

TABLE XXXIII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 28

	Students	Student Assistants	Housing Administrators	Total
Male	6.07	4.60	5.73	5.47
Female	4.47	4.93	5.47	4.96
Total	5.27	4.77	5.60	5.21

Students differed significantly from student assistants on statement 29, which dealt with the scope of the student assistants' authority. This item stated that:

29. "An effective residence hall student assistant would have disciplinary authority outside the residence hall."

Of the three basic groups, the students were the strongest in their rejection of this idea, while the student assistants were somewhat weaker in their disagreement. All three of the groups disagreed with the statement.

TABLE XXXIV
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 29

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	13.0889	6.5444	4.59	<.05
Sex	1	3.6000	3.6000	2.53	n.s.
Group x Sex	2	4.4667	2.2333	1.57	n.s.
Within	84	119.7329	1.4254		
Total	89	140.8884			

TABLE XXXV
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 29

	Students	Student Assistants	Housing Administrators	Total
Male	1.53	3.00	2.40	2.31
Female	1.73	2.13	1.87	1.91
Total	1.63	2.57	2.13	2.11

Statement 31 was concerned with the limits of the capabilities of student assistants. It stated that:

31. "An effective residence hall student assistant would know when a problem is too difficult for him or her to handle."

On this item, housing administrators differed significantly from students in the level of their agreement. The administrators felt very strongly that student assistants should know when a problem is outside their capabilities. Although the students also agreed with the statement, they were not as strong in agreeing as were the administrators.

TABLE XXXVI
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 31

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	3.2667	1.6333	3.80	<.05
Sex	1	0.1778	0.1778	0.42	n.s.
Group x Sex	2	2.8222	1.4111	3.28	<.05
Within	84	36.1330	0.4302		
Total	89	42.3997			

TABLE XXXVII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 31

	Students	Student Assistants	Housing Administrators	Total
Male	6.40	6.20	6.67	6.42
Female	6.07	6.73	6.73	6.51
Total	6.23	6.47	6.70	6.47

The last of the forty statements on which significant differences among the three basic groups were found stated:

32. "An effective residence hall student assistant would seek out residents who seem to have problems."

Students differed significantly from both student assistants and housing administrators. The student group was weaker than the other two groups in the strength of their agreement. It appeared that both groups of university staff members felt that student assistants should actively seek out the residents who seem to have problems. (See Tables XXXVIII and XXXIX.)

TABLE XXXVIII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 32

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	16.7998	8.3999	4.27	<.05
Sex	1	7.5111	7.5111	3.82	<.05
Group x Sex	2	2.2224	1.1112	0.56	n.s.
Within	84	165.0660	1.9651		
Total	89	191.5994			

TABLE XXXIX
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 32

	Students	Student Assistants	Housing Administrators	Total
Male	4.73	5.20	5.73	5.22
Female	3.93	5.07	4.93	4.64
Total	4.33	5.13	5.33	4.93

In summary, this section of the present chapter has considered the statements from the devised instrument on which significant differences were found. A total of thirty-five significant differences were found: students differed from student assistants on eleven statements and two subscales, students differed from housing administrators on sixteen statements and three subscales, and student assistants differed from housing administrators on three statements. All of the thirty-five differences were found on nineteen of the forty statements and three subscales. Therefore, the first hypothesis of this study which stated that there were no significant differences among the three groups as they responded to the statements was rejected on the basis of differences occurring in one less than half of the items.

The next section of this chapter will discuss those statements on which significant differences between males and females were found. Analysis of variance tables and group means tables will be given only for those statements which have not been considered prior to this time.

Significant Differences Between Sexes

The second hypothesis established for this study stated that there were no significant differences between the males and females who gave their perceptions of the role of the effective residence hall student assistant. This hypothesis was tested at the same time the first hypothesis was tested through the use of a factorial analysis of variance

technique. Significant differences between the sexes were found on eleven of the forty statements; therefore, the second hypothesis was rejected as stated. The following discussion will consider the eleven statements on which these differences were found, and the appropriate data tables will be given. If the tables have been presented earlier, reference will be made to the proper tables located in the previous section of this chapter.

The first statement on which significant differences between the sexes were found was statement 3, which read:

3. "An effective residence hall student assistant would help the residents develop values and social conscience."

On this statement, the male respondents consistently ranked this concept higher than did the females, although both sexes agreed with the idea. Although the differences were not significant, the highest subgroup mean was that of the male housing administrators (6.07), and the lowest was that of the female students (4.27). The data related to this statement can be found in Tables VI and VII.

Sex was also a factor in the significant differences found on statement 6, which stated that:

6. "An effective residence hall student assistant would be seen by the residents as a student rather than as a staff person."

Although both groups showed general agreement, the female respondents considered this concept of greater importance than did the males. Only the male housing administrators

were in disagreement with the statement. (See Tables XII and XIII.)

Significant differences between males and females were found also on statement 12, which stated that:

12. "An effective residence hall student assistant would become involved whenever a resident has a problem with the police."

The male respondents slightly agreed with the concept, and the females disagreed with it. Only the subgroup of male student assistants agreed that the student assistant should become involved at any time when the resident has a problem of some kind with the police. (See Tables XL and XLI.)

TABLE XL
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 12

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	5.0667	2.5333	1.07	n.s.
Sex	1	20.5442	20.5442	8.65	<.01
Group x Sex	2	11.8224	5.9112	2.49	n.s.
Within	84	199.4661	2.3746		
Total	89	236.8993			

TABLE XLI
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 12

	Students	Student Assistants	Housing Administrators	Total
Male	3.67	4.73	3.93	4.11
Female	2.93	2.80	3.73	3.16
Total	3.30	3.77	3.83	3.63

Female respondents in this study differed significantly from the male respondents on statement 18, which read:

18. "An effective residence hall student assistant would feel that his or her first responsibility is to the residents."

Although both sexes agreed with the statement, the females were considerably stronger in their agreement than were the males. The interaction of group and sex of the respondents also yielded significant differences. Tables XLII and XLIII below contain the appropriate data for this item.

TABLE XLII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 18

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	2.2889	1.1444	0.59	n.s.
Sex	1	6.4000	6.4000	3.30	<.05
Group x Sex	2	6.4667	3.2333	1.67	n.s.
Within	84	163.0663	1.9413		
Total	89	178.2219			

TABLE XLIII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 18

	Students	Student Assistants	Housing Administrators	Total
Male	5.67	4.73	5.13	5.16
Female	5.67	6.00	5.47	5.71
Total	5.67	5.37	5.30	5.44

Differences between the responses of the two sexes accounted for the significant differences found on statement 21, which stated that:

21. "An effective residence hall student assistant would make an example of those who cause trouble."

Both sexes disagreed with the statement. The interaction of group and sex yielded no significant differences with the female students and the female student assistants expressing the most disagreement with the concept. (See Tables XLIV and XLV.)

TABLE XLIV
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 21

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	1.6889	0.8444	0.41	n.s.
Sex	1	21.5111	21.5111	10.47	<.01
Group x Sex	2	5.4222	2.7111	1.32	n.s.
Within	84	172.5334	2.0540		
Total	89	201.1556			

TABLE XLV
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 21

	Students	Student Assistants	Housing Administrators	Total
Male	2.67	3.33	2.60	2.87
Female	1.73	1.73	2.20	1.89
Total	2.20	2.53	2.40	2.38

Males and females also differed significantly on statement 25, which read:

25. "An effective residence hall student assistant would expect residents to do as he or she says."

The males agreed slightly with the statement, whereas the females disagreed. It appeared that the males were somewhat more authoritarian on this statement than were the females. As a group, the students expressed more support for the idea than did any other basic group, although the differences were not significant.

TABLE XLVI
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 25

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	2.9556	1.4778	0.68	n.s.
Sex	1	10.0000	10.0000	4.56	<.05
Group x Sex	2	0.2000	0.1000	0.05	n.s.
Within	84	184.1330	2.1921		
Total	89	197.2884			

TABLE XLVII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 25

	Students	Student Assistants	Housing Administrators	Total
Male	4.87	4.47	4.60	4.64
Female	4.27	3.87	3.80	3.98
Total	4.57	4.17	4.20	4.31

Although both males and females agreed with statement 28, significant differences were found in the levels of agreement. This item stated that:

28. "An effective residence hall student assistant would solve problems related to the physical comforts of the residents."

The males were significantly stronger in their agreement than were the females. (See Tables XXXII and XXXIII above.)

Statement 32 also resulted in significant differences being found between male and female respondents. It stated:

32. "An effective residence hall student assistant would seek out residents who seem to have problems."

Both sexes agreed with the statement, although the males were considerably stronger in their agreement than were the females. Although the interaction effects were not significantly different, the female students were noted as the only group which disagreed with the concept. (See Tables XXXVIII and XXXIX above.)

The final negatively-worded statement (statement 36) yielded significant differences between the sexes. This item originally stated that:

36. "An effective residence hall student assistant would give priority to his or her studies rather than to the position of student assistant."

Because this statement was intended for the Interest Sub-scale, the scoring of it was reversed so that the responses would apply as if the respondents were considering the concept that an effective residence hall student assistant would give priority to the students rather than to the studies in deciding how his or her time should be spent. The tables

below reflect this reversed scoring. The male respondents in this study felt that the student assistants should give priority to their studies rather than to the students of their housing units. The female respondents, on the other hand, stated that the residence hall student assistants should give priority to their students over their studies. Although the differences among groups were not significant, the student assistants were found to be the only group which felt that the position should come before the studies.

TABLE XLVIII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 36

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	8.0889	4.0444	1.67	n.s.
Sex	1	8.100	8.1000	3.34	<.05
Group x Sex	2	16.8000	8.4000	3.46	<.05
Within	84	203.7329	2.4254		
Total	89	236.7218			

TABLE XLIX
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 36

	Students	Student Assistants	Housing Administrators	Total
Male	3.07	3.60	4.27	3.64
Female	4.07	5.00	3.67	4.24
Total	3.57	4.30	3.97	3.94

Significant differences between males and females were found on the final two statements of the instrument. Both of the sexes agreed with statement 39, which stated that:

39. "An effective residence hall student assistant would be above-average in intelligence."

The male respondents considered this concept to be significantly more important than did the females. Of the three subgroups, the student assistants themselves responded more strongly to the statement than did the other two basic groups, although the differences were not significant.

TABLE L
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 39

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	3.2000	1.6000	1.01	n.s.
Sex	1	8.1000	8.1000	5.12	<.01
Group x Sex	2	2.4000	1.2000	0.76	n.s.
Within	84	132.8000	1.5810		
Total	89	146.5000			

TABLE LI
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 39

	Students	Student Assistants	Housing Administrators	Total
Male	5.87	6.07	5.47	5.80
Female	4.87	5.47	5.27	5.20
Total	5.37	5.77	5.37	5.50

The final statement on the instrument read as follows:

40. "An effective residence hall student assistant would respect the personal opinions of the residents at all times."

The female respondents agreed somewhat more strongly with this statement than did the male respondents, thus yielding the only significant differences on this item. Although the other differences were not significant, it was noted that the basic group of housing administrators agreed the strongest with the statement, and that the subgroup of male student assistants were the weakest in their agreement.

TABLE LII
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 40

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	0.4222	0.2111	0.30	n.s.
Sex	1	3.2111	3.2111	4.50	<.05
Group x Sex	2	0.6889	0.3444	0.48	n.s.
Within	84	59.9997	0.7143		
Total	89	64.3218			

TABLE LIII
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 40

	Students	Student Assistants	Housing Administrators	Total
Male	6.40	6.13	6.27	6.27
Female	6.53	6.60	6.80	6.64
Total	6.47	6.37	6.53	6.46

In summary, this section has considered those items on which significant differences between the male and female respondents were found. The variable of sex was found to be a factor in eleven of the areas of significant differences, i. e., males and females differed significantly on eleven of the forty statements. On three of the statements, the two sexes were in considerable disagreement in that one sex agreed with the concept while the other disagreed with it.

It would appear, therefore, that the second hypothesis as stated (that there were no significant differences in the responses of the males and females to the statements) was rejected.

The next section of this chapter will consider the significant differences yielded as a result of the interaction effects of groups and sex of the respondents.

Significant Differences by Interaction

The third hypothesis stated that there were no significant differences as a result of the interaction effects of the three basic groups and the sex of the respondents. The analysis of variance procedure completed showed significant interaction effects on only five of the forty statements. The following discussion will consider these five statements.

The first statement on which there were significant interaction effects was stated as follows:

16. "An effective residence hall student assistant would show interest in the grades of the residents."

The appropriate data concerning this statement are given in Tables XX and XXI above. The results of the interaction of groups and sexes can be seen in Figure 1 below. It would appear that the differences in the responses of male and female student assistants were the sources of the significant differences which resulted from the interaction of groups and sexes.

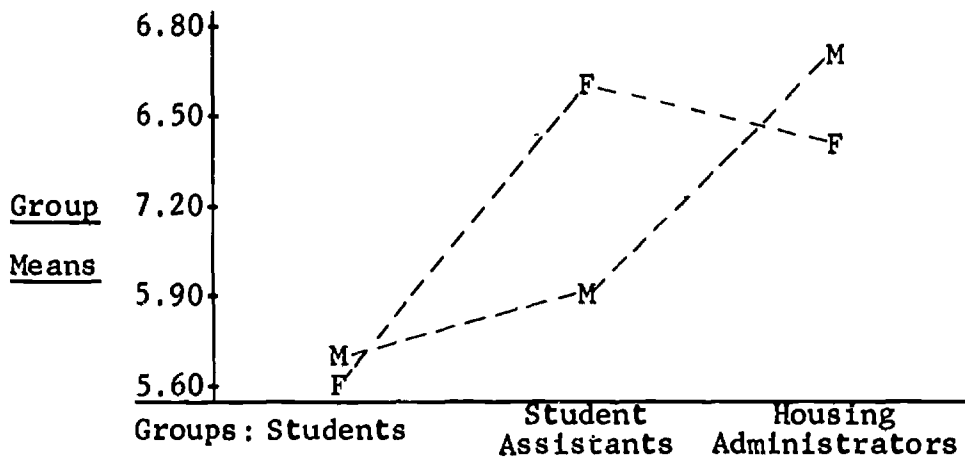


Figure 1. Interaction Effects of Group and Sex--Item 16

The second statement on which interaction had a significant effect was statement 28, which read:

28. "An effective residence hall student assistant would solve problems related to the physical comforts of the residents."

Of the six subgroups, the female students were the weakest group in the level of their agreement, and the male students were the strongest. The analysis of variance data and the group means can be found in Tables XXXII and XXXIII above, and Figure 2 contains an illustration of the interaction.

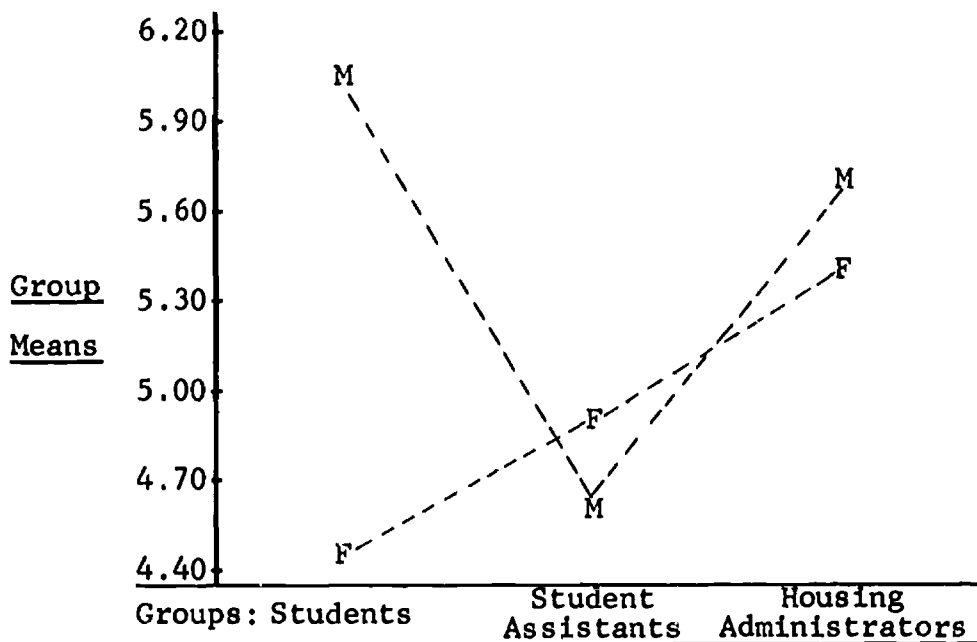


Figure 2. Interaction Effects of Group and Sex--Item 28

The next statement on which interaction was a factor in yielding significant differences was statement 31 (See Tables XXXVI and XXXVII). This item stated that:

31. "An effective residence hall student assistant would know when a problem is too difficult for him or her to handle."

Figure 3 below contains additional information related to this statement and the interaction effects. Male students and female student assistants were considerably stronger in their agreeing than were the female students and the male student assistants, whereas the male and female housing administrators differed only slightly in their responses.

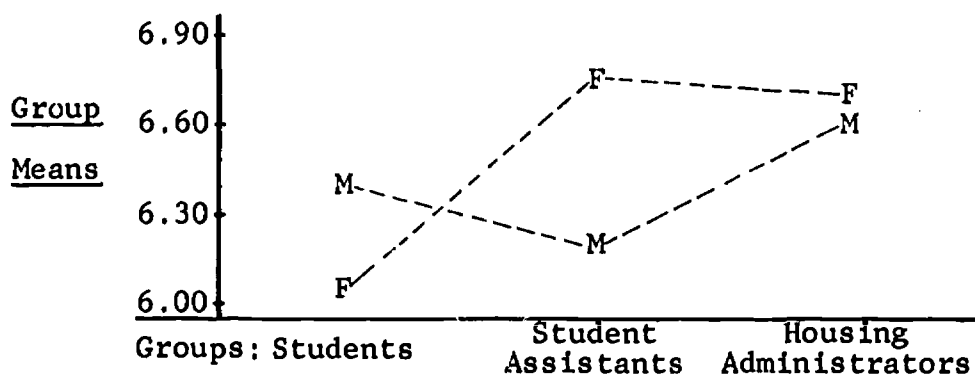


Figure 3. Interaction Effects of Group and Sex--Item 31

The interaction effects of group and sex accounted for the only significant differences on statement 33, which stated that:

33. "An effective residence hall student assistant would keep strict quiet hours."

Although all of the three basic groups agreed with the statement, the interaction of group and sex resulted in significant differences being found. Tables LIV and LV below contain the analysis of variance data and the group means, while Figure 4 illustrates the interaction. Of the six subgroups, the male housing administrators showed more agreement with the statement than did any of the other subgroups, while the responses of the female housing administrators showed the least agreement with it. The responses of the male student assistants and the female students were somewhat stronger than those of their counterparts.

The final statement on which interaction was a factor was statement 36, which stated that:

TABLE LIV
SUMMARY OF ANALYSIS OF VARIANCE ON
INSTRUMENT ITEM 33

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	0.0667	0.0333	0.01	n.s.
Sex	1	4.0111	4.0111	1.63	n.s.
Group x Sex	2	17.0889	8.5444	3.47	<.05
Within	84	206.9330	2.4635		
Total	89	228.0995			

TABLE LV
MEAN SCORES FOR CRITERION GROUPS ON
INSTRUMENT ITEM 33

	Students	Student Assistants	Housing Administrators	Total
Male	4.73	5.33	5.87	5.31
Female	5.40	4.87	4.40	4.89
Total	5.07	5.10	5.13	5.10

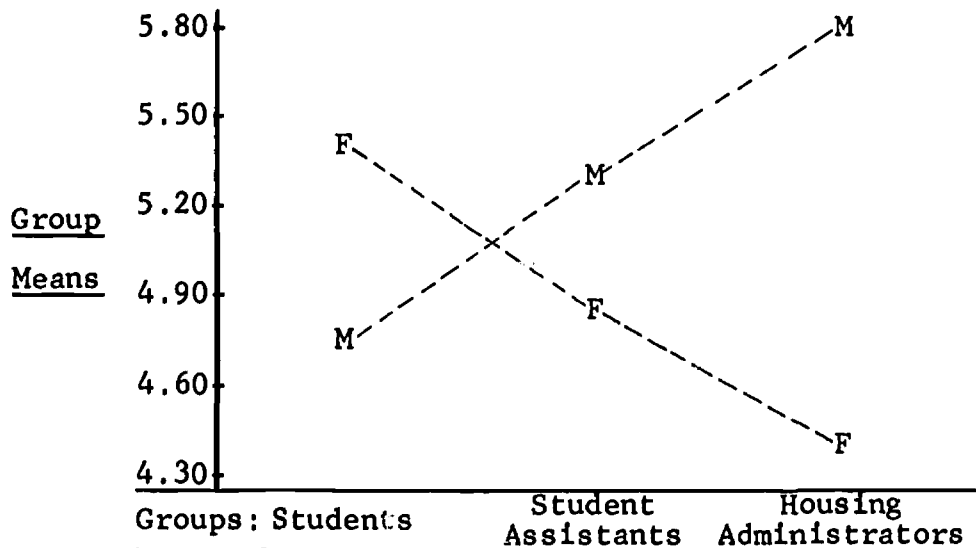


Figure 4. Interaction Effects of Group and Sex--Item 33

36. "An effective residence hall student assistant would give priority to his or her studies rather than to the position of student assistant."

As stated previously, this statement was negatively worded, and it was scored so that agreement would indicate that priority would be given to the students rather than to the studies. Figure 5 contains the interaction data, and other appropriate data can be found in Tables XLVIII and XLIX above. The range of the means for the six subgroups was from 5.00 (female student assistants) to 3.06 (male students). With the exception of the female housing administrators, the female respondents indicated that priority should be given to the position of student assistant rather than to his or her studies. In the basic groups of students and student assistants, the males agreed with the item as it was stated, while the reverse was true of the females. In addition, the male housing administrators disagreed with the stated item, whereas the females in the group agreed with it.

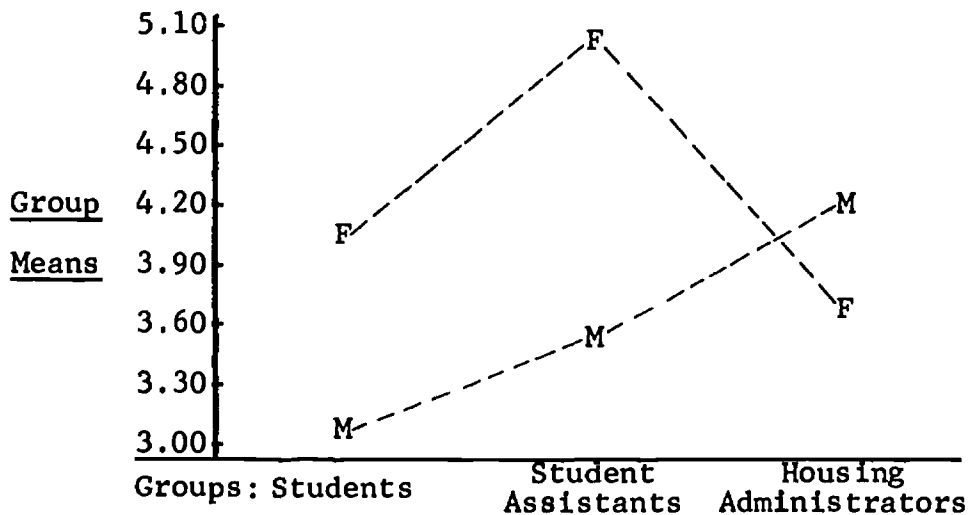


Figure 5. Interaction Effects of Group and Sex--Item 36

In summary, the factorial analyses of variance completed on the forty statements of the devised instrument resulted in significant differences as a product of the interaction effects of group and sex being found on five items. The five items and the figures used to illustrate the interactions of groups (students, student assistants, housing administrators) and sexes (male, female) are given above.

The next section of this chapter will discuss the significant differences found on the four designed subscales of the instrument.

Significant Differences on Subscales

The forty statements given to the respondents on the devised instrument were divided into four subscales (Authority, Buddy, Competence, and Interest). Each of the subscales consisted of ten items containing the basic concept related to the designated subscale. The responses of the participants were grouped into the four categories in order that comparisons could be made. Comparisons were completed through the use of a factorial analysis of variance and Duncan's multiple range test. This section of the present chapter will consider those subscales on which significant differences were found ($p < .05$).

As stated previously, no significant differences were found among the three groups, between the sexes, or as a result of the interaction effects on the Authority Subscale or on the total instrument. In analyzing the other three

subscales, no significant differences were found as a result of the interaction effects or of sex. Significant differences among the three basic groups were found on three of the subscales, and these differences are discussed below.

Buddy Subscale

The ten items used to form the Buddy Subscale consisted of those statements which sampled the perceptions of the respondents on the concept that the student assistant was seen as a pal and as just one of the fellows. The ten statements used on this subscale are given below, and the grand means for the ninety respondents are given. These statements were:

"An effective residence hall student assistant would

2. avoid developing close personal friendships with individual residents of the housing unit." (Grand mean = 5.52) (This was a negative statement which was scored in reverse.)
6. be seen by the residents as a student rather than as a staff person." (Grand mean = 4.83)
10. inform the residents whenever he or she does not agree with a rule or decision." (Grand mean = 3.39)
14. be worthy of the trust of the residents." (Grand mean = 6.84)
18. feel that his or her first responsibility is to the residents." (Grand mean = 5.44)
22. support the rules, regardless of the consequences." (Grand mean = 4.32) (This was a negative statement which was scored in reverse.)
26. know when to look the other way." (Grand mean = 4.99)
30. tolerate minor disturbances within the residence hall." (Grand mean = 5.11)
34. keep all of the residents' personal problems confidential." (Grand mean = 6.63)
38. accept invitations from the residents to attend off-campus social activities." (Grand mean = 5.46)

The analysis of the responses made to these ten statements showed that students differed significantly from housing administrators on this subscale. The students tended to perceive the student as more of a buddy than did the housing administrators, although all of the groups agreed with the basic concept. Although the differences were not significant, the range of the means for the six subgroups was from 4.81 (male housing administrators) to 5.63 (male students). The analysis on the basis of sex did not account for any significant differences. The appropriate data for this subscale are given below in Tables LVI and LVII. The group means have been reduced to a seven-point scale.

Competence Subscale

Students differed significantly from both student assistants and housing administrators on the Competence Subscale. This subscale was designed to consider those concepts related to the ability of student assistants to do the tasks associated with the position and to fulfill the perceived roles adequately. Once again, there were ten statements used to secure the subscale scores. These statements and the grand means are given below along with the appropriate data tables. These items read as follows:

"An effective residence hall student assistant would

3. help the residents develop values and social conscience." (Grand mean - 4.93)
7. provide educational-vocational assistance for the residents." (Grand mean = 5.11)
11. help others to understand themselves." (Grand mean = 5.60)

TABLE LVI
SUMMARY OF ANALYSIS OF VARIANCE ON
BUDDY SUBSCALE

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	334.8221	167.4110	4.81	<.05
Sex	1	36.1000	36.1000	1.04	n.s.
Group x Sex	2	194.8668	97.4334	2.80	n.s.
Within	84	2924.5321	34.8159		
Total	89	3490.3203			

TABLE LVII
MEAN SCORES FOR CRITERION GROUPS ON
BUDDY SUBSCALE

	Students	Student Assistants	Housing Administrators	Total
Male	5.63	5.13	4.81	5.19
Female	5.37	5.32	5.26	5.32
Total	5.50	5.23	5.03	5.25

15. be concerned with the image the housing unit presents to others." (Grand mean = 5.99)
19. handle discipline so that everyone is treated the same." (Grand mean = 5.58)
23. refer students to others only after he or she has attempted to help them." (Grand mean = 4.99)
27. be active in training residence hall and unit officers." (Grand mean = 4.79)
31. know when a problem is too difficult for him or her to handle." (Grand mean = 6.47)
35. be concerned with the sex education of the residents." (Grand mean = 3.23)
39. be above-average in intelligence." (Grand mean = 5.50)

On this subscale, the student assistants and the housing administrators consistently agreed more strongly with the concepts than did the students. Sex and the interaction effects of group and sex did not yield any significant differences.

TABLE LVIII
SUMMARY OF ANALYSIS OF VARIANCE ON
COMPETENCE SUBSCALE

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	287.6222	143.8111	4.53	<.05
Sex	1	4.0111	4.0111	0.13	n.s.
Group x Sex	2	92.6891	46.3446	1.46	n.s.
Within	84	2665.4584	31.7316		
Total	89	3049.7798			

TABLE LIX
MEAN SCORES FOR CRITERION GROUPS ON
COMPETENCE SUBSCALE

	Students	Student Assistants	Housing Administrators	Total
Male	5.12	5.27	5.33	5.24
Female	4.81	5.45	5.33	5.16
Total	4.97	5.36	5.33	5.20

Interest Subscale

The final subscale on which significant differences were found was the Interest Subscale. This subscale contained those items which dealt with the interest expressed or perceived which was related to the position of student assistant. Students again differed significantly from both student assistants and housing administrators. The housing administrators agreed strongest with these items, while the students were considerably weaker in their agreement. The student assistants ranked almost equidistant between the other two groups. Significant differences between the sexes or in the interaction effects of group and sex were not found.

The ten statements used to obtain these subscale scores were:

"An effective resident hall student assistant would

4. participate in all of the activities of the residence hall and his or her housing unit." (Grand mean = 4.34)
8. strive to be accepted by all of the residents." (Grand mean = 5.09)
12. become involved whenever a resident has a problem with the police." (Grand mean = 3.63)
16. show interest in the grades of the residents." (Grand mean = 6.18)
20. know each resident by name." (Grand mean = 6.28)
24. aid the residents to know and understand the rules, policies, and traditions of the residence hall." (Grand mean = 6.52)
28. solve problems related to the physical comforts of the residents." (Grand mean = 5.21)
32. seek out residents who seem to have problems." (Grand mean = 4.93)

36. give priority to his or her studies rather than to the position of student assistant." (Grand mean = 3.94) (This was a negative statement on which the scoring was reversed to imply that priority should be given to the position.)

Although the differences were not significant, the female students agreed with the statements the least, and the male housing administrators were the strongest in their agreement.

TABLE LX
SUMMARY OF ANALYSIS OF VARIANCE ON
INTEREST SUBSCALE

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	537.4888	268.7441	7.91	<.01
Sex	1	0.9000	0.9000	0.03	n.s.
Group x Sex	2	75.8004	37.9002	1.12	n.s.
Within	84	2853.5901	33.9713		
Total	89	3467.7783			

TABLE LXI
MEAN SCORES FOR CRITERION GROUPS ON
INTEREST SUBSCALE

	Students	Student Assistants	Housing Administrators	Total
Male	5.05	5.17	5.58	5.27
Female	4.84	5.40	5.51	5.25
Total	4.95	5.29	5.54	5.26

Total Instrument

As stated in the first section of this chapter, no significant differences were found on the total instrument, although differences were found on twenty-seven of the forty statements and on three of the four subscales. The tables below contain the analysis of variance data for the total instrument and the group means.

TABLE LXII
SUMMARY OF ANALYSIS OF VARIANCE ON
TOTAL INSTRUMENT

Source	df	Sum of Squares	Mean Squares	F	p
Group	2	562.8221	281.4109	1.01	n.s.
Sex	1	33.6111	33.6111	0.12	n.s.
Group x Sex	2	536.9554	268.4775	0.97	n.s.
Within	84	23295.4558	277.3269		
Total	89	24428.8398			

TABLE LXIII
MEAN SCORES FOR CRITERION GROUPS ON
TOTAL INSTRUMENT

	Students	Student Assistants	Housing Administrators	Total
Male	198.73	198.87	198.87	198.82
Female	191.13	203.13	198.53	197.60
Total	194.93	201.00	198.70	198.21

Summary

This chapter has discussed the data obtained in the study and the analysis of that data. Consideration was given to the significant differences among groups (Hypothesis One), the significant differences between the sexes (Hypothesis Two), and the significant differences which resulted from the interaction effects of groups and sexes (Hypothesis Three). It was noted that there were no significant differences among the groups of students, student assistants, and housing administrators on twenty-one of the forty statements; that there were no significant differences between the male and the female respondents on twenty-nine of the forty statements; and, that there were no significant differences due to interaction effects on thirty-five of the forty statements. A factorial analysis of variance of results on the four subscales and the total instrument showed no significant differences to be present either on the Authority Subscale or on the total instrument.

Hypothesis One stated that there were no significant differences among the three basic groups (students, student assistants, and housing administrators) in their perceptions of the role of the residence hall student assistant, as these perceptions were secured through the use of a devised instrument. The statements on which no significant differences among groups were found were statements 7, 8, 9, 12, 13, 14, 18, 21, 22, 24, 25, 26, 30, 33, 34, 35, 36, 37, 38, 39, and 40. Six of these statements were part of the

Authority Subscale, seven were on the Buddy Subscale, three were a part of the Competence Subscale, and five were on the Interest Subscale. Of the fifty-one differences which were found on the forty statements, the four subscales, and the total instrument analyses, the following groupings emerged: students differed from housing administrators on nineteen items, students differed from student assistants on thirteen items, student assistants differed significantly from housing administrators on three of the statements, and interaction accounted for five of the significant differences. On the basis of these findings, Hypothesis One as stated was rejected.

Hypothesis Two stated that there were no significant differences between male and female respondents in their perceptions of the role of the residence hall student assistant as these perceptions were obtained by a devised instrument. Significant differences were found on statements 3, 6, 12, 18, 21, 25, 28, 32, 36, 39, and 40. Two of these statements were a part of the Authority Subscale, two were on the Buddy Subscale, two were designed for the Competence Subscale, and five were on the Interest Subscale. On the basis of the statistical calculations completed, then, it would appear that this hypothesis was rejected.

Hypothesis Three stated that there were no significant differences in the interaction effects of the three groups and the two sexes as they responded to the formulated instrument by giving their perceptions of the role of the

residence hall student assistant. The five statements on which interaction had significant effects were statements 16 (Interest Subscale), 28 (Interest Subscale), 31 (Competence Subscale), 33 (Authority Subscale), and 36 (Interest Subscale). As stated, this hypothesis was rejected.

On the basis of the data obtained and the analyses completed, all of the stated null hypotheses were rejected.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The research described in this paper involved the sampling of the perceptions of the role of residence hall student assistants. The perceptions related to the various activities and functions of these university student staff members were obtained through the use of a forty-item instrument which contained statements describing the role which an effective residence hall student assistant might fulfill. Male and female students, student assistants, and housing administrators participated in the study, and significant differences were found in the responses of the three basic groups and of the two sexes. The remainder of this chapter will summarize the entire study, will offer conclusions based upon the findings which resulted from the study, and will outline recommendations which seem to be justified for the present institution and for future research in this area of student housing.

Summary

The participants in this study were fifteen males and fifteen females representing each of the three groups of students, student assistants, and housing administrators

from a midwestern state university with an enrollment of about 17,000 students. The institution housed approximately seven thousand students in sixteen residence halls. All of the respondents were randomly selected from the available participants, and all had been involved with campus residence halls for at least one semester prior to taking part in this study.

The instrument used to secure the role perceptions of residence hall student assistants was designed by the researcher. It consisted of forty various statements which were divided into four subscales named Authority, Buddy, Competence, and Interest. The participants responded to each of the statements on a seven-point scale which ranged from "Strongly Agree" with the statement (seven points) to "Strongly Disagree" with the statement (one point). Composite scores were then obtained for students, student assistants, and housing administrators on each of the forty statements and on each of the four subscales. In addition, composite scores were obtained for the males and the females who participated.

Statistical calculations were completed through the use of a prepared program by the University Computer Center. A factorial analysis of variance using the two variables of group and sex of the respondents was completed for each of the forty statements, for the four subscales, and for the total instrument. Group means for twelve possible groupings of the respondents were also calculated for the forty

individual statements, the four subscales, and the total instrument (see Appendix L). The forty-five analyses of variance showed that some significant differences did exist in the responses of the ninety participants to some of the statements and to some of the subscales, and it was therefore possible to reject the null hypotheses established for the study.

The first hypothesis set forth for this study stated:

H_1 : There are no significant differences among students, student assistants, and housing administrators in their perceptions of the various aspects of the role of the effective student assistant as indicated by their responses on a researcher-formulated instrument.

This hypothesis was rejected on nineteen of the forty statements and on three of the four subscales; it was supported on twenty-one of the statements, one of the subscales (Authority), and the total instrument. Of the thirty-five significant differences found among the three basic groups, students differed from student assistants in thirteen areas (eleven statements and two subscales) and from housing administrators in nineteen areas (sixteen statements and three subscales), while student assistants and housing administrators differed significantly on only three statements. Because of the wide variety of statements used on the instrument, it was not possible to determine an overall direction taken by the respondents on all of the items. Groups and sexes varied in the degrees of agreement or disagreement with each individual statement. Table LXIV below contains the statements and the differences which involved

TABLE LXIV
SUMMARY OF SIGNIFICANT DIFFERENCES FOUND
IN ANALYSES OF VARIANCE

Source	Location of Differences*	AOV Table
Statement 1	1, 2	II
2	1	IV
3	2, 4	VI
4	2	VIII
5	1, 2	X
6	2, 4	XII
10	1, 2	XIV
11	1, 2	XVI
12	4	XL
15	1, 2	XVIII
16	1, 2, 5	XX
17	1, 2	XXII
18	4	XLII
19	2	XXIV
20	1, 2	XXVI
21	4	XLIV
23	2, 3	XXVIII
25	4	XLVI
27	2, 3	XXX
28	3, 4, 5	XXXII
29	1	XXXIV
31	2, 5	XXXVI
32	1, 2, 4	XXXVIII
33	5	LIV
36	4, 5	XLVIII
39	4	L
40	4	LII
Subscale Bu.	2	LVI
Co.	1, 2	LVIII
In.	1, 2	LX

- * 1 = Students differed from student assistants.
 2 = Students differed from housing administrators.
 3 = Student assistants differed from housing administrators.
 4 = Male respondents differed from female respondents.
 5 = Interaction effects of group and sex were significant.

the three basic groups of students, student assistants, and housing administrators. On the basis of the analyses which were completed, this first hypothesis was supported on only the Authority Subscale and on the total instrument; therefore, this hypothesis as stated was rejected.

The second hypothesis of this study stated:

H₂: There are no significant differences between male and female respondents in their perceptions of the various aspects of the role of the effective student assistant as indicated by their responses on a researcher-formulated instrument.

The total number of respondents in each sex group was forty-five. Males and females differed significantly on eleven of the forty statements; sex was not a factor which yielded differences on the four subscales or on the total instrument. On three of the eleven statements which contained significant differences between the two sexes, males agreed with the statements while females disagreed with them. Because differences were found in eleven of the forty-five possible areas, it was possible to reject this second hypothesis. (See Table LXIV below for the areas of differences.)

The final hypothesis established for this study stated that:

H₃: There are no significant differences in the results of the interaction effects of the three defined groups (students, student assistants, and housing administrators) and the two sexes as indicated by their responses on a researcher-formulated instrument.

The two independent variables of group and sex of the respondents interacted significantly on five of the forty statements; interaction had no effect on the four subscales

or on the total instrument. (See Table LXIV below.) On the basis of these findings, the third hypothesis was rejected.

In conclusion, significant differences were found on twenty-seven of the forty statements and on three of the four subscales. A review of the group means given above and in the appendix showed that: all groups agreed with twenty-eight of the statements and disagreed with six of them; both sexes agreed with twenty-eight of the statements and disagreed with eight of them; six statements resulted in agreement by one group and disagreement by another; and three statements received agreement from males and disagreement from females. Hypothesis One was supported, then, on the total instrument and the Authority Subscale; Hypothesis Two was supported on the total instrument and all of the subscales; and, Hypothesis Three was supported in all areas of analysis. Rejection of any of the three hypotheses was limited to certain parts of the total instrument, such as specified statements and designated subscales. Because the hypotheses stated that there were no significant differences among groups, between the sexes, or in the interaction effects of groups and sexes, the hypotheses as stated were rejected.

Conclusions

It was the purpose of this study to determine whether or not significant differences existed among male and female students, student assistants, and housing administrators in

the perceptions which they held related to the role of the residence hall student assistant. On the basis of the results of this study, the following conclusions seem valid:

1. Differences do exist among students, student assistants, and housing administrators in their perceptions of the role of the residence hall student assistant.
2. The most frequent difference found was that which existed between students and housing administrators, while the second most frequent significant difference was that which existed between students and student assistants. Although some of the differences were the result of variations in the degrees of agreement or disagreement, the differences were significant. It appeared that most of the differences were found on the statements which dealt with the level of involvement of student assistants with residence hall students. It would appear that this is more support for the acknowledgment of the gap which has come between students and "the administration."
3. The housing administrators seemed to be able to transmit their ideas adequately to the student assistants with whom they work, as can be seen in the fact that these two groups differed on only three of the forty statements and on none of the other areas of analysis. It is also possible that the housing administrators tended to hire those students as student assistants who agreed to some degree with them in the beginning.
4. Although males and females differed significantly in only eleven areas, the fact that there were some differences could foreshadow difficulties which might arise as more and more housing facilities become true co-educational units. Additional problems could occur whenever administrators are asked to supervise activities in which both males and females are involved.
5. Concern should be expressed over the fact that the two groups of students (students and student assistants) differed significantly on eleven of the statements and on two of the resulting subscales. These two groups are involved intimately in daily activities and are in constant contact with each other. These differences could increase the lack of effectiveness which some student assistants exhibit.

6. Students disagreed completely with student assistants and housing administrators on three statements (Items 4, 10, and 17). According to the responses made by the student group to these concepts, they perceive the student assistant as a person who is involved to a limited extent in all of the activities of the housing unit, who informs them whenever he does not agree with rules and decisions, and who is accepted more than respected. The two groups of staff personnel seemed to see the student assistant as one who is actively involved in all activities, who is supportive of rules and decisions, and who is respected more than accepted.
7. Student assistants differed from students and housing administrators on three statements involving respect, time expended, and privileges. Although the differences were not significant, the student assistants more than the other groups seemed to feel that they would demand respect from the residents, they should give priority to the students over their studies, and they should have some privileges the other residents do not have. (See Items 9, 36, and 37).
8. The males seemed to see the student assistant as a person who has the respect of the residents, who is involved in matters between the residents and the police, who can expect residents to do as he says, and who should give priority to his studies rather than to the position of student assistant. (See Items 9, 12, 25, and 36).
9. The eight individual statements mentioned above (Items 4, 9, 10, 12, 17, 25, 36, and 37) provide a basis for corrective and preventative steps which should be undertaken within the residence hall program by those charged with the responsibility of overseeing the hall activities. Such endeavors should serve to lessen the areas and strengths of disagreements.
10. Generally, students saw student assistants as fellow-students who are actively involved in residence hall decisions, who develop close friendships with fellow-residents, who are capable of seeing and supporting the student side of residence hall activities, who are respected and fair, and who can respond to the students as a buddy would.
11. Student assistants saw themselves as staff members who should develop close personal friendships in the housing unit to a limited extent, who should provide educational-vocational assistance for the

residents as well as assistance with self-understanding, who should be respected and somewhat authoritarian, who should be trustworthy and above-average in intelligence, and who know when to allow certain disturbances to go unnoticed.

12. Housing administrators, as a group, seemed to perceive the role of an effective residence hall student assistant as that of being a staff member who is actively involved in all aspects of residence hall living and student growth, who is respected by the students and concerned with the image the housing unit presents to others, who realizes personal limits yet is willing to attempt to be of service to others, and who is willing and able to seek and assist residents who need his aid.
13. It seems apparent that these groups (or the two sexes which make up the groups) do not always agree as to what a student assistant should be, how he should act, or what should be expected of him. It would appear that the differences outlined above should be acknowledged and efforts should be made to enable more agreement to be reached in the area of the role of the residence hall student assistant.

It should be remembered that the conclusions mentioned above are based on a limited study at one institution. Any generalizations of these conclusions or the results of the study which prompted them should be done sparingly and with great care, particularly if the other housing situation is at all different from the one considered here.

Recommendations

This study of the role perception of the university residence hall student assistant resulted in the locating of fifty-one areas of significant differences in the perceptions related to these personnel. Students differed in their responses from student assistants and housing administrators, student assistants differed from housing administrators, and

male respondents differed from female respondents. On the basis of the differences found, certain recommendations seem justified both for the present situation and for future research in this area.

Concerning the groups and the institution used in this present study, the following recommendations should be stated:

1. Efforts should be undertaken to inform better the residents of the housing units of the role which the student assistant is expected to fulfill.
2. In order to inform the students as well as the other groups involved in residence hall housing, study groups should be established which include male and female students, student assistants, and housing administrators. These groups should be expected to survey and study the actual activities as well as the expectations associated with the position of student assistant.
3. Particular attention should be given to the "house-keeping" or typical duties associated with the position, such as the types of assistance to be given by student assistants to the residents. It would be advisable for the job description of the student assistants to be as complete as possible and to contain as many of the various aspects of the position as are known.
4. Efforts should be undertaken to evaluate student assistants as to their effectiveness and progress. These efforts should involve all of the groups mentioned in this study, and the evaluations should be done at least yearly.
5. Specifically, efforts should be started which would attempt to determine and make known the amount and degree of personal assistance which should be given by the student assistants to the residents. In addition, common expectations of the three groups should be sought and publicized in an effort to keep all parties better informed and to lessen the areas of partial or total disagreement.

Future research in the area considered in this study could and should take many forms, always with the one aim of

improving the offerings of the institution through its housing program. The provision of additional information concerning residence halls would be simply an important by-product of the research. The following recommendations related to future research seem worthy:

1. This study should be replicated both at this present institution and at other diverse institutions. Such replication should serve to strengthen the instrument used and to either support or fail to support the present findings. Factor analysis should be used to determine the factors present in the responses of the participants and to locate additional areas of research.
2. Research should be undertaken to secure valid and continual evaluations of residence hall student assistants and residence hall offerings. The present instrument could be adapted for this purpose with some alterations. Eventually, it should be possible to formulate an instrument specifically designed for these purposes and to begin longitudinal studies of students, student assistants, housing administrators, and housing programs on various campuses.
3. After this study has been replicated, non-discriminatory items should be removed from the instrument, and the subscales should either be strengthened or dropped completely. In this manner, it should be possible to secure and validate an instrument which could be used in the identification and selection of effective residence hall staff members at all levels. Eventually, it should be possible to use the instrument to evaluate those staff members employed by the institution.
- 4.. Answers concerning residence hall programs and staff members should be sought continually by those who are charged with the responsibility of providing a worthwhile experience for the students of the institutions. These administrators should seek answers to such questions as: What characteristics distinguish effective student assistants from those who are ineffective? What is an effective student assistant in the eyes of the student and the staff? How important is the student assistant to the overall housing program? Does the housing program (and the staff) do what it purports to do? Can more financial support from the instructional budget be

provided for the student housing program? and, Is there such a thing as an "ideal" housing program or such a person as an "ideal" staff member? It would appear that the answers to these questions would provide more credibility for the program undertaken by the institution and would justify better the sizeable expenses of time and money involved.

5. Research should be attempted which would solidify some of the abstract aims of student housing and which would increase the value of student housing in the views of the students and the teaching faculty. Efforts should be made to provide concrete and valuable evidence of the worth of the residence halls in meeting some of the educational objectives of the institution. This evidence should be communicated to all areas of the local campus, and all segments of the institution should be encouraged to participate to some degree in achieving the established goals of the student housing program.

In summary, possibilities for research in all areas of single student housing seem limitless. Although some studies have been completed which used open-ended-type statements and standardized instruments, the areas of studies such as this one and the replication of previous studies done on various campuses provide ample sources of possible descriptive and experimental studies. It would appear that student housing is one of the most neglected yet fruitful areas of higher education today. Research such as that mentioned above should be begun immediately and should be carried on continually by all institutions who strive to make available to all students a valid and worthwhile total college experience.

BIBLIOGRAPHY

1. Adams, Arthur S. "Housing Officers Are Educators & Should Never Forget It." College and University Business, Vol. 19 (July, 1955), pp. 26-27.
2. Adams, Velma (ed.). "People, Places, & Things." College Management, Vol. 3 (January, 1968), p. 8.
3. Albright, Preston B. "The Place of Residence Hall Organization in the Student Personnel Program." Educational and Psychological Measurement, Vol. 11 (Winter, 1951), pp. 700-703.
4. Bloomfield, Byron C. (ed.). College Housing. (a reprint from the Bulletin of the American Institute of Architects, July-August, 1956) AIA File Number D3.3, pp. 1-12.
5. Brown, W. F. "Student-to-Student Counseling for Academic Adjustment." Personnel and Guidance Journal, Vol. 43 (April, 1965), pp. 811-817.
6. Brown, W. F. and V. G. Zunker. "Student Counselor Utilization at Four-Year Institutions of Higher Learning." The Journal of College Student Personnel, Vol. 7 (January, 1966), pp. 41-46.
7. Bruning, James L. and B. L. Kintz. Computational Handbook of Statistics. Glenview: Scott Foresman and Company, 1968.
8. Butler, William R. "Individual Growth in the Residence Halls Program." The Journal of College Student Personnel, Vol. 6 (October, 1964), pp. 12-17.
9. Campbell, Marla and Rosanda Richards. "Residence Halls as an Integral Part of the Educational Process: An Approach." Journal of the National Association of Women Deans and Counselors, Vol. 28 (Fall, 1964), pp. 37-39.
10. Dressel, Paul L. College and University Curriculum. Berkeley: McCutchan Publishing Company, 1968.

11. Duncan, J. P. "A Rating Scale for Student Evaluation of Residence Hall Counselors." Personnel and Guidance Journal, Vol. 45 (January, 1967), pp. 452-454.
12. Estler, Suzanne. "A Critical Incident Study of Learning at Ohio University." Student Housing Research (October, 1969), published by ACUHO Research and Information Committee (H. C. Riker, Chairman).
13. Gonyea, G. G. and R. E. Warman. "Differential Perceptions of the Student Dormitory Counselor's Role." Personnel and Guidance Journal, Vol. 41 (December, 1962), pp. 350-355.
14. Grant, C. W. "How Students Perceive the Counselor's Role." Personnel and Guidance Journal, Vol. 32 (March, 1954), pp. 386-388.
15. Greenleaf, Elizabeth A. Undergraduate Students as Members of the Residence Hall Staff. Bloomington: Bloomcraft-Central Printing, Inc., 1967.
16. Hoyt, Donald P. and Alexander Davidson. "Evaluating Residence Hall Advisers." The Journal of College Student Personnel, Vol. 8 (July, 1967), pp. 251-256.
17. Ivey, Allen E., C. Dean Miller, and Arnold D. Goldstein. "Differential Perceptions of College Environments: Student Personnel Staff and Students." Personnel and Guidance Journal, Vol. 46 (September, 1967), pp. 17-21.
18. Johnson, Jo Anne. "Problems Voluntarily Taken By Students to Residence Hall Counselors." Personnel and Guidance Journal, Vol. 37 (December, 1958), pp. 296-298.
19. Johnson, Jo Anne. Residence Halls Goals and Objectives: Perceptions of Students and Staff. Unpublished doctoral dissertation. In Dissertation Abstracts, Vol. 26--Part 8 (February, 1966), p. 4377.
20. Keller, B. Y. "Status, Role, Training, and Salary of Residence Hall Directors." Journal of the National Association of Women Deans and Counselors, Vol. 28 (1965), pp. 179-182.
21. Kidd, John W. Residence Hall Guidance. Dubuque: William C. Brown Company, 1956.
22. Kilbourn, Donald W. "The Status and Roles of Head Residents." Personnel and Guidance Journal, Vol. 39 (November, 1960), pp. 203-206.

23. Moore, Leila V. "Some Problems in the Study of Students' Perception of Personnel Services." Journal of the National Association of Women Deans and Counselors, Vol. 30 (Fall, 1966), pp. 33-36.
24. Mueller, Kate H. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Company, 1961.
25. Murphy, R. O. "Administrative Practices in Utilizing Students as Staff in Residence Halls." The Journal of College Student Personnel, Vol. 6 (October, 1964), pp. 109-113.
26. Murphy, Raymond O. and Angelo Ortenzi. "Use of Standardized Measurements in the Selection of Residence Hall Staff." The Journal of College Student Personnel, Vol. 7 (November, 1966), pp. 360-363.
27. Omer, Mary Isabel. "The Program of Residence Counseling." in Counseling and Guidance in General Education. Ed. Melvane Hardee. Yonkers-on-Hudson: World Book Company, 1955, pp. 207-225.
28. Pervin, Lawrence A. "The College as a Social System." Journal of Higher Education, Vol. 38 (June, 1967), pp. 317-322.
29. Rafkind, Israel. The Federal Government's College Housing Loan Program: A Critique and an Alternative. In College Student Personnel Abstracts, Vol. 2 (Winter, 1967), p. 193.
30. Riker, Harold C. College Housing as Learning Centers. Washington: American College Personnel Association, Student Personnel Series, Number 3, 1965.
31. Rudikoff, Lynn C. "The Counseling Role of the College Head Resident." The Journal of College Student Personnel, Vol. 6 (September, 1965), pp. 275-278.
32. Ruthenberg, Donald B. Differences in Staff Perceptions of Rules, Regulations, Policies, and Procedures in Residence Halls at the University of Denver, 1960-61. Unpublished doctoral dissertation. In Dissertation Abstracts, Vol. 22--Part 5 (March-April, 1962), p. 3762.
33. Shay, J. E., Jr. "Evolution of the Campus Residence Hall, Part I: The Decline." Journal of the National Association of Women Deans and Counselors, Vol. 27 (Summer, 1964), pp. 179-185.

34. Shay, J. E., Jr. "Evolution of the Campus Residence Hall, Part II: The Resurgence." Journal of the National Association of Women Deans and Counselors, Vol. 28 (Fall, 1964), pp. 25-33.
35. Stewart, Helen Q. "Developments in Residence Hall Counseling." In Merle M. Ohlsen. Educational and Psychological Measurement, Vol. 10 (1950), pp. 455-464.
36. Truex, Dorothy. "Training Leaders in Freshmen Dormitories." Journal of the National Association of Women Deans and Counselors, Vol. 15 (March, 1952), pp. 130-133.
37. Williamson, E. G. "Students' Residences: Shelter or Education." Personnel and Guidance Journal, Vol. 36 (February, 1958), pp. 392-398.
38. Williamson, E. G. "The Extracurriculum and General Education." In General Education - Part I. Fifty-first Yearbook of the National Society for the Study of Education, 1952, pp. 230-249.
39. Wise, W. Max. "Residence Halls and Higher Learning." Personnel and Guidance Journal, Vol. 36 (February, 1958), pp. 398-401.
40. Zunker, V. G. and W. F. Brown. "Comparative Effectiveness of Student and Professional Counselors." Personnel and Guidance Journal, Vol. 44 (1966), pp. 738-743.

APPENDIX A

**PHILOSOPHY AND OBJECTIVES OF OKLAHOMA
STATE UNIVERSITY RESIDENCE HALLS**

PHILOSOPHY AND OBJECTIVES OF OKLAHOMA
STATE UNIVERSITY RESIDENCE HALLS

The residence hall program at Oklahoma State University exists essentially to contribute to the intellectual, cultural, social, moral, and spiritual development of the residents. To accomplish this broad educational objective, the residence hall program in its development and implementation, must be viewed as an integral part of the total curriculum of the University. To be effective, the program must be developed to function in accordance with these principles: (1) students are different; (2) the individual student must be viewed and treated as a whole personality; and (3) work with students must take into account their existing level of development, needs, interests, and problems.

In keeping with these principles, the specific objectives of the residence hall program at Oklahoma State University are as follows:

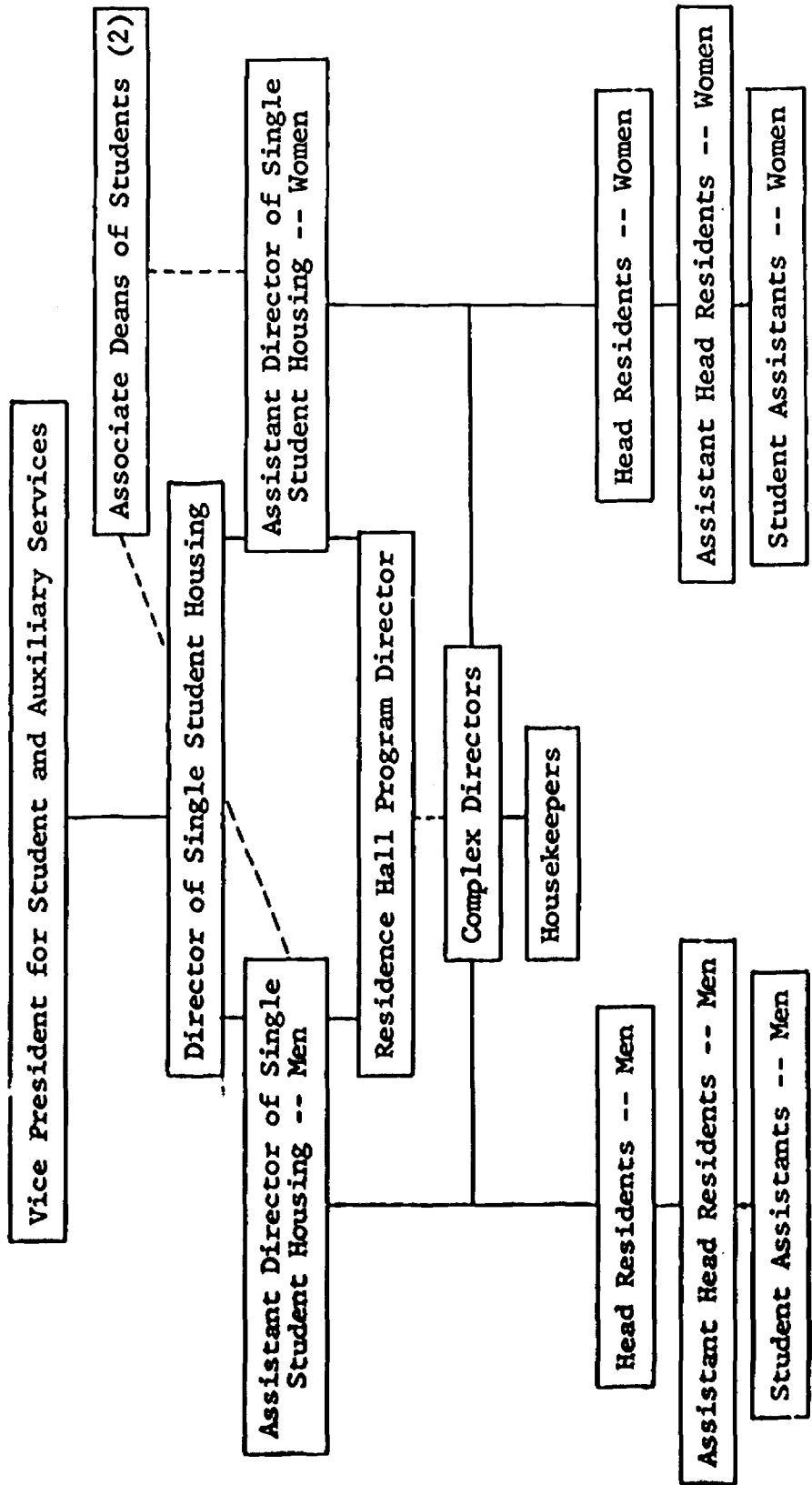
1. To provide living quarters which are attractive, comfortable, functional, safe, clean, and healthful.
2. To provide an atmosphere which is conducive to study.
3. To encourage through its programs a sense of identification with its aims, goals, and activities of the academic community.
4. To assist the individual student in adjusting successfully to the demands of the educational tasks and social responsibilities which constitute college life.
5. To promote the development of ethical standards, interpersonal skills, and social consciousness that are conducive to group living.
6. To provide an atmosphere which will preserve the maximum opportunities for individuality, creativity, and self-expression.
7. To provide educational, cultural, recreational, and social activities which support and supplement the other organized programs within the University.
8. To encourage within its residents a sense of loyalty to the University, a concern for its progress, and active support of its programs.

A P P E N D I X B

ORGANIZATIONAL CHART FOR OFFICE
OF SINGLE STUDENT HOUSING
OKLAHOMA STATE UNIVERSITY

ORGANIZATIONAL CHART FOR OFFICE OF SINGLE STUDENT HOUSING

OKLAHOMA STATE UNIVERSITY



A P P E N D I X C

PRELIMINARY INSTRUMENT

Preliminary Instrument*
THE IDEAL STUDENT ASSISTANT

Instructions: Read each statement carefully and decide whether or not you agree with it. Mark your answer on the answer sheet, and make only one response to each of the statements.

An ideal residence hall student assistant would:

1. be involved in all of the decisions which affect the residents of his housing unit.
2. avoid developing close personal friendships with individual residents of his unit.
3. help the students develop values and social conscience.
4. listen to any and all problems brought to him.
5. command respect from the residents of his unit.
6. be viewed as a student rather than as a staff person.
7. provide educational-vocational assistance to the residents.
8. sincerely like people.
9. establish his authority early in the school term.
10. inform the residents if he does not agree with a rule or decision.
11. handle discipline so that everyone is treated the same.
12. become involved whenever a resident has a problem with the police.
13. act as if he can solve any problem.
14. be a "big brother" to all new residents.
15. be involved whenever problems occur outside his housing unit.
16. show interest in the grades of the residents.

*The original preliminary instrument was a dittoed form.

17. be accepted more than respected by the residents.
18. "double-date" with other residents.
19. serve as a "sounding-board" for plans and ideas.
20. know each resident of his unit by name.
21. make an example of those who cause trouble.
22. support the rules, regardless of the consequences.
23. know what he is talking about.
24. aid all of the residents to know and understand rules, policies, and traditions of the institution.
25. expect residents to do as he says without having to explain the reasons.
26. know when to look the other way.
27. train residence hall and floor officers.
28. solve problems related to the physical comforts of the residents.
29. have disciplinary authority outside his housing unit.
30. tolerate minor disturbances within the residence hall.
31. always be available for assisting the residents.
32. realize when a problem is too difficult for him to handle.
33. keep strict "quiet hours."
34. keep all of the residents' personal problems confidential.
35. be concerned with the sex education of the residents.
36. participate in all of the activities of the hall and his unit.
37. delegate most responsibilities to the unit officers.
38. realize that his first responsibility is to the residents.
39. be above-average in intelligence.

40. respect the rights, opinions, and feelings of the residents.
41. always uphold administrative decisions.
42. be trustworthy in the eyes of the residents.
43. refer students to others only after he has attempted to help them.
44. strive to be accepted by all of the residents.
45. be "hard-nosed" at times.
46. accept most invitations from the residents to attend off-campus functions.
47. be concerned with the image his unit presents to others.
48. place his position above his studies in deciding how his time should be spent.
49. have some privileges other residents do not have.
50. change rules which the residents find objectionable.
51. help others to understand themselves.
52. seek out residents who seem to have problems.

A P P E N D I X D

FINAL INSTRUMENT

Final Instrument*

THE RESIDENCE HALL STUDENT ASSISTANT

Instructions: Read each of the following statements carefully and decide whether or not you agree with it. Circle one of the possible seven responses on the answer sheet. There are no correct or incorrect answers or responses.

An effective residence hall student assistant would:

1. be involved in all of the decisions which affect the residents of his or her housing unit.
2. avoid developing close personal friendships with individual residents of the housing unit.
3. help the residents develop values and social conscience.
4. participate in all of the activities of the residence hall and his or her housing unit.
5. always uphold administrative decisions.
6. be seen by the residents as a student rather than as a staff person.
7. provide educational-vocational assistance for the residents.
8. strive to be accepted by all of the residents.
9. demand respect from the residents of his or her housing unit.
10. inform the residents whenever he or she does not agree with a rule or decision.
11. help others to understand themselves.
12. become involved whenever a resident has a problem with the police.
13. establish his or her authority early in the school term.
14. be worthy of the trust of the residents.
15. be concerned with the image the housing unit presents to others.

*The final instrument was a dittoed form.

16. show interest in the grades of the residents.
17. be accepted more than respected by the residents.
18. feel that his or her first responsibility is to the residents.
19. handle discipline so that everyone is treated the same.
20. know each resident by name.
21. make an example of those who cause trouble.
22. support the rules, regardless of the consequences.
23. refer students to others only after he or she has attempted to help them.
24. aid the residents to know and understand the rules, policies and traditions of the residence hall.
25. expect residents to do as he or she says.
26. know when to look the other way.
27. be active in training residence hall and unit officers.
28. solve problems related to the physical comforts of the residents.
29. have disciplinary authority outside the residence hall.
30. tolerate minor disturbances within the residence hall.
31. know when a problem is too difficult for him or her to handle.
32. seek out residents who seem to have problems.
33. keep strict "quiet hours."
34. keep all of the residents' personal problems confidential.
35. be concerned with the sex education of the residents.
36. give priority to his or her studies rather than to the position of student assistant.
37. have some privileges the other residents do not have.
38. accept invitations from the residents to attend off-campus social activities.

39. be above-average in intelligence.
40. respect the personal opinions of the residents at all times.

A P P E N D I X E

RESPONSE SHEET

Response Sheet*

Group: 1-student
2-student assistant
3-housing administrator

Sex: male
female

(leave blank)

A:	
B:	
C:	
D:	

THE RESIDENCE HALL STUDENT ASSISTANT

Instructions! This study is designed to investigate your ideas about the role of residence hall student assistants. You are requested to respond to each of the statements on the attached sheets by circling one of the seven possible answers. Your responses should indicate how you feel each statement applies to an effective student assistant. Please read each statement carefully and make one response to every statement. **CIRCLE!**

SA - if you strongly agree with the statement;
A - if you agree, but not strongly, with the statement;
TA - if you tend to agree with the statement;
N - if you don't know or have no opinion about the statement;
TD - if you tend to disagree with the statement;
D - if you disagree, but not strongly, with the statement; **OR**
SD - if you strongly disagree with the statement.

1. SA-A-TA-N-TD-D-SD	14. SA-A-TA-N-TD-D-SD	27. SA-A-TA-N-TD-D-SD
2. SA-A-TA-N-TD-D-SD	15. SA-A-TA-N-TD-D-SD	28. SA-A-TA-N-TD-D-SD
3. SA-A-TA-N-TD-D-SD	16. SA-A-TA-N-TD-D-SD	29. SA-A-TA-N-TD-D-SD
4. SA-A-TA-N-TD-D-SD	17. SA-A-TA-N-TD-D-SD	30. SA-A-TA-N-TD-D-SD
5. SA-A-TA-N-TD-D-SD	18. SA-A-TA-N-TD-D-SD	31. SA-A-TA-N-TD-D-SD
6. SA-A-TA-N-TD-D-SD	19. SA-A-TA-N-TD-D-SD	32. SA-A-TA-N-TD-D-SD
7. SA-A-TA-N-TD-D-SD	20. SA-A-TA-N-TD-D-SD	33. SA-A-TA-N-TD-D-SD
8. SA-A-TA-N-TD-D-SD	21. SA-A-TA-N-TD-D-SD	34. SA-A-TA-N-TD-D-SD
9. SA-A-TA-N-TD-D-SD	22. SA-A-TA-N-TD-D-SD	35. SA-A-TA-N-TD-D-SD
10. SA-A-TA-N-TD-D-SD	23. SA-A-TA-N-TD-D-SD	36. SA-A-TA-N-TD-D-SD
11. SA-A-TA-N-TD-D-SD	24. SA-A-TA-N-TD-D-SD	37. SA-A-TA-N-TD-D-SD
12. SA-A-TA-N-TD-D-SD	25. SA-A-TA-N-TD-D-SD	38. SA-A-TA-N-TD-D-SD
13. SA-A-TA-N-TD-D-SD	26. SA-A-TA-N-TD-D-SD	39. SA-A-TA-N-TD-D-SD
		40. SA-A-TA-N-TD-D-SD

What one word would you use to describe an IDEAL student assistant, i.e. one who represented the best attributes or characteristics of all of the student assistants you have known?

Pope-2

*The original response sheet was a dittoed form.

A P P E N D I X F

COVER LETTER TO PARTICIPANTS

Cover Letter to Participants*

February 23, 1970

TO: _____,
 FROM: H. Don Pope, doctoral student in Student Personnel
 and Guidance, Oklahoma State University
 SUBJECT: Request for Dissertation Assistance

You have been randomly selected to be one of ninety students, student assistants, and housing administrators who are being asked to participate in a study of the role of the student assistant in the residence halls of Oklahoma State University. This study has been approved by the Office of Single Student Housing and by my doctoral committee, Dr. Frank McFarland - chairman.

Will you take a few minutes to help me? The total time required from you will be fifteen minutes. Your responses will be completely confidential, and there are no correct or incorrect answers.

The instructions are provided on the response sheet and on the statement sheet. Mark the appropriate group and sex classification at the top of the response sheet. Please read the instructions and the forty statements very carefully. Your responses will be most valid if you do not consult with anyone, for I am seeking your thoughts only. After you have responded to each of the statements by marking the response sheet, return only the response (answer) sheet by campus mail in the envelope provided.

If you have any questions about this study, please contact either the Office of Single Student Housing (extension 495) or me (377-2805).

Please accept my sincere appreciation for your understanding, cooperation, and assistance as I attempt to complete this final hurdle. Thank you.

*The cover letter was a dittoed form.

A P P E N D I X G

SCORING SHEET

Scoring Sheet

GROUP: _____ SEX: _____ NUMBER: _____

(scale)	(sum of X)	(mean of X)	
AUTHORITY			
BUDDY			
COMPETENCE			
INTEREST			

1.	2. (neg.)	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22. (neg.)	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36. (neg.)
37.	38.	39.	40.
A =	B =	C =	I =

A P P E N D I X H

COVER LETTER FOR TEST-RETEST

Cover Letter for Test-Retest*

TO:
FROM: H. Don Fope
SUBJECT: Instrument Reliability Assistance

Thank you for your prompt cooperation in returning the survey form I sent to you last week. I sincerely appreciate your assistance.

My next step in this study is an attempt to determine how reliable or consistent the instrument is, i.e., to determine if the instrument contains statements which are consistently responded to in the same way. To do this, I must ask you to complete the survey form again, answering as much as possible in the same manner you did the first time. This is not an attempt to determine if you remember how you responded the first time or if you were serious or if you change your mind often. Instead, it is an effort to check the statements which I used.

Because I am only using fifteen people, it is important that all of the forms be returned. If you cannot participate, please contact me at 377-2805 so that I can select another person. Call me if you have any questions at all.

INSTRUCTIONS: The statements given to you on the attached sheets are the same ones to which you responded last week. Nothing at all has been changed, taken out, altered, or added. Mark your responses on the response sheet provided and return only the response sheet to me in the CAMPUS MAIL envelope provided. Your responses should indicate how you feel the statements describe an effective residence hall student assistant. Please make only one response to each item.

Once again, thank you. Perhaps I can return the favor.

Pope-R1

*The original letter was a dittoed form.

A P P E N D I X I

VALIDITY TEST INSTRUMENT

Validity Test Instrument*

ITEM VALIDITY TEST

TERMS: A = authority (the student assistant is totally in charge of his or her housing unit)
 B = buddy (the student assistant is a pal and just one of the fellows)
 C = competent (the student assistant is capable, useful, wise, and worthy of heeding)
 I = interest (the student assistant is actually and personally involved with the residents)

 MARK ONLY ONE CATEGORY FOR EACH STATEMENT:

An effective residence hall student assistant would:

1. inform the residents whenever he or she does not agree with a rule or decision. (A) (B) (C) (I)
2. know when a problem is too difficult for him or her to handle. (A) (B) (C) (I)
3. help others to understand themselves. (A) (B) (C) (I)
4. make an example of those who cause trouble. (A) (B) (C) (I)
5. keep strict "quiet hours." (A) (B) (C) (I)
6. show interest in the grades of the residents. (A) (B) (C) (I)
7. refer students to others only after he or she has attempted to help them. (A) (B) (C) (I)
- ** 8. avoid developing close personal friendships with individual residents of the housing unit. (A) (B) (C) (I)
- ** 9. support the rules, regardless of the consequences. (A) (B) (C) (I)
10. know each resident by name. (A) (B) (C) (I)
11. be worthy of the trust of the residents. (A) (B) (C) (I)
12. seek out residents who seem to have problems. (A) (B) (C) (I)

*This instrument was a dittoed form.

13. solve problems related to the physical comforts of the residents. (A) (B) (C) (I)
14. have some privileges the other residents do not have. (A) (B) (C) (I)
15. have disciplinary authority outside the residence hall. (A) (B) (C) (I)
16. demand respect from the residents of his or her housing unit. (A) (B) (C) (I)
17. be concerned with the image the housing unit presents to others. (A) (B) (C) (I)
18. keep all of the residents' personal problems confidential. (A) (B) (C) (I)
- **19. give priority to his or her studies rather than to the position of student assistant. (A) (B) (C) (I)
20. aid the residents to know and understand the rules, policies, and traditions of the residence hall. (A) (B) (C) (I)
21. expect the residents to do as he or she says. (A) (B) (C) (I)
22. strive to be accepted by all of the residents. (A) (B) (C) (I)
23. handle discipline so that everyone is treated the same. (A) (B) (C) (I)
24. feel that his or her first responsibility is to the residents. (A) (B) (C) (I)
25. be concerned with the sex education of the residents. (A) (B) (C) (I)
26. become involved whenever a resident has a problem with the police. (A) (B) (C) (I)
27. accept the invitations from the residents to attend off-campus social activities. (A) (B) (C) (I)
28. be seen by the residents as a student rather than as a staff person. (A) (B) (C) (I)
29. always uphold administrative decisions. (A) (B) (C) (I)
30. help the residents develop values and social conscience. (A) (B) (C) (I)

31. establish his or her authority early in the school term. (A) (B) (C) (I)
32. know when to look the other way. (A) (B) (C) (I)
33. respect the personal opinions of the residents at all times. (A) (B) (C) (I)
34. participate in all of the activities of the residence hall and his or her housing unit. (A) (B) (C) (I)
35. provide educational-vocational assistance for the residents. (A) (B) (C) (I)
36. be involved in all of the decisions which affect the residents of his or her housing unit. (A) (B) (C) (I)
37. be accepted more than respected by the residents.
(A) (B) (C) (I)
38. be active in training residence hall and unit officers. (A) (B) (C) (I)
39. tolerate minor disturbances within the residence hall. (A) (B) (C) (I)
40. be above-average in intelligence. (A) (B) (C) (I)

Pope-V2

A P P E N D I X J

COVER LETTER FOR VALIDATION ASSISTANCE

Cover Letter for Validation Assistance*

TO:
 FROM: H. Don Pope
 SUBJECT: Instrument Validation Assistance

Thank you for your prompt cooperation in returning the survey form I sent to you last week. I sincerely appreciate your assistance.

My next step is to attempt to determine how valid the statements are, and I would like to again ask your help. I am asking five male and five female housing administrators to participate. With this small number, it is important that all of the forms be returned. If you cannot take part in this effort, please contact me so that another person can be selected.

INSTRUCTIONS: All of the statements from the original form have been rearranged and are given to you on the attached sheets. Each of the forty (40) statements to which you have already responded fits one of four possible scales. The scales are AUTHORITY, BUDDY, COMPETENCE, and INTEREST. I am asking you to designate which scale you think each of the statements best fits. The first two scales (AUTHORITY and BUDDY) should be somewhat easier to discern than the other two (COMPETENCE and INTEREST). The COMPETENCE scale is concerned with the effective student assistant who is able, capable, active, and educative in his or her relations with the students in the housing unit. The INTEREST scale samples perceptions about the effective student assistant who is personally involved with the students and the position. Although these two categories are similar in some ways, I feel that there are some differences which should be noted (e.g., a student assistant could be competent but not interested or interested but not competent).

Please categorize each of the statements by marking the correct initial of the category to which you feel it belongs. The initials are given at the end of each statement. A brief summary of each scale is given at the top of the first page of statements.

After you have completed your responses, please return both of the attached sheets to me in the CAMPUS MAIL envelope provided. If you have any questions, don't hesitate to call me at 377-2805.

Once again, thank you. Perhaps I can return the favor.

Pope-V3

*The original letter was a dittoed form.

A P P E N D I X K
J U D G E S ' C A T E G O R I Z A T I O N O F
I T E M S I N T O S U B S C A L E S

JUDGES' CATEGORIZATION OF ITEMS INTO SUBSCALES

Original Item Number	Revised Item Number	Original Category	Judges' Categories (N = 11)	Percent Agreement
1.	36.	A	I C A I A I C I A A I	36%
2.	8.	B	I B B B B C C B B B B	73%
3.	30.	C	I I A C I C C I I I I	27%
4.	34.	I	C I A B I I B C I I I	55%
5.	29.	A	C A A A C C A C A C C	45%
6.	28.	B	C B B B B B B B B B B	91%
7.	35.	C	I C I C C I C C I C I	55%
8.	22.	I	C B B B B C B C I B B	9%
9.	16.	A	A A A A A C A C A A C	73%
10.	1.	B	B B B B B B B C B B A	82%
11.	3.	C	C I C I I C I I I C I	36%
12.	26.	I	I I C I I C B I I B C	55%
13.	31.	A	A A C A A A A C A A C	73%
14.	11.	B	C C C C C C C I C C C	0%
15.	17.	C	C I A I I I C B C I C C	45%
16.	6.	I	I I I I I I I I I I I	100%
17.	37.	A	C B B B B B B B B B B	0%
18.	24.	B	C B C I B C C I I C I	18%
19.	23.	C	C C I C C A C C A C C	73%
20.	10.	I	I I C I I C C C I I I	64%
21.	4.	A	A A A A A A A A A A A	100%
22.	9.	B	B B B B B I B B B B B	91%
23.	7.	C	A C I A C I C C I B C	45%
24.	20.	I	C C C I C C C C C I I	27%
25.	21.	A	A A A A A A A A A A A	100%
26.	32.	B	C B B B C C B C B C B	55%
27.	38.	C	I C C C I C C C C C I	73%
28.	13.	I	C I I A I I C C C I I	55%
29.	15.	A	A A A A A C A A A A A	91%
30.	39.	B	C B B B B C B C B C C	55%
31.	2.	C	C C C C C C C C C C C	100%
32.	12.	I	I I I I I I I I I I I	100%
33.	5.	A	A A A A C C A A A A A	82%
34.	18.	B	C C C C C C C C C B C	9%
35.	25.	C	I I I C I I I I I I I	9%
36.	19.	I	C I C C C C I C I C C	27%
37.	14.	A	A A A A A A A A A A A	100%
38.	27.	B	I B B B I C B I B B B	64%
39.	40.	C	C C C C C C I C C C C	91%
40.	33.	I	C I C C C C C I C C C	27%

A P P E N D I X L

TABLE OF MEANS

TABLE OF MEANS^a

Item Number	Group ^b											
	1	2	3	4	5	6	7	8	9	10	11	12
(neg.) 1.	5.93	5.53	5.73	4.80	4.87	4.83	4.00	4.40	4.20	4.91	4.93	4.92
2.	6.27	6.20	6.23	4.87	5.00	4.93	5.13	5.67	5.40	5.42	5.62	5.30
3.	4.47	4.27	4.37	5.47	4.40	4.93	6.07	4.93	5.50	5.33	4.33	4.93
4.	3.80	3.73	3.77	3.93	4.53	4.23	4.80	5.27	5.03	4.18	4.51	4.34
5.	3.87	4.53	4.20	4.93	5.33	5.13	5.73	5.73	5.73	4.84	5.20	5.02
6.	5.27	5.60	5.43	4.67	5.20	4.83	3.60	4.87	4.23	4.44	5.22	4.83
7.	4.93	4.73	4.83	5.27	5.47	5.37	4.93	5.33	5.13	5.04	5.18	5.11
8.	5.00	4.80	4.90	4.80	5.27	5.03	5.13	5.53	5.33	4.98	5.20	5.09
9.	3.67	4.13	3.90	4.07	4.93	4.50	4.13	3.60	3.87	3.96	4.22	4.09
10.	4.93	3.73	4.33	3.60	2.80	3.23	2.33	2.93	2.63	3.62	3.16	3.39
11.	5.07	4.53	4.80	5.93	6.53	6.23	5.60	5.93	5.77	5.53	5.67	5.60
12.	3.67	2.93	3.30	4.73	2.80	3.77	3.93	3.73	3.83	4.11	3.16	3.63
13.	4.73	5.33	5.03	5.47	6.20	5.83	5.27	4.87	5.07	5.16	5.47	5.31
14.	6.87	6.80	6.83	6.87	6.87	6.87	6.87	6.80	6.83	6.87	6.82	6.84
15.	5.60	5.27	5.43	5.80	6.40	6.10	6.47	6.40	6.43	5.96	6.02	5.99
16.	5.73	5.67	5.70	5.93	6.60	6.26	6.73	6.40	6.57	6.13	6.22	6.18
17.	5.00	4.67	4.83	3.00	3.60	3.30	3.60	3.33	3.47	3.87	3.87	3.87
18.	5.67	5.67	5.67	4.73	5.00	5.37	5.13	5.47	5.30	5.17	5.71	5.44
19.	5.67	6.33	6.00	5.07	6.53	5.80	5.13	4.73	4.93	5.29	5.87	5.38
20.	5.60	5.93	5.77	6.33	6.80	6.57	6.47	6.53	6.50	6.13	6.42	6.28
21.	2.67	1.73	2.20	3.33	1.73	2.53	2.60	2.20	2.40	2.87	1.89	2.38
(neg.) 22.	4.60	4.40	4.50	4.00	4.67	4.33	4.13	4.13	4.13	4.24	4.40	4.32
23.	5.67	5.60	5.63	5.60	4.47	5.03	4.40	4.20	4.30	5.22	4.76	4.99
24.	6.47	6.33	6.40	6.47	6.40	6.43	6.73	6.73	6.73	6.56	6.48	6.52
25.	4.87	4.27	4.57	4.47	3.87	4.17	4.60	3.80	4.20	4.64	3.98	4.31
26.	5.00	4.40	4.70	5.60	5.40	5.50	4.27	5.27	4.77	4.96	5.02	4.99
27.	4.60	3.93	4.27	4.40	4.73	4.57	5.27	5.80	5.53	4.76	4.82	4.79
28.	6.07	4.47	5.27	4.60	4.93	4.77	5.73	5.47	5.60	5.47	4.96	5.21
29.	1.53	1.73	1.63	3.00	2.13	2.57	2.40	1.87	2.13	2.31	1.91	2.11
30.	5.20	4.80	5.00	5.27	5.33	5.30	5.00	5.07	5.03	5.16	5.07	5.11
31.	6.40	6.07	6.23	6.20	6.73	6.47	6.67	6.73	6.70	6.42	6.51	6.47
32.	4.73	3.93	4.33	3.20	5.07	5.13	5.73	4.93	5.33	5.22	4.64	4.93
33.	4.73	5.40	5.06	5.33	4.87	5.10	5.87	4.40	5.13	5.31	4.89	5.10
34.	6.93	6.80	6.87	6.47	6.73	6.60	6.27	6.60	6.43	6.56	6.71	6.63
35.	2.93	2.53	2.73	2.87	3.80	3.33	3.33	3.93	3.63	3.04	3.42	3.23
(neg.) 36.	3.07	4.07	3.57	3.60	5.00	4.30	4.27	3.67	3.97	3.64	4.24	3.91
37.	3.67	3.53	3.60	4.73	3.87	4.30	3.47	3.40	3.43	3.96	3.60	3.78
38.	5.60	5.33	5.47	5.47	5.20	5.33	5.33	5.80	5.57	5.47	5.44	5.46
39.	5.87	4.87	5.37	6.07	5.47	5.77	5.47	5.27	5.37	5.80	5.70	5.30
40.	6.40	6.53	6.47	6.13	6.60	6.37	6.27	6.80	6.53	6.27	6.64	6.46

Means for Authority, Buddy, Competence, and Interest Subscales

Authority	4.07	4.09	4.08	4.31	4.14	4.23	4.17	3.76	3.96	4.18	4.00	4.09
Buddy	5.63	5.37	5.50	5.13	5.32	5.23	4.81	5.26	5.03	5.19	5.32	5.25
Competence	5.12	4.81	4.97	5.27	5.45	5.36	5.33	5.33	5.33	5.24	5.16	5.20
Interest	5.05	4.84	4.95	5.17	5.40	5.29	5.58	5.51	5.54	5.27	5.35	5.26

^aScoring Range: 2.00 (Strongly Agree) to 1.00 (Strongly Disagree) on each item.

^bGroup 1: Male Students (N=15) Group 7: Male Housing Administrators (N=15)
 Group 2: Female Students (N=15) Group 8: Female Housing Administrators (N=15)
 Group 3: All Students (N=30) Group 9: All Housing Administrators (N=30)
 Group 4: Male Student Assistants (N=15) Group 10: All Males (N=45)
 Group 5: Female Student Assistants (N=15) Group 11: All Females (N=45)
 Group 6: All Student Assistants (N=30) Group 12: All Respondents (N=90)

A P P E N D I X M

STANDARD ERRORS OF THE MEANS ON ITEMS AND SUBSCALES
FOR USE WITH DUNCAN'S MULTIPLE RANGE TEST

STANDARD ERRORS OF THE MEANS ON ITEMS AND SUBSCALES
FOR USE WITH DUNCAN'S MULTIPLE RANGE TEST

Statement	1:	0.3177	Statement	21:	0.2616
	2:	0.2982		22:	0.3261
	3:	0.2899		23:	0.3010
	4:	0.3232		24:	0.1264
	5:	0.3109		25:	0.2703
	6:	0.2995		26:	0.2986
	7:	0.2766		27:	0.2443
	8:	0.3328		28:	0.2120
	9:	0.3737		29:	0.2180
	10:	0.3262		30:	0.2340
	11:	0.2163		31:	0.1197
	12:	0.2813		32:	0.2559
	13:	0.2811		33:	0.2865
	14:	0.0682		34:	0.1787
	15:	0.1930		35:	0.2725
	16:	0.1427		36:	0.2843
	17:	0.3161		37:	0.3028
	18:	0.2544		38:	0.2225
	19:	0.3175		39:	0.2295
	20:	0.1687		40:	0.1543

Subscale:	Authority	1.3297
	Buddy	1.0773
	Competence	1.0285
	Interest	1.0641

Total Instrument 3.0404

VITA

Harlyn Don Pope

Candidate for the Degree of

Doctor of Education

Thesis: THE PERCEIVED ROLE OF THE UNIVERSITY RESIDENCE HALL
STUDENT ASSISTANT

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Nashville, Arkansas, on
December 16, 1938, the son of Junius Melvyn and
Odessa Roberson Pope.

Education: Graduated from Texarkana, Arkansas, High
School with an Honor Diploma in May of 1957;
graduated from Texarkana College with an Associate
of Arts degree in May of 1959; graduated from
Henderson State College in 1961, with majors in
English, social studies, and education; received
the Master of Education degree from North Texas
State University in 1964, with a major in second-
ary administration and supervision and a minor in
English; and, completed the requirements for the
Doctor of Education degree at Oklahoma State Uni-
versity in July of 1970, with a major in student
personnel and guidance.

Professional Experience: Classroom teacher of English
at Gainesville, Texas, from 1961 to 1965; Head
Resident/Counselor at Wisconsin State University -
Eau Claire from 1965 to 1966; Director of Housing
at Wisconsin State University - Eau Claire from
1966 to 1968; advisor to Interfraternity Council
and Council of Religious Organizations at Wisconsin
State University - Eau Claire from 1965 to 1967;
member and officer of Sigma Tau Gamma Fraternity;
member of Kappa Delta Pi, American Personnel and
Guidance Association, and the Association of Col-
lege and University Housing Officers; published in

ACUHO Housing Research; recipient of the Graduate
Excellence Award, Oklahoma State University, 1970.