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THE MENTOR-MENTEE
RELATIONSHIP BETWEEN DOCTORAL ADVISORS
AND ADVISEES AT AN
HISTORICALLY BLACK UNIVERSITY
DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Education in the Graduate School
of Texas Southern University

Professor W. A. McCree, Advisor

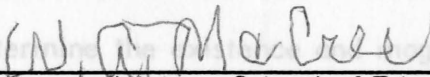
By

Barbara Jeane J. Davis, B.A., M.L.S.

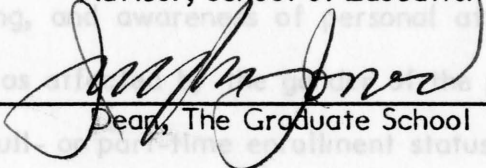
Texas Southern University

1989

Approved by



Advisor, School of Education



Dean, The Graduate School

advisee, the advisee's acquisition of advisor by assignment or by choice, or the length of the advisor-advisee relationship.

The independent 1-tailed analysis of variance were employed for the statistical significance was found in the level of befriending of personal attributes between advisors and advisees. gender, full- or part-time enrollment status of the advisee, and by method of acquisition of the advisor by the advisee. One hundred percent of the advisors considered themselves to be mentors and 76.2% of the advisees considered advisors to be mentors.

**THE MENTOR-MENTEE
RELATIONSHIP BETWEEN DOCTORAL ADVISORS
AND ADVISEES AT AN
HISTORICALLY BLACK UNIVERSITY**

By

**Barbara Jeane J. Davis
Texas Southern University
Professor W. A. McCree, Advisor**

The purpose of this study will be to investigate the existence and magnitude of mentor-mentee relationships between doctoral degree advisors and advisees at Texas Southern University, an historically black institution.

The population for this study was doctoral students who were enrolled at the university during the 1988-1989 school year, those who have graduated from the doctoral program, and those faculty members of the School of Education and Behavioral Science who were designated as doctoral advisors. The Advisor-Advisee Questionnaire was administered to determine the existence and magnitude of the mentoring behaviors of trust, befriending, and awareness of personal attributes between doctoral advisors and advisees as affected by the gender of the participants, the age of the participants, the full- or part-time enrollment status of the

advisee, the advisee's acquisition of advisor by assignment or by choice, or the length of the advisor-advisee relationship.

The independent t-test and the one-way analysis of variance were employed for the statistical data analysis. Of the 18 null hypotheses tested, significance was found in the level of befriending and the awareness of personal attributes between advisors and advisees. This significance was affected by gender, full- or part-time enrollment status of the advisee, and by method of acquisition of the advisor by the advisee. One hundred percent of the advisors considered themselves to be mentors and 76.2% of the advisees considered advisors to be mentors.

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TABLE OF CONTENTS

	Page
LIST OF TABLES	v
VITA	vi
ACKNOWLEDGEMENTS	vii
DEDICATION	viii
COPYRIGHT	
Barbara Jeane J. Davis	
CHAPTER	
1. INTRODUCTION	1
Statement of the Problem	3
Purpose	3
Significance of the Study	4
Hypotheses	4
Assumptions	6
Limitations	7
Defimitations	7
Definition of Terms	7
Organization of the Study	8
2. REVIEW OF LITERATURE	9
3. DESIGN OF THE STUDY	20
Type of Design	20
Population	21

	Page
Sampling Procedure	21
Instrumentation	21
Reliability	22
Data Collection Procedure	23
Statistical Analysis	24
ANALYSIS OF DATA	25
Examination of Hypotheses	26
SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	45
Summary of Findings	45
CHAPTER	
1. INTRODUCTION	1
Statement of the Problem	3
Purpose	3
Significance of the Study	4
Hypotheses	4
Assumptions	6
Limitations	7
Delimitations	7
Definition of Terms	7
Organization of the Study	8
2. REVIEW OF LITERATURE	9
3. DESIGN OF THE STUDY	20
Type of Design	20
REFERENCES	
Population	21

	Page
LIST OF TABLES	
Table 1. Sampling Procedure	21
Table 2. Instrumentation	21
1. 1-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Trust in the Mentoring Relationship	22
2. 1-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Trust in the Mentoring Relationship	23
4. ANALYSIS OF DATA	25
3. 1-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Trust in the Mentoring Relationship	26
5. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	45
4. 1-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Trust in the Mentoring Relationship	45
5. 1-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Trust in the Mentoring Relationship	49
6. 1-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Trust in the Mentoring Relationship	50
6. 1-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Awareness of Personal Attributes in the Mentoring Relationship	51
APPENDICES	
7. 1-Test for Mean Differences Between the Age of the Participants Regarding the Level of Trust in the Mentoring Relationship	54
8. 1-Test for Mean Differences Between the Age of the Participants Regarding the Level of Befriending in the Mentoring Relationship	56
9. 1-Test for Mean Differences Between the Age of the Participants Regarding the Level of Awareness of Personal Attributes in the Mentoring Relationship	58
10. 1-Test for Mean Differences Between the Age of the Participants Regarding the Level of Trust in the Mentoring Relationship	60
10. E. Advisor-Advisee Questionnaire (Form A)	62
F. Advisor-Advisee Questionnaire (Form B)	68
11. 1-Test for Mean Differences Between the Age of the Participants Regarding the Level of Befriending in the Mentoring Relationship	74
REFERENCES	80

LIST OF TABLES

Table	Page
1. t-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Trust in the Mentoring Relationship.	26
2. t-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Befriending in the Mentoring Relationship.	27
3. t-Test for Mean Differences Between Advisors and Advisees Regarding the Level of Awareness of Personal Attributes in the Mentoring Relationship	28
4. t-Test for Mean Differences Between Male and Female Regarding the Level of Trust in the Mentoring Relationship.	29
5. t-Test for Mean Differences Between Male and Female Regarding the Level of Befriending in the Mentoring Relationship.	30
6. t-Test for Mean Differences Between Male and Female Regarding the Level of Awareness of Personal Attributes in the Mentoring Relationship	31
7. t-Test for Mean Differences Between the Age of the Participants Regarding the Level of Trust in the Mentoring Relationship.	32
8. t-Test for Mean Differences Between the Age of the Participants Regarding the Level of Befriending in the Mentoring Relationship.	33
9. t-Test for Mean Differences Between the Age of the Participants Regarding the Level of Awareness of Personal Attributes in the Mentoring Relationship	34
10. t-Test for Mean Differences Between Enrollment Status of Advisee Regarding the Level of Trust in the Mentoring Relationship.	35
11. t-Test for Mean Differences Between Enrollment Status of Advisee Regarding the Level of Befriending in the Mentoring Relationship.	36

Table	Page
12. t-Test for Mean Differences Between Enrollment Status of Advisee Regarding the Level of Awareness of Personal Attributes in the Mentoring Relationship	37
13. t-Test for Mean Differences Between Acquisition of Advisor Regarding the Level of Trust in the Mentoring Relationship.	38
14. t-Test for Mean Differences Between Acquisition of Advisor Regarding the Level of Befriending in the Mentoring Relationship.	39
15. t-Test for Mean Differences Between Acquisition of Advisor Regarding the Level of Awareness of Personal Attributes in the Mentoring Relationship	40
16. Analysis of Variance Summary Table for Level of Trust in the Mentoring Relationship and the Length of the Relationship	41
17. Analysis of Variance Summary Table for Level of Befriending in the Mentoring Relationship and the Length of the Relationship	42
18. Analysis of Variance Summary Table for Level of Awareness of Personal Attributes in the Mentoring Relationship and the Length of the Relationship.	43

Major Field Higher Education Administration

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The writer wishes to extend grateful appreciation to Dr. Willie A. McCree, chairperson, advisor and mentor throughout the doctoral study experience.

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The appreciation is given to members of the committee: Dr. Ralph B. Butler, Dr. Cecile E. Harrison, and Dr. Lonnie Sadberry, for their support and advice which were so vital to the completion of this research project.

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extended for their assistance in data management. Sincere thanks are given

to Mrs. Audrey M. Prevost for her care in the production of the finished

Major Field Higher Education Administration

Words of encouragement and expressions of interest from colleagues and co-workers added untold inspiration and motivation. Thank you for each word and thought. Cherished family and friends were always there, always caring, and will always be remembered.

ACKNOWLEDGEMENTS

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DEDICATED

INTRODUCTION

The issues which confront the decade of the 1980s generate diverse research directed toward the collection of facts and interpretation of theories associated with these concerns. Of these, the enigma of the success or failure of the Black student at the level of higher education is of leading importance to all segments of the academic community. Professional literature is abundant with reports of declining enrollment and underrepresentation of Black students in graduate and professional schools (Thomas, 1987 and Blackwell, 1983) and strategies for the recruitment and retention of this population (Vaz, 1987 and Olson, 1988).

Within an historical context, significant decisions framed by the Supreme Court of the United States during the last forty years have affected the admission of Black students to universities which offer graduate and professional education. With entrance to traditionally white institutions (TWI's) no longer denied via segregation, the factors that determine the progress and success of the Black student in graduate education can no longer be construed as the denial of access to equal educational opportunity.

Among the humanistic and sociological agents that influence success, the mentor relationship has been documented as a crucial determinant (Krom, 1985; Zey, 1984; Levinson, 1978; and Daloz, 1986). In the business and professional arena, the mentor-mentee dyad is well established as a vital developmental bond.

During the past ten years, the concept of structured mentor programs has emerged as an instrumental element in the training and development of both practitioners and leaders in the academic profession (Kram, 1982; Wright and Wright, 1987; and Merriam, Thomas, and Zeph, 1987).

Chapter I

INTRODUCTION

The mentor-mentee relationship has been substantiated as a key success factor. The issues which confront academicians in the decade of the 1980s generate diverse research directed toward the discovery of facts and interpretation of theories associated with these concerns. Of these, the enigma of the success or failure of the Black student at the graduate level of higher education is of leading importance to all segments of the academic community. Professional literature is abundant with reports of declining enrollment and underrepresentation of Black students in graduate and professional schools (Thomas, 1987 and Blackwell, 1983) and strategies for the recruitment and retention of this population (Vaz, 1987 and Olson, 1988).

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Trust has been found to be highly significant in this

During the past ten years, the concept of structured mentor programs has emerged as an instrumental element in the training and development of both practitioners and leaders in the academic profession (Moore, 1982; Wright and Wright, 1987; and Merriam, Thomas, and Zeph, 1987).

The mentor-mentee relationship has been substantiated as a key success factor among graduate students at TWI's (Papa-Lewis, 1983; Blackwell, 1983; and Aguilar-Gaxiola, 1984). Research has validated the academic success of the Black student within the learning environment of the traditionally black institution (TBI) (Fleming, 1984). However, the presence of such mentor-mentee relationships has not been investigated as a success factor among graduate students at TBI's. If the achievement of success in business, professional and academic communities is credited, in part, to the presence of mentorship within those settings, the assumption that such relationships exist among component members of the TBI learning environment merits investigation and documentation.

Elements of mentor-mentee relationships in graduate education have been identified in terms of mentoring behaviors which foster professional development and academic success (Aguilar-Gaxiola, 1984). The relationship between doctoral advisee and advisor is a crucial component in the doctoral experience, and specifics of the affiliation encompass a framework for meaningful and productive interactions within this relationship (Papa-Lewis, 1983). Basic features constituent to these effectual associations at the post-graduate level include trust, friendship, and personal attributes, which in a broader sense engage the advisor in teaching, counseling, and role-modeling the advisee through the doctoral curriculum.

A convergence of the three specific behaviors of trust, friendship, and awareness of personal attributes is assumed to be present in all effective mentor-mentee relationships. Trust has been found to be highly significant in this

configuration (Seal, 1985), and friendship was identified by Kram (1980) as one of several important psychosocial functions of mentoring. Personal attributes constitute those behaviors and roles found in the mentor from which the mentee would choose to model.

Statement of the Problem

Success of the Black student in graduate education is at a crisis point in determining the future of Black scholars and professionals. The need exists for the identification and documentation of those elements which contribute to the achievement of goals for this population. Therefore, this study will address the following concerns:

1. Do mentoring behaviors exist in the relationships between doctoral degree advisors and advisees?
2. Does the gender of the advisor and advisee affect the mentoring relationship?
3. Does the age of the advisor and advisee affect the mentoring relationship?
4. Does the full-time versus part-time enrollment status of the advisee affect the mentoring relationship?
5. Does choice or assignment of advisor affect the mentoring relationship?
6. Does the length of the relationship affect the mentoring relationship?

Purpose

The purpose of this study is to investigate the existence and magnitude of mentor-mentee relationships between doctoral degree advisors and their advisees at a traditionally black institution.

Significance of the Study

Although the implementation of equal access to higher and graduate education is confirmed, the link between admission and the attainment of educational goals by Black students at TWI's is weak. The value of mentor relationships has been analyzed and substantiated in the academic environment of the traditionally white institution. A void exists in research designed to discover the presence and magnitude of corresponding relationships in a traditionally black institution. This investigation is intended to respond to that need, and the significance of this study is found in its contribution to that body of knowledge which addresses the issues and concerns of higher education in the historically black university.

Hypotheses

The general hypothesis tested in this study is:

There is no significant difference in the magnitude of the recognized mentoring behaviors of trust, befriending, and awareness of personal attributes between doctoral advisors and advisees affected by the gender of the participants, the age of the participants, the full-time or part-time status of the advisee, the advisee's acquisition of advisor by assignment or by choice, or the length of the mentor-mentee relationship.

Therefore, this study hypothesizes that:

HO₁: There is no significant difference in the level of trust in the mentoring relationship between advisors and advisees.

HO₂: There is no significant difference in the level of befriending in the mentoring relationship between advisors and advisees.

HO₃: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship between advisors and advisees.

HO₄: There is no significant difference in the level of trust in the mentoring relationship between male and female participants.

HO₅: There is no significant difference in the level of befriending in the mentoring relationship between male and female participants.

HO₆: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship between male and female participants.

HO₇: There is no significant difference in the level of trust in the mentoring relationship due to the age of the participants.

HO₈: There is no significant difference in the level of befriending in the mentoring relationship due to the age of the participants.

HO₉: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the age of the participants.

HO₁₀: There is no significant difference in the level of trust in the mentoring relationship due to the part-time or full-time enrollment status of the advisee.

HO₁₁: There is no significant difference in the level of befriending in the mentoring relationship due to the part-time or full-time enrollment status of the advisee.

HO₁₂: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the part-time or full-time enrollment status of the advisee.

HO₁₃: There is no significant difference in the level of trust in the mentoring relationship due to the method of acquisition of the advisor by the advisee.

HO₁₄: There is no significant difference in the level of befriending in the mentoring relationship due to the method of acquisition of the University, advisor by the advisee.

HO₁₅: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the method of acquisition of the advisor by the advisee.

HO₁₆: There is no significant difference in the level of trust in the mentoring relationship due to the length of the relationship.

HO₁₇: There is no significant difference in the level of befriending in the mentoring relationship due to the length of the relationship.

HO₁₈: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the length of the relationship.

In addition to these hypotheses, the following questions were tested:

1. Do advisors consider themselves to be mentors to their advisees?
2. Do advisees consider their advisors to be mentors?

Assumptions

The following statements are assumed relevant to this study:

1. Mentoring behaviors are present in the doctoral advisor-advisee relationship.
2. Responses of participants are valid.

3. The sample of subjects is representative of the population under investigation.

Within the context of this study, the advisor is considered the mentor.

Limitations

This study is limited to the population of respondents at Texas Southern University, a traditionally black institution. Further, the focus of the investigation is the documentation of the presence and magnitude of mentor relationships between doctoral advisors and advisees in a Black-to-Black majority educational environment. No other comparisons or generalizations are to be recognized.

Delimitations

Respondents to the Advisor-Advisee Questionnaire will include both Black and non-Black advisors and advisees. Race is not included as a variable and will not be addressed in this investigation.

Definition of Terms

For the purposes of this study, the following definitions are preferred:

1. Advisee: The student enrolled in the doctoral degree program and is responsible to a designated faculty member for academic advisement.
2. Advisor: The faculty member in an academic discipline who has the primary responsibility for the supervision of doctoral degree advisees.
3. Mentee: A person in whom a special interest is taken by one more experienced toward the development of specific competencies. Within the context of this study, the advisee is considered the mentee.

4. Mentor: A person with greater rank or experience who takes a personal interest in the development of a person with less rank or experience. Within the context of this study, the advisor is considered the mentor.
5. Mentorship: The status wherein a person performs the behaviors of advising, counseling, teaching, sponsoring, coaching, guiding and role modeling toward another in a relationship that is extraordinary in that the person with the greater rank or experience takes a personal interest in the development of a person with less rank or experience.
6. Traditionally Black Institution (TBI): A college or university whose historical majority enrollment has been Black. (Haze, 1973).
7. Traditionally White Institution (TWI): A college or university whose historical majority enrollment has been White.

Organization of the Study

Chapter 1 contains the Introduction, Statement of the Problem, Purpose, Significance of the Study, Hypotheses, Assumptions, Limitations, Delimitations, and Definition of Terms. Chapter 2 contains a Review of Related Literature. Chapter 3 contains a description of the procedures, methodology and instrumentation of the study. Chapter 4 contains the analysis of the data. Chapter 5 contains the Summary of Findings, Conclusions, Implications, and Recommendations.

Chapter 2

REVIEW OF RELATED LITERATURE

Mentor relationships have existed for as long as humans have gathered themselves into societal groups. The origin of the word "mentor" is traced to mythology and the noble Ithacan, Mentor, whom Odysseus appointed to bring up his son, Telemachus, and take charge of his household in his absence. Mentor was a constant companion and support to Telemachus (Grant and Haze, 1973).

By function, the act of mentoring is placed at the highest level of complexity at which workers perform, and is defined as "dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles" (U.S. Department of Labor, 1977, p. 1370). A major new trend in behavioral research is the examination of the link between a macro perspective on broad social structure and a micro perspective on individual personal behavior. As a leading scholar in sociology, Stryker (1985) visualizes a search for those links in the interactions between people, the networks of relationships that form the mechanisms through which macro processes make their impact felt on individuals. Considering education to be a macro perspective on the institutional framework of society, and mentoring to be a micro perspective on personal behavior, the examination of mentor relationships within the educational environment corresponds with new directions in academic research.

The prototype of research into mentor relationships has remained that of Daniel J. Levinson (1978) in a ten-year study of the adult life cycle. He and his colleagues at Yale University concluded that the mentor relationship is one of the most complex and developmentally important that can occur in adulthood. In addition to serving as a teacher, sponsor, guide, exemplar and counsel, the true mentor endorses and facilitates the clarification and realization of the mentee's dreams (Hurley, 1988). Levinson also found the mentor relationships to be important for the middle aged mentor by providing a medium for greater use of the mentor's own knowledge and skill.

Following Levinson (1978), Roche (1979) drew attention to the prevalence of mentor relationships in the business world and itemized the positive influences as those that have had them earn more money at a younger age and are happier with the progression of their careers. Further corroboration of the value of mentorships can be found in the research reported by investigators focusing on the business world (Collins and Scott, 1978; Kram, 1980; Alleman, 1982; and Goldstine, 1985). Collins and Scott described a mentor program within an organization which ensures the career development of young executives by guiding them toward philosophical commitments to sharing, taking risks, and relating to people in intuitive and empathetic ways. Kram (1980) utilized an intensive biographical interview method to study eighteen relationships in one organizational setting and found that interpersonal affiliations are characterized by career functions and psychological functions. Career functions such as sponsorship and coaching aid advancement in the organization. Psychosocial functions, such as modeling, counseling and friendship, aid sense of competence, clarity of identity, and effectiveness in the managerial role.

The intensive interview process was also used by Goldstine (1985) to investigate mentoring, adult development, and the career advancement of women leaders. Subjects were interviewed at two points five years apart. Analysis involved the study of mentoring experience, the effect of change over time, and the implications of Daniel J. Levinson's (1978) stage theory for women in the middle adult era. The research analyzed, within the context of the life stages proposed by Levinson, the role of the mentor in facilitating the entrance to and success of women in leadership positions. Major findings supported Levinson's premise that for women, as well as men, the formation of the middle adult life structure evolves through four age-linked developmental periods beginning at approximately age forty and continuing through the late fifties.

In an investigation of mentoring behaviors and personality characteristics, Alleman (1982) studied the questions: Are there specific behaviors that distinguish mentors from their nonmentoring peers? Are there psychosocial characteristics that distinguish mentors from nonmentors and mentees from their unmentored peers? Findings showed that mentors behave differently from nonmentors in an analysis of specific mentoring behaviors, but no distinguishing personality characteristics were found for mentors or mentees. The researcher concluded that these results have important implications for individuals desiring a mentoring relationship, for organizations that wish to manage the relationship, and for career development specialists.

The mentor's perspective on the mentoring process in business and academia was explored by Seal (1985). The inquiry focused on the mentor and examined the characteristics in the mentoring relationship expressed as important to the upward mobility of individuals in organizational structures. The necessity of mentoring for professional success and the impact of such variables as race and gender on the

mentoring relationship were also probed. Results showed that mentors placed most importance on the characteristics of mutual respect and trust, and that the generativity a mentor experiences provides personal satisfaction and transmits organizational philosophy and values.

A similar study of mentors and mentees in business and academia, directed by Bova and Phillips (1981), examined the mentor-mentee relationship from the standpoint of both the mentor and the mentee. One hundred sixty participants ranging from 19 to 52 years of age were queried concerning the stage of life at which most adults acquire mentors, differences between men and women as mentors and mentees, any predominance of one sex or the other in the mentoring of males and females, ways in which subjects acquire mentors, and circumstances under which subjects become mentors. Overall results of the study found that mentor relationships have a positive effect on the career development of individuals, that men have a greater tendency to be mentors of men than of women, and that women had a balance of men and women as mentors.

A synthesis of the research on mentoring relationships in the business arena implies specific conclusions. First, mentor relationships fall within a sociological micro perspective on individual personal behavior. Second, mentor relationships are developmentally important to the self-actualization of adulthood and the realization of lifetime dreams. Third, the mentorship experience is variously affected by age, gender, and defined behaviors.

The transition of interest in mentorship from business to academia began in higher education. Mentoring in this milieu has been approached from three prominent points of view: mentoring in the career development of administrators, mentoring junior faculty by senior faculty, and mentoring students by faculty (Merriam, Thomas and Zeph, 1987). The concept was at first tentatively

encountered in research and in practice (Merriam, 1983) but gradually expanded within this knowledge-based environment. As with the literature of mentoring in business, much of the research in mentor relationships in academia is based on the work of Levinson (1978). At the time of his study, his opinion was that "our system of higher education, though officially committed to fostering the intellectual and personal development of students, provides mentoring that is generally limited in quantity and poor in quality. Educational institutions... can do much more to assist the development of students..." (p. 334).

Efforts to meet these developmental needs are evidenced in the literature of mentoring in higher education. At the administrative level, Moore (1982) found the impact of mentoring on academic leadership skills to be more subtle than direct and mentor values taught primarily through indirection and example. A common technique is to place the mentee in a learning situation. Competencies are then developed through standards in meeting high requirements for performance. Moore (1982) suggested seven crucial elements that should be incorporated into a formal administrative mentor program: (1) accessibility, (2) visibility, (3) feedback, (4) recognition, (5) allowance for failure, (6) openness, and (7) commitment.

Women's career development in higher education administration was the focus of a high percentage of research. McNeer (1983) found the variables that appeared to influence the success of the mentoring relationships to be:

Mentor professors were surveyed by Blackburn, Chapman and Cameron (1981) with respect to the relationship itself (attitudes of the participants, their needs, characteristics and willingness to participate); kinds of help requested and given, and its impact; and the timing of the experience, both in terms of the mentee's career and the organizational environment (p. 12).

However, the specific findings of a study of the use of mentors among Black female administrators in academia (Lewis, 1985) were that the career development

of this population was not characterized by any single linear path or primary model. Central to their career paths were several common career experiences, including (1) a strong achievement motivation and a value of education, (2) a nurturing home environment, and (3) a continuous work history.

Significance was given informal mentoring-type networks for both men and women aspiring to academic administrative positions in a study by Davis (1984), and Dickson (1983) found that no difference existed between the sexes when describing the experiences of administrative mentoring.

Among college and university faculty, the need for peer-mentoring is emphasized by Wright and Wright (1987), and the reciprocal benefits to both mentor and mentee are described. Opportunities for peer/mentor relationships are more often available and can complement or provide a valuable alternative to the traditional mentor-mentee relationship. Advantages to both mentor and mentee were identified as enhancement of career and professional development of both members of the relationship, the building and maintenance of a professional network, and personal benefits such as increased self-esteem and competence. It is suggested that career relationships among college and university faculty are a critical component to academic productivity and success and a professional organization is an excellent place to facilitate the development of these career relationships.

Mentor professors were surveyed by Blackburn, Chapman and Cameron (1981) with respect to their most successful mentees regarding scholarly production, the mentorship role, and their careers. A majority of these mentors designated as their most successful mentees those whose careers were essentially identical to or "clones" of their own. Sponsorship was identified by Cameron and Blackburn (1981) critical to academic career success, and Queralt (1982), in a survey of 430 college

faculty and administrators with academic rank, concluded that faculty with mentors showed a notably higher level of career development than did those without mentors.

In many collegial settings, the focus of the mentoring process for first- and second-year undergraduate students does not project the kind of classical mentoring characteristics postulated by Levinson (1978). Instead, relationships tend to be informal, with mentors serving as role models, and in some environments students are assigned to professors or older students who serve as mentors. As the undergraduate advances to the junior or senior level, more structure is evident in many mentorship programs (Merriam, Thomas and Zeph, 1987).

An empirical study to test the theoretical premises of Levinson's (1978) theory of Early Adult Development (which involves the tasks of forming a dream, a career, a mentor relationship, and the associated task of developing intellectual interests) queried 137 college students, mean age 21.25, freshman through senior level. McCallum (1980) concluded that the major theoretical concepts of Levinson (1978) were supported by this study. Further, those students who had identified instructional mentors fell closer within the expected norms.

All of the 723 sophomores and seniors in Erkut and Mokros' 1984 study of professors as models and mentors identified a professor who had demonstrated the kinds of qualities and skills they considered important for themselves. In choosing role models, female students neither gravitated toward nor avoided female models. They preferred high status, powerful male models who could promote their educational career goals. Concurrently, Schockett (1984) found that among 74 male and 74 female teacher education students there was no difference in the extent to which they found mentoring assistance desirable.

Mentorship of students at the graduate and professional level impacts a series of developmental tasks different from those encountered at the undergraduate stage. The time spent in graduate study typically parallels or extends beyond the period of entry into the adult world. By Levinson's (1978) definition, mentors act as teachers, sponsors, hosts and guides, exemplars, and counselors. In these functions, they help mentees enter the adult world and learn its values and lifestyle. These roles allow mentors to be supportive in times of stress and doubt, but the most important developmental function is to "support and facilitate the realization of the Dream" (p. 98). With the support of the mentor's belief in the dream, the mentee acts upon an emerging sense of identity and vision (McGovern, 1980). Thus, the mentor becomes an invaluable resource in the realization of the dream.

The graduate student's experience has been identified by Katz and Hartnett (1976) as that of an individual trying to "make it" in the academic workplace. Unlike the undergraduate environment, graduate and professional schools present a particularly stressful incongruity of intellectual tasks and interpersonal difficulties. Their treatise concludes that "graduate students' relations with members of the faculty are regarded by most graduate students as the single most important aspect of the quality of their graduate experience; unfortunately, many also report that it is the single most disappointing aspect of their graduate experience" (p. 261). Students do not desire complete equality in their relationships with faculty, only to be treated as adults whose aspirations and talents were worthy of their profession.

The role of mentors in the lives of graduate students was further examined by Aguilar-Gaxiola and Sergio (1984), utilizing a 16-statement scale of mentoring behaviors. Functional roles for mentors included role model, emotional supporter/

counselor, sponsor, and evaluator. Results indicated that differences exist in the rates with which students experience role modeling, professional socialization and sponsorship, advocacy, and emotional support and active encouragement, the key roles enacted by mentors. LeCluyse, Tollefson and Bangers (1985) investigated differences between 174 female graduate students who were mentored and 54 who were not. Results indicated females who were mentored had a significantly higher level of professional involvement.

Mentoring in a graduate school setting was studied by Busch (1985) whose project investigated relationships from the mentor's perspective. Sampling a population of 1088 professors working with graduate students, the investigation was based on a postulated theory which emphasized mentor-mentee interactions and measurable degrees of mutuality, comprehensiveness, gender sensitivity, and congruence. Busch's documentation summarized adult developmental theory which suggests that there are benefits of mentoring to the mentor.

These benefits "include emotional satisfaction, technical assistance and psychological well being, growth of the mentor's reputation, and rejuvenation and creativity. Having had mentors, many feel an obligation to serve as mentors themselves" (p. 258). Results indicated that mentors felt mentoring to be important to themselves as well as to their students. Age was a significant predictor of mentoring score; gender and professional rank were not. Younger professors reported more depth to their mentoring relationships and older professors reported more breadth.

Graduate study at the doctoral level challenges the developmental processes encountered at the bachelor's and master's degree stages. The mentor-mentee relationship is drawn into full focus as the advisor-advisee dyad develops. The strength of this bonding is documented by Dougan's (1984) conclusions that the

relationship of mentor-mentee appears to have potential for explaining the continuation of multiple schools of thought within a given discipline. When there is a strong philosophical commitment by the mentor, that position is likely to be adopted by the mentee who, in consequence, perpetuates that position through teaching others. The strongest personal bonds seem to occur when there is commonality in philosophy and research interests.

The mentoring relationship between doctoral advisors and advisees was surveyed by Papa-Lewis (1983), based on the dependent variables of trust, befriending, and personal attributes, and the independent variables of gender, age, academic college, length of relationship, enrollment status and assigned-chosen advisor. Results included findings that two-thirds of the 241 respondents were experiencing or had experienced a mentoring relationship in their doctoral program.

Conspicuously absent from all segments of the literature of mentoring are studies of mentoring of or among minority populations, generally, and specifically Black populations. To reiterate the crucial position of mentoring to adult developments and the realization of the dream, this relationship should be evident in the educational environment among Black members. The preponderance of evidence, however, points to the conclusion that the position of the Black scholar is at a point of crisis. Strategies for recruiting and retaining minority graduate students attempt to address this evidence, and mentoring is frequently included among the strategies (Olson, 1988 and Vaz, 1987). Vaz (1987) suggests "opportunities for an early and continuing mentor relationship with faculty and leaders of accessible business and cultural establishments" (p. 28). Addressing this issue, Olson (1988) is of the opinion that universities must consider the importance of

close ties between faculty and students as "essential to a positive undergraduate experience and critical to success in a graduate program" (p. 39).

In summary, mentor relationships in the academic environment are emerging as a focus of research. Drawing from the documentation of its effectiveness in the world of business, scholars and administrators are in the process of transferring proven techniques into academia. Specific behaviors have been identified as germane to mentorship in all circumstances of practice and are essential to the realization of desired outcomes.

Research has led to the discovery of facts and the establishment of theories of mentoring practices in the higher education community. Each level of the higher education experience mandates a specified degree of structure, ranging from informal during the lower undergraduate years to classical developmental tasks in post-graduate education.

The literature of mentoring in higher education does not reflect investigations directed to demographic segments of the population, especially the Black scholar. The investigation of mentor relationships between Black academicians within the milieu of a traditionally black institution will augment the discovery of facts and interpretation of theories associated with related issues.

the effects of social and psychological variables on the behaviors of subjects. This process is achieved by the asking of a series of questions regarding behaviors and attitudes. A single factor analysis of variance design is one in which a single independent variable is treated against one dependent variable (Hinkle, Wiersma and Jurs, 1979).

Population

The population of this study consisted of three major groups. The first was faculty members who were advisors of students. The second group was students who were currently in the doctoral program. The third group was students who have graduated from the doctoral program. The population was drawn from the University of North Carolina at Charlotte.

Chapter 3

DESIGN OF THE STUDY

The purpose of this study was to investigate the existence and magnitude of mentor-mentee relationships between doctoral degree advisors and their advisees. This chapter consists of seven major sections: (1) Type of Design, (2) Population, (3) Sampling Procedure, (4) Instrumentation, (5) Reliability, (6) Data Gathering Procedure, and (7) Statistical Analysis.

Sampling Procedure

Type of Design

A combination of a survey design and a series of single factor analysis designs were employed in this empirical investigation. Gender, age, enrollment status, assignment or choice of advisor, and length of mentor-mentee relationship were the independent variables and the dependent variables, which measured mentoring behaviors, were the cluster of trust, befriending, and awareness of personal attributes. A survey design, according to Kerlinger (1986), is employed to examine the effects of social and psychological variables on the behaviors of subjects. This process is achieved by the asking of a series of questions regarding behaviors and attitudes. A single factor analysis of variance design is one in which a single independent variable is treated against one dependent variable (Hinkle, Wiersma and Jurs, 1979).

This instrument consists of three (3) forms. They were Form A (AAGA), Form B (AAGB), and Form C (AAGC).

Population The population of this study consisted of three major groups. The first was faculty members who were advisors of doctoral students. The second group was students who were currently enrolled in the doctoral program. The third group was students who have graduated from the doctoral program. The population was drawn from the 1988-89 academic year. The population was selected from three areas of the doctoral program at Texas Southern University. The areas were Administration and Higher Education, Psychology and Guidance and Counseling, and Curriculum and Instruction.

Sampling Procedure A combination of sampling procedures was utilized in this investigation. They were stratified and simple random samplings. The population was stratified according to the independent variables (gender, age, enrollment status, assignment or choice of advisor, and length of mentor-mentee relationship). Once the population was stratified into subgroups, a representative number of participants from each subgroup was randomly selected. Simple random sampling is a process by which each participant in a population has an equal chance of being selected for the study.

Instrumentation

One instrument, the Advisor-Advisee Questionnaire, was employed in this study (Papa-Lewis, 1983). This instrument consists of three (3) forms. They were Form A (AAQA), Form B (AAQB), and Form C (AAQC). internal consistency is a type of reliability which determines "how all items on a single test relate to all other items and to the test as a whole" (Anastasi, 1976).

Form A of the Papa-Lewis Advisor-Advisee Questionnaire consisted of three major parts. The first part contained two socio-demographic items. The second part of this form contained 28 items in the form of a 1 to 7 Likert scale. The third part of this form contained two dichotomous items.

Forms B and C were identical in nature. They both consisted of three major parts. Part One consisted of eight (8) socio-demographic items. Part Two contained 28 items in the form of a 1 to 7 Likert scale. Part Three consisted of two dichotomous items.

Items one and two of Part Two of Form A and items 31 and 32 of Part Three of Form A were scored 1 to 2, respectively. These scores did not measure an attitudinal sequence, only categories. All the items in Part Two of Form A was scored 1 to 7, with the highest score representing a favorable mentor relationship and the lowest score representing an unfavorable mentor relationship.

Items one to seven on Part One of Forms B and C and items 31 and 32 of Part Three of Forms B and C were 1 to 2, respectively. Also, item eight on Part One of Forms B and C were scored 1 to 6. These scores did not measure an attitudinal sequence, only categories. All items on Part Two of Forms B and C were scored 1 to 7, with the highest score representing a favorable mentor relationship and the lowest score representing an unfavorable mentor relationship.

Reliability

Inasmuch as the Papa-Lewis Advisor-Advisee Questionnaire has been used in other research studies, internal consistency reliability coefficient have been computed for each subtest and the test as a whole. Internal consistency is a type of reliability which determines "how all items on a single test relate to all other items and to the test as a whole" (Anastasi, 1976).

The Cronbach Alpha was used to compute the internal consistency reliability coefficients for the Advisor-Advisee Questionnaire. The following reliability coefficient has been computed for each subtest of PLAAQ and the test as a whole (Papa-Lewis, 1983).

Subtest	Reliability Coefficient
I. Trust	.87
II. Befriending	.84
III. Personal Attributes	.83
IV. Total Test	.93

Data Collection Procedure

A letter was mailed to the appropriate official of the institution identified in the population, requesting permission to conduct research utilizing the designated population. The letter stated the importance and need of the study. Once the letter of endorsement was received, the researcher administered various forms of the instrument to the appropriate population. Form A was administered to the advisor. Form B was administered to the current doctoral students and Form C to the former doctoral students.

The three-section, structured-items questionnaire was mailed directly to each person participating in the study. Self-addressed, stamped envelopes were provided for the return of the questionnaires to the researcher.

The completed questionnaires were examined manually for non-responses and errors. The instruments that contained non-responses and errors were discarded. The remaining questionnaires were stratified according to the independent variables (gender, age, enrollment status, assignment or choice of advisor, and length of mentor relationship).

The data from the questionnaires was coded by the investigator. The coded data was then entered into the computer. The Statistical Package for the Social Sciences (SPSS-X) was used to treat the data.

ANALYSIS OF DATA

Statistical Analysis

Since this study was concerned with the single influence of gender, age, enrollment status, assignment or choice of advisor, and length of mentor relationship on three dimensions of mentorship behaviors, two parametric techniques were utilized to treat the data. The two methods employed were the independent t-test and the one-way analysis of variance. Hinkle, Wiersma and Jurs (1979) advised the use of the independent t-test when the researcher is concerned with the difference between two independent sample means. Further, they opined that the one-way analysis of variance is a statistical technique which analyzes the independent effects of one independent variable on a dependent variable.

In this study, where a difference was found between the sample means with the analysis of variance, the Scheffe' method was employed as a post hoc analysis to determine whether the difference was statistically significant or one which could be attributed to random sampling fluctuations. The hypotheses stated in this study were tested at the level of .05 or better.

time enrollment status, choice or assignment of advisor and length of the relationship on the mentoring behaviors of trust, befriending and awareness of personal attributes.

Examination of Hypotheses

H0₁: There is no significant difference in the level of trust in the mentoring relationship between advisors and advisees.

Chapter 4

ANALYSIS OF DATA

Revealed in Table I was the summary of the mean difference between the level. The purpose of this investigation was to determine the existence and magnitude of mentor-mentee relationships between doctoral degree advisors and their advisees at a traditionally black institution. The five socio-demographic variables of gender, age, part-time or full-time enrollment status, choice or assignment of advisor, and length of the relationship were tested with the dependent variables of trust, befriending and awareness of personal attributes.

The sample population in this study consisted of 13 doctoral advisors, 78 presently-enrolled doctoral students, and 39 graduates who have received doctorates. The Advisor Advisee Questionnaire was used to collect the data needed to test the hypotheses. The independent t-test was used to test hypotheses 1 through 15 and the one-way analysis of variance was employed to test hypotheses 16-18.

Summarized in tables 1-18 were the results of the data analysis for the effects of gender, age, part-time or full-time enrollment status, choice or assignment of advisor and length of the relationship on the mentoring behaviors of trust, befriending and awareness of personal attributes.

Statistics	Advisors	Advisees
t	5.76	5.49
t		1.97

Critical Value = .056

Examination of Hypotheses

HO₁: There is no significant difference in the level of trust in the mentoring relationship between advisors and advisees.

Revealed in Table I was the summary of the mean difference between the level of trust in the mentoring relationship regarding the advisors and advisees. The mean for the advisors regarding the level of trust was 5.76 and the mean for the advisees regarding the level of trust was 5.49. The difference between the two means was found to be not significant ($t = 1.97, df = 128, P > .05$). Consequently, Hypothesis One was not rejected.

Table I

T-Test for Mean Difference Between Advisors and Advisees Regarding the Level of Trust in the Mentoring Relationship		
Statistics	Advisors	Advisees
\bar{X}	5.76	5.49
SD	.351	1.03
SE Diff	.097	.095
\bar{X} Diff		.27
df		128
t		1.97

Critical Value = .056

H0₂: There is no significant difference in the level of friendship in the mentoring relationship between advisors and advisees.

Indicated in Table 2 was the summary of the mean difference between the level of friendship in the mentoring relationship between the advisors and advisees. The mean for the advisors was 5.48 and the mean for the advisees was 4.90. The difference between the two means was found to be significant ($t = 2.96$, $df = 128$, $P < .01$). Consequently, Hypothesis Two was rejected.

Table 2

T-Test for Mean Difference Between Advisors and Advisees Regarding the Level of Befriending in the Mentoring Relationship

Statistics	Advisors	Advisees
\bar{X}	5.48	4.90
SD	.580	1.202
SE Diff	.161	.111
\bar{X} Diff	.58	.092
df Diff	128	
t		2.96*

Critical Value = .006
 *Significant at the .05 level

H0₃: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship between advisors and advisees.

The summary of the mean difference between the level of awareness of personal attributes in the mentoring relationship between the advisors and advisees was shown in Table 3. Regarding this hypothesis, the mean for the advisors was 6.10 and the mean for the advisees was 5.35. The difference between the two means was found to be significant ($t = 5.28$, $df = 128$, $P > .05$). Thus, Hypothesis Three was rejected.

Table 3

T-Test for Mean Difference Between Advisors and Advisees Regarding the Level of Awareness of Personal Attributes in the Mentoring Relationship

Statistics	Advisors	Advisees
\bar{X}	6.10	5.35
SD	.394	.999
SE Diff	.109	.092
\bar{X} Diff	.138	.134
df		128
t		5.21*

Critical Value = .000

*Significant at the .05 level

Critical Value = .344

HO₄: There is no significant difference in the level of trust in the mentoring relationship between male and female participants.

Shown in Table 4 was the summary of the differences in the level of trust in the mentoring relationship between male and female participants. The mean for the males regarding the level of trust was 5.57 and the mean for the females regarding the level of trust was 5.39. A nonsignificant difference was found between the two means ($t = 2.13$, $df = 113$, $P > .05$). Consequently, Hypothesis Four was not rejected.

Table 5
T-Test for Mean Difference Between Male and Female Regarding the Level of Befriending
Table 4
T-Test for Mean Difference Between Male and Female Regarding the Level of Trust in the Mentoring Relationship

Statistics	Male	Female
\bar{X}	5.57	5.39
SD Diff	1.003	1.055
SE Diff	.138	.134
\bar{X} Diff		.18
df		128
t		.95

Critical Value = .003

*Significant at the .05 level

Critical Value = .344

H0₅: There is no significant difference in the level of befriending in the mentoring relationship between male and female participants.

In Table 5, the summary of the differences in the level of befriending in the mentoring relationship between male and female participants was shown. In this hypothesis, the mean for the males was 5.24 and the mean for the females was 4.58. Hypothesis Five was rejected due to the significant difference found between the two means ($t = 3.05, df = 113, P < .05$). Thus, Hypothesis Six was rejected.

Table 5
T-Test for Mean Difference Between Male and Female Regarding the Level of Befriending in the Mentoring Relationship

Statistics	Male	Female
\bar{X}	5.24	4.58
SD	1.003	1.290
SE Diff	.138	.164
\bar{X} Diff	.103	.66
df Diff		128
t		3.05*

Critical Value = .003
 *Significant at the .05 level

HO₆: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship between male and female participants.

Revealed in Table 6 was the summary of the difference in the level of awareness of personal attributes in the mentoring relationship between male and female participants. The mean for the males regarding the level of awareness was 5.55 and the mean for the females regarding the level of awareness was 5.17. This hypothesis proved to be significant ($t = 2.13$, $df = 113$, $P < .05$). Thus, Hypothesis Six was rejected.

Table 6
**T-Test for Mean Difference Between Male
 and Female Regarding the Level of Awareness of
 Personal Attributes in the Mentoring Relationship**

Statistics	Male	Female
\bar{X}	5.55	5.17
SD	.751	1.157
SE Diff	.103	.147
\bar{X} Diff		.38
df		128
t		2.13*

Critical Value = .036

*Significant at the .05 level

H07: There is no significant difference in the level of trust in the mentoring relationship due to the age of the participants.

The findings regarding the difference in the level of trust in the mentoring relationship due to the age of the participants was shown in Table 7. In this hypothesis, the mean for individuals aged 20-44 was 5.49 and the mean for individuals aged 45-69 was 5.44. The difference between the means was found to be nonsignificant ($t = 19$, $df = 113$, $P > .05$). Therefore, Hypothesis Seven was not rejected.

Table 7

T-Test for Mean Difference Between the Age of the Participants Regarding the Level of Trust in the Mentoring Relationship

Statistics	20-44	45-69
\bar{X}	5.49	5.44
SD	1.013	1.092
SE Diff	.111	.193
\bar{X} Diff		.05
df		128
t		.19

Critical Value = .847

H0g: There is no significant difference in the level of befriending in the mentoring relationship due to the age of the participants.

The computations of the t-test regarding the difference in the level of befriending in the mentoring relationship due to the age of the participants was indicated in Table 8. Regarding this hypothesis, the mean for participants aged 20-44 was 4.98, and the mean for participants aged 45-69 was 4.64. A nonsignificant difference between the means was found ($t = 1.20$, $df = 113$, $P > .05$). Thus, Hypothesis Eight was not rejected.

Table 8
T-Test for Mean Difference Between the Age
of the Participants Regarding the Level of Befriending
in the Mentoring Relationship

Statistics	20-44	45-69
\bar{X}	4.98	4.64
SD	1.101	1.436
SE Diff	.121	.254
\bar{X} Diff		.34
df		128
t		1.20

Critical Value = .238

H0₉: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the age of the participants.

The difference in the level of awareness of personal attributes in the mentoring relationship due to the age of the participants was summarized in Table 9. In regards to the level of awareness of personal attributes, the mean for participants aged 20-44 was 5.35 and the mean for participants aged 45-69 was 5.31. This hypothesis was found to be nonsignificant ($t = .15$, $df = 113$, $p > .05$). Consequently, the hypothesis was not rejected.

Table 9
T-Test for Mean Difference Between the Age
of the Participants Regarding the Level of Awareness of
Personal Attributes in the Mentoring Relationship

Statistics	20-44	45-69
\bar{X}	5.35	5.31
SD	.762	1.475
SE Diff	.084	.261
\bar{X} Diff		.04
df		128
t		.15

Critical Value = .885

H010: There is no significant difference in the level of trust in the mentoring relationship due to the enrollment status of the advisee.

Indicated in Table 10 was the summary of the difference in the level of trust in the mentoring relationship due to the enrollment status of the advisee. The mean for those students enrolled full-time was 5.54 and the mean for those students enrolled part-time was 5.37. This computation of the t-test revealed that this hypothesis was not significant ($t = .85$, $df = 113$, $P > .05$). Thus, the hypothesis was not rejected.

Table 10
T-Test for Mean Difference Between Enrollment Status
of Advisee and Level of Trust
in the Mentoring Relationship

Statistics	Full-time	Part-time
\bar{X}	5.54	5.37
SD	.982	1.109
SE Diff	.117	.167
\bar{X} Diff		.17
df		128
t		.85

Critical Value = .400

HO₁₁: There is no significant difference in the level of befriending in the mentoring relationship due to the enrollment status of the advisee.

Revealed in Table II was the summarization of the difference in the level of befriending in the mentoring relationship due to the enrollment status of the advisee. The mean for full-time students was 5.10 and the mean for part-time students 4.53. A significant difference between the means was found ($t = 2.41$, $df = 113$, $P < .05$). Consequently, Hypothesis Eleven was rejected.

Table II

**T-Test for Mean Difference Between Enrollment Status
of Advisee and Level of Befriending
in the Mentoring Relationship**

Statistics	Full-time	Part-time
\bar{X}	5.10	4.53
SD	1.085	1.318
SE Diff	.129	.199
\bar{X} Diff	.57	1.262
df	128	.190
t	2.41*	

Critical Value = .018

*Significant at the .05 level

HO₁₂: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the enrollment status of the advisee.

In Table 13, the computation of the t-test regarding the difference in the level of trust in the mentoring relationship due to the method of acquisition of advisor by the advisee was shown. The mean for students assigned to an advisor was 5.38 and the mean for students who chose an advisor was 5.55. Hypothesis 13 was 5.47 and the mean for part-time students was 5.14. The difference between proved to be nonsignificant ($t = .78$, $df = 113$, $P > .05$). Due to this finding, the means was nonsignificant ($t = 1.54$, $df = 113$, $P > .05$). Therefore, Hypothesis Hypothesis Thirteen was not rejected. Hypothesis Twelve was not rejected.

Table 12
T-Test for Mean Difference Between Enrollment Status
of Advisee and Level of Awareness of Personal Attributes
in the Mentoring Relationship

Statistics	Full-time	Part-time
\bar{X}	5.47	5.14
SD	.791	1.262
SE Diff	.094	.190
\bar{X} Diff		.43
df		128
t		1.54

Critical Value = .130

H0₁₃: There is no significant difference in the level of trust in the mentoring relationship due to the method of acquisition of advisor by the advisee.

In Table 13, the computation of the t-test regarding the difference in the level of trust in the mentoring relationship due to the method of acquisition of advisor by the advisee was shown. The mean for students assigned to an advisor was 5.38 and the mean for students who chose an advisor was 5.55. Hypothesis 13 proved to be nonsignificant ($t = .78$, $df = 113$, $P > .05$). Due to this finding, Hypothesis Thirteen was not rejected.

Table 13
**T-Test for Mean Difference Between Acquisition of Advisor
and Level of Trust
in the Mentoring Relationship**

Statistics	Assigned	Personal Choice
\bar{X}	5.38	5.55
SD	1.060	1.019
SE Diff	.194	.110
\bar{X} Diff		-.17
df		128
t		-0.78

Critical Value = .441

*Significant at the .05 level

H014: There is no significant difference in the level of befriending in the mentoring relationship due to the method of acquisition of advisor by the advisee.

The computation of the t-test regarding the difference in the level of befriending in the mentoring relationship due to the method of acquisition of advisor by the advisee was shown in Table 14. The data revealed a mean of 4.25 for students who were assigned an advisor and a mean of 5.17 for students who chose an advisor. A significant difference between the two means was found ($t = -3.54, df = 113, P < .01$). Consequently, Hypothesis Fourteen was rejected.

Table 14
T-Test for Mean Difference Between Acquisition of Advisor and Level of Befriending in the Mentoring Relationship

Statistics	Assigned	Personal Choice
\bar{X}	4.25	5.17
SD	.272	1.070
SE Diff	.232	.116
\bar{X} Diff		-.92
df		128
t		-3.54*

Critical Value = .001
 *Significant at the .05 level

HO15: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the method of acquisition of advisor by the advisee.

As shown in Table 16, when the one-way analysis of variance was computed between the level of trust in the mentoring relationship and the length of the relationship, there was no significant difference found between the three length of relationship groups of 0-4 years, 4.1-8 years and 8 or more years ($F = 2.464$, $df = 2/114$, $P < .05$). Therefore, Hypothesis Sixteen was supported. A nonsignificant difference between the means was found ($t = -1.75$, $df = 113$, $P > .05$). Thus, Hypothesis Fifteen was not rejected.

Table 15
T-Test for Mean Difference Between Acquisition of Advisor
and Level of Awareness of Personal Attributes
in the Mentoring Relationship

Source of Variability	Degrees of Freedom	Sum of Squares	Mean Squares	Personal Choice
Between Groups	2	5.0817	2.5409	2.464
Within Groups	114	5.698	1.0313	5.47
Total	116	1.163	.6515	.917
SE Diff		.212		.100
\bar{X} Diff			-.41	
df			128	
t			-1.75	

Critical Value = .087

HO₁₆: There is no significant difference in the level of trust in the mentoring relationship due to the length of the relationship.

As shown in Table 16, when the one-way analysis of variance was computed between the level of trust in the mentoring relationship and the length of the relationship, there was no significant difference found between the three length of relationship groups of 0-4 years, 4.1-8 years and 8 or more years. The differences found in the level of trust in the mentoring relationship ($F = 2.464$, $df = 2/114$, $P > .05$) were not significant at the .05 level. Therefore, Hypothesis Sixteen was supported.

Table 16
Analysis of Variance Summary Table for Level of Trust in the Mentoring Relationship and the Length of the Relationship

Source of Variables	Degrees of Freedom	Sum of Squares	Mean Squares	F	P
Between Groups	2	5.0817	2.5409	2.464	.0896
Within Groups	114	117.5698	1.0313		
Total	116	122.6515			

HO₁₇: There is no significant difference in the level of befriending in the mentoring relationship due to the length of the relationship.

Shown in Table 17 are the analysis of variance results for the level of befriending in the mentoring relationship and the length of the relationship groups of 0-4 years, 4.1-8 years and 8 or more years. The differences found in the level of befriending in the mentoring relationship ($F = .537$, $df = 2/114$, $P > .05$) were not significant at the .05 level. Thus, Hypothesis Seventeen was substantiated.

($F = .805$, $df = 2/14$, $P > .05$). Consequently, Hypothesis Eighteen was retained.

Table 17

Analysis of Variance Summary Table for Level of Befriending in the Mentoring Relationship and the Length of the Relationship

Source of Variables	Degrees of Freedom	Sum of Squares	Mean Squares	F	P
Between Groups	2	1.8145	.9073	.624	.5374
Within Groups	114	165.6518	1.4531	0.805	0.4497
Total	116	167.4663	1.0017		

Tabulation of responses to tested questions revealed the following results:

- Question 1: Do advisors consider themselves to be mentors to their advisees? Findings indicated 100% of the advisors considered themselves to be mentors to their advisees.

HO₁₈: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the length of the relationship.

In Table 18, the effects of the length of the relationship on the level of awareness of personal attributes in the mentoring relationship were tested. As revealed in this table, there was no statistically significant difference found between the level of awareness of personal attributes in the mentoring relationship and the three length groups of 0-4 years, 4.1-8 years, and 8 or more years ($F = -.805$, $df = 2/114$, $P > .05$). Consequently, Hypothesis Eighteen was retained.

Table 18

Analysis of Variance Summary Table for Level of Awareness of Personal Attributes in the Mentoring Relationship and the Length of the Relationship

Source of Variables	Degrees of Freedom	Sum of Squares	Mean Squares	F	P
Between Groups	2	1.6125	0.8062	0.805	0.4497
Within Groups	114	114.1907	1.0017		
Total	116	115.8032			

Tabulation of responses to tested questions revealed the following results:

Question 1: Do advisors consider themselves to be mentors to their advisees? Findings indicated 100% of the advisors considered themselves to be mentors to their advisees.

Question 2: Do advisees consider their advisors to be mentors? Findings indicated that 76.2% of the advisees considered their advisors to be mentors. In further analysis by gender of these data, 38.7% of the male and 45.9% of the female respondents, in a combined total of 84.7%, considered their advisors to be mentors.

Summary of Findings

The purpose of this study was to investigate the existence and magnitude of mentor-mentee relationships between doctoral advisors and their advisees at a traditionally black institution. Specifically, the research was designed to explore the interaction of the variables of gender, age, full-time or part-time enrollment status, acquisition of advisor by assignment or by choice, and the length of the mentor-mentee relationship with the recognized mentoring behaviors of trust, befriending, and awareness of personal attributes.

The survey design and one single factor design were utilized to collect and treat the data and evaluate 18 null hypotheses. The sample population in the investigation consisted of 130 randomly selected participants: 13 advisors, 78 presently enrolled advisees, and 39 graduated advisees.

Data analysis in the investigation was accomplished by the application of two statistical treatments: the independent t-test and the one-way analysis of variance. Significance levels of .05 were determined as adequate for the acceptance or rejection of the null hypotheses. The 18 null hypotheses tested in this investigation were the following:

HO₁: There is no significant difference in the level of trust in the mentoring relationship between advisors and advisees.

HO₂: There is no significant difference in the level of befriending in the mentoring relationship between advisors and advisees.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

HO₃: There is no significant difference in the level of awareness of personal attributes in the mentoring relationship between advisors and advisees.

Summary of Findings

The purpose of this study was to investigate the existence and magnitude of mentor-mentee relationships between doctoral advisors and their advisees at a traditionally black institution. Specifically, the research was designed to explore the interaction of the variables of gender, age, full-time or part-time enrollment status, acquisition of advisor by assignment or by choice, and the length of the mentor-mentee relationship with the recognized mentoring behaviors of trust, befriending, and awareness of personal attributes.

The survey design and one single factor design were utilized to collect and treat the data and evaluate 18 null hypotheses. The sample population in the investigation consisted of 130 randomly selected participants: 13 advisors, 78 presently enrolled advisees, and 39 graduated advisees.

Data analysis in the investigation was accomplished by the application of two statistical treatments: the independent t-test and the one-way analysis of variance. Significance levels of .05 were determined as adequate for the acceptance or rejection of the null hypotheses. The 18 null hypotheses tested in this investigation were the following:

- HO₁:** There is no significant difference in the level of trust in the mentoring relationship between advisors and advisees.
- HO₂:** There is no significant difference in the level of befriending in the mentoring relationship between advisors and advisees.
- HO₃:** There is no significant difference in the level of awareness of personal attributes in the mentoring relationship between advisors and advisees.
- HO₄:** There is no significant difference in the level of trust in the mentoring relationship between male and female participants.
- HO₅:** There is no significant difference in the level of befriending in the mentoring relationship between male and female participants.
- HO₆:** There is no significant difference in the level of awareness of personal attributes in the mentoring relationship between male and female participants.
- HO₇:** There is no significant difference in the level of trust in the mentoring relationship due to the age of the participants.
- HO₈:** There is no significant difference in the level of befriending in the mentoring relationship due to the age of the participants.
- HO₉:** There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the age of the participants.
- HO₁₀:** There is no significant difference in the level of trust in the mentoring relationship due to the part-time or full-time enrollment status of the advisee.

Among these 10 null hypotheses tested, six were rejected in that significance was observed in the analysis of data. The mentoring behavior of befriending was significantly different between advisors and advisees and was affected by the three variables (1) gender of the participants, (2) full-time or part-time enrollment status

- HO₁₁:** There is no significant difference in the level of befriending in the mentoring relationship due to the part-time or full-time enrollment status of the advisee.
- HO₁₂:** There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the part-time or full-time enrollment status of the advisee.
- HO₁₃:** There is no significant difference in the level of trust in the mentoring relationship due to the method of acquisition of the advisor by the advisee.
- HO₁₄:** There is no significant difference in the level of befriending in the mentoring relationship due to the method of acquisition of the advisor by the advisee.
- HO₁₅:** There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the method of acquisition of the advisor by the advisee.
- HO₁₆:** There is no significant difference in the level of trust in the mentoring relationship due to the length of the relationship.
- HO₁₇:** There is no significant difference in the level of befriending in the mentoring relationship due to the length of the relationship.
- HO₁₈:** There is no significant difference in the level of awareness of personal attributes in the mentoring relationship due to the length of the relationship.

Among these 18 null hypotheses tested, six were rejected in that significance was observed in the analysis of data. The mentoring behavior of befriending was significantly different between advisors and advisees and was affected by the three variables (1) gender of the participants, (2) full-time or part-time enrollment status

of the advisee and (3) acquisition of the advisor by choice or by assignment. A significant difference was found in the level of awareness of personal attributes in the mentoring relationship between advisors and advisees and between male and female participants.

Conclusion For the 12 null hypotheses which were accepted, the following observations were applied in regards to the specific mentoring behavior variables:

Trust Mentoring relationships exist between doctoral advisors and their

No difference in the level of trust between advisors and advisees was observed. Further, trust within the mentoring relationship was not affected by (1) the gender of the participants, (2) the age of the participants, (3) the part-time or full-time enrollment status of the advisee, (4) the acquisition of advisor by choice or by assignment, or (5) the length of the mentoring relationship.

Befriending of befriending is significantly affected by the part-time or full-

The three variables of (1) age, (2) choice or assignment of advisor and (3) length of relationship had no significant difference when tested with the behavior of befriending in the mentoring relationship.

Awareness of Personal Attributes between advisors and advisees.

Tests of four of the hypotheses which addressed the awareness of personal attributes resulted in the finding no significant difference between that variable and (1) the age of the participants, (2) the part-time or full-time enrollment status of the advisee, (3) acquisition of advisor by choice or by assignment and (4) the length of the mentoring relationship.

Findings observed in the tested questions were:

1. Advisors consider themselves to be mentors to their advisees.
2. Advisees consider their advisors to be mentors.

Conclusions

The findings of this investigation indicate the following conclusions:

1. Mentoring relationships exist between doctoral advisors and their advisees.
2. Significant levels of trust exist in mentoring relationships between advisors and advisees.
3. Significant levels of befriending do not exist in mentoring relationships between advisors and advisees.
4. Level of befriending is significantly affected by the gender of the participants.
5. Level of befriending is significantly affected by the part-time or full-time enrollment status of the advisee.
6. Level of befriending is significantly affected by the choice or assignment of advisor.
7. Significant levels of awareness of personal attributes do not exist in mentoring relationships between advisors and advisees.

8. Level of awareness of personal attributes is significantly affected by the gender of the participants.

9. Length of relationship has no effect on the mentoring relationship.

Although the behavioral elements of mentor-mentee relationships have been researched extensively, Papa-Lewis (1983), in stating that "the difference between the literature and this study is the setting" (p. 76), suggested that the actual

Implications

The results of this study confirmed the presence and magnitude of mentor-mentee relationships at Texas Southern University, a traditionally black institution. Within this given academic environment of Black students being advised/mentored by Black advisors/mentors, together with the observation that 100% of the advisors and 76.2% of the advisees considered their relationship to be that of mentor-mentee, the premise that mentoring relationships existed was supported. These findings further substantiated those observed by Blackwell (1983) that "a considerably higher percentage of blacks who were graduated from historically black colleges and universities can be said to have had advisors, teachers and peers to guide them than was the case among those blacks who were graduated from traditionally white institutions" (p. 101). Blackwell (1983) further hypothesized that "blacks are more likely to have been involved in a relationship that is less intensive than mentoring, such as a sponsor student, advisor-student, or perhaps peer relationship (p. 101).

The results of this investigation involving the population at Texas Southern University were generated from relationships which had no structured definition other than that of advisor-advisee. The implications for the placement of structured mentor programs in graduate and professional education environments were present in these findings.

The verification that there was no significant difference in the level of trust between all tested variables was in agreement with findings of other investigations which examined this mentoring behavior (Papa-Lewis, 1983 and Seal, 1984). Although the behavioral elements of mentor-mentee relationships have been researched extensively, Papa-Lewis (1983), in stating that "the difference between the literature and this study is the setting" (p. 76), suggested that the actual

location of the study might skew the findings in a direction other than that of consistency with the literature.

That observation might well account for the finding of significant differences in the level of befriending and in the level of awareness of personal attributes between the participants in this research. Texas Southern University is centrally located in a metropolis with a population of more than three million, and the majority of the doctoral students are enrolled part-time and are commuters. This setting does not foster the development of measurable befriending behaviors or promote levels of awareness of personal attributes which might develop into role modeling. Yet, mentor-mentee relationships exist among this population.

The presence of mentoring relationships in the population of this historically black institution supports the implication for structured mentor programs at the doctoral level of education. Consequently, the development of relationships which would reflect no significant difference between chosen variables and mentoring behaviors might be realized.

Recommendations

Mentoring has been recognized as a vital relationship in higher education; however, based on the conclusions and implications generated from this investigation, the following recommendations for further study were made:

1. Further study should be conducted to compare mentoring relationships between advisors and advisees at traditionally white institutions and traditionally black institutions.
2. Further study should be conducted to compare the results of participation in structured and unstructured mentoring programs.

3. Further study should be conducted to investigate the influence of mentoring relationships on the academic performance and professional aspirations of black students in graduate and professional schools.
4. Further study should be conducted to compare mentoring relationships in an academic environment with those in other professional environments.
5. Further study should be conducted to compare mentoring relationships in an undergraduate environment with those in a graduate environment.

P. O. Box 1442
Houston, TX 77252
21 March 1985

Dr. Joseph J. ...
The ...
Texas ...
Houston, TX 77004

APPENDICES

Date: 21, 1985

LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH
at Texas Southern University ...
The objective of this research is the ...
of ...

The purpose of this investigation is to ...
The ...

In compliance with established research ...
The ...

This request will be ...

Yours truly,
[Signature]
Joseph J. ...

P. O. Box 8444
Houston, TX 77288
17 March 1989

Dr. Joseph Jones, Dean
The Graduate School
Texas Southern University
3100 Cleburne Avenue
Houston, TX 77004

APPENDIX A

Dear Dr. Jones:

This letter is a **LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH** at Texas Southern University utilizing faculty and presently enrolled doctoral students as a sample. I am a doctoral student, presently enrolled at TSU in EDHI 999, Dissertation. The objective of this research is the completion of requirements for the Doctor of Education degree at Texas Southern University.

The purpose of this investigation is to determine the presence and magnitude of mentor relationships between doctoral advisors and their advisees. The instrument to be administered consists of a 38-item questionnaire designed to elicit demographic data and behavioral attitudes toward mentor relationships in the described environment.

In compliance with established research guidelines, the instrument provides a statement of rights of the participant in consenting to participate in research projects as human subjects.

Your approval will be sincerely appreciated.

Yours truly,



Barbara J. Davis

P. O. Box 8444
Houston, TX 77288
17 March 1989

Dr. Joseph Jones, Dean
The Graduate School
Texas Southern University
3100 Cleburne Avenue
Houston, TX 77004

Dear Dr. Jones:

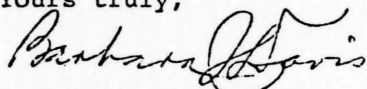
This letter is a request for permission to conduct research at Texas Southern University utilizing faculty and presently enrolled doctoral students as a population sample. I am a doctoral student, presently enrolled at TSU in EDHI 999, Dissertation. The objective of this research is the completion of requirements for the Doctor of Education degree at Texas Southern University.

The purpose of this investigation is to determine the presence and magnitude of mentor relationships between doctoral advisors and their advisees. The instrument to be administered consists of a 38-item questionnaire designed to elicit demographic data and behavioral attitudes toward mentor relationships in the described environment.

In compliance with established research guidelines, the instrument provides a statement of rights of the participant in consenting to participate in research projects as human subjects.

Your approval will be sincerely appreciated.

Yours truly,



Barbara J. Davis

TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS 77004

OFFICE OF THE DEAN
THE GRADUATE SCHOOL

March 30, 1988

APPENDIX B

Ms. Barbara J. Davis
P. O. Box 8444
Houston, Texas 77268

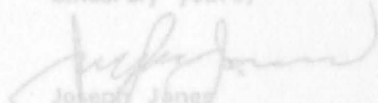
**LETTER GRANTING PERMISSION
TO CONDUCT RESEARCH**

Dear Ms. Davis:

Approval is herewith given to your request to conduct research for your doctoral dissertation utilizing a selected sample of faculty members and enrolled doctoral students at Texas Southern University. As a part of the procedure, you should also complete the research on human subjects approval form that can be obtained from Dr. Warren Williams, Head, Department of Biology.

Best wishes for the success of your project.

Sincerely yours,



Joseph Jones
Dean, Graduate School

JJ:cmc

TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS 77004

OFFICE OF THE DEAN
THE GRADUATE SCHOOL

March 20, 1989

APPENDIX C

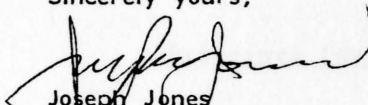
Ms. Barbara J. Davis
P. O. Box 8444
Houston, Texas 77288

Dear Ms. Davis:

Approval is herewith given to your request to conduct research for your doctoral dissertation utilizing a selected sample of faculty members and enrolled doctoral students at Texas Southern University. As a part of the procedure, you should also complete the research on human subjects approval form that can be obtained from Dr. Warren Williams, Head, Department of Biology.

Best wishes for the success of your project.

Sincerely yours,



Joseph Jones
Dean, Graduate School

JJ:cmc

TEXAS SOUTHERN UNIVERSITY
HOUSTON, TEXAS 77004
March 31, 1989

DEPARTMENT OF MEDICAL SCIENCES

APPENDIX C
LETTER OF VERIFICATION
OF COMPLIANCE WITH RESEARCH REGULATIONS

To Whom It May Concern:

This letter is written to verify that the Committee for the Protection of Human Subjects at Texas Southern University has reviewed the following dissertation proposal and find it to be in compliance with both the regulations of T.S.U. and the National Institutes of Health:

Proposal

The Mentor-Mentee Relationship
Between Doctoral Advisors and
Advisees at An Historically
Black University

Principal Investigator

Barbara Jeanne J. Davis
Texas Southern University
Prof. W.A. McCree, Advisor

Sincerely,



Warren E. Williams, Ph.D.
Committee for the Protection
of Human Subjects, Chairman

TEXAS SOUTHERN UNIVERSITY

HOUSTON, TEXAS 77004

March 31, 1989

DEPARTMENT OF BIOLOGICAL SCIENCES

APPENDIX D

LETTER REQUESTING PERMISSION

TO USE RESEARCH INSTRUMENT

To Whom It May Concern:

This letter is written to verify that the Committee for the Protection of Human Subjects at Texas Southern University has reviewed the following dissertation proposal and find it to be in compliance with both the regulations of T.S.U. and the National Institutes of Health:

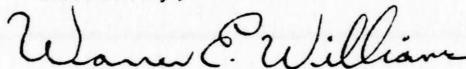
Proposal

The Mentor-Mentee Relationship
Between Doctoral Advisors and
Advisees at An Historically
Black University

Principal Investigator

Barbara Jeane J. Davis
Texas Southern University
Prof. W.A. McCree, Advisor

Sincerely,



Warren E. Williams, Ph.D.
Committee for the Protection
of Human Subjects, Chairman

P. O. Box 8444
Houston TX 77288
20 March 1989

Dr. Rosemary Papa-Lewis
Dept. of Advanced Studies
California State University, Fresno
Fresno, CA 93740 **APPENDIX D**

LETTER REQUESTING PERMISSION

TO USE RESEARCH INSTRUMENT

Dear Dr. Papa-Lewis:

This letter is written to you concerning the instrument developed by you for your doctoral dissertation, The Mentoring Relationship Between Major Advisors and Doctoral Degree Advisees, University of Nebraska, 1984. This is to request formal permission to use the Advisor-Advisee Questionnaire, Form A, Form B, and Form C, to collect data for my doctoral dissertation, The Mentor-Mentee Relationship Between Doctoral Advisors and Advisees At An Historically Black University, Texas Southern University, work in progress. The instrument will be designated the Advisor-Advisee Questionnaire (AAQ), and will be administered, unaltered, in its entirety.

A copy of this letter is enclosed for your files; please sign and return a copy to me.

Yours truly,

Barbara J. Davis
Barbara J. Davis
Doctoral Degree Candidate
Texas Southern University

I hereby agree to the terms of this letter.

Rosemary Papa-Lewis
Rosemary Papa-Lewis, Ed.D.

4-4-89
Date

P. O. Box 8444
Houston TX 77288
20 March 1989

Dr. Rosemary Papa-Lewis
Dept. of Advanced Studies
California State University, Fresno
Fresno, CA 93740

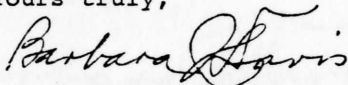
APPENDIX E
ADVISOR - ADVISEE QUESTIONNAIRE

Dear Dr. Papa-Lewis:

(Form A)
This letter is written to you concerning the instrument developed by you for your doctoral dissertation, The Mentoring Relationship Between Major Advisors and Doctoral Degree Advisees, University of Nebraska, 1984. This is to request formal permission to use the Advisor-Advisee Questionnaire, Form A, Form B, and Form C, to collect data for my doctoral dissertation, The Mentor-Mentee Relationship Between Doctoral Advisors and Advisees At An Historically Black University, Texas Southern University, work in progress. The instrument will be designated the Advisor-Advisee Questionnaire (AAQ), and will be administered, unaltered, in its entirety.

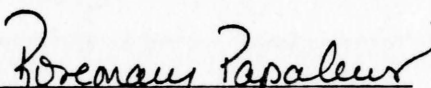
A copy of this letter is enclosed for your files; please sign and return a copy to me.

Yours truly,



Barbara J. Davis
Doctoral Degree Candidate
Texas Southern University

I hereby agree to the terms of this letter.


Rosemary Papa-Lewis, Ed.D.

4-4-89
Date

P. O. Box 8444
Houston, TX 77288

Dear Doctoral Advisor:

APPENDIX E

ADVISOR - ADVISEE QUESTIONNAIRE

(Form A)

I am a doctoral degree candidate at Texas Southern University and am seeking your assistance in completing the data-collecting phase of the research for my dissertation. The purpose of this study will be to determine the existence and magnitude of mentor relationships between doctoral advisors and advisees at an historically black university.

The enclosed questionnaire can be answered in less than 15 minutes. Please complete and return the questionnaire to me within two weeks of your receipt. A self-addressed stamped envelope is enclosed. The results of this study will be made available to you upon your request. Thank you very much for your assistance.

Yours truly,



Barbara J. Davis

ADVISOR - ADVISEE
QUESTIONNAIRE

Form A

P. O. Box 8444
Houston, TX 77288

INSTRUCTIONS:

1. This research is being conducted to investigate the relationship between major advisors and their doctoral advisees. Of particular

Dear Doctoral Advisor: the experiences you, the major advisor, have had with your doctoral degree advisees.

I am a doctoral degree candidate at Texas Southern University and I am writing to request your assistance in completing the data-collecting phase of the research for my dissertation. The purpose of this study will be to determine the existence and magnitude of mentor relationships between doctoral advisors and advisees at an historically black university.

The enclosed questionnaire can be answered in less than 15 minutes. Please complete and return the questionnaire to me within two weeks of your receipt. A self-addressed stamped envelope is enclosed. The results of this study will be made available to you upon your request. Thank you very much for your assistance.

Yours truly,

Barbara J. Davis

Barbara J. Davis

FEELINGS TOWARD YOUR
DOCTORAL DEGREE ADVISEES

Circle the number below each item in a position from one to seven to indicate how likely it is or how frequently you think you generally treat most of your doctoral advisees.

very unlikely
infrequently

very likely
or frequently



3. Consciously try to make doctoral advisees feel like valued members of the department.



FORM A, page 2

ADVISOR - ADVISEE
QUESTIONNAIRE

very unlikely
or infrequently

very likely
or frequently

Form A

INSTRUCTIONS:

1. This research is being conducted to investigate the relationship between major advisors and their doctoral advisees. Of particular interest in this project are the experiences you, the major advisor, have had with your doctoral degree advisees.
2. Your participation is entirely voluntary and you may withdraw at any time without prejudice. All your answers will be completely confidential.
3. Please complete all questions as indicated.
4. If you do not find the exact answer that fits your case, circle the one that comes the closest to it.
5. Feel free to write in any explanations or comments you may have in the margins or on the back of the survey.

INFORMATION ABOUT YOURSELF

INSTRUCTIONS: Circle the correct response.

1. Your sex: M F

2. Your age as of January 1, 1988: 20-44 45-69

INFORMATION ABOUT YOUR FEELINGS TOWARD YOUR DOCTORAL DEGREE ADVISEES

Circle the number below each item in a position from one to seven to indicate how likely it is or how frequently you think you generally treat most of your doctoral advisees.

very unlikely
infrequently

very likely
or frequently

1 |-----| 2 |-----| 3 |-----| 4 |-----| 5 |-----| 6 |-----| 7

* * * * *

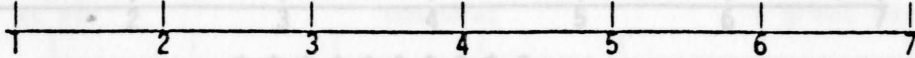
3. Consciously try to make doctoral advisees feel like valued members of the department.

1 |-----| 2 |-----| 3 |-----| 4 |-----| 5 |-----| 6 |-----| 7

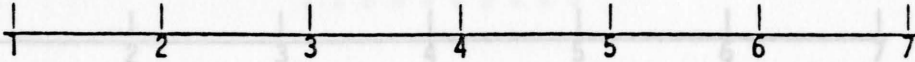
FORM A, page 2

very unlikely
or infrequently

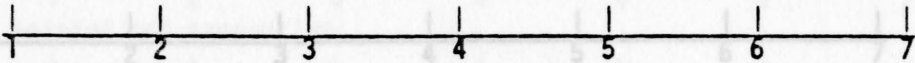
very likely
or frequently



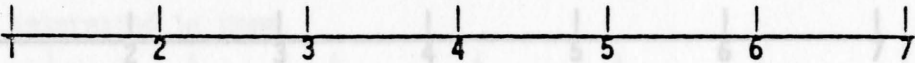
4. Verbally express confidence in your advisees.



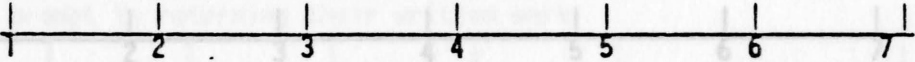
5. Keep the relationship strictly professional and not personal.



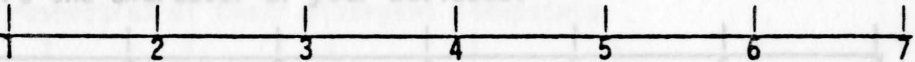
6. Devote extra time and consideration.



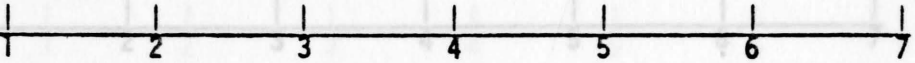
7. Share information that is confidential.



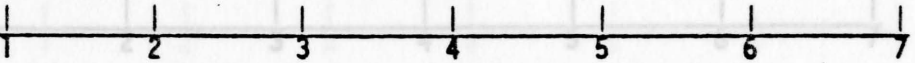
8. Be suspicious of your advisees' motives.



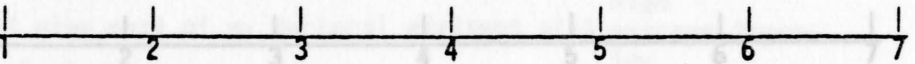
9. Consider your advisees' needs as well as the needs of the department.



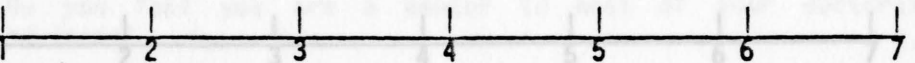
10. Choose advisees for close friends.



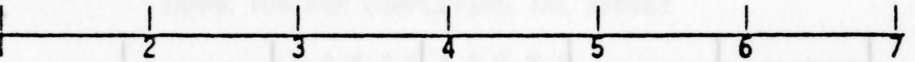
11. Personally care about the welfare of your advisees.



12. Relax around your advisees.



13. Trust your advisees.



FORM A, page 3

INSTRUCTIONS: Read and complete the following sentence by filling in with the phrases and circling a number on your response.

very unlikely or infrequently very likely or frequently

1 | 2 | 3 | 4 | 5 | 6 | 7

14. Take a genuine interest in your advisees' families, hobbies, and personal interests.

1 | 2 | 3 | 4 | 5 | 6 | 7

15. Go out of your way to do a favor for your advisees.

1 | 2 | 3 | 4 | 5 | 6 | 7

16. Avoid choosing advisees as partners in a game.

1 | 2 | 3 | 4 | 5 | 6 | 7

17. Disregard advisees' ideas and suggestions.

1 | 2 | 3 | 4 | 5 | 6 | 7

18. Admire the character of your advisees.

1 | 2 | 3 | 4 | 5 | 6 | 7

19. Not believe advisees' statements.

1 | 2 | 3 | 4 | 5 | 6 | 7

20. Be friendly and easily approachable by your advisees.

1 | 2 | 3 | 4 | 5 | 6 | 7

21. In order to foster growth and development of your advisees, you limit your availability.

1 | 2 | 3 | 4 | 5 | 6 | 7

22. Help your advisees with non-degree personal concerns.

1 | 2 | 3 | 4 | 5 | 6 | 7

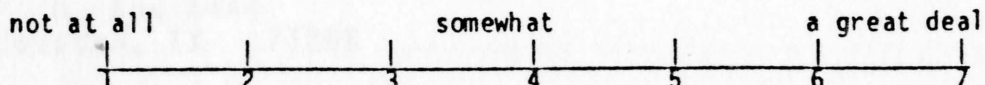
23. Introduce to cultural and recreational opportunities in the area.

1 | 2 | 3 | 4 | 5 | 6 | 7

code number

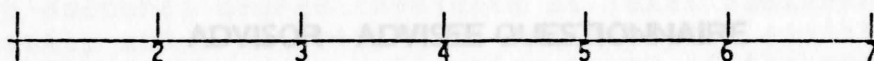
FORM A, page 4

INSTRUCTIONS: Read and complete the following sentence by filling in the blank with the phrases and circling a number on the scale to indicate your response.

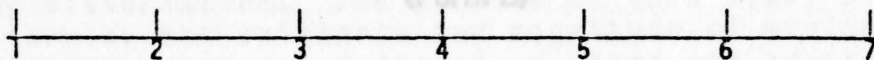


I feel I am _____. (to my doctoral advisees)

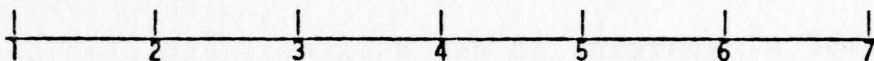
24. accessible



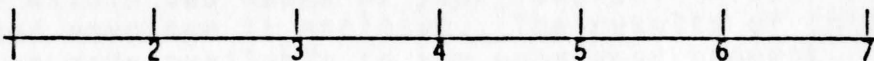
25. helpful and supportive



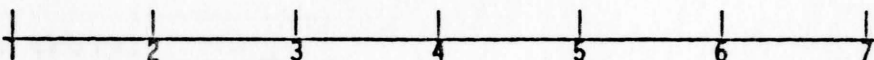
26. interested in them



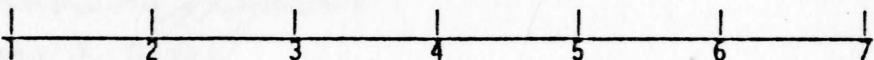
27. prompt in returning their written work



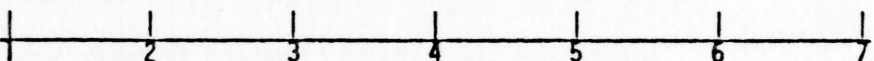
28. respectful of their divergent viewpoints



29. respectful of their autonomy



30. an influence on their doctoral degree work



DIRECTIONS: Circle the correct response.

31. I give most of my doctoral advisees a(n) _____ of structure.

high
average degree
low

32. Do you feel you are a mentor to most of your doctoral advisees? Yes No

THANK YOU FOR COMPLETING THE SURVEY

code number

ADVISOR - ADVISEE
QUESTIONNAIRE

Form B

P. O. Box 8444
Houston, TX 77288

Dear Doctoral Student:

APPENDIX F

ADVISOR - ADVISEE QUESTIONNAIRE

(Form B)

I am a doctoral degree candidate at Texas Southern University and I am conducting research on the relationship between doctoral advisors and their doctoral advisees. Of particular interest in this project are the experiences you have had throughout your doctoral program with your major advisor.

The enclosed questionnaire can be answered in less than 15 minutes. Please complete and return the questionnaire to me within two weeks of your receipt. A self-addressed stamped envelope is enclosed. The results of this study will be made available to you upon your request. Thank you very much for your assistance.

Yours truly,

Barbara J. Davis

1. Your age as of January 1, 1981: 20-40 40-50
2. Your student status: Full-time Part-time
3. Has your undergraduate degree earned at T.S.U.? Yes No
4. Has your master's degree earned at T.S.U.? Yes No
5. Is your doctoral degree from the same academic discipline as your master's degree? Yes No
6. Has your major advisor: assigned to you chosen by you
7. How long have you been working at your institution?
 7-12 years 1-6 years 4-6 years 1-3 years
 3-10 years 11-12 years

ADVISOR - ADVISEE
QUESTIONNAIRE

Form B

P. O. Box 8444
Houston, TX 77288

Dear Doctoral Student:

I am a doctoral degree candidate at Texas Southern University and I am writing to request your assistance in completing the data-collecting phase of the research for my dissertation. The purpose of this study will be to determine the existence and magnitude of mentor relationships between doctoral advisors and advisees at an historically black university.

The enclosed questionnaire can be answered in less than 15 minutes. Please complete and return the questionnaire to me within two weeks of your receipt. A self-addressed stamped envelope is enclosed. The results of this study will be made available to you upon your request. Thank you very much for your assistance.

Yours truly,

Barbara J. Davis

Barbara J. Davis

2. Your age as of January 1, 1988: 20-44 45-69
3. Your student status: Full-time Part-time
4. Was your undergraduate degree earned at T.S.U.? Yes No
5. Was your master's degree earned at T.S.U.? Yes No
6. Is your doctoral degree from the same academic discipline as your master's degree? Yes No
7. Was your major advisor:
assigned to you? chosen by you?
8. How long have you been working on your doctorate?
0-2 years 2.1-4 years 4.1-6 years 6.1-8 years
8.1-10 years 10.1-12 years

FORM B, page 2

**ADVISOR - ADVISEE
QUESTIONNAIRE**

Form B

INFORMATION ABOUT YOUR FEELINGS TOWARD YOUR MAJOR
ADVISOR ON YOUR DOCTORAL COMMITTEE

INSTRUCTIONS:

This research is being conducted to investigate the relationship between major advisors and their doctoral advisees. Of particular interest in this project are the experiences you have had throughout your doctoral program with your major advisor.

The following statements are provided for your information in compliance with established research guidelines. The purpose is to inform you of your rights in consenting to participate in the research project and to protect your rights as human subjects.

1. Your responses to this study are voluntary. Your consent to participate in this study is indicated by your response to this instrument. You need not answer any specific question which you find objectionable.
2. No action will be applied to any member of the University if you do not choose to participate in this research effort.
3. Anonymity of respondents will be maintained by the researcher. The information you supply as an individual will be held as confidential information by the researcher. Because the data obtained from individual respondents will be grouped and treated statistically and data will be reported from groups only, it will be impossible to identify individual responses.
4. If you desire information on the results of the study, you may request such information from the researcher.
5. Upon request, you are entitled to an interpretation of your individual numerical score obtained from the researcher.

1. Please complete all questions as indicated.
2. If you do not find the exact answer that fits your case, circle the one that comes the closest to it.
3. Feel free to write in any explanations or comments you may have in the margins or on the back of the survey.

INFORMATION ABOUT YOURSELF

INSTRUCTIONS: Circle the correct response.

1. Your sex: M F
2. Your age as of January 1, 1988: 20-44 45-69
3. Your student status: Full-time Part-time
4. Was your undergraduate degree earned at T.S.U.? Yes No
5. Was your master's degree earned at T.S.U.? Yes No
6. Is your doctoral degree from the same academic discipline as your master's degree? Yes No
7. Was your major advisor:
assigned to you? chosen by you?
8. How long have you been working on your doctorate?
0-2 years 2.1-4 years 4.1-6 years 6.1-8 years
8.1-10 years 10.1-12 years

INFORMATION ABOUT YOUR FEELINGS TOWARD YOUR MAJOR ADVISOR ON YOUR DOCTORAL COMMITTEE

Circle the number below each item in a position from one to seven to indicate how likely it is or how frequently you think you are treated that way by your major advisor.

very unlikely or infrequently very likely or frequently

1	2	3	4	5	6	7
---	---	---	---	---	---	---

9. Consciously tries to make me feel like a valued member of department.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

10. Verbally expresses confidence in me.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

11. Keeps the relationship strictly professional and not personal.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

12. Devotes extra time and consideration to me.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

13. Shares information that is confidential with me.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

14. Is suspicious of my motives.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

15. Considers my needs as well as the needs of the department.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

16. Chooses me for a close friend.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

17. Personally cares about my welfare.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

FORM B, page 4
FORM B, page 3

very unlikely
or infrequently

very likely
or frequently

1	2	3	4	5	6	7
---	---	---	---	---	---	---

18. Relaxes around me.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

19. Trusts me.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

20. Takes a genuine interest in my family, hobbies, and personal interests.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

21. Goes out of their way to do a favor for me.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

22. Avoids choosing me as a partner in activities.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

23. Disregards my ideas and suggestions.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

24. Admires my character.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

25. Does not believe my statements.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

26. Is friendly and easily approachable.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

27. Limits his/her availability or assistance to foster my growth and development.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

28. Helps me with non-degree personal concerns.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

29. Introduces me to cultural and recreational opportunities in the area.

1	2	3	4	5	6	7
---	---	---	---	---	---	---

FORM B, page 4

INSTRUCTIONS: Read and complete the following sentence by filling in the blank with the phrases and circling a number on the scale to indicate your response.

not at all | 1 | 2 | 3 | somewhat | 4 | 5 | 6 | a great deal | 7

My major advisor is _____.

30. accessible

| 1 | 2 | 3 | 4 | 5 | 6 | 7

31. helpful and supportive

| 1 | 2 | 3 | 4 | 5 | 6 | 7

32. interested in students

| 1 | 2 | 3 | 4 | 5 | 6 | 7

34. respectful of divergent viewpoints

| 1 | 2 | 3 | 4 | 5 | 6 | 7

35. respectful of my autonomy

| 1 | 2 | 3 | 4 | 5 | 6 | 7

36. influencing my doctoral degree work

| 1 | 2 | 3 | 4 | 5 | 6 | 7

DIRECTIONS: Circle the correct response.

37. I require a(n) ^{high} average degree of structure _{low}

38. Do you consider your major advisor to be your mentor?
Yes No

THANK YOU FOR COMPLETING THE SURVEY

code number

P. O. Box 8444
Houston, TX 77288

Dear Doctoral Graduate:

APPENDIX G
ADVISOR - ADVISEE QUESTIONNAIRE
(Form C)

I am a doctoral degree candidate at Texas Southern University and I am seeking your assistance in completing the data-collecting phase of the research for my dissertation. The purpose of this study will be to determine the existence and magnitude of mentor relationships between doctoral advisors and advisees at an historically black university.

The enclosed questionnaire can be answered in less than 15 minutes. Please complete and return the questionnaire to me within two weeks of your receipt. A self-addressed stamped envelope is enclosed. The results of this study will be made available to you upon your request. Thank you very much for your assistance.

Yours truly,



Barbara J. Davis

- 1. Was your master's degree earned at Texas Southern University?
- 2. Was your doctoral degree from the same institution as your master's degree?
- 3. Was your advisor selected by you?
- 4. How long did you work on your dissertation?
0-1 years 2-4 years 4-6 years 6-8 years 8-10 years 10-12 years

ADVISOR - ADVISEE
QUESTIONNAIRE

Form C

P. O. Box 8444
Houston, TX 77288

Dear Doctoral Graduate:

I am a doctoral degree candidate at Texas Southern University and I am writing to request your assistance in completing the data-collecting phase of the research for my dissertation. The purpose of this study will be to determine the existence and magnitude of mentor relationships between doctoral advisors and advisees at an historically black university.

The enclosed questionnaire can be answered in less than 15 minutes. Please complete and return the questionnaire to me within two weeks of your receipt. A self-addressed stamped envelope is enclosed. The results of this study will be made available to you upon your request. Thank you very much for your assistance.

Yours truly,

Barbara J. Davis

Barbara J. Davis

5. Was your master's degree earned at T.S.U.? Yes No

6. Was your doctoral degree from the same academic discipline as your master's degree? Yes No

7. Was your major advisor:
assigned to you? chosen by you?

8. How long did you work on your doctorate?
0-2 years 2.1-4 years 4.1-6 years 6.1-8 years
8.1-10 years 10.1-12 years

ADVISOR - ADVISEE
QUESTIONNAIRE

Form C

INFORMATION ABOUT YOUR FEELINGS TOWARD YOUR MAJOR
ADVISOR ON YOUR DOCTORAL COMMITTEE

INSTRUCTIONS:

This research is being conducted to investigate the relationship between major advisors and their doctoral advisees. Of particular interest in this project are the experiences you had throughout your doctoral program with your major advisor.

1. Your participation is entirely voluntary and you may withdraw at any time without prejudice. All your answers will be completely confidential.
2. Please complete all questions as indicated.
3. If you do not find the exact answer that fits your case, circle the one that comes the closest to it.
4. Feel free to write in any explanations or comments you may have in the margins or on the back of the survey.

INFORMATION ABOUT YOURSELF

INSTRUCTIONS: Circle the correct response.

12. 1. Your sex: M F
2. Your age as of January 1, 1988: 20-44 45-69
13. 3. My present job is in the field my doctorate is in:
yes no
14. 4. Your student status was: Full-time Part-time
5. Was your master's degree earned at T.S.U.? Yes No
15. 6. Was your doctoral degree from the same academic discipline as your master's degree? Yes No
16. 7. Was your major advisor:
assigned to you? chosen by you?
17. 8. How long did you work on your doctorate?
0-2 years 2.1-4 years 4.1-6 years 6.1-8 years
8.1-10 years 10.1-12 years

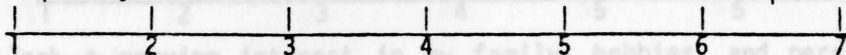
18. Relaxed around me.

FORM C, page 2

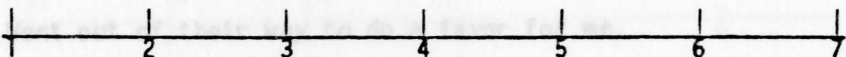
INFORMATION ABOUT YOUR FEELINGS TOWARD YOUR MAJOR ADVISOR ON YOUR DOCTORAL COMMITTEE

Circle the number below each item in a position from one to seven to indicate how likely it is or how frequently you think you were treated that way by your major advisor.

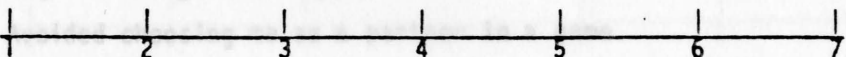
very unlikely or infrequently very likely or frequently



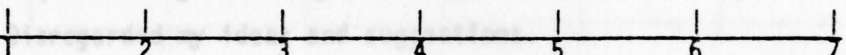
9. Consciously tried to make me feel like a valued member of department.



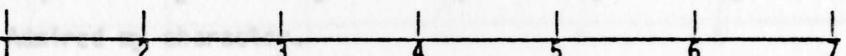
10. Verbally expressed confidence in me.



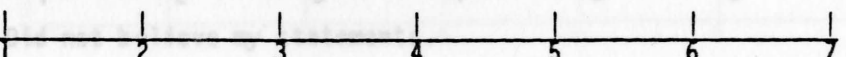
11. Kept the relationship strictly professional and not personal.



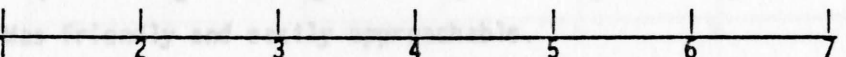
12. Devoted extra time and consideration to me.



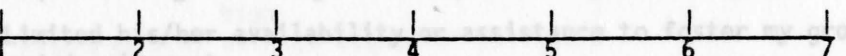
13. Shared information that was confidential with me.



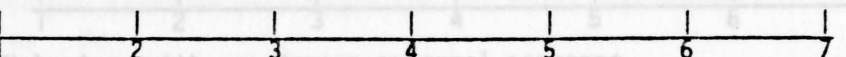
14. Was suspicious of my motives.



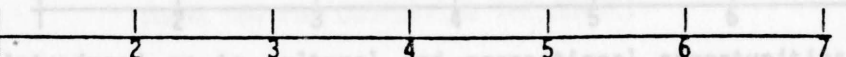
15. Considered my needs as well as the needs of the department.



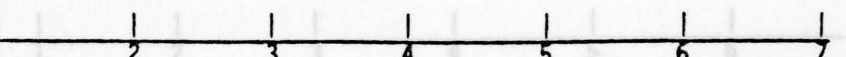
16. Chose me for a close friend.



17. Personally cared about my welfare.



18. Relaxed around me.



FORM C, page 3

very unlikely or infrequently very likely or frequently

1 | 2 | 3 | 4 | 5 | 6 | 7

19. Trusted me.

1 | 2 | 3 | 4 | 5 | 6 | 7

20. Took a genuine interest in my family, hobbies, and personal interests.

1 | 2 | 3 | 4 | 5 | 6 | 7

21. Went out of their way to do a favor for me.

1 | 2 | 3 | 4 | 5 | 6 | 7

22. Avoided choosing me as a partner in a game.

1 | 2 | 3 | 4 | 5 | 6 | 7

23. Disregarded my ideas and suggestions.

1 | 2 | 3 | 4 | 5 | 6 | 7

24. Admired my character.

1 | 2 | 3 | 4 | 5 | 6 | 7

25. Did not believe my statements.

1 | 2 | 3 | 4 | 5 | 6 | 7

26. Was friendly and easily approachable.

1 | 2 | 3 | 4 | 5 | 6 | 7

27. Limited his/her availability or assistance to foster my growth and development.

1 | 2 | 3 | 4 | 5 | 6 | 7

28. Helped me with non-degree personal concerns.

1 | 2 | 3 | 4 | 5 | 6 | 7

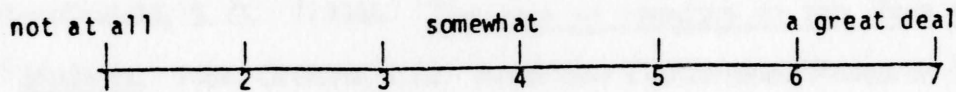
29. Introduced me to cultural and recreational opportunities in the area.

1 | 2 | 3 | 4 | 5 | 6 | 7

code number

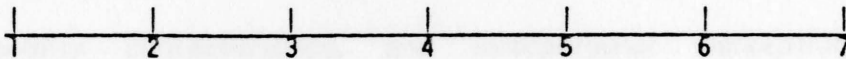
FORM C, page 4

INSTRUCTIONS: Read and complete the following sentence by filling in the blank with the phrases and circling a number on the scale to indicate your response.

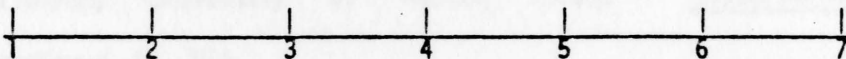


My major advisor was _____
 * * * * *

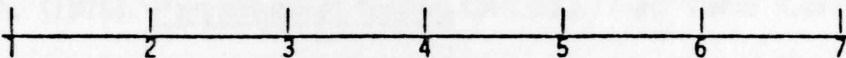
30. accessible



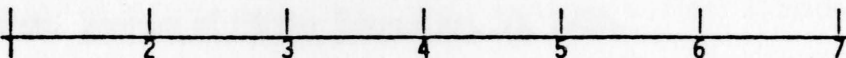
31. helpful and supportive



32. interested in students



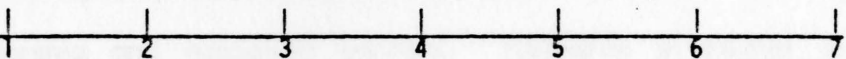
34. respectful of divergent viewpoints



35. respectful of my autonomy



36. an influence on my doctoral degree work



DIRECTIONS: Circle the correct response.

37. I required a(n) ^{high} average degree of structure. _{low}

38. Did you consider your major advisor to be your mentor?
 Yes No

* * * * *

THANK YOU FOR COMPLETING THE SURVEY

* * * * *

code number

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