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THE UNIVERSITY OF OKLAHOMA
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A COMPARISON OF SELECTED CHARACTERISTICS
OF EFFECTIVE RESIDENT ASSISTANTS
AT THREE LIBERAL ARTS COLLEGES

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

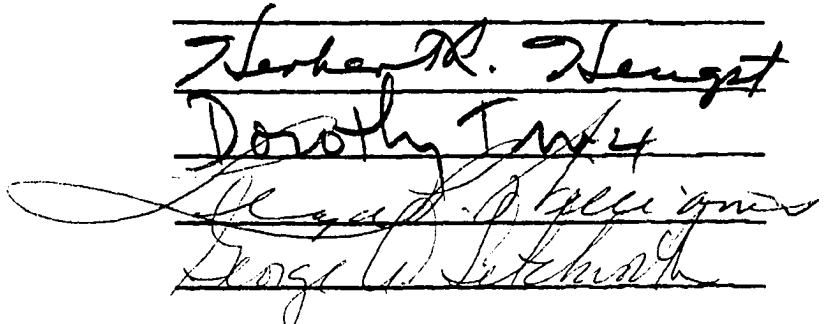
BY
RICHARD M. MOCK, JR.

Norman, Oklahoma

1972

A COMPARISON OF SELECTED CHARACTERISTICS
OF EFFECTIVE RESIDENT ASSISTANTS
AT THREE LIBERAL ARTS COLLEGES

APPROVED BY

The image shows four handwritten signatures in cursive script, each written on a set of three horizontal lines. The signatures are: 1. Herbert R. Hengst, 2. Dorothy Iny, 3. Leonard A. Higgins, and 4. George W. Sitchka.

DISSERTATION COMMITTEE

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A COMPARISON OF SELECTED CHARACTERISTICS
OF EFFECTIVE RESIDENT ASSISTANTS
AT THREE LIBERAL ARTS COLLEGES

CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

Every spring, student personnel administrators begin the annual task of selecting resident assistants, personnel assistants, resident fellows, and student counselors for their residence halls. While their titles vary from one institution to another, they are relatively untrained upperclassmen or graduate students. They are given a wide range of responsibilities, including such "policemen" functions as protecting the physical plant and controlling noise as well as such "personnel" functions as teaching study habits, referring students to personnel specialists, and facilitating the personal growth of residents. Historically, the role of the resident assistant (or R.A.) has altered with the change in the concept of the function of college housing. This concept has changed from one of housing as a shelter to a place where the student is caused to apply the theory he learns in class to his personal life and relationships. Thus the residence hall has become an extension of the classroom, and in a sense, serves as a laboratory. The resident assistant serves as the "lab assistant."

He plays a key role in implementing the program of the residence halls. The selection of effective resident assistants often determines, to a great extent, the success of a specific residence hall program.¹

Statement of the Problem

The problem of this study was to improve the resident assistant selection process by providing additional information about selected characteristics of effective resident assistants. Contemporary literature about the characteristics of effective resident assistants is limited to information which has been obtained by studies at only single institutions of higher education. This study determined whether effective resident assistants at three different liberal arts colleges have similar selected characteristics. This study provided answers to the following questions: Do institutions of higher education have different role expectations for their resident assistants? Do effective resident assistants perceive their role as having the same dimensions and orientation that their supervisors and floor residents perceive the dimensions and orientation of the resident assistant's role? Do effective resident assistants within the same institution and in different institutions have common need-dispositions which differ from the need-dispositions of the average college student? Do effective resident assistants within the same institution and in different institutions use the same leadership style?

¹Raymond O. Murphy and Angelo Ortenzi, "Use of Standardized Measurements in the Selection of Resident Hall Staff," The Journal of College Student Personnel, VII (November, 1966), p. 360.

Theoretical Framework

The study of the variables which determine administrative effectiveness is filled with various theories which attempt to explain why different administrators are effective and others are not effective. Probably one of the better known theories in educational administration has been developed by Jacob W. Getzels. His theory views administration as being a social process within the context of a social system. This social system is composed of nomothetic and idiographic dimensions. The nomothetic dimension represents the normative aspects of the social system and contains the conceptual elements of institution, role and expectation. The idiographic dimension represents the personal aspects of the social system and contains the conceptual elements of individual, personality, and need-disposition. These dimensions are conceptually independent and phenomenally interactive. Thus, the social system is divided into two components of behavior. The nomothetic dimension is conceived as arising in institutional goals and fulfilling role expectations. The idiographic dimension is conceived as arising in individual goals and fulfilling personality dispositions. The interaction between these dimensions may be represented schematically as in Figure 1.

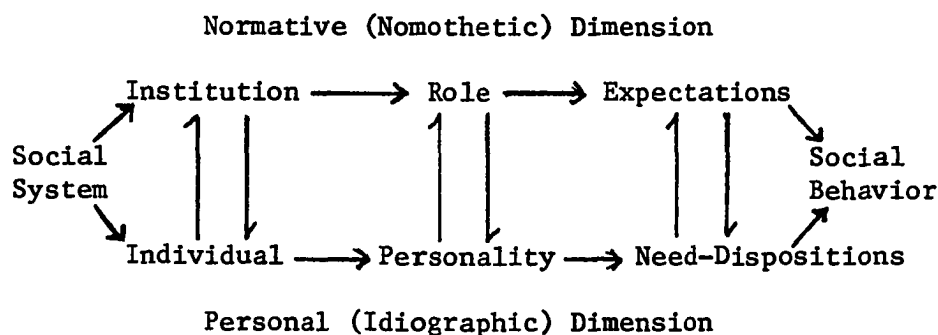


Fig. 1.--The normative and personal dimensions of social behavior.¹

Getzels interprets the previous diagram as follows:

The normative axis is shown at the top of the diagram. It consists of institution, role and role expectation, each term being the analytic unit for the term preceding it. Thus, the social system is defined by its institutions, each institution by its constituent roles, and each role by the expectations attaching to it. Similarly, the personal axis, shown at the lower portion of the diagram, consists of individual personality, and need-disposition, each term again serving as the analytic unit for the term preceding it.

A given act is conceived as deriving simultaneously from the normative and the personal dimensions, and performance in a social system as a function of the interaction between role and personality. That is to say, a social act may be understood as resulting from the individual's attempts to cope with an environment composed of patterns of expectations for his behavior in ways consistent with his own pattern of needs and dispositions. Thus he may write, by way of a shorthand notation, the general equation $B = f(R \times P)$, where B is observed behavior, R is a given institutional role defined by the expectations attaching to it, and P is the personality of the particular role incumbent defined by his need-disposition.²

As can be seen from the above statements, the social behavior of an organism within a given social system is dynamic and not static.

¹J. W. Getzels, J. M. Lipham and R. F. Campbell. Educational Administration as a Social Process. (New York: Harper and Row, 1969), p. 80.

²Ibid., pp. 80-89.

Just as this is true of the idiographic dimension of the Getzels theory, it is also true of the normative dimension. Institutions and the roles of actors within its social systems change as the values of surrounding relevant cultures change. In order for one to understand the behavior within a given social system it is necessary to understand its articulation with the culture in which it is embedded. This relationship is represented schematically in Figure 2.

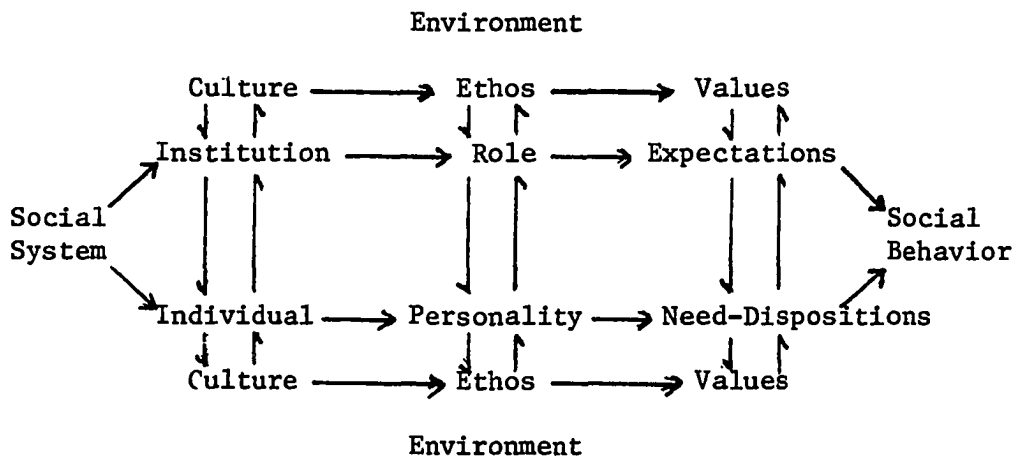


Fig. 2.--Operational model of major dimensions of social behavior.¹

Thus, as can be seen from the above diagram, both role expectations and personality dispositions must be interpreted within the context of the values held by the culture that is served by the institution.

In the Getzels model, the effectiveness, efficiency and satisfaction within a given social system must be interpreted in terms of the relationship between the role-expectations of the social system

¹Ibid., p. 106.

and need-dispositions of the actors. This relationship is represented in Figure 3.

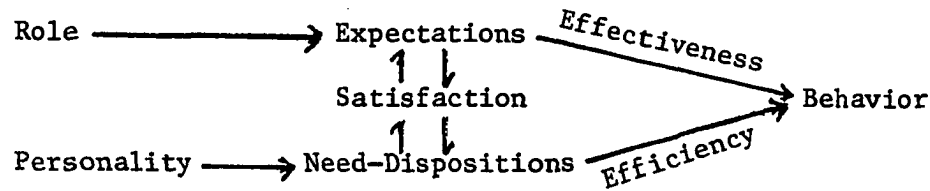


Fig. 3.--Relation of role expectations and need-dispositions to effectiveness, efficiency, and satisfaction.¹

In terms of the above diagram, effectiveness is a function of the congruence of behavior and expectations. Efficiency is a function of the congruence between behavior and need-dispositions. Satisfaction may be said to be a function between individual needs and institutional expectations. Satisfaction is a vital element in the model because an individual cannot maintain both his effectiveness and his efficiency if his personal needs are not being met through the behavior required to meet his role expectations. Since the individual has a choice of behavior to either conform to his needs or to the role expectations, either maximum effectiveness or maximum efficiency may be retained at the expense of the other. Maximum effectiveness with minimal satisfaction can be maintained for only relatively short periods since it is at an exorbitant cost in psychic energy which consequently results in intolerable frustration. In these terms, effectiveness without satisfaction is ultimately inefficient and cannot be maintained.

Thus the satisfaction level of an individual has an effect upon both his effectiveness and efficiency. In the Getzels model, the dimensions of morale may be represented schematically in Figure 4.

¹Ibid., p. 128.

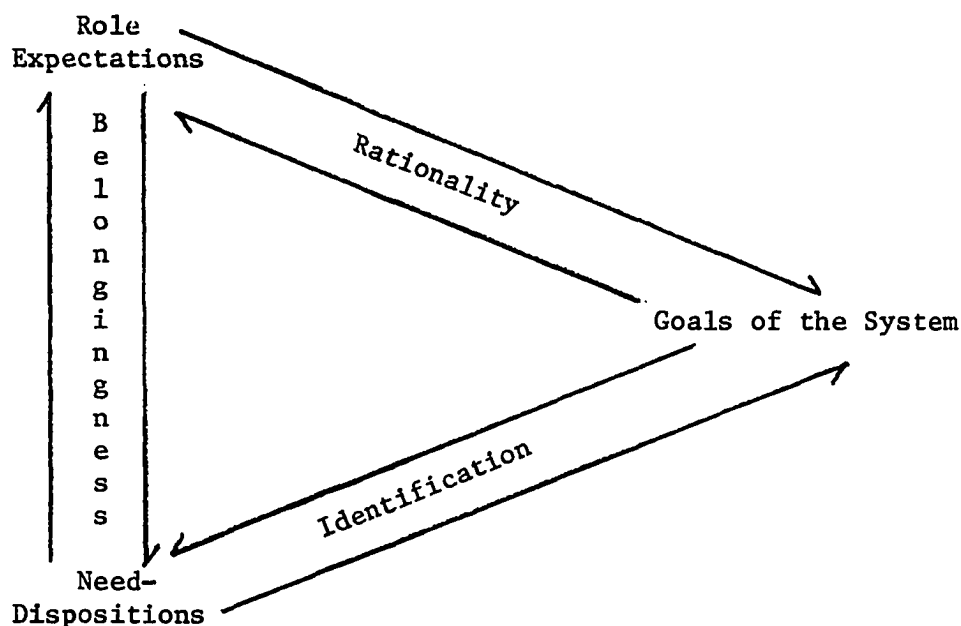


Fig. 4.--The dimensions of morale.¹

Getzels interprets the previous diagram as follows:

When the needs of the individual and the goals of the system are congruent, there is a feeling of identification with the system. When the needs of the individual and the expectations of the role-set are congruent, there is a feeling of satisfaction and belongingness in the system. When the expectations of the roles and the goals of the system are congruent, there is a feeling of rationality regarding the system.²

Thus, morale is seen as the pattern of affect underlying effectiveness, efficiency, and satisfaction.

Up to this point, the Getzels model has been described in terms of the social system and the relationship of the individual to the social system. The fact that educational administration deals essentially with social behavior in a hierarchical setting has not been discussed. In reality, social systems are composed of individuals and

¹Ibid., p. 131.

²Ibid.

are structured as a series of subordinate-superordinate role relationships. The relationships are structured as a series of interlocking superordinate-subordinate role relationships from the top of the hierarchy to the bottom of the hierarchy. An application of this model to the social system responsible for implementing the residence hall goals of a college or university would be as follows: President-Dean of Students; Dean of Students-Dean of Men or Women; Dean of Men or Women-Head Resident; Head Resident-Resident Assistant; Resident Assistant-Resident (student) of a floor. These relationships may be described in terms of four crucial variables: (1) the authority variable, that is, the source and nature of the superordination and the subordination; (2) the scope variable, that is, the range of expectations, dispositions, and facilities covered in the relationship; (3) the affectivity variable, that is, the quality of the "personal" interaction; and (4) the sanctions variable, that is, the kinds of rewards and punishments at issue in the relationship.¹

According to Getzels, the authority variable may be divided into three types: traditional, charismatic, and rational. It is the belief of Getzels that educational institutions must use the rational type of authority in their operations because the educational administrator's claim to obedience cannot be grounded in anything other than rational consideration of competence. Obviously, this is not always true because authority can be either vested or entrusted, depending on the source of

¹Talcott Parsons, "The Professions and Social Structure," Essays in Sociological Theory. (New York: Free Press, 1954), pp. 34-50, cited in Getzels, Ibid., p. 134.

the power. Vested authority resides in and emphasizes the normative or role axis of behavior; entrusted authority resides in and emphasizes the idiographic or personalistic axis of behavior.¹

The scope involves two types of interaction: functionally diffuse and functionally specific. In the functionally diffuse type of interaction the members of the dyad are intimately bound to each other in such a way that their mutual obligations are taken for granted and are in a sense limitless. In the functionally specific type the obligations are restricted to those elements in the relationship that are defined by the technical competence and the institutional status of the role incumbents. The Getzels model maintains that the requirement of functional specificity is at the very foundation of all administration based on rational authority. Its existence is critical in the educational setting where the relationship between the subordinate and the superordinate is so fraught with multiple pressures.

The affectivity variable involves two concepts, universalism or particularism. An interpersonal relationship is particularistic when the interaction between the participants is determined by what they mean to each other personally, not by the offices they occupy within the institutions. In the universalistic relationships the reverse is true. Emotional considerations are secondary to functional ones. Rights and obligations are determined on the basis of impersonal rather than personal factors. As Getzel points out:

¹Getzels, p. 136.

Two standards of affectivity seem to operate in large-scale organizations. On the one hand, top-level administration is usually divorced from direct contact with the vast majority of its personnel and administrative policies for the achievement of institutional goals are formulated in terms of universalistic criteria. On the other, these policies are implemented at lower levels in primary groups where the relations between administered and administrator are inevitably to some extent particularistic.¹

Getzels aptly describes the role of sanctions in a social system as follows:

In the framework of the present formulation of social behavior, the argument with respect to sanctions in the superordinate-subordinate relationship may be summarized as follows. Sanctions are contingent reaction patterns having positive (rewarding) or negative (punishing) characteristics as a function of the degree to which prescribed role behaviors are attained. Sanctions are either extrinsic or intrinsic: extrinsic when reliance is placed upon controls external to the person, intrinsic when reliance is placed upon controls internal to the person.²

Conceptually the polar variables with respect to each of these factors--vested versus entrusted authority, functionally diffuse versus functionally specific role relationships, universalistic versus particularistic affectivity, extrinsic versus intrinsic sanctions--may be seen as characteristic of the institutional as against the individual ideologies of social behavior.

Leadership-followership style is another element which the Getzels model considers to be a factor in considering administration as a social process. From the perspective of the Getzels model, the differences between "leading" and "administering," being "administered," and "following," is a moot question. The Getzels model maintains that to lead is to engage in an act which initiates a structure in interaction with others and to follow is to engage in an act which maintains a

¹Ibid., n. 140.

²Ibid., p. 142.

structure initiated by another. The nature of the relationship depends on the operating leadership-followership styles of the particular social system. In the Getzels model there are three types of leadership style. They are termed normative, referring to an emphasis on the institutional or role axis of behavior; personal, referring to the individual or personalistic axis of behavior; and transactional, referring to alternate emphasis on each. These three styles are represented schematically in Figure 5.

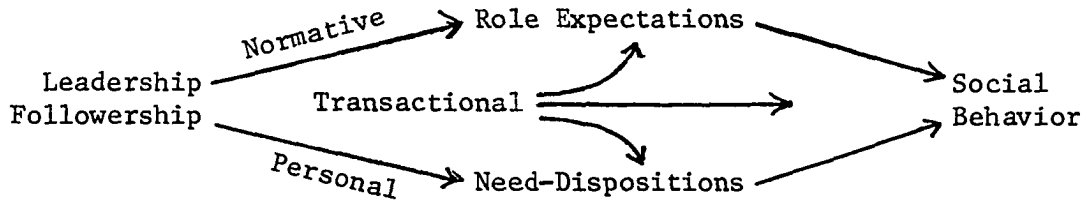


Fig. 5.--Three leadership-followership styles.¹

Getzels interprets the above diagram as follows:

The Normative Style. The normative style places emphasis on the normative dimension of behavior and accordingly on the requirements of the institution, the role, and the expectations rather than on the requirements of the individual, the personality, and the need-dispositions. In the equation $B = f(R \times P)$, P is minimized and R is maximized.

.....
The Personal Style. The personal style of leadership-followership places emphasis on the personal dimension of behavior and accordingly on the requirements of the individual, the personality, and the need-dispositions rather than on the requirements of the institution, the role, and the expectations. In the equation $B = f(R \times P)$, R is minimized and P is maximized.

.....
The Transactional Style. The transactional style calls attention to the need for moving toward one style under one set of circumstances and toward the other style under another set of circumstances. . . . The aim throughout is a thorough awareness of the limits of institutional and individual resources and demands within which administrative action must function. In the equation $B = f(R \times P)$, P and R are maximized or minimized as the situation requires.²

¹Ibid., p. 146

²Ibid., pp. 146-149.

In his discussion of these three types of leadership styles Getzels does not mean to imply that one style is better than the other. He believes that what is good or bad depends upon the application in a particular case. Neither does he mean to imply that the transactional style is a compromise between the personal and normative styles; he believes that the transactional style is a style where there is sensitivity to all types of conflicts and the appropriate behavior is used to handle the situation. The behavior of a person, using the transactional style, may vary and depends upon the requirements of each situation. Consequently, in this study, the terms "situational style" and "transactional style" were used interchangeably.

The Getzels theory of educational administration as a social process was applied to the variables of this study. Each institution of higher education is the result of felt needs within society. In the United States, the states are free to determine the educational needs within their state. As a result of this freedom, several systems of higher education have developed. Usually, the needs of the general public are met by public institutions of higher education; however, when subcultures of the general culture have wanted different needs satisfied, they formed private institutions of higher education which meet their specific needs. Thus, the United States has developed a system of public and private institutions of higher education. Since these two types of institutions have been established to meet different needs, it is obvious that the goals and expectations of the institutions are different in some respects and are related to the values of the

supporting culture or subculture. Likewise, each institution of higher education is organized to meet these goals. While the organization may vary, it is usually characterized by social systems which exist to meet particular goals of the institution. These social systems are composed of individuals who have roles that are structured in a series of superordinate-subordinate role relationships. This study was concerned with the social system, in fact a subsystem of the institution, which is responsible for implementing the residence hall goals of an institution. This social system is composed of those who live in the residence halls--the supervisors, resident assistants and students. To be specific, this study was concerned with the characteristics of the effective resident assistant. This person has role expectations which require him to exhibit certain types of behavior and need-dispositions which he must satisfy. Since the Getzels model accounts for the variables pertinent to such a study it served as an appropriate frame of reference to examine the problem of this study.

Definition of Terms

For the purpose of this study, the following terms and their definitions are presented.

1. A floor resident is a student who has resided in the same area of a residence hall for at least one academic term.
2. A supervisor is a full-time employee of the educational institution who has supervised the same residence hall for at least one academic term. He is the immediate superior of the resident assistants.

3. A resident assistant is an undergraduate or graduate student who is employed by the educational institution and who has resided in and supervised the same area of residence for at least one academic term.
4. An effective resident assistant is a hypothetical construct* which refers to one who exhibits the behavior needed for the fulfillment of his role, as that role is perceived by the institution's floor residents and supervisors. Operationally, his LBDQ-XII "Real" scores must have at least 75 per cent agreement with the LBDQ-XII "Ideal" scores of the floor residents and supervisors.
5. Role-expectations are those types of behavior perceived as being required of the resident assistant by both the floor residents and supervisors. Operationally, these types of behavior are measured by Factor I and Factor II of the LBDQ-XII Ideal instrument.
6. Need-dispositions are those psychological needs within the individual. Operationally, these needs are measured by the 15 subscales of the Edward Personal Preference Schedule.
7. A social system is that part of an educational institution which is concerned with the residential life of the students. Operationally, it is composed of supervisors, resident assistants and floor residents.
8. Idiographic orientation of a social system is a hypothetical construct* which refers to that aspect of a social system

*Generated by the Getzels model.

which represents personal and individual concerns. Operationally, this orientation is measured by Factor II of the LBDQ-XII Ideal instrument. For the purpose of this study a social system is defined as being idiographic in orientation when at least two of the social system's mean Factor II scores are greater than the social system's mean Factor I scores and the differences are significant at the .05 level of confidence.

9. Nomothetic orientation of a social system is a hypothetical construct* which refers to that aspect of a social system which represents normative and institutional concerns. Operationally, this orientation is measured by Factor I of the LBDQ-XII Ideal instrument. For the purpose of this study, a social system is defined as being nomothetic in orientation when at least two of the social system's mean Factor I scores are greater than the social system's mean Factor II scores and the differences are significant at the .05 level of confidence.
10. Situational orientation of a social system is a hypothetical construct* which refers to that social system which alternately places an emphasis on both the nomothetic and idiographic aspects of the resident assistant's role. Operationally, this orientation is measured by Factor I and Factor II of the LBDQ-XII Ideal instrument. For the purpose

*Generated by the Getzels model.

of this study, a social system is defined as being situational in orientation when there is no significant difference between the Factor I and Factor II mean scores of at least two of the social system's subgroups.

11. Normative leadership style refers to that behavior of an individual who places an emphasis on the nomothetic rather than the idiographic aspects of his role. Operationally, a resident assistant employs a normative leadership style when his mean Factor I score is greater than his mean Factor II score. The difference must be significant at the .05 level of confidence.
12. Personal leadership style refers to that behavior of an individual who places an emphasis on the idiographic rather than the nomothetic aspects of his role. Operationally, a resident assistant employs a personal leadership style when his mean Factor II score is greater than his mean Factor I score and the difference is significant at the .05 level of confidence.
13. Situational leadership style refers to that behavior of an individual who alternately places an emphasis on both the nomothetic and idiographic aspects of his role. Operationally, a resident assistant employs a situational leadership style when there is not a significant difference between his mean Factor I score and his mean Factor II score.

Summary

The goals and expectations of a college for its residence halls are implemented and reached by the resident assistants and supervisors who reside in the residence halls. A resident assistant is usually a student, and a supervisor is a full-time employee of the college. Usually, a resident assistant is responsible for the students who live on a floor of a residence hall, while a supervisor is responsible for a whole residence hall. This study was concerned with the behavior and need-dispositions of effective resident assistants.

Since American higher education is composed of many different types of institutions of higher education, Getzels' theory was used as a model for the design of this study. Getzels explains "social behavior" as interaction between two classes of phenomena. He states that institutions have certain goals and expectations that are set by the subcultures which they serve. The individuals within the institution are responsible for helping the institution reach its goals and expectations. Whether the institution is successful in meeting these goals and expectations is dependent upon how well the individual's need-dispositions are matched with his role-expectations. The orientation of an institution determines the role-expectations for its resident assistants. Three institutional orientations are possible: idiographic, nomothetic, or situational. The behavior of individuals within the institution can also be placed in the same three classifications; however, these classifications when applied to individual behavior, are called leadership styles instead of orientations.

This study was conducted in order to determine if institutional differences significantly affect the role of the resident assistant and, consequently, predetermine the need-dispositions and leadership style that a resident assistant must have and use in order to be effective at a particular institution of higher education.

CHAPTER II

SURVEY OF THE LITERATURE

Role of the Resident Assistant

The specific responsibilities of the Resident Assistant depend upon the institution in which he is employed. Some institutions continue to accept the room and board concept of housing while others partially or completely accept the student personnel point of view regarding housing. Expectations for the role of the resident assistant have been stated in a number of different ways. Hoyt and Davidson state that the role of the resident assistant is a composite of four subroles: the buddy role, the authoritarian role, the interest role and the competency role.¹ Murphy found that in institutions of higher education the main functions of residence counselors are maintaining order and control, providing personal and educational counseling, and advising residents about student government.² Crawley and Wotruba define it as one of facilitative leadership in which the cooperative approach is stressed and the monitorial and reporting aspects are minimized.³

¹Donald F. Hoyt and Alexander Davidson, "Evaluating Residence Hall Advisors," Journal of College Student Personnel, VIII (November, 1967), pp. 251-252.

²R. O. Murphy, "Administrative Practices in Utilizing Students and Staff in Residence Halls," Journal of College Student Personnel, VI, (March, 1964), pp. 109-113.

³William J. Crawley and Richard Wotruba, "A Sociometric Questionnaire as a Guide to Select Resident Assistants." Paper read at APGA National Convention, Dallas, Texas, 1967.

Greenleaf sees the resident advisor role as one of creating an environment within the hall which will enhance and accommodate the behavior modifications and growth of the college student educationally, socially, and culturally.¹ Boothroyd found that resident assistants are charged with fulfilling both task and social-emotional responsibilities on their particular floors which usually housed from twenty-five to thirty-five undergraduates. Their task role was basically characterized as that of facilitating good study habits through enforcing quiet hours, controlling student behavior through discipline, setting a personal example of disciplined studiousness. Their social-emotional role was characterized as facilitating social interaction, individual and group satisfaction, and being available for informal counseling of floor residents.² Thus, in terms of the Getzels model, the role expectations for resident assistants at a specific institution either maximize or minimize the idiographic or normative dimensions. Pope found that in one institution there were significant differences in the perceptions of the role of resident assistants. While he did not find any significant differences of role perception between the sexes, he did find significant differences between housing administrators, resident assistants, and student residents. While all of the groups agreed with the basic concept that the resident assistant should be a "buddy," the students tended to perceive the

¹Elizabeth Greenleaf, Undergraduate Students as Members of the Residence Hall Staff, (Bloomington, Indiana: Bloomington-Central Printing, 1967).

²Gregory W. Boothroyd, "An Exploratory Investigation into some Characteristics Associated with High and Low Rated Resident Advisors" (unpublished doctoral dissertation, University of Michigan, 1970), p. 2.

resident assistant as more of a buddy than did the housing administrators. On the "competence" subscale, students differed significantly from both student assistants and housing administrators. The students did not feel that the student assistant needed to be as competent as the student assistants and the housing administrators felt that they should be. On the "interest" subscale, the students again differed significantly from both student assistants and housing administrators. The housing administrators felt that student assistants should show a great deal of interest in the needs and problems of the students while the students did not. The student assistants were ranked, on this subscale, almost equidistant between the other two groups. Pope did not find any significant difference between the groups on the "authority" subscale.¹ Thus, in terms of the Getzels model, even in specific institutions there may be conflicts in the perceptions of the role of the resident assistant.

Characteristics of Effective Resident Assistants

Gonyea and Warman found that the ideal resident assistant should be extremely motivated to help and understand people, moderately dominant and achievement motivated, not very autonomous, and definitely not exhibitionistic.² Biggs found that effective resident assistants were able to choose between duty and popularity. They tended to endorse

¹Harlyn D. Pope, "The Perceived Role of the University Residence Hall Student Assistant" (unpublished doctoral dissertation, Oklahoma State University, 1970), pp. 78-84.

²George G. Gonyea and Roy E. Warman, "Differential Perceptions of the Student Dormitory Counselor's Role," Personnel and Guidance Journal, XLI, (December, 1962), pp. 350-355.

"activity" type job roles as opposed to "power" type job roles. They were able to maintain psychological distance when interpersonal differences occurred and they were positive in their attitude toward adults, people in authority and powerful people.¹ Powell, Plyer, Dickson, and McClellan maintain that regardless of situational differences, effective resident assistants possess some common personal characteristics. These characteristics are: sensitivity, genuineness, empathy, flexibility, maturity, and self-confidence.² Yarbrough and Cooper, in 1963, reported that the resident assistant must be mature enough to recognize the responsibility of his position. They stated further that he also must have previous leadership experience in group living, camp counseling, or student government, and that he should have a pleasing personality and appearance.³ Sims found that the relationship between teaching aptitude, as measured by the Teaching Judgment Test and the Teacher Adaptability Test, and success as an advisor is slight and that personality, as measured by the Bernreuter Personality Inventory, does not appear to be related to the success of an advisor. He did find that certain personal history facts did appear to be related to the success

¹Donald A. Biggs, "Selecting Residence Counselors--Job Viewpoints and Interpersonal Attitudes," Journal of College Student Personnel, XII, (March, 1971), pp. 111-115.

²John R. Powell, Samuel A. Plyer, Barbara A. Dickson, and Stephen D. McClellan, The Personnel Assistant in College Residence Halls (Boston: Houghton-Mifflin Co., 1969), pp. 38-47

³John M. Yarbrough and Mrs. Robert A. Cooper, "The Present Day Resident Assistance Program," The Journal of College Student Personnel, IV (June, 1963), p. 247.

of advisors. Some of these were (1) parent's discipline, (2) size of high school, (3) offices held in clubs and social organizations, (4) ability to make friends, and (5) interests.¹

Kidd found that peers hold an image of effective resident assistants as being (1) friendly, cooperative, and pleasant; (2) intelligent; (3) responsible; (4) mature and respected; (5) considerate; (6) moral; and (7) quiet.²

Murphy and Ortenzi found in a four-year analysis of resident assistants at Pennsylvania State College that age (23-25), plus superior scholarship, tends to discriminate successful from unsuccessful resident assistants.³

Boothroyd found that high ranked resident assistants are significantly more social-emotional oriented and task oriented than low ranked resident advisors. He did not find any significant differences on primary personality factors between high and low ranked resident advisors. Neither did he find any significant personality differences between identically ranked groups of male and female resident advisors. There were no significant differences on biographic, demographic, and attitudinal variables between high and low ranked resident advisors.⁴

¹Frank J. Sims, "The Development of a Basis for the Selection of Resident Advisors at the Pennsylvania State College," as cited in Abstracts of Doctoral Dissertations, Pennsylvania State College, College Park, XIV (1951), pp. 308-313.

²John W. Kidd, "Positive and Negative Leadership Traits in a College Men's Residence Hall," The North Central Association Quarterly, XXIX, Number 4 (April, 1955), pp. 360-362.

³Murphy and Ortenzi, pp. 360-363.

⁴Boothroyd, Ibid.

Peterson found similar scores on the "mf" scale of the MMPI between floor residents and effective resident assistants.¹ Bodden and Walsh found that the Self-Control Scale of the Adjective Check List was able to predict resident assistant effectiveness.² R. T. Wotruba and Newell Van Pelt found that effective resident assistants scored higher on the Achievement, Order, Intraception, and Dominance scales of the Edwards Personal Preference Schedule and lower on the Exhibition, Succorance and Agression scales of the EPPS. However, they found conflicting results with the Nurturance scale of the EPPS; Wotruba found that effective resident assistants scored higher and Van Pelt found no difference between effective and ineffective resident assistants.^{3,4} Wotruba also found that effective resident assistants tended to score high on the Intuition, Feeling and Perception scales of the Myers-Briggs Type Indicator and ineffective resident assistants tended to score high on the Sensing, Thinking, and Judgment scales of the Myers-Briggs Type Indicator.⁵ However, Schroeder and Dowse failed to find any significant

¹Martha E. Peterson, "An Evaluation of the Relationship Between Test Data and Success as a Resident Hall Counselor" (unpublished doctoral dissertation, University of Kansas, 1959), p. 13.

²Jack L. Bodden and W. Bruce Walsh, (unpublished study, Ohio State University, August, 1967), pp. 7-10.

³Newell Van Pelt, "A Study of the Edwards Personal Preference Schedule as Related to Residence Hall Counseling Success," Student Housing Research, May, 1969.

⁴R. T. Wotruba, (unpublished study, Holy Cross College, March, 1968), pp. 15-16.

⁵Ibid.

differences between effective and ineffective resident assistants on the EPPS.¹ Wyrick found that the Warmth scale of the Truax Scales was most frequently associated with resident assistant effectiveness.²

Evaluation of Resident Assistants

A review of student personnel literature indicates that the need to evaluate resident assistants has been recognized for a long time.

Williamson says:

No program can continue to develop in step with increases in knowledge without evaluation. It is the mark of an effective program and of effective staff work when personnel workers are interested in constant evaluation of their efforts.³

Arbuckle maintains that evaluation is not only a matter of professional ethics but also a professional responsibility which cannot be neglected.⁴ However, as Wrenn indicates, "All too frequently the student personnel worker does nothing about research and evaluation."⁵ Since the resident assistant is a vital part of any student personnel program, it is essential that his work be evaluated. However, as Sims indicated in 1951:

¹P. Schroeder and E. Dowse, "Selection, Function, and Assessment of Residence Hall Counselors," The Personnel and Guidance Journal, 47 (October, 1968), pp. 151-156.

²Tom J. Wyrick, "A Study of the Relationship between Ratings on the Truax and Corkhuff Scales and Effectiveness as a Resident Assistant as Measured by the Duncan Resident Advisor Evaluation Scale" (unpublished doctoral dissertation, University of Arkansas, August, 1969).

³E. G. Williamson, "Student Residences: Shelter or Education?" Personnel and Guidance Journal, XLI (1958), pp. 369-397.

⁴D. S. Arbuckle, Student Personnel Services in Higher Education (New York: McGraw-Hill, 1953), p. 84.

⁵C. C. Wrenn, Student Personnel Work in College (New York: The Ronald Press, 1951), p. 27.

The results of a study by Sifford revealed that few colleges and universities have any real method of evaluating their progress or the work of their counselors.¹

Even though twenty years have passed since Sims made his observation, Boothroyd found that there has not been any substantial change in the dearth of evaluative studies of resident assistants.² The problem seems to lie in the methodology of evaluation. In other words, the moot point seems to be that of determining who should do the evaluating. The arguments range from having supervisors rate the resident assistants, to having resident assistants rate resident assistants, to having the students rate resident assistants.

Discussing supervisor ratings, Sifford feels that it is essential to include the ratings of supervisors in any evaluation.³ On the other hand, Cronbach says it is extremely difficult to state if, in a given situation, ratings by supervisors will be valid measures of performance.⁴ Greenleaf believes that evaluation by an immediate supervisor can provide learning experiences, build self-confidence, and provide for high morale of staff.⁵ Guthrie and O'Neill maintain that

¹F. J. Sims, "The Development of a Basis for the Selection of Resident Assistants at the Pennsylvania State College" (unpublished doctoral dissertation, Pennsylvania State College, 1951), p. 48.

²Boothroyd, p. 27.

³C. Sifford, "Measuring the Effectiveness of Residence Hall Counseling," College and University Business, VI (1963), pp. 12-13.

⁴L. J. Cronbach, Essentials of Psychological Testing (New York: Harper & Row, 1960), p. 37.

⁵E. Greenleaf, Undergraduate Students as Members of the Residence Hall Staff (Bloomington, Indiana: Bloomcraft-Central Printing, 1967), p. 96.

assessment techniques for resident advisors should involve the collected opinions of the staff.¹ Cunnigim contends that resident advisors are effective when there is continuous supervisory evaluation of their effectiveness as resident advisors and of the residence program as a whole.²

Several persons feel that the opinions of fellow role-incumbents or peers are essential in the evaluation of resident assistants. Ohlsen strongly encourages the use of peer ratings as part of the resident assistant evaluation process.³ Roadman recommends the use of peer ratings and mentions the widespread use of such a method in the military service.⁴ Cronbach claims that in many situations, ratings by peers give more useful information than ratings by supervisors. Even where ratings by supervisors are available and dependable, the peer ratings cover a different aspect of personality. Cronbach suggests that whereas only one or two supervisors know a subject well, ten to thirty raters may give information when ratings in a dormitory are collected.⁵

The concept of having the residents on a corridor or floor rate their resident assistant is mentioned by several individuals. Gonyea and Warman consider it necessary to include the perceptions of students

¹G. M. Guthrie and W. W. O'Neill, "Effects of Dormitory Counseling on Academic Achievement," Personnel and Guidance Journal, XL (1953), pp. 350-355.

²M. L. Cunnigim, "Dormitory Counseling in Selected Colleges and Universities which Utilize Undergraduate Women Counselors" (unpublished doctoral dissertation, Northwestern University, 1958), p. 14.

³M. D. Ohlsen, "Evaluation of Dormitory Counselors' Services," Education and Psychological Measurement, XI (1951), pp. 419-426.

⁴H. Roadman, "An Industrial Use of Peer Rating," Journal of Applied Psychology, XLVIII (1964), pp. 211-214.

⁵Cronbach, Ibid.

in assessing resident assistant performance.¹ Duncan favors student evaluations over supervisor evaluations because the latter are too often obtained by means of a "free written" supervisory rating which does not reflect individual or specific areas of strengths and/or weaknesses. In addition, Duncan contends that the limited contact which the supervisor has with the resident advisor presumably makes a total evaluation less valid than is the case for floor residents who have constant daily contact with resident assistants.² Kilbourn says that one of the most significant persons to the undergraduate student is the resident assistant and implies that staff effectiveness is determined by the expectations of the students.³ Gilbert and Fairchild concur that student perceptions and expectations of resident assistants' effectiveness must be taken into consideration when any evaluation of their performance is undertaken.^{4,5}

¹G. D. Gonyea and R. Warman, "Differential Perceptions of the Student Dormitory Counselor's Role," Personnel and Guidance Journal, XL (1962), pp. 350-355.

²James P. Duncan, "A Rating Scale for Student Evaluation of Resident Hall Counselors," Personnel and Guidance Journal, XLV (1967), pp. 452-454.

³D. W. Kilbourn, "Residence Hall Assistants Can Help Set the Academic Tone," College and University Business, XXXV (1964), p. 55.

⁴W. M. Gilbert, "How to Go About the Process of Evaluating Student Personnel Work," Education and Psychological Measurement, X (1950), pp. 521-530.

⁵E. Fairchild, "Evaluating Residence Halls Through Trifocals," Journal of College Student Personnel, IV (1963), pp. 171-176.

Need for the Study

Given the above discussion about who should evaluate the residence hall assistant, it becomes easier to understand why some of the research concerning the characteristics of effective and ineffective resident assistants is often contradictory. The effective and ineffective resident assistant has often been defined in terms of all three sets of expectations--the supervisor, fellow resident assistants and the floor residents. Most of the cited research has attempted to isolate the characteristics of effective and ineffective resident assistants in terms of obvious traits or variables. With the exception of Boothroyd, none of the research has taken into account the leadership behavior of the resident assistant. Also, even Boothroyd did not take into account the variable of institutional orientation and the fact that different social systems may have different role expectations for the resident assistant. Consequently, it seemed reasonable to assume that there was a need for wider research which was based upon a comprehensive theory of administration which considered the effect of different social systems' expectations and whether the need-dispositions and leadership styles of effective resident assistants were affected by these differences. The Getzels theory provided a model which does consider these variables.

Summary

The role of the resident assistant has changed as the concept of college housing has changed from one of a place where students are housed and fed to one where housing has an educational function as well

as a shelter function. Some colleges continue to accept the room and board concept; in these colleges, the resident assistant is viewed as a monitor or policeman. Other colleges either partially or completely accept the student personnel point of view regarding housing; in these institutions, the resident assistant's role is viewed as being one of facilitative leadership which stresses cooperation and minimizes the reporting and monitorial function. However, even within the same institution, the role of the resident assistant can be perceived differently by administrators, floor residents and resident assistants.

Part of the difficulty regarding past research has been semantic. The meaning of the term "effective resident assistant" is dependent upon the role expectations of a specific college and whether the user of the term is a student, resident assistant, supervisor, or administrator. Just as the term "effective resident assistant" is a semantic problem, the question of who should evaluate the resident assistant is also a problem. Everyone agrees that the resident assistant should be evaluated. However, there is little agreement regarding who should do the evaluating. Some researchers believe that only supervisors should evaluate the resident assistants. Others believe that only the floor residents can effectively evaluate the resident assistant. Still others believe that it should be a peer evaluation with resident assistants evaluating fellow resident assistants. In addition to these extreme positions, other personnel workers believe that various combinations of the above groups should evaluate resident assistants.

A review of student personnel literature reveals that, as of this date, no one has considered the variable of institutional difference

and its affect upon the characteristics of the effective resident assistant. Therefore, this study attempted to resolve the semantic conflict by determining what the role expectations of the effective resident assistant are considered to be at three liberal arts colleges. This study considered the behavior of the effective resident assistant as perceived by the supervisor and floor residents. Whether the need-dispositions of effective resident assistants vary according to their institutional expectations is also considered in this study.

CHAPTER III

DESIGN OF THE STUDY

Introduction

In Chapter I, the nature of the problem was discussed in terms of the Getzels theory that educational administration is a social process. It was determined in Chapter II that the contemporary research about the characteristics of effective resident assistants is limited to information which has been obtained by studies at single institutions of higher education. As a result of the information presented in the preceding chapters, the following questions were generated: Do institutions of higher education have different role expectations for their resident assistants? Do effective resident assistants perceive their role as having the same dimensions and orientation that their supervisors and floor residents perceive the dimensions and orientation of the resident assistant's role? Do effective resident assistants within the same institution and in different institutions have common need-dispositions which differ from the need-dispositions of the average college student? Do effective resident assistants within the same institution and in different institutions use the same leadership style?

Elements of the Problem

The major portion of this study was to determine the orientation of the social systems and the leadership style associated with the

behavior of their effective resident assistants. The second portion of the study was to determine the need-dispositions or need patterns of effective resident assistants. The difference or lack of difference between the idiographic and nomothetic dimensions was used to determine the orientation of a social system or the leadership style of a resident assistant.

It was believed that the data would indicate that the different institutions have different orientations regarding their role-expectations for resident assistants; that effective resident assistants would use the situational leadership style.

Data Sources

Colleges

According to Getzels' theory, the orientation of a social system should vary according to the subculture in which it is embedded and/or serves. In order to meet the requirements of the Getzels model it was necessary that the selected institutions be different in terms of their goals and expectations. Since private institutions have been established to meet the specific goals of subcultures, it was reasonable to assume that the public institutions have been established to meet the goals of the general culture. Thus, it seemed reasonable to assume that the sample should include both private and public liberal arts colleges. The College Blue Book was used to select twelve public and nineteen private colleges in the states of Missouri and Oklahoma. These colleges are listed in Appendix A. It was determined by an inspection of published information that there were differences among the student life

regulations of the colleges that the resident assistants were expected to enforce. These differences were in the areas of drinking off-campus, nude pin-ups, church attendance, and visitation of coeds in the residence hall rooms. It was also determined, by interviews with student personnel workers, that there were differences among the colleges in terms of the quality of training given the respective residence hall staff.

In addition to the model requirement that the colleges be different in their goals and expectations of the residence hall program, the design required that the selected colleges have an on-going resident assistant program that had twelve to fifteen male resident assistants in it. One private college and two public colleges were selected because they were different and met the design requirements. A comparison of the differences among selected characteristics of these three colleges is presented in Figure 6.

Characteristics	College A	College B	College C
Is drinking allowed off-campus?	No	Yes	Yes
Is church attendance expected?	Yes	No	No
Are nude pin-ups permitted as decorations?	No	Yes	Yes
Is any form of coed visitation allowed?	No	No	Yes
Does the residence hall staff receive training by persons with professional student personnel degrees?	No	No	Yes

Fig. 6.--Comparison of the Colleges in the Study
According to Selected Characteristics

College A is a private, church related, liberal arts, four-year college. It is coeducational and has an enrollment of 1,500 to 2,000 students. It is accredited by the North Central Association of Colleges and Secondary Schools.

College B is a public, liberal arts, four-year college. It is coeducational and has an enrollment of 2,500 to 3,000 students. It is accredited by the North Central Association of Colleges and Secondary Schools.

College C is a public, liberal arts, four-year college located in a different state than College B. It is coeducational and has an enrollment of 8,500 to 9,000 students. It is accredited by the North Central Association of Colleges and Secondary Schools.

Personnel

The researcher next considered the personnel from each social system which should be included in the study. In order to meet the requirements of the model, it was necessary to have all three groups of the social systems included in the study. Because of the small number of supervisors and resident assistants in each social system, every supervisor and resident assistant who met all of the criteria for the previously defined positions were included in the original sample. The size of the floor resident sample needed to determine a valid index score of the resident assistant's leadership style was also considered as a pertinent criterion. Halpin suggests:

A minimum of four respondents per leader is desirable, and additional respondents beyond ten do not increase significantly the stability of the index scores. Six or seven respondents per leader would be a good standard.¹

Using this as a guide, seven floor residents were chosen to evaluate each resident assistant. Even though this number was approaching the maximum, the attrition of subjects was anticipated in the original number.

Instruments Used in Data Collection

The major instrument selected for collecting the data to be used in determining the leadership style and role expectations of the resident assistants was the Leader Behavior Description Questionnaire Form XII. This instrument has been used in previous research to establish leadership style. Brown used the LBDQ-XII to study the types of leadership associated with education. He was able to isolate two major types of factors. Factor I (System orientation) and Factor II (Person orientation).² Brown further states:

Factor I--behavior that responds to the needs of the school as the apersonalized system with its own goals, themes and institutional existence, and Factor II--behavior that responds to the idiosyncratic personnel and professional needs of fellow human beings on the staff--can be understood partly in terms of Getzels' nomothetic and idiographic dimensions of the school as a social system.³

¹A. W. Halpin and B. J. Winer, "A Fractional Study of the Leader Behavior Descriptions," in Leader Behavior: Its Description and Measurement, ed. by A. E. Coons and R. M. Stogdill (Columbus: The Ohio State University, Bureau of Business Research, Monograph No. 88, 1957), pp. 116-184.

²Alan F. Brown, "Reactions to Leadership," Educational and Administration Quarterly, LVI (1968), pp. 62-73.

³Ibid., p. 69.

Two forms of the questionnaire were used: the Leader Behavior Description Questionnaire (Ideal) XII, (hereinafter referred to as LBDQ-XII-I), and the Leader Behavior Description Questionnaire (Real) XII, (hereinafter referred to as LBDQ-XII-R). The LBDQ-XII-R contains 100 items which describe a specific way in which a leader may behave. It measures observed behavior. The LBDQ-XII-I contains exactly the same 100 items as the LBDQ-XII-R, only the directions of administration are different. With the LBDQ-R the subject is asked to describe the behavior of the leader being studied, but with the LBDQ-XII-I the subject is asked to indicate how he thinks the leader ought to behave. The LBDQ-XII-I is constructed to measure expected rather than observed behavior.

The reliability and validity of the LBDQ-XII are reported in the manual of administration. Halpin and his associates list the test-retest reliability of the LBDQ-XII as ranging from .891 to .788 with the type of subscale and the homogeneity of the sample as the criteria causing the fluctuation. The validity of the LBDQ-XII is listed as ranging from .631 to .722 when correlated with the Adjective Check List as a criterion variable.¹

The instrument chosen for the isolation and measurement of the need-dispositions of the resident assistants was the Edwards Personal Preference Schedule (hereinafter referred to as EPPS). The EPPS purports to measure fifteen personality variables which have their origin within the need-system of the individual. These fifteen variables are as follows:

¹Halpin, pp. 116-184

1. Achievement (ach)
2. Deference (def)
3. Order (ord)
4. Exhibition (exh)
5. Autonomy (aut)
6. Affiliation (aff)
7. Intraception (int)
8. Succorance (suc)
9. Dominance (dom)
10. Abasement (aba)
11. Nurturance (nur)
12. Change (chg)
13. Endurance (end)
14. Heterosexuality (het)
15. Aggression (agg)

The reliability of the EPPS based on a test-retest administration ranges from .74 for Achievement to .88 for Abasement. The validity of the EPPS when compared with the measures of the Guilford-Martin Personnel Inventory (hereinafter referred to as GMPI), ranged from .21 Deference (EPPS) with Cooperativeness (GMPI) to .51 Aggression (EPPS) with Agreeableness (GMPI).¹

Procedure for Collecting Data

The resident assistants of the three participating institutions comprised the initial population from which the actual study samples were chosen. Not all of the resident assistants at each institution were included in this study because of one or more of the following reasons:

- (1) they had not been a resident assistant for at least one academic term;
- (2) they did not complete and return either a LBDQ-XII-I or EPPS; and (3)
- enough of their floor residents did not complete and return the LBDQ-XII-I

¹Allen L. Edwards, Manual of Administration for the Edwards Personal Preference Schedule (New York: The Psychological Corporation, 1959), pp. 11-15.

or LBDQ-XII-R. Consequently, the following number of resident assistants were included in the study: College A--thirteen; College B--fourteen; and College C--ten.

At each institution the supervisors, resident assistants, and seven randomly selected floor residents were asked by either the Dean of Men or the Assistant Dean of Men to attend a meeting which would help the institution improve the resident assistant selection process. Separate meetings were held on each campus for supervisors, resident assistants and floor residents. At these meetings, the researcher briefly explained the purpose of the meeting and requested each group's participation. (See Appendix B). The supervisors were asked to complete an LBDQ-XII-I and an LBDQ-XII-R for each of their resident assistants. The resident assistants were asked to complete an LBDQ-XII-I and the EPPS. The floor residents were asked to complete an LBDQ-XII-R for their resident assistants. In all three institutions it was necessary for the researcher to individually contact some students who did not attend the meeting. The number of participants selected and the number who participated in the study is shown in Table 1.

TABLE 1

NUMBER OF PERSONS SELECTED TO BE PARTICIPANTS
AND THE NUMBER OF PERSONS WHO PARTICIPATED
BY INSTITUTION AND GROUP

Group		College A	College B	College C	Totals
Supervisors	Selected	3	4	4	11
	Participated	3	4	3	10
Resident Assistants	Selected	13	14	14	41
	Participated	13	14	10	37
Students	Selected	91	98	98	287
	Participated	57	71	47	175

Processing of the Data

After all of the data had been collected, they were processed in one of two locations. The Edwards Personal Preference Schedules were scored by National Computer Systems, Inc., Minneapolis, Minnesota. The raw scores for each scale of the EPPS were converted to T scores by NCS. National college norms were used in converting the raw scores into T scores. The completed LBDQ-XII answer sheets were machine read and the answers punched into IBM cards at Central State University in Edmond, Oklahoma. The Merrick Computer Center at the University of Oklahoma drew up a program which read the IBM cards and scored them according to the LBDQ-XII Manual of Administration. However, instead of totaling the scores into twelve different scales, the twelve scales were combined to form the two scales which were previously identified as Factor I and Factor II by Brown. The maximum score possible on each scale was 250.

Hypotheses

The above data were used to test the relationships described in Chapters I and II. Each relationship was stated in terms of a null hypothesis. The following null hypotheses were developed:

Hypothesis 1.--There are no significant differences among the idiographic-nomothetic* orientations of the participating social systems.

Hypothesis 2.--There are no significant differences in the idiographic-nomothetic* orientations of effective resident assistants and their social system.

Hypothesis 3.--There are no significant differences among the leadership styles of effective resident assistants from the same social system.

Hypothesis 4.--There are no significant differences among the leadership styles of effective resident assistants from the different social systems.

Hypothesis 5.--There are no significant differences among the need-dispositions of effective resident assistants and the average college student.

Hypothesis 6.--There are no significant differences among the need-dispositions of effective resident assistants from the different social systems.

Analysis of the Data

The first part of the analysis, testing hypothesis 1, dealt with determining the orientation of each social system. This was accomplished

*Idiographic-nomothetic is used as defined by the Getzels theory.

by calculating each group's mean and standard deviation for Factor I and Factor II. The means of Factor I and Factor II were compared in order to determine if a significant difference did exist between them. Just as separate means were calculated for each group's Factor I and Factor II scores, separate standard deviations were calculated for each mean. The standard deviation scores were used as measures of variability. Differences between the means were tested for significance by using the t-test for independent measures. The following formula was used:¹

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

$$df = (N_1 + N_2) - 2$$

The resulting t statistic was used to determine if the difference was significant at the .05 level of confidence. The resulting information was then used to determine the orientation of the group according to previously defined terms.

Hypothesis 2 was tested by using the same procedure that was used for hypothesis 1.

Hypothesis 3 was tested by using the same procedure that was used for hypothesis 1; however, once the resident assistant's leadership style was determined, the probability of obtaining the specific values for the situational leadership style was calculated for each group. The following

¹George A. Ferguson, Statistical Analysis in Psychology and Education (New York: McGraw-Hill, 1966), pp. 171-172.

formula was used:¹

$$P = \frac{N!}{X! p^X q^{N-X}}$$

Hypothesis 4 was tested by putting those effective resident assistants, regardless of their social system, with similar leadership styles into the same group. The chi square goodness-of-fit test was used to determine if a significant number of effective resident assistants used the situational leadership style rather than the normative leadership style. The following formula was used:²

$$\chi^2 = \frac{(O-E)^2}{E}$$

$$df = N-1$$

Hypothesis 5 was tested by comparing the mean T score of each group of effective resident assistants to the mean T score of the group of college students used by the publishers to standardize the EPPS. Differences between the means were tested for significance by using a t-test for comparing a sample mean to a theoretical μ . The following formula was used:³

$$t = \frac{\bar{X} - \mu}{s \sqrt{N}}$$

$$df = N - 1$$

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956), pp. 36-37.

²Ibid., pp. 42-43.

³Ferguson, pp. 153-156.

Hypothesis 6 was tested by examining the variance between groups of effective resident assistants by using the T scores of each group. Differences between the means of all possible pairs of groups for each EPPS scale were tested for significance by using a t-test for independent measures. The following formula was used:¹

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{S^2 \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

df = (N₁ + N₂) - 2

Assumptions of the Study

For the purposes of this study, the following assumptions were made:

1. The Getzels model of educational administration as a social process can be applied to the variables of this study. Each institution of higher education is the result of felt needs within society. In the United States, the states are free to determine the educational needs within their state. As a result of this freedom, several systems of higher education have developed. Usually, the needs of the general public are met by public institutions of higher education; however, when sub-cultures of the general culture have wanted different needs satisfied, they have formed private institutions of higher education which meet their specific needs. Thus, the United States has developed a system of public and private institutions of higher education. Since these two types of

¹Ibid., pp. 167-169.

institutions have been established to meet different needs, it is obvious that the goals and expectations of the institutions are different in some respects and are related to the values of the supporting culture or sub-culture. Likewise, each institution of higher education is organized to meet these goals. While the organization may vary it is usually characterized by social systems which exist to meet particular goals of the institution. These social systems are composed of individuals which have roles that are structured in a series of superordinate-subordinate role relationships. The problem of this study was concerned with the social system, in fact a subsystem of the institution, which is responsible for implementing the residence hall goals of an institution. This social system is composed of those who live in the residence halls--the supervisors, resident assistants, and students. To be specific, this study was concerned with the characteristics of the effective resident assistant. This person has role expectations which require him to exhibit certain types of behavior and need-dispositions which he must satisfy. Since the Getzels model accounts for the variables pertinent to such a study, it seemed reasonable to assume that for the purposes of this study it would serve as an appropriate frame of reference.

2. That role expectations can be isolated and measured with the Ideal version of the Leader Behavior Description Questionnaire Form XII. For the purposes of this study, this assumption seemed reasonable to make because the LBDQ-XII is a standardized instrument whose reliability and validity has been established since its publication in 1962. Brown confirmed its appropriateness for use in this type of study when he performed a two-factor verimax rotation and found that the two factors accounted

for 76 per cent of the total test variance.¹ These two factors were identified by Brown as being similar to Getzels' nomothetic and idiographic dimensions.²

3. That leadership style can be isolated and measured with the Real version of the Leader Behavior Description Questionnaire Form XII. The same reasons which have been given for assumption number 2 apply to this assumption because the LBDQ-XII-R contains the same 100 items as the LBDQ-XII-I. The only difference is in the instructions given to the subjects.

Limitations of the Study

This study was limited to the study of residence hall social systems at three liberal arts colleges in the states of Missouri and Oklahoma. Of these three institutions, one is a private, church-related college and the other two are public institutions. The private college was selected from a population of nineteen private colleges and the two public colleges were selected from a population of twelve public colleges. The selection of these colleges for inclusion in the study was based on the following delimiting factors in the Getzels' model and research design of this study:

1. The colleges must serve different subcultures of the general American culture.
2. They must have an on-going residence hall program which has from twelve to fifteen male resident assistants employed.
3. The resident assistant must have specific responsibility for a particular group of men.

Another delimiting factor of this study was only selected characteristics of the effective resident assistants were studied.

¹Brown, p. 68.

²Ibid., p. 69.

Summary

The manner in which the problem was studied has been presented in this chapter. The elements of the problem were identified as the orientations of the social systems within each college, need-dispositions of effective resident assistants, and leadership styles of effective resident assistants. The sources of the data were identified as supervisors, resident assistants, and randomly selected floor residents at each college. The supervisors were asked to complete an LBDQ-XII-I and to evaluate each resident assistant under their supervision by completing an LBDQ-XII-R. The resident assistants were asked to complete an LBDQ-XII-I and an EPPS. Floor residents were asked to complete an LBDQ-XII-I and to evaluate their own resident assistant by completing an LBDQ-XII-R.

The six hypotheses dealing with the relations between the various elements of the problem mentioned above were also stated in this chapter. The methods of processing the raw data, testing and statistically analyzing the stated hypotheses were described. The basic approach was to determine the orientation of each residence hall social system by determining if the difference between the idiographic and nomothetic dimensions was significant. The same approach was used to determine the leadership style of the effective resident assistants.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter is concerned with the statistical analysis of the problem as stated in Chapter I and with testing the hypotheses stated in Chapter III of this study.

Testing the Hypotheses

Hypothesis 1: "There are no significant differences among the idiographic-nomothetic orientations of the participating social systems."

The null form of the hypothesis was tested using the LBDQ-XII-I mean scores in Table 2. The differences between the means of Factor I and Factor II for each group within each college were examined.

The statistical significance of the differences are reported in Table 3. The t-test for independent measures was used to compare the difference between the mean scores of Factor I and Factor II for each group. The indicated orientation of each group is also presented in Table 3.

Findings

The College A supervisors' calculated t-statistic with 4 degrees of freedom exceeded the table value of 2.776 at the .05 level of confidence. Therefore, they were found to be nomothetic in orientation. The College A resident assistants calculated t-statistic with 22 degrees of

TABLE 2

MEANS AND STANDARD DEVIATIONS FOR FACTOR I
AND FACTOR II IDEAL DIMENSION SCORES
BY GROUP WITHIN EACH INSTITUTION

Group		College A Factors		College B Factors		College C Factors	
		I	II	I	II	I	II
Supervisors	M	230.000	193.000	245.250	198.750	238.666	210.333
	SD	12.165	19.000	20.934	10.436	20.502	3.214
Resident Assistants	M	219.916	181.916	214.285	178.500	214.100	181.000
	SD	18.332	15.576	17.817	13.432	9.780	8.050
Students	M	213.210	183.436	220.225	183.436	214.340	182.829
	SD	18.720	11.909	20.919	17.037	22.400	12.375

TABLE 3

T RATIOS OF DIFFERENCE BETWEEN MEANS OF FACTOR I AND FACTOR II
IDEAL DIMENSION SCORES AND ORIENTATION BY GROUP
WITHIN EACH INSTITUTION

Group	College A	College B	College C
Supervisors	3.0746 ^a Nomothetic	3.8034 ^b Nomothetic	2.3647 Situational
Resident Assistant	5.4755 ^c Nomothetic	6.2188 ^c Nomothetic	8.2544 ^c Nomothetic
Students	10.1952 ^c Nomothetic	12.1818 ^c Nomothetic	8.4480 ^c Nomothetic

Notes:

t-test for independent measures used.

^aSignificant at the .05 level of confidence.

^bSignificant at the .01 level of confidence.

^cSignificant at the .001 level of confidence.

freedom exceeded the table value of 3.792 at the .001 level of confidence. They were found to be nomothetic in orientation. The College A students' calculated t-statistic with 112 degrees of freedom exceeded the table value of 3.373 at the .001 level of confidence. They were found to be nomothetic. Since all three groups in the College A social system were found to be nomothetic in orientation, it was concluded that for the purposes of this study the College A social system was nomothetic in orientation.

The College B supervisors' calculated t-statistic with 6 degrees of freedom exceeded the table value of 2.447 at the .05 level of confidence. They were found to be nomothetic in orientation. The College B resident assistants' calculated t-statistic with 26 degrees of freedom exceeded the table value of 3.707 at the .001 level of confidence. They were found to be nomothetic in orientation. The College B students' calculated t-statistic with 140 degrees of freedom exceeded the table value of 3.291 at the .001 level of confidence. They were also found to be nomothetic in orientation. Since all three groups in the College B social system were found to be nomothetic in orientation, it was concluded that for the purposes of this study the College B social system was nomothetic in orientation.

The College C supervisors' calculated t-statistic with 4 degrees of freedom did not exceed the table value of 2.776 at the .05 level of confidence. They were found to be situational in orientation. The College C resident assistants' calculated t-statistic with 18 degrees of freedom exceeded the table value of 3.922 at the .001 level of confidence. They were found to be nomothetic in orientation. The College C students'

calculated t-statistic with 92 degrees of freedom exceeded the table value of 3.373 at the .001 level of confidence. They were found to be nomothetic in orientation. Even though only two of the three groups in the College C social system were found to be nomothetic in orientation, it was concluded, by definition, that for the purposes of this study the College C social system was nomothetic in orientation.

Because all three social systems were found to be nomothetic in orientation, it was necessary to accept the null hypothesis.

Hypothesis 2: "There are no significant differences in the idiographic-nomothetic orientations of effective resident assistants and their social system."

The means of Factor I and II for the supervisors and students of each social system were presented in Table 3. The additional data which are necessary to test this hypothesis are presented in Table 4. The differences between the means of the effective resident assistants were also examined and the statistical significance of the differences is to be found in Table 4. The t-test for independent measures was used to compare the differences between the means of Factor I and Factor II for each group. The indicated orientation for each group is also presented in Table 5.

Findings

The findings for the supervisors and students of each social system as presented in the findings for hypothesis one are applicable for this hypothesis.

The calculated t-statistic for the effective resident assistants of College A with 16 degrees of freedom exceeded the table value of 4.015

TABLE 4

MEANS AND STANDARD DEVIATIONS FOR FACTOR I AND FACTOR II
IDEAL DIMENSION SCORES OF EFFECTIVE RESIDENT
ASSISTANTS BY INSTITUTION

	College A		College B		College C	
	Factors		Factors		Factors	
	I	II	I	II	I	II
M	223.500	187.500	221.750	180.250	215.000	181.833
SD	15.784	10.657	11.907	9.192	7.798	8.796

TABLE 5

T RATIOS OF DIFFERENCES BETWEEN MEANS OF FACTOR I AND FACTOR II
IDEAL DIMENSION SCORES AND INDICATED ORIENTATION OF
EFFECTIVE RESIDENT ASSISTANTS BY INSTITUTION

	College A	College B	College C
Effective Resident Assistants	5.3467 ^a Nomothetic	7.7137 ^a Nomothetic	6.9116 ^a Nomothetic

Notes:

t-test for independent measures used.

^aSignificant at the .001 level of confidence.

at the .001 level of confidence. For the purpose of this study, they were found to be nomothetic in orientation. The calculated t-statistic for the effective resident assistants of College B with 147 degrees of freedom exceeded the table value of 4.140 at the .001 level of confidence. For the purpose of this study, they were found to be nomothetic in orientation. The calculated t-statistic for the effective resident assistant of College C with 10 degrees freedom exceeded the table value of 4.587 at

the .001 level of confidence. They were found to be nomothetic in orientation.

Because all three social systems were found to be nomothetic in orientation and all three groups of effective resident assistants were found to be nomothetic in orientation, it was necessary to accept the null hypothesis.

Hypothesis 3: "There are no significant differences among the leadership styles of effective resident assistants from the same social system."

Before the null form of the hypothesis could be tested it was necessary to examine the LBDQ-XII-R mean scores of Factor I and Factor II for each effective resident assistant. These mean scores are in Table 6. The statistical significance of the differences and the indicated leadership style for each effective resident assistant is in Table 7. The t-test for independent measures was used to compare the differences between the mean scores of Factor I and Factor II. The null form of the hypothesis was tested by determining the probability of obtaining the identical number of situational leadership styles for each group of effective resident assistants. Table 8 shows the number of effective resident assistants which used the same leadership style. Table 9 indicates the probability of obtaining the indicated number of situational leadership styles in each group. The binomial expansion test was used to determine the probabilities.

TABLE 6

MEANS AND STANDARD DEVIATIONS FOR FACTOR I AND FACTOR II
 REAL SCORES OF EFFECTIVE RESIDENT
 ASSISTANTS BY INSTITUTION

	College A Factors		College B Factors		College C Factors	
	I	II	I	II	I	II
	R.A. #1		R.A. #1		R.A. #1	
M	167.250	141.000	207.750	166.000	207.750	184.500
SD	57.714	22.345	28.123	9.416	29.702	12.151
	R.A. #4		R.A. #2		R.A. #4	
M	159.950	141.250	174.500	138.833	170.666	159.500
SD	29.848	15.649	24.484	38.805	20.480	19.796
	R.A. #5		R.A. #3		R.A. #5	
M	180.500	176.250	182.333	165.000	189.000	167.250
SD	16.278	24.390	29.248	21.614	26.956	12.093
	R.A. #6		R.A. #5		R.A. #7	
M	189.750	159.500	199.400	153.400	177.500	137.250
SD	41.875	24.200	33.381	23.670	30.226	33.708
	R.A. #7		R.A. #6		R.A. #9	
M	166.000	151.000	201.500	180.500	164.250	158.000
SD	30.471	26.134	19.570	7.895	30.226	8.679
	R.A. #9		R.A. #11		R.A. #10	
M	196.500	166.333	190.000	161.250	213.250	177.250
SD	25.327	8.164	30.692	19.956	26.512	20.950
	R.A. #10		R.A. #13			
M	167.750	166.000	192.666	156.000		
SD	36.123	21.150	36.598	28.340		
	R.A. #12		R.A. #14			
M	172.000	160.250	181.500	148.250		
SD	17.616	7.549	18.138	17.969		
	R.A. #13					
M	181.500	163.750				
SD	43.216	22.231				

TABLE 7

T RATIO OF DIFFERENCE BETWEEN MEANS OF FACTOR I AND FACTOR II
 REAL SCORES AND LEADERSHIP STYLES OF EFFECTIVE
 RESIDENT ASSISTANTS BY INSTITUTION

	College A	College B	College C
	R.A. #1 0.8483 Situational	R.A. #1 2.8154 ^a Nomothetic	R.A. #3 1.4490 Situational
	R.A. #4 1.0503 Situational	R.A. #2 2.3109 Situational	R.A. #4 0.9602 Situational
	R.A. #5 0.2898 Situational	R.A. #3 1.1674 Situational	R.A. #5 2.2527 Situational
	R.A. #6 2.1928 Situational	R.A. #5 2.5132 ^a Nomothetic	R.A. #7 1.7780 Situational
Effective Resident Assistants	R.A. #7 0.8353 Situational	R.A. #6 1.9903 Situational	R.A. #9 0.3753 Situational
	R.A. #9 2.7767 ^a Nomothetic	R.A. #11 1.5706 Situational	R.A. #10 2.1308 Situational
	R.A. #10 0.0836 Situational	R.A. #13 1.9403 Situational	
	R.A. #12 1.2783 Situational	R.A. #14 2.6046 ^a Nomothetic	
	R.A. #13 0.7304 Situational		

Notes:

t-test for independent measures used.

^aSignificant at the .05 level of confidence.

TABLE 8

LEADERSHIP STYLES OF EFFECTIVE RESIDENT ASSISTANTS BY INSTITUTION

	College A	College B	College C	Total
Normative	1	3	0	4
Situational	8	5	6	19
Personal	0	0	0	0
Total	9	8	6	34

TABLE 9

PROBABILITY OF OBTAINING INDICATED NUMBER OF SITUATIONAL LEADERSHIP STYLES BY INSTITUTION

College A	College B	College C
0.0001 ^a	0.0681	0.0014 ^a

Notes:

The binominal expansion test was used.

^aSignificant at the .01 level of confidence

Findings

The calculated t-statistic for College A effective resident assistants numbered 1, 4, 5, 6, 10, 12, and 13, with 6 degrees of freedom, failed to exceed the table value of 2.447 at the .05 level of confidence. The calculated t-statistic for College A resident assistant number 7, with 10 degrees of freedom, failed to exceed the table value of 2.228 at the .05 level of confidence. The calculated t-statistic for College A resident

assistant number 9, with 10 degrees of freedom, exceeded the table value of 2.306 at the .05 level of confidence. For the purpose of this study, it was found that eight of the nine effective resident assistants at College A used the situational leadership style and that one used the normative leadership style. The probability of this occurring by chance is .0001.

The calculated t-statistic for College B effective resident assistants numbered 2, 3, 6, 11, 13, and 14, with 10, 10, 6, 6, 10, and 6 respective degrees of freedom, failed to exceed the respective table values of 2.228, 2.228, 2.447, 2.228 and 2.447 at the .05 level of confidence. The calculated t-statistic for the resident assistants at College B numbered 1, 5, and 14, with 6, 8, and 6 respective degrees of freedom, exceeded the respective table values of 2.447, 2.306 and 2.447 at the .05 level of confidence. For the purpose of this study, it was found that five of the eight effective resident assistants at College B used the situational leadership style and that three used the normative style. The probability of this occurring by chance is 0.0681.

The calculated t-statistic for the effective resident assistants at College C numbered 3, 4, 5, 7, 9, and 10, with 6, 10, 6, 6, 6, and 6 respective degrees of freedom, failed to exceed the respective table values of 2.447, 2.228, 2.447, 2.447 and 2.447 at the .05 level of confidence. For the purpose of this study, it was found that all of the six effective resident assistants used the situational leadership style. The probability of this occurring by chance is 0.0014. Consequently, it was not possible to accept the null hypothesis.

Hypothesis 4: "There are no significant differences among the leadership styles of effective resident assistants from the different social systems."

Before the null hypothesis could be tested it was necessary to examine the data that has been presented in Tables 5, 6, 7, and 8. The null form of the hypothesis was tested by determining whether the indicated number of situational leadership styles was significantly different from the indicated number of normative leadership styles that were used by effective resident assistants. The chi square goodness-of-fit test was used to determine the significance.

Findings

The findings presented for hypothesis 3 are applicable for this hypothesis. As indicated in Table 8, nineteen of the twenty-three effective resident assistants used the situational leadership style. Four of the twenty-three effective resident assistants used the normative leadership style. None of the twenty-three effective resident assistants used the personal leadership style. A chi square goodness-of-fit test was made using this data. The resulting chi square with 2 degrees of freedom was 26.168. This exceeded the table value of 13.82 at the .001 level of confidence. The null hypothesis was rejected.

Hypothesis 5: "There are no significant differences among the need-dispositions of effective resident assistants and the average college student."

The null form of the hypothesis was tested using the means which are presented in Table 10. The difference between the mean scores for

TABLE 10

EDWARDS PERSONAL PREFERENCE SCHEDULE T MEANS OF EFFECTIVE
RESIDENT ASSISTANTS BY INSTITUTIONS
AND BY NEED-DISPOSITION

Need-Disposition	College A	College B	College C
Achievement	49.888	36.286	45.667
Deference	51.778	47.857	43.000
Order	51.333	51.287	43.833
Exhibition	48.111	48.714	50.000
Autonomy	52.667	53.857	44.000
Affiliation	46.667	53.429	55.167
Intracception	54.778	51.857	57.833
Succorance	50.000	47.429	53.667
Dominance	49.444	49.286	50.333
Abasement	53.889	53.286	46.000
Nurturance	51.000	48.847	55.500
Change	50.444	43.429	49.667
Endurance	53.555	52.000	55.000
Heterosexuality	48.778	48.857	52.833
Aggression	42.444	54.571	43.166

each scale and μ were examined. The statistical significance of the difference is found in Table 11. The t-test for comparing a sample mean to a theoretical μ was used to determine whether the difference was significant.

TABLE 11

T RATIOS OF DIFFERENCES BETWEEN EPPS T MEANS OF
EFFECTIVE RESIDENT ASSISTANTS AND U BY
INSTITUTION AND NEED-DISPOSITION

Need-Disposition	College A	College B	College C
Achievement	0.0336	3.8784 ^a	1.0612
Deference	0.5334	0.6061	1.7144
Order	0.3999	0.3640	1.5104
Exhibition	0.5668	0.3636	0.0000
Autonomy	0.8002	1.0905	1.4696
Affiliation	1.0000	0.9697	1.2655
Intraception	1.4335	0.5252	1.9184
Succorance	0.0000	0.7271	0.8981
Dominance	0.1668	0.2019	0.0816
Abasement	1.1668	0.9293	0.9797
Nurturance	0.3000	0.3232	1.3470
Change	0.1332	1.8583	0.0815
Endurance	1.0666	0.5656	1.2246
Heterosexuality	0.3666	0.3232	0.6939
Aggression	2.2670	1.2927	1.6738

Notes:

t-test for comparing a sample mean to a theoretical μ was used.

^aSignificant at the .01 level of confidence.

Findings

None of the fifteen calculated t-statistics for the effective resident assistants of College A exceeded the table value of 2.306 at the .05 level of confidence with 8 degrees of freedom.

Fourteen of the fifteen calculated t-statistics for the effective resident assistants of College B failed to exceed the table value of 2.365 at the .05 level of confidence with 7 degrees of freedom. The calculated t-statistic for the Achievement scale did exceed the table value of 3.499 at the .01 level of confidence with 7 degrees of freedom. This indicated that the achievement need-disposition of the effective resident assistants at College B was significantly lower than the average college student.

None of the fifteen calculated t-statistics for the effective resident assistants at College C exceeded the table value of 2.571 at the .05 level of confidence with 5 degrees of freedom.

The null hypothesis was accepted.

Hypothesis 6: "There are no significant differences among the need-dispositions of effective resident assistants from the different social systems."

The null form of the hypothesis was tested by comparing the mean scores for each need-disposition with all possible pairs of institutions. The t-test for independent measures was used to determine if the difference were significant. The statistical significance of the difference is presented in Table 12.

TABLE 12

T RATIOS OF DIFFERENCES BETWEEN INSTITUTIONAL EPPS
T MEANS BY NEED-DISPOSITION AND ALL
POSSIBLE PAIRS OF INSTITUTIONS

Need-Disposition	Colleges A-B	Colleges A-C	Colleges B-C
Achievement	2.6988 ^b	0.8007	1.6847
Deference	0.7744	1.6647	0.6927
Order	0.0091	1.4223	1.3387
Exhibition	0.1197	0.3582	0.2309
Autonomy	0.2363	1.6436	1.7703
Affiliation	1.1434	1.4223	0.3121
Intracception	0.4548	0.5795	1.0733
Succorance	0.5102	0.6954	1.1203
Dominance	0.0276	0.1686	0.1881
Abasement	0.1195	1.4959	1.3085
Nurturance	0.4252	0.8534	1.1930
Change	1.3919	0.1475	1.1202
Endurance	0.3085	0.2740	0.5388
Heterosexuality	0.0158	0.7691	0.7141
Aggression	2.4062 ^a	0.1369	2.0483

Notes:

t-test for independent measures used

^aSignificant at the .05 level of confidence

^bSignificant at the .02 level of confidence

Findings

The differences between thirteen need-dispositions of the effective resident assistants of College A and College B failed to exceed the table value of 2.131 at the .05 level of confidence with 15 degrees of freedom. The Achievement need-disposition difference between College A and College B effective resident assistants exceeded the table value of 2.602 at the .02 level of confidence with 15 degrees of freedom. This indicates that the effective resident assistants of College B have a lower need-disposition for achievement than the effective resident assistants of College A. The Aggression need-disposition difference between College A exceeded the table value of 2.131 at the .05 level of confidence with 15 degrees of freedom. This indicates that the effective resident assistants of College B have a higher aggression need-disposition than the effective resident assistants of College A.

The differences between the fifteen need-dispositions of the effective resident assistants of College A and College C failed to exceed the table value of 2.160 at the .05 level of confidence with 13 degrees of freedom.

The differences between the fifteen need-dispositions of the effective resident assistants of College B and College C failed to exceed the table value of 2.179 at the .05 level of confidence with 12 degrees of freedom.

The null hypothesis was accepted.

Summary

This chapter was devoted to the statistical testing of the six hypotheses which were formulated to determine significant relationships between the basic elements of the problem as stated in Chapter III. All of the hypotheses were stated in null form. Some of these hypotheses concern relationships within each college rather than among the different colleges. Consequently, it was necessary to reach conclusions about these hypotheses in terms of the groups which composed the hypotheses.

Hypothesis 1: "There are no significant differences among the idiographic-nomothetic orientations of the participating social systems." This hypothesis was accepted because all three residence hall social systems were found to be nomothetic in their orientation toward the role of the resident assistant.

Hypothesis 2: "There are no significant differences in the idiographic-nomothetic orientations of effective resident assistants and their social systems." This hypothesis was accepted because all three social systems and all three groups of effective resident assistants were found to be nomothetic in their orientation toward the role of the resident assistant.

Hypothesis 3: "There are no significant differences among the leadership styles of effective resident assistants from the same social system." This hypothesis for the College A effective resident assistants was rejected because a significant number of them used the situational leadership style. This hypothesis for the College B effective resident assistants was accepted because a significant number of them did not use

the situational leadership style. This hypothesis for the College C effective resident assistants was not accepted because a significant number of them used the situational leadership style.

Hypothesis 4: "There are no significant differences among the leadership styles of effective resident assistants from the different social systems." This hypothesis was not accepted because a significant number of the effective resident assistants used the situational leadership style instead of the normative or personal leadership styles.

Hypothesis 5: "There are no significant differences among the need-dispositions of effective resident assistants and the average college student." This hypothesis was accepted because only one of the forty-five t-tests used to test this hypothesis showed a significant difference between the need-dispositions of the effective resident assistant and the average college student.

Hypothesis 6: "There are no significant differences among the need-dispositions of effective resident assistants from the different social systems." The data generated by the statistical analysis of the differences between the need-dispositions of effective resident assistants at College A and College B failed to show any significant differences. The same results were obtained when the need-dispositions of effective resident assistants at College B and College C were compared. Therefore, this hypothesis about these two pairs of colleges was accepted. When the differences between the need-dispositions of effective resident assistants at College A and College B were compared, significant differences were found with two of the need-dispositions--Achievement and Aggression. No significant differences were found between the other thirteen need-

dispositions of effective resident assistants at College A and College B. Therefore, it was not possible to accept this hypothesis about this pair of colleges (College A and College B).

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The research described in this study involved the sampling of supervisors, resident assistants, and floor residents in the men's residence halls of three liberal arts colleges which were selected because of the different clienteles that they served. One college was private, church-related and emphasized spiritual goals for its residence hall program. The other two colleges were public institutions in two different states. Since prior research concerning the characteristics of effective resident assistants was limited to single institutions, it was thought that this approach would contribute additional information about the role expectations of resident assistants that might explain some of the contradictory results that came from the earlier studies. It was thought that different types of institutions of higher education might have different role expectations for their respective resident assistants. Thus, this study attempted to determine the orientation of each institution studied and whether this orientation caused the leadership styles of effective resident assistants to vary in terms of the role expectations of their respective institutions. Another purpose of this study was to determine if the need-dispositions of effective resident assistants

differed from the average college student population and among themselves. The remainder of this chapter reviews the results of this study and presents the conclusions which can be made with the data which this study generated.

Summary of Findings

While all of the subgroups of each social system agreed that the resident assistant did have some idiographic expectations that he should meet, the nomothetic expectations were perceived as being significantly more important than the idiographic expectations. The only exception to this perspective was the supervisory staff at College C. They viewed the nomothetic and idiographic expectations as being equally important; however, their belief was not shared by the resident assistants and floor residents of their halls.

Effective resident assistants at College A and College B agreed with their fellow resident assistants, floor residents, and supervisors in their perception of the resident assistant's role as being nomothetic in orientation. At College C the effective resident assistants agreed with their fellow resident assistants and floor residents in their perception of the resident assistant's role as being nomothetic in orientation. However, they disagreed with their supervisors who perceived the resident assistant's role as being situational rather than nomothetic.

Effective resident assistants used the situational leadership style of behavior even though they and the other groups of their social system, except for the College C supervisors, perceived the behavior of the Ideal resident assistant to be nomothetic in orientation.

The effective resident assistants at College B were the only ones to have a need-disposition that was significantly different from the mean score for the same need-disposition for college age students. This need-disposition was the one labeled as "Achievement" on the EPPS. The College B effective resident assistant's mean score was significantly lower than the standardized mean score for the college student population. With this exception, it was found that the need-dispositions of effective resident assistants at College A, College B and College C are not significantly different from the average college student population.

While there were two significant differences between the achievement and aggression need-disposition of the effective resident assistants of College A and College B, these differences did not occur with the other pairing of College A and College C or College B and College C. Since only the achievement score of College B effective resident assistants was significantly lower than the national mean score, it was found that there are no significant differences among the need-dispositions of effective resident assistants from the different social systems.

Conclusions

The Getzels model of educational administration as a social process was used as the theoretical framework for this study. Consequently, the conclusions reached in this study shall be discussed in terms of the Getzels model. While the Getzels model was correct in theorizing that the three colleges would have different goals and serve different sub-cultures, the data generated by this study did not find that these differences affected the role expectations for the resident assistants in the

different social systems. Regardless of the institution in which they were employed, the nomothetic aspects of their role were perceived as being significantly more important than the idiographic expectations. In terms of the general equation $B = f(R \times P)$, the behavior of the Ideal resident assistant at all three institutions was perceived as being of the normative style which places emphasis on the requirements and role expectations of the institution (R) rather than on the personality and need-dispositions of the individual (P). Consequently, even though the rules that they enforced were different, they were still primarily viewed as being enforcers of rules, with little authority to consider the situation or needs of the floor residents as individuals or as a group. The only exception to this perspective of the resident assistant's role was the supervisory staff of College C. They did not perceive any significant difference between the idiographic and nomothetic aspects of the role of the resident assistant. In terms of the equation $B = f(R \times P)$, they felt that R and P should be maximized or minimized as the situation required.

According to the Getzels model, the leadership style of an effective person should match the type system in which he finds himself. Thus, an effective resident assistant in a nomothetic institution would use the normative leadership style because his role is affected by the universal variable and not by the particular variable. His role expectations are set by impersonal rather than by personal factors. Since all three of the colleges involved in this study were found to be nomothetic in orientation, one would expect to find a significant number of the effective resident assistants using the normative leadership style. However, the data generated by this study do not support this expectation. The data indicate

that a significant number of effective resident assistants, regardless of the orientation of their social system, employ the situational leadership style. This conclusion still agrees with Getzels because he also believes that educational institutions should use the rational type of authority in their operations. This rational use of authority allows for the competence variable and, thus, the resident assistant is allowed to use that behavior which is appropriate to the situation. This conclusion agrees with Boothroyd. He found that high ranked resident assistants were significantly more social-emotional oriented and task oriented than low ranked resident assistants.

The Getzels model theorizes that the need-dispositions of the role incumbents should be compatible with the role expectations. If they are not compatible, effectiveness can be maintained for only a short period of time. Therefore, it was expected that the effective resident assistants at each institution would have common need-dispositions that were different from the college student population and the other groups of effective resident assistants. The data generated by this study did not support this expectation. Instead, it was found that only one need-disposition of one group of effective resident assistants was significantly different from the mean score for college age students. With this exception, it is concluded that the need-dispositions of effective resident assistants at these three colleges are not significantly different from the average college student population.

Since all three colleges were found to be nomothetic in orientation, one would not expect to find any significant differences. These significant differences were found between the effective resident

assistants of College A and College B. Significant differences did not occur with the other pairings of College A and College C or College B and College C. Since only the achievement score of College B effective resident assistants was significantly lower than the national mean for college students, it is concluded that there are no significant differences among the need-dispositions of effective resident assistants from the different social systems.

Implications

This portion of Chapter V is concerned with speculative statements based on further deductions from the findings and conclusions of the study. It is interesting to note that only one of the nine subgroups perceived the resident assistant's role as being situational in nature. This subgroup was the supervisory staff at College C. It was also the only supervisory staff which had received training from persons with student personnel degrees. While this study did not consider the variable of quality and the type of staff training, it is possible that this variable might have more effect on the role expectations for the resident assistant than the subcultures which the institutions serve. However, even if this proved to be true, the professional training of the College C supervisory staff did not affect the resident assistants and the floor residents of College C because they perceived the role of the resident assistant to be nomothetic in orientation. It is also interesting to note that the resident assistants and floor residents of all three colleges saw a more significant difference between the idiographic-nomothetic aspects of the resident assistant's role than the supervisors. While it is encouraging

to note that most of the supervisors in this study view the resident assistant as more than a monitor or policeman, it is discouraging to note that this is not the case with the floor residents and even the effective resident assistants.

This study found that effective resident assistants used the situational leadership style even though they were expected to use the normative leadership style. As noted above, even the effective resident assistants thought their behavior should be normative in nature. This conflict between the Ideal expectations and Real evaluations of resident assistants' behavior gives rise to several questions which this study did not anticipate or answer. These questions are: (1) Are the floor residents really aware of administrative expectations for the resident assistant? (2) Do the resident assistants correctly perceive the expectations that the floor residents and supervisors have for their behavior? (3) Are effective resident assistants aware of their behavior or are they reacting to situations as they occur? If effective resident assistants do react to situations without conscious thought about the appropriateness of their behavior, then they are practicing an "art" and not a "profession."

Recommendations

Because of the findings, conclusions and implications presented in this chapter, the following recommendations are made: (1) Efforts should be made to better inform the resident assistants of their role expectations as perceived by their supervisors. (2) Efforts should be made to better acquaint the floor residents with the functions of the resident assistant as perceived by the supervisors.

Because of the findings, conclusions and implications presented in this chapter, the following recommendations related to future research are made: (1) This study should be replicated at these institutions and at other institutions. One variable that should be considered in selecting other institutions is the professional credentials of the residence hall supervisor and/or higher housing administrators. (2) The behavior of effective resident assistants should continue to be studied. (3) Student personnel workers should continue to develop and refine research tools that will enable them to learn more about the behavior of effective resident assistants and their role. Perhaps, other professions should be considered and their methods of selecting, training, and evaluating employees should be studied. Business administration has begun to use computer games to select, train, and evaluate present and future executives. The true educator and scholar seeks truth and knowledge from all sources.

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APPENDIX A
TOTAL COLLEGE POPULATION

Private Colleges

Oklahoma

Bartlesville Wesleyan College
 Bethany Nazarene College
 Oklahoma Baptist University
 Oklahoma Christian College

Oklahoma City University
 Oral Roberts University
 Phillips University

Missouri

Avila College
 Central Methodist College
 Culver-Stockton College
 Drury College
 Evangel College
 Lindenwood College

Missouri Valley College
 Park College
 Rockhurst College
 Southwest Baptist College
 Tarkio College
 William Jewell College

Public Colleges

Oklahoma

Central State University
 East Central State College
 Northeastern State College

Southeastern State College
 Northwestern State College
 Southwestern State College

Missouri

Central Missouri State College
 Northeast Missouri State College
 Southeast Missouri State College

Southwest Missouri State College
 Northwest Missouri State College

APPENDIX B

GENERAL INTRODUCTION AND DIRECTIONS

General Introduction

First of all, I would like to introduce myself. I am Dick Mock and I am a graduate student at the University of Oklahoma. I am currently working on my dissertation and would like to ask for your help. The topic of my dissertation is about the behavior of resident assistants. I will be going to two other colleges and also asking for their help. As a result of my study, I hope to be able to improve the resident assistant selection process here at _____ College. However, anything that you tell me will be kept in confidence. Dean _____ will only receive some generalized statements and recommendations that will not identify anyone. The computer and I will be the only one and "thing" that will know what you have said. Are you willing to help me? Good. Then let's begin.

Instructions for LBDQ-I

Please read the front page of the blue questionnaire that is in front of you. However, please substitute the words "Resident Assistant" for the word "Supervisor." After you have finished reading the front page, please turn the page and read the directions. Now, instead of marking your answers on the blue booklet, mark your answers on the IBM answer sheet. A = 1; B = 2; C = 3; D = 4; and E = 5. Notice that I have written these equations on the blackboard. Also, notice that on the IBM answer sheet the rows go across the page and not down. Now, please print your name by the space for name. Print the name of your resident assistant and the name of your residence hall. Print the name of your college where it says "School." Now, back to the blue booklet. Notice that each

item describes behavior that resident assistants may do. Answer each question in terms of what you think the "Ideal" or "Perfect" resident assistant at your school would do. If you think the item does not apply to resident assistants at your school, mark number 5 or "Never" because the ideal resident assistant at your school would never behave in that manner. Remember, answer the statements in terms of what you think the "Ideal" or "Perfect" resident assistant at _____ College would do. Are there any questions? When you have finished, please turn your paper over and look up at me.

Instructions for Floor Resident's LBDQ-R

Now that you have finished the first part, please turn your IBM answer sheet over and answer the questions in terms of what your resident assistant really does do. Remember, I am the only one who will see these forms and I will be leaving town in a few minutes. Are there any questions?

Instructions for Supervisor's LBDQ-R

Now that you have finished the first part, please turn the other IBM answer sheets and complete an answer sheet for each one of the resident assistants whose names are marked on the IBM answer sheet. Answer the questions in terms of what each resident assistant really does do. Are there any questions?

Instructions for Resident Assistants' EPPS

Now that you have completed the first part, I would like for you to take the Edwards Personal Preference Schedule. This is a test that

will measure your need-dispositions. The test will be scored by a computer. I will not even look at it. So do not worry about the answers that you put down. Please read the directions in the yellow booklet. Once again, answer each question on the IBM answer sheet. Are there any questions?

APPENDIX C
LBDQ-XII SCORES

Ideal LBDQ-XII Scores

Group	College A Factors		College B Factors		College C Factors	
	I	II	I	II	I	II
<u>Supervisor No.</u>						
1	238	198	268	210	250	208
2	236	209	226	185	251	214
3	216	172	229	202	215	209
4			258	198		
<u>Resident Assistant No.</u>						
1	194	165	230	181	229	188
2	232	188	206	203	223	178
3	204	171	222	174	213	181
4	213	198	233	193	218	191
5	223	176	199	166	212	195
6	226	199	170	159	196	169
7	191	146	212	182	220	175
8	210	192	234	182	201	176
9	234	184	206	159	216	176
10	154	195	237	175	213	181
11	223	179	208	179		
12	235	190	212	177		
13			225	200		
14			206	169		
<u>Student No.</u>						
1	212	188	219	168	192	175
2	170	165	228	174	236	201
3	212	181	170	165	227	181
4	228	182	230	198	159	171
5	175	178	233	194	227	176
6	201	150	206	187	236	185
7	209	176	222	162	261	190
8	250	184	222	172	210	183
9	204	179	213	189	236	192
10	215	188	204	174	226	184
11	205	168	197	147	251	193
12	212	197	251	200	188	160
13	226	186	211	178	253	209
14	208	163	213	181	198	176
15	193	190	230	196	193	178
16	208	204	219	191	209	189
17	229	166	250	198	195	168
18	209	185	255	213	215	177
19	227	190	227	183	230	200
20	241	199	233	191	203	170
21	216	177	220	189	211	180
22	202	182	235	201	239	200

Ideal LBDQ-XII Scores (Cont.)

Group	College A Factors		College B Factors		College C Factors	
	I	II	I	II	I	II
<u>Student No.</u>						
23	224	191	241	201	203	182
24	211	178	201	186	208	179
25	183	166	246	198	191	185
26	215	182	220	174	237	183
27	163	155	198	177	218	171
28	242	199	222	197	186	149
29	216	190	237	180	221	179
30	229	191	221	189	221	187
31	209	167	225	192	234	198
32	217	183	199	181	207	177
33	198	187	234	170	192	157
34	220	199	244	194	192	182
35	207	187	218	192	200	177
36	227	190	241	213	211	190
37	203	187	176	146	233	195
38	237	192	249	196	252	189
39	191	170	238	188	255	185
40	203	200	202	168	236	195
41	217	183	224	185	222	187
42	224	184	196	165	216	184
43	187	171	209	178	185	184
44	204	190	191	154	211	178
45	242	199	223	195	164	162
46	236	189	191	198	200	208
47	199	182	235	192	214	192
48	243	196	234	191		
49	200	179	254	191		
50	228	196	227	194		
51	229	189	230	184		
52	209	174	162	111		
53	249	195	214	198		
54	207	199	244	206		
55	191	164	250	200		
56	225	178	223	178		
57	216	186	197	168		
58			229	201		
59			220	161		
60			204	156		
61			225	176		
62			220	171		
63			181	194		
64			228	199		
65			217	176		

Ideal LBDQ-XII Scores (Cont.)

Group	College A Factors		College B Factors		College C Factors	
	I	II	I	II	I	II
<u>Student No.</u>						
66			215	175		
67			229	178		
68			247	186		
69			233	207		
70			164	181		
71			220	182		

Student Real LBDQ-XII Scores

Student No.	College A Factors		College B Factors		College C Factors	
	I	II	I	II	I	II
	R.A. #1		R.A. #1		R.A. #1	
1	161	136	222	169	204	186
2	207	149	238	178	231	176
3	88	113	197	159	213	180
4	213	166	174	158	170	153
5					201	172
6					182	155
	R.A. #2		R.A. #2		R.A. #2	
1	118	91	191	163	117	122
2	143	140	154	112	180	133
3	121	122	135	120	134	121
4	82	100	188	114	132	119
5	118	131	182	142	121	125
6			197	182	175	138
	R.A. #3		R.A. #3		R.A. #3	
1	168	137	177	159	239	202
2	128	143	163	144	186	180
3	124	141	221	198	179	174
4	155	169	179	170	227	182
5			211	178		
6			143	141		
	R.A. #4		R.A. #4		R.A. #4	
1	192	163	185	144	159	174
2	167	136	233	201	147	134
3	120	126	204	169	205	173
4	160	140	202	208	170	140
5			197	154	161	154
6					182	182
	R.A. #5		R.A. #5		R.A. #5	
1	187	189	157	123	216	173
2	199	204	214	159	208	180
3	161	160	177	144	162	152
4	175	152	206	153	170	164
5			243	188		
	R.A. #6		R.A. #6		R.A. #6	
1	202	162	178	187	205	168
2	196	152	193	171	198	192
3	131	133	220	177	218	185
4	230	133	215	187	226	194
5					186	191

Student Real LBDQ-XII Scores (Cont.)

Student No.	College A Factors		College B Factors		College C Factors	
	I	II	I	II	I	II
	R.A. #7		R.A. #7		R.A. #7	
1	148	116	133	146	222	183
2	213	187	206	181	169	102
3	132	148	205	149	164	135
4	171	142	177	152	155	129
5	166	162				
	R.A. #8		R.A. #8		R.A. #8	
1	167	146	111	129	163	151
2	150	97	225	170	151	164
3	142	106	215	153	173	143
4	135	139	137	140	135	101
5			170	171		
6			133	109		
7			200	161		
	R.A. #9		R.A. #9		R.A. #9	
1	240	178	152	186	197	165
2	184	154	193	167	131	166
3	167	165	167	168	143	150
4	196	168	204	187	186	151
5	208	171	211	179		
6	184	162	204	172		
7			172	140		
	R.A. #10		R.A. #10		R.A. #10	
1	140	141	147	147	229	188
2	135	161	165	130	233	199
3	187	192	155	100	175	151
4	209	170	162	142	216	171
	R.A. #11		R.A. #11		R.A. #11	
1	176	174	166	149		
2	221	183	163	140		
3	100	138	226	182		
4	154	132	205	174		
	R.A. #12		R.A. #12		R.A. #12	
1	198	171	208	183		
2	168	165	151	145		
3	167	156	210	171		
4	155	149	88	153		

Student Real LBDQ-XII Scores (Cont.)

<u>Student No.</u>	<u>College A Factors</u>		<u>College B Factors</u>		<u>College C Factors</u>	
	<u>I</u>	<u>II</u>	<u>I</u>	<u>II</u>	<u>I</u>	<u>II</u>
			R.A. #13			
1			156	153		
2			227	173		
3			159	112		
4			217	162		
5			164	141		
6			233	195		
			R.A. #14			
1			159	156		
2			193	169		
3			175	128		
4			199	140		

Supervisor Real LBDQ-XII Scores

Resident Assistant	College A Factors		College B Factors		College C Factors	
	I	II	I	II	I	II
1	219	175	220	167	159	137
2	206	181	208	155	214	174
3	164	160	219	198	196	197
4	217	154	208	148	217	203
5	236	209	227	168	195	160
6	175	178	214	167	147	142
7	238	210	177	151	215	208
8	123	135	125	116	189	165
9	229	204	175	144	205	162
10	179	158	154	141	204	201
11	152	156	216	173		
12	197	174	210	170		
13	257	202	206	162		
14			235	176		