

A COMPARATIVE STUDY OF UNDERGRADUATE STUDENT AND PROFESSIONALLY

TRAINED HEAD RESIDENT EFFECTIVENESS AT

SELECTED UNIVERSITIES,

by

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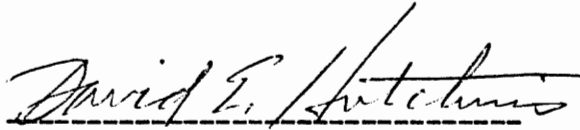
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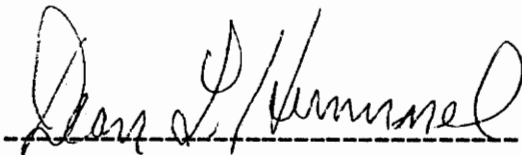
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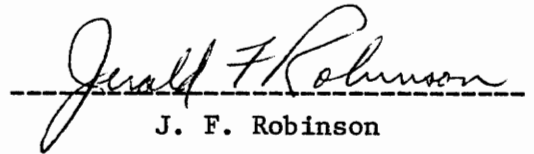
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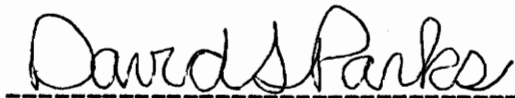
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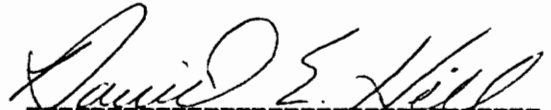
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Chapter 1

INTRODUCTION

A resurgence in college-provided housing occurred around the turn of the twentieth century. Since World War II, when college enrollments began to mushroom, college housing has experienced tremendous growth. The fourth annual Survey of College Operating Practices by College and University Business for 1969-70 indicated that 63 percent of all colleges and universities in the United States report having college owned housing available to their students. According to Riker (1966), buildings which house students account for 36 percent of the total physical plant of American institutions of higher education. Cohen (1970) reported that twenty-nine of eighty-four institutions responding to an Association of College and University Housing Officer (ACUHO) survey reported residence hall building contracts since the Spring, 1969. Weidlein (1973), in reviewing a national survey conducted by an ACUHO committee, indicated that colleges and universities had room for approximately 835,000 students in on-campus residence halls during Fall, 1972. This was an increase of 3 percent in the number of residence hall spaces these same institutions had in 1969. These data clearly substantiate the fact that institutions of American higher education have made a heavy economic investment in housing students in residence halls.

That the history of college residential housing is a long and interesting one is evident from the writings of Cowley (1934), Rashdall

(1936), Leonard (1956), and others. In the colonial colleges all records seem to show that residences were used primarily for the control of student behavior. The major purposes of higher education were intellectual, the majority of colleges religiously oriented, and independence and individualism highly valued. Powell et al (1969) have pointed out that by the mid-1800's conditions in higher education had reduced even further the importance of the role of college housing in the educational process. Students were responsible for making their own housing accommodations and many colleges founded during this period offered no on-campus housing for students.

As time passed, however, both the goals of higher education and the objectives of residence programs for the student have vastly changed. A major purpose of higher education today is the development of the personality of the individual so as to make him a better person and more useful citizen. The residence hall has been promoted by some as an agent for implementing this purpose and thus an integral part of the learning process (e.g., Mueller, 1961; Riker, 1965; Adams, 1968). In short, as more and more college housing has been constructed, increasing concern has been expressed about the role of the residence hall in the total operation of the educational institution of which it is a part.

Leonard (1956) has explained that, during the colonial period, the faculty were generally required to live in dormitories and periodically patrolled the halls during evening hours as a means of enforcing many of the rules of student residences. However, a review

of the literature related to emerging residence hall staffing patterns shows that as the educational role of residence halls for students has evolved, an argument for the need for better trained, more qualified staff has also evolved (Ohlsen, 1950; Riker, 1956, 1965; Williamson, 1958; and Shaffer and Martinson, 1966). In fact, a growing number of colleges and universities have adopted the practice of employing full-time personnel with graduate level training as Head Residents. Residence hall management, in essence, has become an important function of the student personnel program at colleges and universities across the country.

ISSUES RELATED TO RESIDENCE HALL MANAGEMENT

Certain developments in higher education in the last decade imply some tough administrative problems lie ahead that might require changes in both practice and philosophy. Four particular developments seem directly related to the future of college residence hall operations, including staffing patterns, and suggest that a serious evaluation of generally held notions related to this area of administrative responsibility is necessary.

One development that has affected all aspects of higher education is that of financial limitations. Rising costs and expenditures at all levels have placed serious strains on college and university budgets. Adams (1972), in reporting College Management's survey of higher education costs showed that they increased from \$21.2 billion in 1969-70 to \$26.5 billion in 1971-72, an increase of approximately

25 percent in two years. Bowen (1970) set the bill to pay for higher education in 1980 at \$39 billion.

Government support at both the federal and state level has become increasingly tenuous and, accordingly, cost-cutting has become vigorous on many campuses. Smith (1972), however, suggests that old fashioned belt-tightening approaches are not enough and strongly urges that changes in the educational processes offer the greatest potential for increasing efficiency in higher education. Although, according to Smith, researchers have pointed to the university as the most resistant of all organizations to change, she argues, "One of education's priorities in this decade will be to move from research and discussion of approaches to implementation of usable techniques (p. 17)".

Dukiet (1973), in summarizing higher education costs for 1972-73 from information collected in a national survey for College Management by an education market research firm, provides further evidence of the serious financial dilemma colleges and universities are in:

Despite the tighter cost controls that most colleges and universities have imposed, higher education is still running at a deficit. Deficit spending this year will amount to \$435 million or \$48 per student. To achieve a turnaround during the 1970's, administrators will have to make some tough and agonizing decisions as they attempt to bring major costs - such as salaries - into line with declining enrollments and revenues (p. 20).

Another recent development in higher education, of relevance to administrators in higher education responsible for decisions in the area of student housing, is the widespread concern of students in sharing in university governance, administration, and decision-making. It is apparent that students want to have more and more impact on the

life they lead in the university. Antes (1971) argues that a careful diagnosis of student concerns suggests that the question of the student's role in managing his own affairs in institutions of higher education has become crucial.

Most educators would probably agree that genuine student involvement in university governance through developing new more responsible ways for students to participate is one solution to recent student dissent and disenchantment. Gould (1966), for example, has stated the following:

If we expect the student to govern himself and later his country, we must provide him the experience of governing himself and his campus world here and now. He must learn now the relationship between authority and responsibility, the relationship between action and consequences if he is ever to be an active, productive citizen in tomorrow's world. This means that we must rely upon him more and more to move ahead in areas where we have hitherto been fearful to allow him to enter. He must learn to govern himself more and more by ethical and moral standards and less and less by adult edict and regulation (p. 53).

Horner and Horner (1966) have implied that some student concern with their level of involvement in university management is justified:

Rebellion and adolescent behavior are perpetuated by many colleges by their failure to provide, through meaningful activity, more appropriate opportunities for students to take responsible initiative in management of the institutions (p. 6).

The theme of a speech by Dr. Frank Piskor, President of St. Lawrence University (1970), provides further support for the need for integrating students into the mainstream of university operations and is related to the purpose of this study.

It is time to redefine underclass-upperclass relationships in ways which will enhance the development of a creative, intellectual community by giving our best upperclassmen the opportunity to work with underclassmen as teachers . . . Students continue to be a largely untapped resource in the educational process in American higher education . . . (College Management, 1/70, p. 14).

In essence, there appears to be support for the involvement of students in university management but little consensus as to how, to what extent, and through what innovations in organization and procedure this involvement can be most effectively achieved.

A third factor seemingly relevant to the future of residence management is the dearth of substantive research available to support the philosophy of Riker (1966) that life in residence halls". . . exerts a marked influence on the development of students attitudes and behavior (p. 69)". Vreeland (1970) reported her study of the Harvard houses showed that life in the houses did not have a significant impact upon the attitudes and values of students who resided there. Williams and Reilley (1972), in a study reviewing recent educational research concerning the impact of residence halls on students, concluded from their findings that ". . . there is no research that can definitely substantiate that living-learning halls provide a more intellectual environment than traditional halls (p. 40)". Brothers and Hatch (1971) also failed to provide conclusive evidence that being in a residence hall during college actually increases a student's academic performance or broadens him educationally or culturally. Their book clearly describes the dilemma facing residence hall administrators in the 1970's - that residence halls as a source of student development are perhaps overrated.

Similarly, evidence in the literature suggests that residence hall living has little or no effect upon academic achievement as measured by grade point average. In an extensive review of the literature related to collegiate academic success, Schroeder and Sledge (1966) could find no conclusive relationship between academic success and student residence. In an earlier research study at the University of Iowa, Prusok and Walsh (1964) also found no significant differences in the academic achievement of single male freshman students of equal academic ability living in fraternities, dormitories, at home, and off-campus. Other studies (Houtz and Norris, 1968; McKay and Nelson, 1970) have uncovered no difference between academic achievement for women living in halls which maintained the traditional regulation of women's hours and that of women living in those which did not.

In summary, it would appear that there is some question as to the impact of residence hall living on student attitudes, values, and academic achievement. Perhaps, the convenience factor may yet emerge as the primary justification for university involvement in student housing.

A fourth development that contemporary housing administrators should recognize is the increasing support for the use of paraprofessionals in the higher education setting. A review of the literature in this area indicates that lay persons (e.g., college students) can be effective with their peers in a leadership role (e.g., Carkhuff, 1968, 1969; Wolff, 1969). Hardee (1959), in a survey study of the use of student counselors at senior colleges and universities, found that

70 percent of the respondents to her survey rated the effectiveness of the student counselors as good or excellent. Brown and Zunker (1966) did a follow-up to Hardee's study in the fall of 1963 and found an even more positive reaction as 84 percent of the respondents felt that student counselors made positive and effective contributions. Brown and Zunker received many favorable comments as to the value of using individual students in college and university guidance programs. They found that most student counselors were assigned to duties in residence halls and new student orientation.

Newcomb (1962) has expressed that peer influence is probably the most effective factor in determining the direction and quality of student attitudes. Siegel (1967) has shared that Brooklyn College experienced great success in a pilot program using students during their senior year as counselors in the General Counseling Program. The student counselors, after considerable orientation and under careful supervision, were assigned to two counseling hours per week with a maximum of two students seen by any counselor in any week. Siegel summarized his evaluation of the program this way:

. . . I consider, on the basis of my own experience, that student counselors will do as effective a job to all intents and purposes as faculty counselors, in "the general counseling area". We may confirm, out of this experience, what many of us have "hunched," that students of college age may listen to each other significantly more than they do to us. We may learn, out of all this, that we do not need nearly the number of additional members of a faculty already in short supply, but that a small cadre of nucleus of experts can do much with large numbers (p. 142).

McClellan (1973), in a speech made at the Southern College Personnel Association (SCPA) Conference in November, 1972, indicated that Florida State University had implemented a number of innovations using student paraprofessionals in student personnel programming. These innovations were made on two important assumptions that had been borne out since the program's inception: that peer-to-peer involvement has high credibility (students are readily in contact with one another and turn to each other for help); and that students' contacts with one another are more frequent and intense than with faculty and administration. Hoyt (1968) has also stated that studies of social psychology have documented the power of peers as reinforcers. He suggested that it would be desirable to pay increased attention to the potential of peer groups as a source of reinforcement in student personnel work.

In summary, whereas authorities in the field of college residential housing have concluded that residence hall living is psychologically and educationally valuable, empirical evidence in support of this argument is meager. In addition, costs are rising, students have become increasingly interested in direct participation in university management, and there is evidence that paraprofessionals may be as effective as professionally trained personnel in affecting the behavior of their peers. These developments, taken together, raise serious questions as to the utilization by colleges and universities of full-time, professionally trained personnel as Head Residents in their residence halls. More importantly, the contention that professionally trained personnel perform the functions of Head Resident better is

based more on speculative philosophy than on the findings of research as no empirical data have been compiled to support it. In the role of Head Resident, upperclass, undergraduate students may be as effective as professionally trained personnel and their use a very practical, workable approach that colleges and universities ought to consider implementing.

PURPOSE OF INVESTIGATION

The purpose of this study was to examine the perceptions of Resident Advisors and Student Personnel Administrators who experienced different types of Head Residents. Specifically, it was the intent of this study to consider the following question: Do Resident Advisors and Student Personnel Administrators perceive upperclass, undergraduate students as performing differently from professionally trained personnel in the role of Head Resident?

The large amounts of time, energy, staff personnel, and money expended for residence halls as living-learning centers make it imperative that these facilities, and approaches to staffing them, be carefully investigated. Dowse (1960) argued that the various patterns for staffing residence halls were in need of analysis, critical review, and evaluation. Powell, Plyler, Dickson, and McClellan (1969) indicated several personality characteristics appropriate to the Head Resident role but stated that there was little empirical evidence "regarding the effect of age and/or experience in the successful carrying out of personnel assistant responsibilities (p. 200)". Heath (1972) concluded

his analysis of Head Resident staffing at selected southeastern universities by stating that increased studies of the Head Resident position are needed especially to further define and specify personality traits and characteristics needed to provide success in the position. Evidence of productivity and effectiveness of professionally trained personnel as Head Residents is needed to justify the expense of their utilization. Similarly, without evidence of effectiveness, the use of undergraduate student Head Residents lacks a sound basis for existence. Through research and documentation a better understanding can be gained of the Head Resident function and its relation to higher education.

RESEARCH QUESTIONS

Related to the purpose of this study, answers to the following questions were pursued:

1. Is there a significant difference in the perceptions of Resident Advisors when the effectiveness of undergraduate student Head Residents and professionally trained Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

2. Is there a significant difference in the perceptions of Resident Advisors when the effectiveness of undergraduate student male Head Residents and professionally trained male Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

3. Is there a significant difference in the perceptions of Resident Advisors when the effectiveness of undergraduate student female Head Residents and professionally trained female Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

4. Is there a significant difference in the perceptions of Resident Advisors when the effectiveness of undergraduate student male and undergraduate student female Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

5. Is there a significant difference in the perceptions of Resident Advisors when the effectiveness of professionally trained male and professionally trained female Head Residents are compared on person oriented, management oriented functions, and overall performance?

6. Is there a significant difference in the perceptions of Student Personnel Administrators when the effectiveness of undergraduate student Head Residents and professionally trained Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

7. Is there a significant difference in the perceptions of Student Personnel Administrators when the effectiveness of undergraduate student male Head Residents and professionally trained male Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

8. Is there a significant difference in the perceptions of Student Personnel Administrators when the effectiveness of undergraduate student female Head Residents and professionally trained female Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

9. Is there a significant difference in the perceptions of Student Personnel Administrators when the effectiveness of undergraduate student male and undergraduate student female Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

10. Is there a significant difference in the perceptions of Student Personnel Administrators when the effectiveness of professionally trained male and professionally trained female Head Residents are compared on person oriented functions, management oriented functions, and overall performance?

After data were gathered from each of the three institutions participating in the study, a factor analysis on the specially designed instrument used in the study was pursued. Originally, it was the intent of the writer to have each item in the instrument represent a person or management oriented behavior. However, it was realized that the factor analysis method for extracting common factor variances from the fifty-eight items or measures might be helpful in specifying "underlying" variables among the rather global person and management oriented behaviors. Results of the factor analysis, and other research questions related thereto, are reported in Chapter 4.

ASSUMPTIONS

The pursuit of this study was based upon four assumptions:

- (1) Head Residents can be a significant force in the implementation of educational and management objectives of a housing program;
- (2) Resident Advisors and particular student personnel staff work closely with Head Residents and are in a strategic position in the housing organization to observe and rate their performance;
- (3) Although specific duties of Head Residents vary in number and scope among institutions, certain behavioral acts are important to the role, in general;
- and (4) In light of the fact that there has been little objective research from either students or administrators on the success of residence hall living-learning programs, it is important that colleges and universities find the most effective and economical means to staff their residence halls.

DEFINITION OF TERMS

In order to clarify some of the terms used in this study these definitions are provided:

A Head Resident (HR) is an individual with overall responsibility for the students and programs of a residence hall unit. For the purpose of this study, these further clarifications are provided:

- (a) An undergraduate student Head Resident is one filling the role of Head Resident at Institution A and enrolled as a full-time (twelve quarter hours credit minimum) undergraduate student simultaneous with

employment. (b) A professionally trained Head Resident is one filling the role of Head Resident at Institutions B and C and possessing the minimum of a Master's degree.

Resident Advisors (RA's) are individuals specially selected by participating institutions to assist with certain basic responsibilities within a particular area of a residence hall unit, provided remuneration by their respective institutions, and supervised by a Head Resident.

Student Personnel Administrators (SPA's) are those members of the student affairs unit whose chief responsibilities are concerned with the coordination of various student services and programming and who are in frequent contact with Head Resident staff in either a supervisory or advisory capacity.

Person oriented behaviors (P) are those primarily concerned with an interpersonal environment and facilitate a positive relationship with others. The odd numbered items in the instrument used in the study were intended to represent person oriented behaviors.

Management oriented behaviors (M) are those primarily related to decision-making, communication, and leadership roles and tend to be administrative in nature. The even numbered items in the instrument used in the study were intended to represent management oriented behaviors.

Overall performance (O) is performance on person and management oriented functions taken together.

Effectiveness is the frequency with which specified behaviors are displayed by Head Residents sampled.

STUDY LIMITATIONS

1. Data for this study were obtained from only three medium-sized, state supported institutions and generalizations should be carefully made.

2. The number of Student Personnel Administrators participating in the study was necessarily small and their ratings should be judged accordingly. Only SPA's having frequent contact with Head Residents as a group at their respective institutions were asked to participate in the study due to the "specific" nature of the items included in the instrument used.

3. Only selected management and person oriented behaviors relevant to the Head Resident role were included in the instrument used in this study. An attempt was made to include as many relevant behaviors as authorities within the student personnel field suggested as well as behaviors elicited from literature in the student personnel field.

SUMMARY AND OVERVIEW

In Chapter 1 the introduction was concerned with establishing the fact that many colleges and universities have committed themselves to housing students in on-campus residence halls and that the purpose of the residence hall has changed over time. Four important developments were mentioned which contemporary residence hall management personnel should be aware: rising costs, student interest in "shared authority," the lack of empirical support for the living-learning

philosophy, and increasing support for paraprofessional effectiveness. The purpose of the investigation and research questions in the study were stated. Relevant terms used in the study were defined and basic assumptions and study limitations were particularized.

Chapter 2 is a review of the literature related to the study.

Chapter 3 presents the methodology used in implementing the purpose of the study. The research population and sample are defined, the development, validation, and use of the instrument deployed in the study are discussed, and procedures for gathering and analyzing data are outlined.

Results of the study are reported in Chapter 4.

Chapter 5 contains a summary of the investigation, a discussion of the findings, and recommendations.

Chapter 2

REVIEW OF THE LITERATURE

Reference to the writings of Cowley (1934), Rashdall (1936), and Leonard (1956), each of whom has written on the development of college housing in the United States, implies that the philosophic commitment to higher education at any given time has been a major determinant of the form of college housing in this country. Powell, et al. (1969), in discussing college housing during the colonial era, indicated that tutors lived with students during that time and were responsible for their conduct away from the classroom. Leonard (1956) has shared that later during the colonial period faculty were required to live in college dormitories to provide supervision and control.

During the twentieth century, colleges and universities have made an increasing commitment to housing students in on-campus residence facilities. Residence halls for single students, married-student housing, and in some cases university-supervised housing off the campus have provided new variations in college living. Concomitant with expansion of building programs has been the developing and increasingly acceptable notion that the residence hall can serve an educational function. References in the literature suggest that colleges and universities have provided for necessary supervision and educational leadership in their halls in a variety of ways and that the practice of utilizing full-time, professionally trained Head Residents has grown in popularity in recent years.

RESIDENCE HALL STAFFING PATTERNS

Ohlsen (1950) reviewed developments in residence hall staffing and stated that although some schools were still using housemothers as Head Counselors, others were using teaching faculty, graduate counselors, or well-trained, full-time counselors. In many instances, their role was supplemented by the services of upperclass undergraduate students. Dowse (1960), Shaffer and Greenleaf (1965), and Shaffer and Martinson (1966) have also reviewed general patterns of staffing residence halls. Each pointed out that some colleges have used the traditional housemother approach, others have used graduate and/or undergraduate staff assistants, and still others have used faculty members or professionally trained student personnel workers. There are institutions which use all or a combination of these categories of personnel in staffing their halls. The National Association of Women Deans and Counselors (NAWDC) (1967), in a publication reviewing the traditional responsibilities to which undergraduate students as residence hall staff have been assigned also pointed out that there have been numerous ways to staff residence halls. Their report suggests that the staffing pattern adopted by a particular institution is dependent on the objectives of that program and varies according to the size of the campus, the number of students within individual halls, budget limitations, the availability of student personnel staff other than those in residence halls, and the needs and interests of those who live in the halls.

Yarborough and Cooper (1961) shared the results obtained from a questionnaire sent to forty-four public and private colleges and universities throughout five western states and their results suggested a wide divergence in methods used in the selection of Head Residents. Their study uncovered an amazing range in age requirements, scholarship, background, counseling experience, job responsibilities, and even salaries. They concluded that there appears to be no definite pattern of selection procedures, even for colleges and universities from the same state. Heath (1972) did a similar study of the position of Head Resident at thirty-three selected colleges and universities in the southeastern United States. He also found a wide range in Head Resident staff educational level, salary, etc.

The question of the undergraduate's role in today's student housing program is a subject that has elicited much discussion on the part of student personnel administrators. A review of the literature related to residence hall staffing for the purpose of this study uncovered no mention of undergraduate students being used as Head Residents. There is evidence, however, that undergraduates are commonly used as staff assistants or Resident Advisors. Even then, caution has been urged not to assign them responsibilities incompatible with their training and time commitment as students (e.g., NAWDC Report (1967)).

Ohlsen (1950) and Aceto (1962) have each pursued discussion of undergraduate students in pre-professional residence hall staff roles and indicated they can become effective liaisons between students and

central personnel staff. In reference to a college's residence hall program, Aceto claimed that: "Perhaps the key personnel involved in such a program are the student assistants (p. 24)". Ohlsen and Aceto developed similar lists of services that a student provides in making his contribution to a residence hall program. Among the services listed were: helping students become acquainted in the hall, referring students for assistance, distributing information to keep students informed, and promoting good hall government.

Murphy (1965), in a study limited to institutions which use students (either graduate or undergraduate) as residence staff members, reported a summary of his findings from a survey of 107 selected private and public institutions of higher education concerning administrative practices in their male residence hall program. He found a wide diversity of titles given to residence staff, a general trend to employ both undergraduate and graduate students in a staff capacity when possible, and a preponderance of institutions which employed only undergraduates in these positions.

Dixon (1970) did a study concentrated on the undergraduate assistant's role in housing programs of private institutions. Ninety percent of the institutions to which she sent questionnaires responded suggesting the importance that student personnel staff at private institutions place on the use of undergraduate students as members of residence hall staff.

In summary, there is a wide pattern of approaches used by colleges and universities to staff their residence halls. Institutional

difference in size, philosophy, and budget help account for this varied pattern. There is evidence in the literature that undergraduate students are widely used as staff assistants but no evidence of nor support for their being utilized as Head Residents was uncovered.

ADVANTAGES AND DISADVANTAGES OF VARIOUS STAFFING PATTERNS

Distinct advantages and disadvantages of these varied approaches to residence hall staffing have been mentioned by several writers. That the utilization of housemothers has decreased in popularity has been suggested by Ohlsen (1950), Mueller (1961), and others. Dowse (1960) indicated that the traditional housemother usually has had little formal education and age requirements have diminished the supply of this type of staff personnel. Shaffer and Greenleaf (1965) concurred with Dowse and stated that expanded employment opportunities have made it difficult to locate well qualified older women. They also indicated that increased educational demands on residence hall staff have rendered the educational background of older housemothers inappropriate for carrying out residence hall staff responsibilities.

Kidd (1956) strongly advised that the utilization of graduate students in leadership positions supervising resident students should be avoided because their use "provides an artificial and often highly authoritarian atmosphere (p. 8)". Dowse (1960) shared the opinion that graduate students provide a good in-between step between residents and professionally trained Head Residents yet tend to be limited in their work because they have no real feel for student personnel administration. Shaffer and Greenleaf (1965) indicated that graduate students

have become increasingly more difficult to secure as residence hall staff for several reasons, among them being the offering of higher stipends by academic departments, additional fellowship opportunities, and an increasing turnover rate caused by marriage.

Dowse (1960), the NAWDC Report (1967), and Shaffer and Martinson (1966) have each called for caution in employing undergraduate students as residence hall staff members. The former pointed out that student staff members "must not be overloaded with duties or excessive demands which may hamper their own academic and educational growth (p. 12)". Shaffer and Martinson argued that the use of undergraduates in a residence hall staff capacity poses a number of different problems. Such factors as the lure of apartment living, the requirement of student teaching away from campus, and the desire for greater freedom than residence hall staff employment permits tend to discourage undergraduate student interest in such employment. Shaffer and Greenleaf (1965), however, stated that under certain conditions undergraduate residence staff may fill a useful function. They stated:

. . . if undergraduate students are the most available source of staff, if job expectations are in keeping with their relationships to their peers, if recognition and prestige can be attached to holding a hall position, if adequate training can be given before they assume staff responsibilities, and if proper supervision is available, the undergraduate is often more effective as unit staff than graduate students. The use of undergraduate students may well be expanded in the future because of their availability and compatibility with the educational objectives of self-responsibility (p. 26).

Rodgers (1968) and Greenleaf (1968) summarized their experiences with the use of undergraduates as residence staff at an Interest Session

concerning "Staffing Patterns and Training for Program Management" at the 1968 ACUHO Convention. Greenleaf said her ideal staffing program would include both undergraduate and graduate students as well as professional staff. She stated, "I want a balance and I want their jobs to be so defined that each of them can contribute to the development of that undergraduate student (p. 382)". Rodgers presented three theses at the Conference related to using undergraduate staff members. Two of these theses were that the undergraduate staff member is a better staff member than the graduate staff member in some "types" of housing and can perform all of the functions that the graduate staff member can perform except with less sophistication.

The use of faculty in the residence halls has been dealt with in the literature (Dowse, 1960; Shaffer and Greenleaf, 1965; Shaffer and Martinson, 1966) and the evidence is that their use has been on the decline. Faculty are difficult to secure to live in the halls; they are often difficult for the administrator to supervise; and residence hall obligations are viewed by many as non-academic in nature.

Each of the references cited above provides subjective information related to the pros and cons of various staffing patterns. However, a review of existing literature related to the position of Head Resident uncovered little in the form of objective research concerning Head Resident effectiveness. One is led to conclude that much of what we know about residence staffing in general, and the Head Resident position specifically, is distilled from common sense and from the practical experience of various practitioners. In essence, the literature contains

many assertions and opinions, but little empirical evidence to determine whether these assertions and opinions hold up in the world of fact.

A few research studies have been done focusing on various aspects of the Head Resident position. For example, Koile and Hays (1962) did a study on critical incidents of Head Resident behavior in regard to enhancing or retarding residence students' feelings of emotional maturity. They concluded that those conditions which students perceived as enhancing are similar to those postulated by Rogers as the three basic conditions for psychological growth: unconditional positive regard, empathic understanding, and congruence. Stark (1964) referred to the Koile-Hays study as, ". . . the only research study on head residents which the author has seen reported in the literature (p. 93)". Davis, Hammer, and Hanson (1972) have reported the results of a study they conducted at the University of Georgia in which they examined the perceptions of students who experienced traditional housemothers and graduate students in the role of Head Resident. They compared student perceptions of these two types of Head Resident personnel on both task and enabling functions. Male students were found to perceive housemothers as performing enabling functions more frequently to a significant degree, whereas females rated graduate student Head Residents significantly higher in both areas. In another study, Hayes (1972) reported finding no significant differences between trained and untrained student

personnel workers in the amount of time they reported spending in enabling and managing processes in residence halls.

ARGUMENTS IN SUPPORT OF PROFESSIONALLY TRAINED HEAD RESIDENTS

Commensurate with the developing philosophy that a student's place of residence is an integral part of his total educational experience, several authors have argued for the need for full-time, professional personnel in residence hall supervisory positions. Increasing acceptance of this philosophy has made the Head Resident or Resident Director, that person who provides overall supervision of the housing program in a particular residence hall or area, a key person in the implementation of an effective housing operation (Kilbourne, 1960; Poole, 1967). The argument for the employment of full-time Head Resident personnel has been supported by insistence that graduate level training is necessary for carrying out responsibilities such as advising students, enforcing university regulations, counseling, supervising floor Resident Advisors, and overseeing the proper use of facilities in the residence hall.

Soldwedel (1954) responded to articles in the literature saying that probably untrained personnel were employed as Head Residents because trained personnel were not available by suggesting that the problem was not that there was no trained personnel available but that these trained people were not being kept in residence halls. As reflected in the following passage, she urged that Head Residents be

afforded faculty status to keep them. Referring to the Head Resident role, Soldwedel commented:

Recognizing that a master's degree in guidance or related area is essential if good guidance practices are to prevail in halls, the colleges could readily make positions attractive by giving them faculty status. The functions of a faculty member are to teach, to guide, and to lead. Certainly these are the same responsibilities placed upon the residence hall director. It would be unthinkable for a university to spend millions of dollars on a new classroom building and then to hire ill-prepared teachers simply to conserve a budget (p. 28).

An American Council of Education study group on housing (1950) concluded that the potentialities of group living would never be realized in the residence hall setting until housing officials are accorded academic respect and given pay and prestige in keeping with the difficulties and educational importance of the work. Williamson (1958) has said that the leadership of residence halls is the key to their use as an educational facility. Such organizations as the National Association of Student Personnel Administrators (1957) and the NAWDC (1957) have also suggested the need for an upgrading of the professional status of Head Residents. Although Kidd (1954) conceded that it had been his experience that an indispensable element in the successful operation of a residence unit was the effective utilization of student leadership, he suggested that preference should be given to using professionally trained counselors and guidance specialists, or at the very least middle-aged married couples, to head men's and women's residence units.

Horle and Gazda (1963) reported on a study they conducted to determine qualifications, training, and duties of residence hall staff members at colleges and universities in seven midwestern states. Among their conclusions was that ". . . much counseling in colleges and universities is being performed by untrained individuals in men's residence halls (p. 234)". To alleviate this problem, they suggested that advanced trainees in counseling and guidance or student personnel work be exclusively recruited for residence staff positions.

Allen (1967) did a comparative study of the status and roles of formally trained (masters degree or its equivalent and internship experience) and informally trained (normally housemothers who use work experience as a primary frame of reference) Head Residents and found distinctions in both role and status. In addition, open-ended questions indicated that administrators generally preferred formally trained Head Residents but insufficient funds and a lack of qualified applicants were major problems preventing the full use of professional personnel.

Lloyd-Jones and Smith (1938), Arbuckle (1953), and Mueller (1961), well-known authors in the college student personnel field, have each stressed the importance of residence hall staff being trained in guidance and student personnel work. Shaffer and Greenleaf (1965), in their discussion of the various approaches to staffing residence halls, stated:

Most student personnel administrators would prefer to have a full corps of professionally trained staff

members who by training and experience are qualified to provide full educational administrative leadership to the residence hall program (p. 26).

Morgan (1972) has argued that "the requirement that the Head Resident must be full-time is fundamental (p. 17)". He supports this thesis by claiming that persons with less than their primary responsibility directed to the growth and development of the residence program are naturally not as highly motivated as those that are full-time and professionally trained.

EVIDENCE OF A TREND TOWARDS UTILIZATION OF PROFESSIONALLY TRAINED HEAD RESIDENTS

The following studies appear to provide evidence that colleges and universities have increasingly accepted the emerging notion that professionally trained persons should be employed in Head Resident positions. Data from these studies imply that the status and professional training of Head Residents has been upgraded in recent years.

Cohen (1959) evaluated the residence hall philosophy, administrative organization, and policies at the University of Connecticut in relation to current thinking and practice at twenty-one other comparable institutions. Among his findings was an increasing emphasis on the educational role of Head Residents as reflected in the preponderance of institutions employing full-time staff with faculty or professional status in both men's and women's residences.

Kilbourn (1960) investigated existing conditions related to the status and role of Head Residents and tried to ascertain what housing administrators believed to be the ideal situation. He surveyed

all member institutions of the Association of College and University Housing Officers who operated at least one residence hall for women and received returns from 124 administrators on 788 Head Residents. Results of Kilbourn's survey showed that 53 percent of the responding institutions required their Head Residents to have at least a four-year degree with one-fifth of these requiring the minimum of a Master's degree. Most housing administrators (83 percent) believed that Head Residents should possess at least a four-year degree. The median Head Resident salary for ten months was found to be \$2900 plus room and board at institutions with an enrollment of 10,000 students plus.

Crane (1964) analyzed results of a questionnaire regarding residence hall organization and staffing completed by sixty-three large public and private universities from all sections of the United States and reported that one full-time Head Resident was commonly reported for each 200-250 students.

Studies by Keller (1965) and Nichols and Dorris (1965) compared with earlier studies each indicated that salaries for Head Residents were improving, younger staff were taking these positions, and more academic preparation was increasingly required. Keller reported her study showed that the mean salary of Head Residents was \$3,700 plus room and board, that a small but growing number were being accorded faculty status, and that opportunity for advancement in the student personnel field was increasing.

As a part of a self-study evaluation for campus residence programs in 1965, the Office of Residence Programs at Virginia

Polytechnic Institute and State University undertook a questionnaire survey of residence hall programs at sixteen other universities of comparable size in the southern states of the United States (Evaluation of Campus Residence Programs for the Self-Study, V.P.I., 1965). It was found that eight of the universities employed full-time, professional Head Residents to staff their halls, ninety percent of the universities required their Head Residents to have at least a Master's degree, and the median salary was found to be \$4,500 plus apartment for nine months.

Greenleaf (1969) reported that 60 percent of the Student Personnel Interns from Indiana University accepted Head Resident positions in 1968 with a mean salary of just over \$9,000 (room and board evaluated at \$1,500).

SUMMARY

Several categories of personnel are used by colleges and universities to staff their residence halls. Each approach has particular advantages and disadvantages and several factors enter into an institution's decision to utilize one or more of these approaches. While there is evidence in the literature that undergraduate students can contribute effectively to a residence hall program in a role as staff assistants, no evidence of their use as Head Residents was uncovered. References were cited supporting the utilization of full-time, professionally trained personnel as Head Residents. Evidence was presented to indicate that the employment of full-time Head Residents with at least some degree of experience and professional

training has become an increasingly acceptable practice at colleges and universities in recent years.

Chapter 3

METHODOLOGY OF INVESTIGATION

This study investigated whether or not there were significant differences in the way upperclass, undergraduate students and full-time, professionally trained personnel were perceived as performing certain Head Resident functions labeled as person or management oriented functions. Data were obtained from an analysis of Resident Advisor and Student Personnel staff ratings at institutions using these different types of Head Resident personnel.

POPULATION AND SAMPLE

The research sample consisted of those individuals filling the role of Head Resident in residence halls at three state-supported, medium sized institutions during the 1973-74 academic year. For the purpose of assuring confidentiality, the three institutions are herein referred to as Institutions A, B, and C. These particular institutions were selected for use in this study due to the following relatively similar characteristics: they are state-supported, have medium sized total enrollments (10,000 - 20,000 students), house a comparable number of students in residence halls (5,000 - 8,000), and employ predominantly undergraduate student Resident Advisors. A review of university housing publications and the residence hall staff manual at each of these institutions reveals that education and management are objectives of each residence hall program and that

each institution views their Head Resident staff as an integral element in the implementation of these objectives. However, whereas Institution A employs upperclass, undergraduate students as Head Residents to provide overall supervision in its residence halls, Institutions B and C use full-time, Master's degree level personnel in Head Resident staff positions. Tables 1-3 summarize comparative institutional and residence staff data related to the study.

A total of twenty-five (twelve female, thirteen male) upperclass, undergraduate students served as Head Residents at Institution A during the 1973-74 academic year. Institution B employed thirty-four Head Residents (twenty-two female, twelve male) and Institution C employed fourteen (seven female, seven male) during this same time period, each possessing the minimum of a Master's degree and considered full-time, professional staff.

In order to ascertain and compare the effectiveness of these different types of Head Resident personnel at Institutions A, B, and C, an instrument was developed by the author to examine the perceptions of Resident Advisors (Head Resident subordinates) and selected Student Personnel Administrators (Head Resident superordinates) at each institution. Resident Advisor respondents were asked to rate their particular Head Resident on the list of behaviors, while selected Student Personnel Administrators at each institution were asked to rate their female Head Residents as a group and their male Head Residents as a group. It was felt that an analysis of the perceptions of Resident Advisors and Student Personnel Administrators would provide

Table 1

Comparative Demographic Data of Participating Institutions

Classification	Institution A	Institution B	Institution C
Location	Mid-Atlantic	Midwest	Northeast
Type of Institution	State-supported	State-supported	State-supported
Undergraduate Student Enrollment	14,000	15,100	8,200
Graduate Student Enrollment	2,200	4,100	1,850
Total Enrollment	16,200	19,200	10,050
Number of women students housed in residence halls	3,360	3,750	2,625
Number of men students housed in residence halls	4,590	2,360	2,610
Total number of students housed in residence halls	7,950	6,110	5,235
Total annual residence staffing costs (RA's and HR's)	\$111,000	\$490,000	\$239,000

Table 2

Comparative Head Resident Staff Data of Participating Institutions

Classification	Institution A	Institution B	Institution C
Type of HR	Undergraduate student	Professionally trained	Professionally trained
Background required for HR employment	Minimum of 1 yr. experience as RA	Master's degree	Master's degree
Number of female HR's	12	22	7
Number of male HR's	13	12	7
Total Number of HR's	25	34	14
HR remuneration (per annum)	\$1,100	\$9,000 (plus faculty benefits estimated to be 15% of salary)	\$8,000 (plus room and board; estimated value equals \$2,800/yr.)
Total annual HR cost to institution	\$27,500	\$351,900	\$151,200
Mean HR/Student Ratio	1:312	1:180	1:373
Mean HR/RA Ratio	1:5.1	1:3.6	1:8.3
Training Provided HR's	Pre-service; in-service; and specific experience and training in para-professional methods during spring prior to assuming HR duties	Pre-service and in-service	Pre-service and in-service

Table 3

Comparative Resident Advisor Staff Data at Participating Institutions

Classification	Institution A	Institution B	Institution C
Type of RA	100% undergraduate students	97.5% undergraduate students	100% undergraduate students
No. of female RA's	57	77	64
No. of male RA's	72	45	53
Total No. of RA's	129	122	117
Average RA remuneration (per annum)	\$650	\$1,165	\$750
Total Annual RA Cost to Institution	\$83,850	\$138,600	\$87,750
Mean RA/Student Ratio	1:60.4	1:50.1	1:44.7
Training Provided RA's	Pre-service; in-service; and completion of 2 quarter hours of credit in Human Relations training during Spring prior to assuming RA duties	Pre-service and in-service	Pre-service and in-service

appropriate information for comparing the effectiveness of undergraduate student Head Residents at Institution A and professionally trained Head Resident personnel at Institutions B and C.

INSTRUMENTATION

Riker and DeCoster (1971) offered a hierarchy of five general objectives for student housing: (1) the provision of a satisfactory physical environment, (2) adequate care and maintenance of physical facilities, (3) establishment of a compatible and cooperative atmosphere for community living, (4) development of an interpersonal environment that reflects a concern for others as well as an atmosphere conducive to learning, and (5) opportunities for individual growth and development. These objectives appear to suggest the interrelated nature of educational and managerial efforts vital to the effectiveness of a housing program for students. Specifically, Riker and DeCoster's model suggests a delineation of staff functions between those which are primarily concerned with administration of the facility (management oriented) and those concerned with an inter-personal environment (person oriented).

An instrument, entitled the Head Resident Effectiveness Inventory, was developed by the writer for use in this study. The content and format of statements in the instrument developed was done with the Riker-DeCoster model in mind. A total of sixty statements was included in the original instrument. Each of the statements was intended to represent a behavior which a Head Resident might exhibit

in the process of carrying out his leadership responsibilities. Statements were intended to represent either a management or person oriented behavior. Each statement was worded such that respondents could rate a Head Resident behavior as occurring almost always, usually, rarely, or practically never.

In order to establish content validity of the instrument, it was field tested by soliciting opinions from those in a position to judge the Head Resident function at institutions comparable to those participating in the study. The 1973 Association of College and University Housing Officers (ACUHO) Directory was used to identify all state-supported institutions with a total enrollment of 10,000-20,000 students and housing between 5,000-10,000 students in residence halls. Five of these institutions were selected at random and a Housing officer at each institution was contacted first by phone and then by letter. Each was explained the general purpose of the study, the relevance of "field testing" the instrument to be used in the study, and asked to provide the writer with a listing of the names and addresses of their Head Resident and Resident Advisor staff along with a list of the names and titles of Student Personnel Administrators at his institution who, in his opinion, were familiar with the role of Head Resident. Three of the five Housing officers complied with this request and from their listings two male and two female Head Residents, four Resident Advisors (two subordinate to a male Head Resident and two subordinate to a female Head Resident), and two Student Personnel Administrators at each of the three institutions

were selected at random and sent the instrument, with a cover letter outlining directions, to assist in the validation process. A table of random numbers was used to select participants. A fourth Housing officer indicated a willingness to assist with instrument validation but did not wish to release a directory of residence staff. Thus, the writer sent ten copies of the instrument with cover letter to this Housing officer who in turn randomly distributed a copy to two male and two female Head Residents, two RA's subordinate to male HR's and two subordinate to female HR's, and two Student Personnel Administrators. The fifth Housing contact never did forward the requested information after consenting to do so twice by phone.

Thus, the total sample asked to participate in the instrument "field test" consisted of a jury of eight Student Personnel Administrators, eight male and eight female personnel employed as Head Residents, and sixteen Resident Advisor staff (Total N = 40). A total of thirty-two (eighty percent) of the forty responded. A summary of field test respondent data is presented in Table 6, Appendix A.

The jury was asked to rate each statement in the instrument as representing a behavior which was very important, moderately important, or unimportant to overall Head Resident job effectiveness. Responses were weighted, with 3 being "very important", 2 being "moderately important", and 1 being "unimportant". Statements with a mean weighted score of 2.0 or better for each group (Head Residents, Resident Advisors, and Student Personnel Administrators) were retained. Two statements, one representing a person oriented behavior and one

representing a management oriented behavior, did not meet this criterion and were thus dropped (Table 7). Accordingly, the final instrument contained a total of fifty-eight statements (twenty-nine of each of the two types of functions) judged as being relevant to effective performance in the Head Resident role. The odd-numbered items of the instrument intended to describe characteristically person oriented behaviors and the even numbered items were intended to describe characteristically management oriented behaviors. Ideas for statements in the instrument were derived from McDonald's (1968) Section Advisor Rating Scale, Rowe's (1970) Residence Hall Counselor Inventory, and Halpin's (1966) Leadership Behavior Description Questionnaire. A copy of the final instrument used in the study is included in Appendix B.

Test-retest reliability data for the instrument were obtained by randomly selecting ten percent of the Resident Advisor participants who filled out and returned questionnaires to respond a second time to the instrument. The interval between test and retest was approximately three weeks. A total of twelve RA's at Institution A, nine RA's at Institution B, and eight RA's at Institution C were contacted the second time. Correlation coefficients for both the person (odd-numbered items) and management (even-numbered items) oriented subscales were computed using computer program BMD03D (Correlation with Item Deletion). Ten of the twelve RA's at Institution A, seven of the nine RA's at Institution B, and four of the eight RA's at Institution C (Total N = 21) or approximately 8% of the RA's responded a second

time. Correlation coefficients of .82 for the P sub-scale and .88 for the M sub-scale were computed.

PROCEDURE FOR DATA COLLECTION

Data for this study were collected during the winter quarter, 1974. A letter was sent to the Vice President for Student Affairs at each of the three participating institutions delineating the purpose of the study and requesting permission to use his institution as a data base for the writer's doctoral research. Each Vice President responded affirmatively indicating his support and approval of the study and identified a member of his housing office staff to assist in data gathering endeavors as needed. Upon written request the contact at each institution provided the author with a listing of names and addresses of RA staff at his institution along with the names and titles of Student Personnel staff at his institution whom he felt were familiar enough with the performance of their Head Resident staff as a group to assist in the study. Certain institutional demographic data were also provided by each housing office contact and provide the basis for the institutional comparisons presented in Tables 1-3.

All 129 RA's at Institution A, 122 RA's at Institution B, and 117 RA's at Institution C were mailed a letter with an enclosed copy of the instrument and asked to rate their Head Resident as the directions indicated. Additionally, ten SPA's at Institution A, four SPA's at Institution B, and five SPA's at Institution C were also contacted by mail and asked to use one of two enclosed instruments to rate the

performance of their institution's female Head Resident staff as a group and the other to rate their male Head Residents as a group. Both RA and SPA participants were asked to return instruments by an established date estimated to be approximately ten days following receipt of the instrument. Respondents were asked only to indicate the institution they represented although instruments sent to RA's were number coded to allow for the establishment of instrument reliability at a later date. Instruments sent to male Head Resident RA subordinates, female Head Resident RA subordinates, and SPA's were also color coded to assist in the identification of returned instruments. Stamped return envelopes were provided all RA's and SPA's sent the instrument.

In summary, RA's were asked to rate their Head Resident on all items in terms of the frequency with which they perceived their Head Resident displaying each behavior. Each SPA was asked to rate male Head Residents "as a group" at his institution and also female Head Residents "as a group" in terms of the frequency with which they perceived each group displaying each behavior. A four point scale was used for evaluation. The scale was weighted, with 4 being Almost Always; 3, Usually; 2, Rarely; and 1, Practically Never.

PROCEDURE FOR DATA ANALYSIS

A four point scale which ranged from 1 (Practically Never) to 4 (Almost Always) was used to score a respondent's rating of each statement. Thus each RA and SPA respondent assigned a total score that ranged from 26 to 116 for both person and management oriented functions. When these two scores were combined, an overall performance score was obtained with a possible total score range of 58-232.

Once rating instruments from RA's and SPA's at each of the three participating institutions were returned, data were compiled and each respondent's item ratings, a total person oriented behaviors score, a total management oriented behaviors score, and an overall performance score were punched on an IBM card.

A factor analysis on the instrument was done using computer program BMD08M (Factor Analysis) with ones on the diagonal and a varimax rotation used for exploratory purposes. Only RA ratings (N = 259) were used in the factor analysis due to the exceedingly small number of SPA participants and the fact that SPA's rated male and female Head Residents each as a group. Factors were interpreted and named and factor score ratings computed for each RA respondent.

As perceived by RA subordinates at each participating institution, the writer was interested in determining how the performance of undergraduate student Head Residents at Institution A compared with the performance of professionally trained Head Residents at Institutions B and C on each of the factored behaviors as well as person oriented behaviors, management oriented behaviors, and overall performance. Two-way ANOVA using computer program BMD05V (General Linear Hypothesis), appropriate for use for balanced or unbalanced ANOVA or covariance designs and missing-value problems, was used for analyzing institutional comparisons in each of these areas. This statistical analysis allowed for the identification of significant sex differences and interactions (sex X institution) also in each case,

although these relationships were not central to the purpose of the investigation.

Simple ANOVA, using computer program BMD01V (Analysis of Variance for One-Way Design), were run to analyze and compare RA perceptions of female Head Resident effectiveness among institutions, effectiveness of male Head Residents among institutions, and male and female Head Resident effectiveness within each institution.

The Scheffe' procedure for multiple comparisons (Roscoe, 1969) was calculated for significant F-values obtained as a result of the analyses of variance techniques. This permitted the identification of exactly which pair(s) of means differed significantly in each multiple comparison.

Since the number of SPA's participating from Institutions B and C was very small, their individual score ratings of the professionally trained Head Residents at their respective institutions were added together and examined as one for all comparisons. Simple ANOVA were used to determine if there were significant mean differences in SPA perceptions for all relevant comparisons as suggested in the Research Questions stated in Chapter 1.

No further analysis of SPA perceptions was made due to the extremely small size of the SPA sample. Certainly, a larger sample would have called for a more refined statistical analysis and justified comparisons of institutional SPA perceptions of Head Resident effectiveness on factored behaviors. Although it was realized that the results obtained from the SPA comparisons would make any generalizations highly

tentative, it was assumed that the findings could be, if nothing else, an important indicator for possible further research.

The .05 and .01 probability levels were used for statistical significance in all comparisons made in the study. In all cases where significant findings were uncovered, an estimate of the strength of the statistical relation was computed. This index, referred to as ω^2 , represents the strength of association between independent and dependent variables or the predictive power of a relationship. When ω^2 is zero, then X (experimental factor) does not assist in predicting Y (dependent variable). When ω^2 is 1.00, on the other hand, X predicts Y exactly (Hays, 1963).

SUMMARY

It was the intent of this chapter to delineate specific procedures followed in implementing the objectives of the study. The research sample and population were defined and demographic data of participating institutions were presented. Instrument development, procedures for obtaining validity and reliability data, and procedures for gathering and analyzing data were outlined in relative detail. Results of the study are reported in Chapter 4.

Chapter 4

ANALYSIS OF DATA

The data obtained in this study came from the ratings of Resident Advisors (RA's) and selected Student Personnel Administrators (SPA's) at a medium-sized, state supported institution (Institution A) which used upperclass, undergraduate students as Head Residents and the ratings of RA's and selected SPA's at two medium-sized, state supported institutions (Institutions B and C) employing professionally trained Head Residents to provide overall supervision in their residence halls. A copy of the instrument employed for this purpose is available in Appendix B. The tabulation and analysis of the data were consummated so that the research questions stated in Chapter 1 could be answered.

INSTITUTIONAL RESIDENT ADVISOR RESPONSES

Of the seventy-two RA's subordinate to male Head Residents at Institution A who were sent a copy of the rating instrument, sixty (83.3%) returned usable completed instruments to the writer. Thirty of the forty-five RA's (66.7%) subordinate to male Head Residents at Institution B and thirty-four of sixty-three (53.9%) male Head Resident RA subordinates at Institution C responded. All RA's subordinate to female Head Residents at each of the three participating institutions were mailed a copy of the rating instrument with forty-eight of fifty-seven (84.2%) responding from Institution A, fifty-six of seventy-seven (72.7%) from Institution B, and thirty-one of fifty-four (57.4%) from Institution C.

A summary of RA research population data is given in Table 4.

INSTITUTIONAL STUDENT PERSONNEL ADMINISTRATOR RESPONSES

All ten SPA's at Institution A sent copies of the rating instrument to evaluate their male Head Residents as a group and female Head Residents as a group filled out and returned to the writer the instruments sent them. However, only three of four SPA's at Institution B and four of five SPA's at Institution C responded. A follow-up phone call to the housing office contact at Institutions B and C provided feedback that the SPA not responding at each institution did not feel sufficiently knowledgeable about Head Resident performance at his institution to be able to respond accurately to the "specific" nature of all items in the instrument.

SPA respondent data are also given in Table 4.

RESULTS OF FACTOR ANALYSIS

The results of the factor analysis computed on the fifty-eight items in the instrument appear in Table 5, pages 50 and 51. Five factors were selected based on Cattell's scree test. The five highest loadings on each factor are underlined in Table 5 for ease in interpretation. These loadings were used as the basis for interpreting and naming factors.

High item loadings on Factor 1 reflect a concern for and responsiveness to others and was labeled the Empathy/Sensitivity

Table 4

Summary of Institutional Research Population Data

Classification	Institution A			Institution B			Institution C		
	Total Sampled	Number Responding	% Usable Return	Total Sampled	Number Responding	% Usable Return	Total Sampled	Number Responding	% Usable Return
RA's subordinate to male HR's	72	60	83.3	45	30	66.7	63	34	53.9
RA's subordinate to female HR's	57	48	84.2	77	56	72.7	54	31	57.4
SPA's	10	10	100.0	4	3	75.0	5	4	80.0

Table 5

Rotated Factor Matrix and Variable Communalities

Variable	FACTOR					Communality
	1	2	3	4	5	
1	.16	.68	.05	-.04	.11	.51
2	.07	.03	.37	<u>.32</u>	.40	.41
3	.27	<u>.71</u>	.15	-.13	.07	.62
4	.43	<u>.02</u>	<u>.61</u>	.08	.11	.58
5	.65	.23	<u>.21</u>	-.14	.10	.56
6	.02	.20	.14	-.08	<u>.74</u>	.62
7	.53	.40	.32	.08	-.04	.56
8	.10	.05	<u>.69</u>	.04	.28	.58
9	.58	.25	<u>.38</u>	.16	.10	.58
10	.37	.13	.57	.03	.15	.51
11	.09	<u>.69</u>	.13	.28	.05	.59
12	.11	<u>.21</u>	.33	.19	<u>.47</u>	.43
13	.30	.66	.07	-.04	.12	.56
14	.10	<u>.80</u>	.01	-.10	.19	.70
15	.32	.48	.22	.07	.09	.40
16	<u>.75*</u>	.06	.20	-.01	.07	.61
17	<u>.81</u>	.08	.18	.11	.07	.72
18	.58	.11	.26	.02	.36	.56
19	.48	.24	.41	-.12	.06	.48
20	.11	.28	.19	-.11	<u>.69</u>	.62
21	<u>.77</u>	.09	.18	.04	.10	.65
22	.07	.08	.13	.19	<u>.66</u>	.50
23	<u>.73</u>	.13	.23	.18	.08	.65
24	<u>.49</u>	.35	.07	.17	.12	.42
25	.58	.48	.21	.10	.12	.64
26	.13	<u>.73</u>	.04	.19	.19	.62
27	.52	<u>.15</u>	.44	.18	.16	.56
28	.14	.11	.13	<u>.53</u>	-.05	.34
29	.54	.32	.23	<u>.08</u>	.00	.46

Table 5 (continued)

Variable	1	2	3	4	5	Communality
30	.06	<u>.75</u>	.16	.22	.15	.68
31	.69	.20	.17	.11	.07	.57
32	.66	.20	.30	.12	-.09	.60
33	<u>.72</u>	.17	.21	.04	.21	.65
34	<u>.43</u>	.11	.31	.10	.35	.43
35	.40	.13	.53	.20	.21	.55
36	.38	.06	<u>.64</u>	.17	.09	.60
37	.69	.18	.16	.06	.07	.55
38	.44	.38	.33	.09	.21	.51
39	.45	.34	.35	.21	.27	.56
40	.40	.20	.45	.22	.20	.50
41	.51	.05	.23	<u>.38</u>	.20	.50
42	.43	-.08	.07	.25	.08	.27
43	.54	.13	.55	.19	.17	.69
44	.61	.23	.41	.23	.15	.68
45	.52	.15	.49	.16	.11	.57
46	.55	.27	.42	.13	.09	.58
47	.68	.20	.16	-.14	.05	.56
48	.37	.23	.38	-.03	.03	.34
49	.35	.14	.29	.22	<u>.51</u>	.54
50	.26	.05	.57	.11	.36	.55
51	.66	.24	.27	.24	.08	.64
52	.62	.07	.18	.15	.27	.52
53	.21	.20	<u>.62</u>	-.00	.27	.55
54	.40	.13	<u>.59</u>	.15	.13	.57
55	.52	.31	.37	.02	.19	.55
56	.00	.24	.08	<u>.58</u>	.30	.50
57	.28	.16	.39	.30	.45	.56
58	.29	.17	.20	<u>.49</u>	.37	.54

*Underlined item loadings were used as the basis for naming and interpreting each factor.

dimension. The second factor was termed the Programming/Activities dimension because those items loading high on it deal primarily with one's involvement in and degree of support for residence programs and activities. Factor 3 high item loadings relate basically to performance of the disciplinary role and one's concern for institutional policies and regulations and was thus named the Disciplinary dimension. Factor 4 is not a very pure dimension as its high loadings represent a hodge-podge of duties but was called the Formal Leadership dimension due to the communication-liaison roles implicit in the nature of the items which loaded high on it. Facilities Management, Factor 5, includes one's concern for university property and the day-to-day maintenance and upkeep of the residence facility.

COMPARATIVE RESIDENT ADVISOR PERCEPTIONS OF HEAD RESIDENT EFFECTIVENESS ON FACTORED DIMENSIONS

In addition to analyzing data related to comparative undergraduate student and professionally trained Head Resident effectiveness on person oriented behaviors, management oriented behaviors, and overall performance as perceived by RA's, the writer was also interested in investigating comparative undergraduate student and professionally trained Head Resident effectiveness on the factored dimensions as perceived by RA's. The research questions stated below are supplementary to those stated in Chapter 1 and identify the specific comparisons related to performance on the factored dimensions that the writer was interested in pursuing. Findings are reported following each research question.

1. Is there a significant difference in the perceptions of RA's when effectiveness of undergraduate student Head Residents and professionally trained Head Residents are compared on each factor?

Factor 1 (Empathy/Sensitivity Dimension). As reflected in Table 8, Appendix C, a significant difference in institutional Head Resident effectiveness on this dimension was uncovered. As determined by application of the Scheffe procedure for multiple comparisons, Institution A undergraduate student Head Residents were perceived by their RA's as being more effective on this dimension than professionally trained Head Residents at Institution B ($F = 6.94, p < .01$) but not different in effectiveness from Institution C professionally trained Head Residents. Institution C professionally trained Head Residents were also perceived by their RA's as more frequently displaying behaviors related to Empathy/Sensitivity than Institution B professionally trained Head Residents ($F = 13.67, p < .01$).

An analysis of significant interaction (sex X institution) on this dimension was not pursued statistically as no consistent differences were evident from eyeballing male and female mean ratings among institutions. Mean factor ratings of male and female Head Residents at Institutions A, B, and C on Factor 1 are shown below as evidence of this inconsistency.

	Institution		
	A	B	C
Male HR's	-.14	-.19	.42
Female HR's	.39	-.54	.37

Factor 2 (Programming/Activities Dimension). Professionally trained Head Residents at Institution B ($F = 22.53, p < .01$) and Institution C ($F = 5.00, p < .01$) were both perceived by their RA's as being more effective on this dimension than undergraduate student Head Residents at Institution A. Institution B Head Residents were also perceived by their RA's as being more effective on the Programming/Activities dimension than the professionally trained Head Residents at Institution C ($F = 3.24, p < .05$). This is the only dimension on which undergraduate student Head Residents were perceived by RA's as being less effective than the professionally trained Head Residents at both Institutions B and C.

As Table 9, Appendix C shows, a significant interaction (sex and institution) was found to occur in the two-way ANOVA performed on this dimension. Pursuit of this finding, through the performing of simple ANOVA, found the undergraduate student male Head Residents being less effective than the professionally trained female Head Residents at both Institution B ($F = 71.56, p < .01$) and Institution C ($F = 13.42, p < .01$).

Factor 3 (Disciplinary Dimension). Undergraduate student Head Residents at Institution A were perceived as being more effective on this dimension than professionally trained Head Residents at Institution B ($F = 3.72, p < .05$). No difference in Head Resident effectiveness at Institutions A and C and Institutions B and C were found.

Statistical analysis of significant interaction on this dimension (Table 10) was not pursued because, as shown below, in glancing at

the mean factor scores of male and female Head Residents among institutions, no consistent differences were observable.

	Institution		
	A	B	C
Male HR's	.36	-.71	.08
Female HR's	-.03	.10	-.23

Factor 4 (Formal Leadership Dimension). Undergraduate student Head Residents at Institution A were not perceived by their RA's as being significantly different in effectiveness on this dimension than were the professionally trained Head Residents at Institution B and Institution C. However, the professionally trained Head Residents at Institution B were perceived as being significantly more effective in the Formal Leadership role than those at Institution C ($F = 7.61, p < .01$).

As on Factor 1 and Factor 3, no statistical analysis of the significant interaction shown on this dimension (Table 11) was pursued. Again, mean ratings did not differ consistently when the effectiveness of male and female Head Residents among institutions were compared on this Formal Leadership dimension. Institution A, B, and C male and female mean factor scores on Factor 4 are shown below as evidence of this inconsistency.

	Institution		
	A	B	C
Male HR's	.09	.16	-.75
Female HR's	-.02	.28	.03

Factor 5 (Facilities Management Dimension). No significant findings differentiating Head Resident effectiveness among institutions were found on this dimension (Table 12).

2. Is there a significant difference in the perceptions of RA's when effectiveness of undergraduate student male Head Residents and professionally trained male Head Residents are compared on each factor?

Factor 1 (Empathy/Sensitivity Dimension). Undergraduate student male Head Residents at Institution A were perceived by their RA's as performing less effectively to a significant degree ($F = 3.67$, $p < .05$) on this dimension than professionally trained male Head Residents at Institution C but not significantly different from Institution B male Head Residents. As perceived by RA's, the professionally trained male Head Residents at Institution C were also rated as being more effective ($F = 3.25$, $p < .05$) than those at Institution B on this Empathy/Sensitivity dimension.

Factor 2 (Programming/Activities Dimension). RA's perceived undergraduate student male Head Residents at Institution A as being less effective to a significant degree than the professionally trained male Head Residents at both Institution B ($F = 12.59$, $p < .01$) and Institution C ($F = 9.54$, $p < .01$) in the Programming/Activities role. This is the only dimension on which Institution A male Head Residents were rated significantly lower by RA's than were male Head Residents at both Institutions B and C.

Factor 3 (Disciplinary Dimension). Institution A ($F = 15.30$, $p < .01$) and Institution C ($F = 6.60$, $p < .01$) male Head Residents were each perceived by their RA's as performing more effectively on this dimension than male Head Residents at Institution B. RA perceptions of male Head Resident effectiveness at Institutions A and C did not differ significantly on this dimension.

Factor 4 (Formal Leadership Dimension). On this dimension there was no difference in the effectiveness of undergraduate student male Head Residents at Institution A and professionally trained male Head Residents at Institution B as perceived by RA's. However, male Head Residents at Institution A ($F = 6.31$, $p < .01$) and Institution B ($F = 5.51$, $p < .01$) were each perceived by their RA's as being more effective than male Head Residents at Institution C on this factor.

Factor 5 (Facilities Management Dimension). RA perceptions of male Head Resident effectiveness on this dimension were not found to be significantly different among the three institutions.

Institutional comparisons of male Head Resident effectiveness on the factored dimensions as perceived by RA's are presented in Table 13, Appendix C.

3. Is there a significant difference in the perceptions of RA's when effectiveness of undergraduate student female Head Residents and professionally trained female Head Residents are compared on each factor?

Factor 1 (Empathy/Sensitivity Dimension). Although no significant difference between the effectiveness of undergraduate student

female Head Residents at Institution A and professionally trained female Head Residents at Institution C was found, Institution A ($F = 14.40, p < .01$) and Institution C ($F = 10.75, p < .01$) female Head Residents were each perceived by their RA's as being more effective to a significant degree than Institution B female Head Residents on this dimension.

Factor 2 (Programming/Activities Dimension). Institution B professionally trained female Head Residents were rated as being more effective on Factor 2 than were professionally trained female Head Residents at Institution C ($F = 3.64, p < .05$) and undergraduate student female Head Residents at Institution A ($F = 6.08, p < .01$). Mean factor score ratings of female Head Residents at Institutions A and C did not differ significantly on this Programming/Activities dimension.

Factors 3-5 (Disciplinary, Formal Leadership, and Facilities Management Dimensions). RA perceptions of female Head Resident effectiveness on these three dimensions did not differ significantly among Institutions A, B, and C.

Table 14, Appendix C, presents mean factor ratings and F-values associated with female Head Resident effectiveness on the factored dimensions as perceived by RA's.

4. Is there a significant difference in the perceptions of RA's when effectiveness of undergraduate student male and undergraduate student female Head Residents are compared on each factor?

Factors 1 and 2 (Empathy/Sensitivity and Programming/Activities Dimensions). Undergraduate student female Head Residents at Institution

A were perceived by their RA's as being significantly more effective (.01) on these two dimensions than undergraduate student male Head Residents at Institution A.

Factor 3 (Disciplinary Dimension). RA's perceived undergraduate student male Head Residents as being more effective to a significant degree (.01) on this dimension.

Factors 4 and 5 (Formal Leadership and Facilities Management Dimensions). RA perceptions of undergraduate student male and female Head Resident effectiveness on the Formal Leadership and Facilities Management dimensions did not differ significantly.

Table 15, Appendix C, shows mean factor scores and F-values associated with Institution A undergraduate student male and female Head Resident effectiveness on the factored dimensions.

5. Is there a significant difference in the perceptions of RA's when effectiveness of professionally trained male and professionally trained female Head Residents are compared on each factor?

Factors 1, 2, and 5 (Empathy/Sensitivity, Programming/Activities, and Facilities Management Dimensions). RA perceptions of professionally trained male and female Head Resident effectiveness at both Institutions B and C did not differ significantly when compared on these three dimensions.

Factor 3 (Disciplinary Dimension). Whereas Institution C professionally trained male and female Head Resident performance on the Disciplinary dimension did not differ significantly, Institution B professionally trained male Head Residents were perceived by their RA's

as being less effective to a significant degree (.01) than their female counterparts at Institution B.

Factor 4 (Formal Leadership Dimension). Professionally trained female Head Residents at Institution C were perceived by their RA's as being more effective (.01) than Institution C professionally trained male Head Residents. However, professionally trained male and female Head Residents at Institution B were not perceived as differing in effectiveness on this dimension.

The comparative effectiveness of professionally trained male and professionally trained female Head Residents at Institution B and at Institution C on the factored dimensions are summarized in Tables 16 and 17, Appendix C.

COMPARATIVE RESIDENT ADVISOR PERCEPTIONS OF HEAD RESIDENT
EFFECTIVENESS ON PERSON ORIENTED FUNCTIONS, MANAGEMENT
ORIENTED FUNCTIONS, AND OVERALL PERFORMANCE

Comparative Effectiveness of Undergraduate Student and Professionally
Trained Head Residents

RA perceptions of Head Resident effectiveness on person oriented functions (Table 18), management oriented functions (Table 19) and overall performance (Table 20) did not differ significantly among the three institutions. Although a significant institutional difference at the .05 level (Table 18) in effectiveness on person oriented functions was found by a two-way ANOVA, application of the Scheffe' procedure for multiple comparisons did not uncover any two institutions differing significantly in effectiveness on this function.

Comparative Effectiveness of Undergraduate Student Male and Professionally Trained Male Head Residents

No significant difference in male Head Resident effectiveness on person oriented functions, management oriented functions, and in overall performance was found among the three institutions. An ANOVA on RA perceptions of male Head Resident effectiveness on person oriented functions at the three institutions did show a significant difference at the .05 level (Table 21). However, the F value of 3.04 was just barely significant at .05 (F of 3.00 necessary for significance) and application of the Scheffe' procedure did not show any significant differences when male Head Resident mean person oriented scores at Institutions A and B, A and C, and B and C were compared.

Comparative Effectiveness of Undergraduate Student Female and Professionally Trained Female Head Residents

Female Head Residents at the three institutions did not differ significantly when compared on the frequency with which they were perceived by RA's as displaying person oriented behaviors, management oriented behaviors, and overall performance (Table 22). In fact, undergraduate student female Head Residents at Institution A showed mean ratings slightly higher, although not to a significant degree, than professionally trained female Head Residents at Institutions B and C in each of these three areas.

Comparative Effectiveness of Undergraduate Student Male and Undergraduate Student Female Head Residents

RA's at Institution A did not perceive their undergraduate student male and female Head Residents as differing in effectiveness

on management oriented functions to any significant degree. However, undergraduate student female Head Residents at Institution A were perceived as being more effective (.01) than their male counterparts in the frequency with which they displayed person oriented behaviors (.01) and in overall performance (.05). Table 23 presents mean scores and F-values related to this comparison.

Comparative Effectiveness of Professionally Trained Male and Professionally Trained Female Head Residents

As shown in Tables 24 and 25, Appendix C, the professionally trained female Head Residents at Institutions B and C were not perceived by their RA's as differing in effectiveness on person oriented functions, management oriented functions, and overall performance from the professionally trained male Head Residents at their respective institutions.

COMPARATIVE STUDENT PERSONNEL ADMINISTRATOR PERCEPTIONS OF HEAD RESIDENT EFFECTIVENESS ON PERSON ORIENTED FUNCTIONS, MANAGEMENT ORIENTED FUNCTIONS, AND OVERALL PERFORMANCE

Comparative Effectiveness of Undergraduate Student and Professionally Trained Head Residents

SPA perceptions of Head Resident effectiveness at Institution A were compared with those of SPA's at Institutions B-C and it was found that the professionally trained Head Residents at Institutions B-C were rated significantly higher (.05) than undergraduate student Head Residents on all three dimensions: P, M, O (Table 26).

Comparative Effectiveness of Undergraduate Student Male and Professionally Trained Male Head Residents

Undergraduate student male Head Residents at Institution A were perceived by SPA's as displaying both person and management oriented functions less frequently (.01) than were professionally trained male Head Residents at Institutions B-C by their SPA's. Accordingly, there was a significant difference (.01) in favor of the professionally trained male Head Residents on overall performance. Mean scores and F-values related to this comparison are given in Table 27.

Comparative Effectiveness of Undergraduate Student Female and Professionally Trained Female Head Residents

As perceived by SPA's at the respective institutions, the effectiveness of undergraduate student female and professionally trained female Head Residents did not differ significantly on P, M, and O (Table 28).

Comparative Effectiveness of Undergraduate Student Male and Undergraduate Student Female Head Residents

SPA's at Institution A perceived their female Head Residents as being more effective than their male Head Residents on person oriented functions (.01) and overall performance (.05). No significant difference in frequency of displaying management oriented functions was found between male and female Head Residents at Institution A as perceived by SPA's (Table 29).

Comparative Effectiveness of Professionally Trained Male and Professionally Trained Female Head Residents

The effectiveness of professionally trained male and professionally trained female Head Residents on P, M, and O as perceived by SPA's did not differ significantly (Table 30).

STRENGTH OF ASSOCIATION OF SIGNIFICANT FINDINGS

Computation of ω^2 , an estimate of the strength of the statistical association that a significant finding represents, was pursued for all significant mean differences found in the study. Tables presented in Appendix C show the estimated ω^2 for each significant finding in parentheses after significant F values. For the most part, it was found that significant results did not correspond to a very strong association. The strongest estimated ω^2 's (.20 -.30) were found in the statistically different SPA perceptions of male Head Resident effectiveness at Institution A and Institutions B-C. Significant differences in RA perceptions of male Head Resident performance on the Programming/Activities dimension and RA perceptions of female Head Resident performance on the Empathy/Sensitivity dimension each had an estimated ω^2 of .20. Perhaps the relatively small sample sizes used in the study were a factor in prohibiting statistical associations from being stronger.

SUMMARY

This chapter reported the number and percent of RA's and SPA's from each of the participating institutions who responded to the rating

instrument mailed them and whose perceptions were used in the analysis of the data gathered. Research population data are summarized in Table 4. Results of a factor analysis on the ratings of 259 RA respondents on the fifty-eight item instrument were also reported (Table 5), including the rationale used in interpreting and naming the five dimensions found.

The analyses of data gathered in the study were reported in a manner so as to answer the Research Questions stated in the study. Findings of comparative institutional RA perceptions of Head Resident effectiveness on the factored dimensions, comparative institutional RA perceptions of Head Resident effectiveness on P, M, and O, and comparative institutional SPA perceptions of Head Resident effectiveness on P, M, and O were all presented in this chapter. A summary of the investigation, a discussion of the findings, and recommendations are reported in Chapter 5.

Chapter 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

SUMMARY

The thesis of this study was that in light of contemporary pressures to reduce or stabilize budgets, etc., undergraduate student Head Residents may be an alternative to the professionally trained Head Resident staffing approach which colleges and universities should consider. The investigation was conducted to provide empirical evidence in an area of concern heretofore short on objective data from which to base decisions.

Three medium-sized, state supported universities, relatively similar in residence philosophy and the number of students housed in on-campus residence facilities, were selected to participate in the study. One institution (Institution A) utilized undergraduate students in the role of Head Resident and the other two employed professionally trained (Master's level) Head Resident personnel during the 1973-74 academic year. To explore the thesis of the study, the writer was interested in investigating the comparative effectiveness of the undergraduate student Head Residents at Institution A and the professionally trained Head Residents at Institutions B and C. It was decided that an analysis of the perceptions of Resident Advisors (RA's) and Student Personnel Administrators (SPA's) at each institution related to the frequency with which their Head Residents displayed certain behaviors

important to effectiveness in the Head Resident role would be a feasible approach for pursuing this comparison.

An instrument, containing items characteristic of typical Head Resident behaviors, was designed by the writer for use in the study. Fifty-eight items of a person-management oriented nature were developed in response to a model suggested by Riker and DeCoster (1971). The odd-numbered items in the instrument were intended to represent "person oriented" behaviors (behaviors of an interpersonal nature) and the even-numbered items were intended to represent "management oriented" behaviors (administrative tasks). Twelve RA's, thirteen Head Residents, and seven SPA's at four institutions comparable in size to those used in the study verified each item in the instrument as being at least moderately important to effective performance in the Head Resident role (Appendix A).

The Vice President for Student Affairs at each participating institution approved the writer's use of his institution as a data base for the research and designated a member of his housing office staff to assist in the gathering of data. All RA's at each of the three institutions were mailed a copy of the rating instrument and asked to indicate the frequency with which they perceived their Head Resident as displaying each behavior in the instrument. Additionally, those SPA's at each institution who were identified by the Housing office contact as being familiar with the Head Resident staff there and capable of evaluating their effectiveness were sent two copies of the instrument. SPA's were asked to indicate the frequency with which they

perceived their male Head Residents as a group displaying each behavior on one instrument and the frequency with which they perceived their female Head Residents displaying each behavior on the other instrument. Responding to the instrument were 83.7% of the RA's (108/129) and 100% of the SPA's (10/10) at Institution A, 70.4% of the RA's (86/122) and 75% of the SPA's (3/4) at Institution B, and 55.5% of the RA's (65/117) and 80% of the SPA's (4/5) at Institution C.

Once instruments were returned, a factor analysis on the RA responses (N = 259) was done in order to uncover possible underlying variables. As a result of the factor analysis procedure, five dimensions were identified. The five dimensions were named as follows: Empathy/Sensitivity, Programming/Activities, Disciplinary, Formal Leadership, and Facilities Management. To answer the specific research questions asked in the study, ANOVA were used to analyze and compare undergraduate student and professionally trained Head Resident effectiveness on the factored dimensions as perceived by RA's, on the person oriented behaviors (P), on the management oriented behaviors (M), and in overall performance (O) as perceived by RA's, and on P, M, and O as perceived by SPA's. ANOVA were also performed to analyze and compare the effectiveness of undergraduate student male and professionally trained male Head Residents, undergraduate student female and professionally trained female Head Residents, and male and female Head Resident effectiveness within each of the three institutions.

The major findings of the study are summarized below.

1. RA perceptions of the degree to which undergraduate student Head Residents and professionally trained Head Residents displayed

behaviors classified as person oriented and management oriented did not differ significantly. Undergraduate student Head Residents were perceived by RA's as being less effective than professionally trained Head Residents (.01) only in the frequency with which they displayed behaviors related to the Programming/Activities role.

2. RA perceptions of undergraduate student male Head Resident and professionally trained male Head Resident effectiveness on person oriented functions and management oriented functions did not differ significantly. Undergraduate student male Head Residents were perceived as being less effective (.01) than professionally trained male and female Head Residents on the Programming/Activities dimension.

3. No consistent statistically significant differences were found between the effectiveness of undergraduate student female Head Residents and professionally trained female Head Residents when the perceptions of their RA subordinates were compared.

4. Undergraduate student male Head Residents were perceived by their RA's as performing Disciplinary related behaviors more effectively (.01) than undergraduate females. When compared with undergraduate student males, undergraduate student females were perceived as (a) being more effective (.01) on the Empathy/Sensitivity and Programming/Activities dimensions, (b) displaying person oriented behaviors more frequently (.01), and (c) being more effective in overall performance (.05).

5. There were no consistent statistically significant differences found between the effectiveness of professionally trained

male and professionally trained female Head Residents when perceptions of their RA's were compared.

6. SPA's perceived professionally trained Head Residents displaying person oriented (.05) and management oriented (.05) behaviors more frequently than undergraduate student Head Residents. Thus SPA's viewed professionally trained Head Residents as being more effective than undergraduate student Head Residents in overall performance (.05).

7. Professionally trained male Head Residents were perceived by SPA's as being significantly more effective in the performance of person oriented (.01) and management oriented (.01) behaviors than undergraduate student male Head Residents. However, no significant difference in the effectiveness of professionally trained female and undergraduate student female Head Residents was found when SPA ratings were compared.

8. There was no difference in the perceptions of SPA's when effectiveness of professionally trained males and professionally trained females were compared. SPA's perceived undergraduate student females as displaying person oriented functions more frequently (.01) and being more effective in overall performance (.05) than undergraduate student males in the role of Head Resident.

DISCUSSION

Certain limitations of this study need to be kept in mind when interpreting the findings. First, the research sample was quite small. Second, the perceptions of RA's and SPA's may have been specific to

local university conditions and the quality of Head Residents at participating institutions during the winter of 1974. Third, only the quality of Head Resident performance in terms of person or management oriented behaviors were examined. Although institutions were selected on the basis of their similarities in housing enrollment, residence hall philosophy, and expectation level of Head Resident staff contributions to the fulfillment of objectives, it was assumed that the quantity or number of duties assigned to Head Residents at each institution in the study might differ somewhat.

Generally, RA perceptions of the overall effectiveness of undergraduate student and professionally trained Head Residents did not differ greatly. However, the results suggest strongly that undergraduate student Head Residents are significantly less effective (.01) in the Programming/Activities role than professionally trained Head Residents. Several possible reasons for this finding may be cited. Undergraduate students in the role of Head Resident perhaps lack the training and expertise necessary to feel comfortable in the Programming role. Professionally trained personnel, especially those with graduate level training in the counseling/student personnel field, often receive specific training in programming oriented functions in practicum related work. Also, professionally trained staff may have more immediate access to university resources than undergraduate students. The "full-time staff" status usually afforded Head Residents with professional training could be a factor in promoting their acceptance by others in the university community and thus facilitate their effectiveness. Still another

possible reason for undergraduate students being significantly less effective in the Programming/Activities role is that of time limitation. It may be that undergraduate students who are expected to carry a full academic course load simultaneous with Head Resident employment simply do not have the time to devote to the development and implementation of activities and programs in their assigned residence area.

A review of the analyses of variance performed on the factored dimensions suggests that there were inconsistencies in the RA perceptions of professionally trained Head Resident effectiveness at Institutions B and C. Specifically, professionally trained male Head Residents at Institutions B and C differed in effectiveness on several dimensions in an apparently random fashion. Also, the effectiveness of professionally trained female Head Residents at the two institutions varied in a random manner. The nature of these findings is difficult to explain and suggest the need for additional research in substantiating professionally trained Head Resident effectiveness.

The findings of this study suggest clearly that undergraduate student females, as perceived by RA's and SPA's, may be more effective in the role of Head Resident than undergraduate student males. Neither RA's nor SPA's perceived undergraduate student female Head Residents and professionally trained female Head Residents differing in effectiveness in any consistent manner. On the other hand, undergraduate student males were perceived by SPA's as being less effective than undergraduate females and professionally trained males on P, M, and O, by RA's as being less effective than professionally trained

males and females on the Programming/Activities dimension, and by RA's as being less effective than their female counterparts at Institution A on P, O, and the Empathy/Sensitivity and Programming/Activities dimensions. From this evidence one might conclude that special attention and care should be given to the selection and training of undergraduate student males to fill the Head Resident role.

No consistent statistically significant differences were found in the effectiveness of professionally trained male and professionally trained female Head Residents as perceived by RA's and SPA's. This finding, when analyzed together with the differences in effectiveness found between undergraduate student males and undergraduate student females, has implications for colleges and universities that might consider the utilization of undergraduate students in the role of Head Resident. In essence, the professionally trained Head Resident appears to be more "balanced" in overall effectiveness in the Head Resident role. There is some indication that undergraduate student male Head Residents perform "male-type" behaviors well (high in effectiveness on the Disciplinary dimension, low in effectiveness on the Empathy/Sensitivity dimension and person oriented behaviors) and undergraduate student females perform "female-type" behaviors well (low in effectiveness on the Disciplinary dimension, high in effectiveness on the Empathy/Sensitivity dimension and person oriented behaviors). Perhaps these findings are not at all surprising in light of the traditional nature of the two sexes. That is, the socialization of males often encourages them to be aggressive and discipline oriented while

females are encouraged to be more submissive and emotional (e.g., Broverman et al., 1970; Weitzman et al., 1972). The results of this investigation imply that if undergraduate students are to be used as Head Residents, then they must be provided with a well-defined training program in which they can acquire the necessary skills and techniques vital to well-rounded performance in a key residence staff role.

Implications from the comparative SPA perceptions of undergraduate student and professionally trained Head Resident effectiveness must be made with caution. On the basis of the findings of this study, however, as perceived by SPA's the effectiveness of undergraduate student males as Head Residents is open for discussion. It may be that the quality of undergraduate student male Head Residents at Institution A at the time of the study was low; if so, the results of this study may be misleading. On the other hand, if SPA perceptions were to be borne out through additional research in this area as indeed negative, the utilization of undergraduate student males in the role of Head Resident may not be appropriate if the institution's stated housing objectives are to be achieved.

An analysis of comparative demographic and residence staff data of participating institutions (Tables 1-3) shows Institution A's annual expenditure for Head Resident staff to be \$100,000-\$300,000 less than Head Resident staff costs at Institution B and Institution C. Although this differential should be qualified somewhat in light of the fact that Institution A appears to devote more professional staff time to training its residence staff and to employ more professional staff outside the

halls to work with and supervise its housing program, the substantial difference in annual expenditure suggests that further, more specific evaluation of the various approaches to residence staffing is crucial.

There are many ways to staff college and university residence halls. Each campus must meet its particular needs in a manner consistent with program objectives, residence philosophy, residence hall size and type of residence facilities available, and other factors unique to the institution. The findings of this investigation provide some evidence that the use of undergraduate students (particularly undergraduate student females) in the role of Head Resident may be a feasible alternative that colleges and universities might consider. If, however, an institution believes strongly that balanced effectiveness in the HR role and the development and implementation of programs and activities in residence halls are important concerns, this study's findings suggest that professionally trained Head Residents may well be a justifiable approach and a worthwhile investment.

RECOMMENDATIONS

1. Further research should be pursued to investigate the specific reasons for the difference in undergraduate student Head Resident and professionally trained Head Resident effectiveness in the Programming/Activities role. For example, do undergraduate students have the necessary time available to fulfill the Programming/Activities role effectively?

2. Further research is needed to substantiate the effectiveness of professionally trained personnel in the role of Head Resident. The effectiveness of the professionally trained Head Residents sampled in this study varied randomly and greatly clouded the issue being investigated.

3. SPA perceptions of the effectiveness of undergraduate students in the role of Head Resident need to be investigated further.

4. In light of the cost differentials in residence staffing cited in Tables 1-3 of this study, the evaluation of whether housing program objectives at colleges and universities are being met is crucial (Cost/Benefit ratio).

5. The instrument used in the study could be strengthened before used in future research for similar purposes. Specifically, more items measuring the Formal Leadership and Facilities Management dimensions are needed. A number of items in the instrument used in the study loaded high on more than one factor (particularly Factors 1 and 3) and thus the dimensions, for the most part, did not contain factorially homogeneous items at least for an orthogonal rotation.

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APPENDIX A

CORRESPONDENCE AND DATA RELATED TO
INSTRUMENT "FIELD TEST"

College of Education
 4092 Derring Hall
 Virginia Tech
 Blacksburg, Virginia 24061
 November 21, 1973

Director of Residence Life
 University of

Dear _____:

In follow-up to our recent telephone conversation related to your assisting me in a phase of my research for completing my doctoral dissertation in Counseling and Student Personnel, I would appreciate your sending me the following information at your earliest convenience.

1. A list of the names and addresses of your Resident Advisor staff (male and female).
2. A list of the names and addresses of your Head Resident Advisor staff (male and female).
3. The names, titles, and addresses of five (5) Student Personnel staff at your institution who are familiar with the role of Head Resident.

As I shared with you, I have designed my own instrument for use in my dissertation research and it is important that I "field test" the instrument to establish content validity before proceeding to gather my data. Once I receive the information requested above, I will randomly select two female Resident Advisors and two male Resident Advisors, two female Head Residents and two male Head Residents, and two Student Personnel administrators to assist me in this endeavor. Those selected will be mailed a copy of my instrument, which contains a list of behaviors or activities that Head Residents perform in carrying out their leadership responsibilities, with a cover letter asking them to rate the importance of each behavior to effectiveness in fulfilling the Head Resident role. A stamped, return envelope for return of the instrument to me once completed will be provided selected participants.

Thank you very much for your assistance at this busy time of the year. I will forward you a list of those selected to participate at your institution along with a copy of the instrument and cover letter sent to them in the very near future.

Sincerely,

Michael W. Yost
 Michael W. Yost
 Doctoral Candidate

David E. Hutchins
 David E. Hutchins
 Candidate's Advisor and
 Assistant Prof, Counseling
 and Student Personnel

Department of Counseling
and Student Personnel
4092 Derring Hall
College of Education
Virginia Tech
Blacksburg, Virginia 24061
December 5, 1973

Dear Participant:

I am currently engaged in conducting research for the Doctor of Education (Ed.D.) degree in Counseling and Student Personnel. My study compares the performance of different types of Head Residents as perceived by Resident Advisors and Student Personnel administrators who work with them. A small sample of Resident Advisors, Head Residents, and Student Personnel administrators at a sample of institutions are being asked to assist me in my study by identifying behaviors that are important to effective performance in the Head Resident role. You have been selected as an individual who could competently judge the importance of the attached list of Head Resident behaviors.

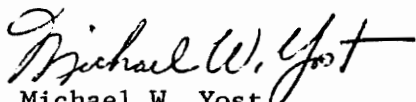
Below are three descriptions representing varying degrees of importance of an item to Head Resident effectiveness. Using these scale values as a guide, please indicate the extent to which you think each statement represents a behavior important to effective Head Resident performance.

- 3 Very Important to effective Head Resident performance
2 Moderately Important to effective Head Resident performance
1 Unimportant to effective Head Resident performance

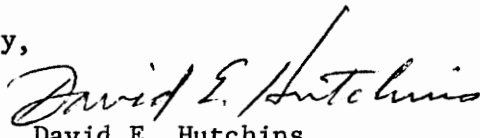
For each statement on the attached instrument, circle the appropriate number which appears to the right of each statement. For example, if you think the statement represents a behavior which is "Very Important to effective Head Resident performance", circle the number three (3) to the right of the statement.

When you have finished rating the importance of all behaviors, please place the instrument in the envelope provided and return it to me by mail. I assure you your ratings will be held in the strictest confidence. Your opinion is very important to my research and a high percent return is vital. Thus, I would appreciate your attention to the instrument as soon as possible, but no later than December 15, 1973. It should take no more than 15 minutes of your time.

Thank you very much.


Michael W. Yost
Doctoral Candidate

Sincerely,


David E. Hutchins
Candidate's Advisor and
Assistant Professor,
Counseling and Student
Personnel

HEAD RESIDENT EFFECTIVENESS INVENTORY

- | | | | |
|---|---|---|---|
| 1. Attempt to know most of the residents in the hall. | 1 | 2 | 3 |
| 2. Be familiar with and able to clarify university: policies and regulations. | 1 | 2 | 3 |
| 3. Make an effort to help students to get to know each other. | 1 | 2 | 3 |
| 4. Display a competency in handling discipline situations. | 1 | 2 | 3 |
| 5. Be a sensitive person who tries to understand the problems and concerns of others. | 1 | 2 | 3 |
| 6. Show a concern for hall maintenance and repair needs. | 1 | 2 | 3 |
| 7. Lead the hall in a way so as to be generally liked and respected by residents. | 1 | 2 | 3 |
| 8. Demonstrate an ability to be strict if and when necessary. | 1 | 2 | 3 |
| 9. Lead the hall in a way so as to be generally liked and respected by the staff he supervises. | 1 | 2 | 3 |
| 10. Be firm but understanding in matters of discipline. | 1 | 2 | 3 |
| 11. Work at promoting a good relationship with hall student government officers. | 1 | 2 | 3 |
| 12. Demonstrate an efficiency in handling administrative responsibilities. | 1 | 2 | 3 |
| 13. Take time to mingle with students. | 1 | 2 | 3 |
| 14. Take the time to become actively involved in the development and implementation of hall programs. | 1 | 2 | 3 |
| 15. Attempt to understand the college student as a learner. | 1 | 2 | 3 |
| 16. Conduct periodic checks of the residence hall to determine facility and/or room damage. | 1 | 2 | 3 |
| 17. Be easy to talk to or approach. | 1 | 2 | 3 |
| 18. Investigate sources of problems when confronted with them. | 1 | 2 | 3 |
| 19. Demonstrate a basic knowledge of the psychological make-up of people. | 1 | 2 | 3 |
| 20. Follow up with appropriate university officials on needed repairs and maintenance in the hall. | 1 | 2 | 3 |
| 21. Be tolerant of other people's views. | 1 | 2 | 3 |
| 22. Show a concern for university property and take action when necessary to see that it is not damaged or removed from the building. | 1 | 2 | 3 |
| 23. Be able to converse on the students' level. | 1 | 2 | 3 |
| 24. Be available enough for consultation with students and staff. | 1 | 2 | 3 |
| 25. Show a genuine interest in students and their problems. | 1 | 2 | 3 |
| 26. Actively support programs and activities within the hall. | 1 | 2 | 3 |
| 27. Create the impression of feeling certain and secure in his/her relationship with others. | 1 | 2 | 3 |

Table 6

Instrument "Field Test" Data

Classification	Respondent Breakdown		% Return
	Instruments Sent	Instruments Sent	
RA's	16	12	75
HR's	16	13	81
SPA's	8	7	87
Totals	40	32	80

Institution	Institutional Breakdown		% Return
	Instruments Sent	Instruments Sent	
I	10	10	100
II	10	5	50
III	10	9	90
IV	10	8	80
Totals	40	32	80

Table 7

Summary of Respondent Item Ratings In Instrument Field Test

Item	Mean RA Rating (N = 12)	Mean HR Rating (N = 13)	Mean SPA Rating (N = 7)	Overall Mean Rating (N = 32)
1	2.58	2.84	2.57	2.68
2	2.91	2.92	2.71	2.81
3	2.08	2.46	2.14	2.25
4	2.75	2.38	2.85	2.62
5	2.91	3.00	3.00	2.96
6	2.25	2.38	2.42	2.34
7	2.58	2.69	2.14	2.53
8	2.75	2.46	2.71	2.62
9	2.66	2.76	2.28	2.62
10	2.91	2.61	3.00	2.81
11	2.50	2.76	2.57	2.62
12	2.66	2.38	2.57	2.53
13	2.50	2.76	2.28	2.56
14	2.00	2.46	2.57	2.31
15	2.33	2.38	2.71	2.43
16	1.58*	1.53*	2.00	1.65*
17	2.91	2.92	3.00	2.93
18	2.83	2.69	2.85	2.78
19	2.50	2.38	2.71	2.46
20	2.25	2.46	2.57	2.37
21	2.91	2.84	2.85	2.87
22	2.50	2.23	2.57	2.40
23	2.58	2.69	2.57	2.62
24	2.75	2.92	2.85	2.84
25	2.91	2.92	2.85	2.90
26	2.50	2.69	2.57	2.56
27	2.75	2.61	2.28	2.59
28	2.75	2.69	2.42	2.65
29	2.33	2.53	2.16	2.38
30	2.16	2.46	2.28	2.28

Table 7 (continued)

Item	Mean RA Rating (N = 12)	Mean HR Rating (N = 13)	Mean SPA Rating (N = 7)	Overall Mean Rating (N = 32)
31	2.91	2.84	2.42	2.75
32	2.83	2.76	3.00	2.84
33	3.00	3.00	2.85	2.96
34	3.00	3.00	3.00	3.00
35	2.83	2.76	2.57	2.75
36	2.91	2.84	3.00	2.90
37	2.91	2.92	3.00	2.93
38	2.66	2.61	2.57	2.62
39	2.58	2.53	2.71	2.59
40	2.66	2.46	2.57	2.56
41	2.75	2.76	2.85	2.81
42	2.66	2.46	2.42	2.53
43	2.83	2.76	2.71	2.78
44	2.91	2.76	2.85	2.84
45	2.83	2.61	2.71	2.75
46	2.75	2.38	2.42	2.53
47	2.83	2.38	2.00	2.46
48	2.25	2.30	2.00	2.21
49	2.33	2.00	1.71*	2.06
50	2.75	2.61	2.57	2.65
51	2.58	2.38	2.00	2.41
52	2.83	2.92	2.71	2.84
53	2.41	2.46	2.42	2.43
54	2.83	2.84	2.85	2.84
55	2.66	2.76	2.57	2.59
56	2.83	2.84	2.71	2.81
57	2.83	3.00	2.71	2.87
58	2.50	2.76	2.71	2.65
59	2.75	2.76	2.85	2.78
60	3.00	2.92	3.00	2.96

*Item not included in final instrument due to failure to meet 2.00 or better criterion for each of three groups.

APPENDIX B

CORRESPONDENCE RELATED TO GATHERING OF DATA


 VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

January 10, 1974

Vice President for Student Affairs
Institution A

Dear _____:

I am currently engaged in research for completing dissertation requirements for the Doctor of Education (Ed.D.) degree in Counseling and Student Personnel. My study is a comparison of the perceptions of Resident Advisors (RA's) and Student Personnel Administrators (SPA's) who work with different types of Head Residents (HR's). Specifically, I am attempting to ascertain whether there is any difference in the way undergraduate students and professionally trained (Masters degree level) personnel are perceived as performing Head Resident functions labeled as management or person-oriented functions. I am aware that your institution uses undergraduate student Head Residents, and the purpose of this letter is to seek your approval for using _____ as one of three medium-sized, state supported institutions to provide me with the data I need to complete my study.

I have specially designed an instrument of HR behaviors to be used in my study and have enclosed a copy of it for your perusal. Each of these behaviors has been evaluated as being important to Head Resident effectiveness by a sample of RA's, SPA's, and HR's at other medium-sized, state supported institutions. I am specifically requesting permission to administer the instrument to male and female RA's and selected SPA's at your institution. A cover letter from me will be attached to the instrument with a set of directions. RA's would be asked to rate their HR according to the frequency with which he/she exhibits these behaviors. SPA's would be provided two copies of the instrument, one to rate _____ female HR's as a group and the other to rate _____ male HR's as a group. I am hopeful of gathering my data in early February, 1974. Be advised that participants will not be asked to identify themselves, only to indicate their sex, role (RA or SPA), and institution. All replies will be held in strictest confidence and no individual or institutional names will appear in the text of my dissertation.

If you agree to allow me to administer my instrument at your institution as outlined above, perhaps you could identify a member of your housing-residence hall staff to work with me directly and assist

Vice President for Student Affairs
 Page 2
 January 10, 1974

with my data-gathering endeavors. Hopefully, this person could provide me with: demographic institutional data (e.g., enrollment figures, residence hall occupancy figures, etc.); names and addresses of male and female RA staff; and the names and titles of up to fifteen SPA's at your institution who are in a position to evaluate the performance of your HR staff. If a meeting of RA staff and selected SPA's could be arranged, I would welcome the opportunity to administer my instrument to them directly. If this is not feasible, instruments will be mailed to participants and a stamped return envelope provided.

I would greatly appreciate your consenting to assist me as requested herein. Certainly, a summary of my findings would be made available to you and your staff. I know it is a busy time of the year, but a reply at your earliest convenience will allow me to proceed with my study. Please let me know if I can clarify any questions that you might have related to the purpose of my study and the assistance I have requested of you.

Thank you very much.

Sincerely,

Michael W. Yost

Michael W. Yost
 Doctoral Candidate

David E. Hutchins

Dr. David E. Hutchins
 Candidate's Advisor and
 Assistant Professor
 Counseling and Student Personnel

MWY/spw

Enclosures

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF ADMINISTRATIVE AND EDUCATIONAL SERVICES

January 11, 1974

Vice President for Student Affairs
 Institution B (Also sent to Institution C)

Dear _____:

I am currently engaged in research for completing dissertation requirements for the Doctor of Education (Ed.D.) degree in Counseling and Student Personnel. My study is a comparison of the perceptions of Resident Advisors (RA's) and Student Personnel Administrators (SPA's) who work with different types of dormitory Head Residents (HR's). Specifically, I am attempting to ascertain whether there is any difference in the way undergraduate students and professionally trained (Masters degree level) personnel are perceived by subordinates and superordinates as performing HR functions labeled as management or person-oriented functions. It is my understanding that your institution uses professionally trained personnel as HR's, and the purpose of this letter is to seek your approval for using your institution as one of three medium-sized, state supported institutions to provide me with the data I need to complete my study.

I have specially designed an instrument of HR behaviors to be used in my study and have enclosed a copy of it for your perusal. Each of these behaviors has been evaluated as being important to Head Resident effectiveness by a sample of RA's, SPA's, and HR's at other medium-sized, state supported institutions. I am requesting specifically the permission to administer the instrument to male and female RA's and selected SPA's at your university. A cover letter from me with a set of directions will be attached to the instrument. RA's would be asked to rate their HR according to the frequency with which he/she exhibits these behaviors. SPA's would be provided two copies of the instrument, one to rate _____ female HR's as a group and the other to rate _____ male HR's as a group. I am hopeful of gathering my data in early February, 1974. Be advised that participants will not be asked to identify themselves, only to indicate their sex, role (RA or SPA), and institution. All replies will be held in strictest confidence and institutional names will be coded and, thus, not appear in the text of the dissertation.

If permission could be granted me to administer my instrument at your institution as outlined above, I would appreciate your identifying a member of your housing-residence hall staff to assist me directly in

Vice President for Student Affairs

Page 2

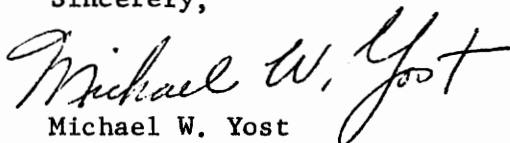
January 11, 1974

my data-gathering endeavors. Hopefully, this person could provide me with: demographic institutional data (e.g., enrollment figures, residence hall occupancy data, etc.); names and addresses of RA staff; and the names and titles of up to ten SPA's at your institution who are in a position to evaluate your HR staff. If a meeting of RA staff and selected SPA's could be arranged, I would welcome the opportunity to visit your campus personally to administer the instrument to them directly. If this is not feasible, instruments will be mailed to participants and a stamped return envelope provided.

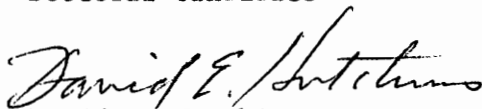
Your consent to assist me as requested herein would be deeply appreciated. Certainly, a summary of my findings will be made available to you and your staff. I know it is a busy time of the year, but a reply at your earliest convenience will allow me to proceed with my study. Please let me know if I can clarify any questions that you might have related to the purpose of my study and the assistance I have requested.

Thank you very much.

Sincerely,



Michael W. Yost
Doctoral Candidate



David E. Hutchins
Candidate's Advisor and
Assistant Professor
Counseling and Student Personnel

MWY/spw

Enclosures

Department of Counseling
and Student Personnel
College of Education
Virginia Tech
Blacksburg, Virginia 24061
February 11, 1974

Dear Resident Advisor:

I am currently conducting research for the Ed.D. degree in Counseling and Student Personnel. My study is a comparison of the effectiveness of different types of Head Residents as perceived by Resident Advisors such as yourself and Student Personnel Administrators who work with them. Your institution is one of the institutions selected to participate in my study. The research has the official support and approval of the Vice President for Student Affairs at your institution.

Your assistance is needed in this study. If you would be willing to cooperate, the following instructions will explain the details.

1. An instrument containing several behaviors that Head Residents perform in carrying out their leadership responsibilities is attached to this letter.
2. After careful and thoughtful consideration, please rate your Head Resident according to the frequency with which he/she displays each behavior. Specific directions for filling out the instrument are given at the top of the instrument.
3. Do Not Sign Your Name. However, please indicate the institution at which you are employed. Instruments are coded, but only to allow for the gathering of instrument reliability data at a later date.
4. When you have completed rating your Head Resident on each item, please return the instrument to me in the stamped return envelope provided.

I appreciate this cooperation at such a busy time of year. Your input is very important to my research and a high percent return is vital; thus, I would appreciate your attention to the instrument as soon as possible. It is important that instruments be returned to me not later than February 22, 1974. ALL REPLIES ARE CONFIDENTIAL and no individual or institutional names will appear in the text of my dissertation. A summary of the results of my study will be sent to your Housing Office, and will be available to you. Thank you very much.

Michael W. Yost

Michael W. Yost
Doctoral Candidate

Sincerely,
David E. Hutchins

David E. Hutchins
Candidate's Advisor and Assistant
Professor, Counseling & Student Personnel

Department of Counseling
and Student Personnel
College of Education
Virginia Tech
Blacksburg, Virginia 24061
February 11, 1974

Dear Student Personnel Administrator:

I am currently conducting research for the Ed.D. degree in Counseling and Student Personnel. My study is a comparison of the effectiveness of different types of Head Residents/Resident Directors as perceived by Student Personnel Administrators such as yourself and Resident Advisors who work with them. Your institution is one of the institutions selected to participate in my study. The research has the official support and approval of the Vice President for Student Affairs at your institution.

Your assistance is needed in this study. If you would be willing to cooperate, the following instructions will explain the details.

1. Two copies (one gold, one pink) of an instrument containing several behaviors that Head Residents perform in carrying out their leadership responsibilities are attached to this letter.
2. After careful and thoughtful consideration, on the gold copy of the instrument, please rate your male Head Resident staff as a group according to the frequency with which you feel they display each behavior. Specific directions for filling out the instrument are given at the top of the instrument. Similarly, on the pink copy of the instrument, please rate your female Head Residents as a group according to the frequency with which you feel they display each behavior.
3. Do Not Sign Your Name. However, please indicate the institution at which you are employed.
4. When you have completed the two instruments as directed, please return them to me in the stamped return envelope provided.

I appreciate this cooperation at such a busy time of year. Your input is very important to my research and a high percent return is vital; thus, I would appreciate your attention to the instruments as soon as possible. It is important that the instruments be returned to me not later than February 23, 1974. ALL REPLIES ARE CONFIDENTIAL and no individual or institutional names will appear in the text of my dissertation. A summary of the results of my study will be sent to your Housing Office, and will be available to you. Thank you very much.



Michael W. Yost
Doctoral Candidate

Sincerely,



David E. Hutchins
Candidate's Advisor and Assistant
Professor, Counseling & Student Personnel

DIRECTIONS TO RESEARCH POPULATION
RE: RESPONDING TO HEAD RESIDENT EFFECTIVENESS INVENTORY

A copy of the instrument used in the study is included on pages 100 and 101 which follow. The directions to RA's and SPA's varied as follows:

Directions to RA's

Please evaluate your Head Resident/Resident Director according to the frequency with which he/she exhibits each of the behaviors listed below. Use the following rating scale as a guide:

1 - Practically Never 2 - Rarely 3 - Usually 4 - Almost Always

Circle the appropriate number after each statement. For example, if you think your Head Resident "Practically Never" attempts to know most of the residents in his/her hall, circle the number "1".

Directions to SPA's for Evaluating Their Male HR's as a group

Please evaluate your male Head Residents/Resident Directors as a group according to the frequency with which you feel they exhibit each of the behaviors listed below. Use the following rating scale as a guide:

1 - Practically Never 2 - Rarely 3 - Usually 4 - Almost Always

Circle the appropriate number after each statement. For example, if you think your male Head Residents as a group "Practically Never" attempt to know most of the residents in their hall, circle the number "1".

Directions to SPA's for Evaluating Their Female HR's as a group

Please evaluate your female Head Residents/Resident Directors as a group according to the frequency with which you feel they exhibit each of the behaviors listed below. Use the following rating scale as a guide:

1 - Practically Never 2 - Rarely 3 - Usually 4 - Almost Always

Circle the appropriate number after each statement. For example, if you think your female Head Resident as a group "Practically Never" attempts to know most of the residents in their halls, circle the number "1".

HEAD RESIDENT EFFECTIVENESS INVENTORY

(Directions)

- | | | | | |
|---|---|---|---|---|
| 1. Attempts to know most of the residents in the hall. | 1 | 2 | 3 | 4 |
| 2. Is familiar with and able to clarify University policies and regulations. | 1 | 2 | 3 | 4 |
| 3. Makes an effort to help students get to know each other. | 1 | 2 | 3 | 4 |
| 4. Displays a competency in handling discipline situations. | 1 | 2 | 3 | 4 |
| 5. Is a sensitive person who tries to understand the problems and concerns of others. | 1 | 2 | 3 | 4 |
| 6. Shows a concern for hall maintenance and repair needs. | 1 | 2 | 3 | 4 |
| 7. Leads the hall in a way so as to be generally liked and respected by residents. | 1 | 2 | 3 | 4 |
| 8. Demonstrates an ability to be strict if and when necessary. | 1 | 2 | 3 | 4 |
| 9. Leads the hall in a way so as to be generally liked and respected by the staff he supervises. | 1 | 2 | 3 | 4 |
| 10. Is firm but understanding in matters of discipline. | 1 | 2 | 3 | 4 |
| 11. Works at promoting a good relationship with hall student government officers. | 1 | 2 | 3 | 4 |
| 12. Demonstrates an efficiency in handling administrative responsibilities. | 1 | 2 | 3 | 4 |
| 13. Takes time to mingle with students. | 1 | 2 | 3 | 4 |
| 14. Takes the time to become actively involved in the development and implementation of hall programs. | 1 | 2 | 3 | 4 |
| 15. Attempts to understand the college student as a learner. | 1 | 2 | 3 | 4 |
| 16. Is open to new ideas and suggestions. | 1 | 2 | 3 | 4 |
| 17. Is easy to talk to or approach. | 1 | 2 | 3 | 4 |
| 18. Investigates sources of problems when confronted with them. | 1 | 2 | 3 | 4 |
| 19. Demonstrates basic knowledge of the psychological make-up of people. | 1 | 2 | 3 | 4 |
| 20. Follows up with appropriate university officials on needed repairs and maintenance of the hall. | 1 | 2 | 3 | 4 |
| 21. Is tolerant of other people's views. | 1 | 2 | 3 | 4 |
| 22. Shows a concern for university property and takes action when necessary to see that it is not damaged or removed from the building. | 1 | 2 | 3 | 4 |
| 23. Is able to converse on the student's level. | 1 | 2 | 3 | 4 |
| 24. Is available enough for consultation with students and staff. | 1 | 2 | 3 | 4 |
| 25. Shows a genuine interest in students and their problems. | 1 | 2 | 3 | 4 |

26. Actively supports programs and activities in the hall.	1	2	3	4
27. Creates the impression of feeling certain and secure in his/her relationships with others.	1	2	3	4
28. Delegates responsibility to other staff members rather than handling everything himself/herself.	1	2	3	4
29. Displays a willingness to put the interests of others before his/her own.	1	2	3	4
30. Provides direction to the student government in the hall.	1	2	3	4
31. Acts in a friendly and considerate manner.	1	2	3	4
32. Exercises leadership without the use of threats.	1	2	3	4
33. Is a good listener.	1	2	3	4
34. Follows through with action promised.	1	2	3	4
35. Displays confidence in group situations.	1	2	3	4
36. Remains calm and acts competently in emergency situations.	1	2	3	4
37. Is flexible and adaptable to change.	1	2	3	4
38. Makes a conscious effort to be an effective liaison between residents and the administration.	1	2	3	4
39. Sets a good example for residents to follow.	1	2	3	4
40. Makes recommendations or suggestions about solving problems.	1	2	3	4
41. Handles confidential information properly.	1	2	3	4
42. Permits his/her staff to use their own judgment in solving problems.	1	2	3	4
43. Shows good common sense.	1	2	3	4
44. Uses his/her authority and position wisely.	1	2	3	4
45. Is poised and well-mannered when dealing with others.	1	2	3	4
46. Is able to promote cooperation and cohesion in a group.	1	2	3	4
47. Displays a great deal of patience with others.	1	2	3	4
48. Does not make decisions spontaneously.	1	2	3	4
49. Accepts the commitment and seriousness of his/her position without hesitation.	1	2	3	4
50. Is not afraid to make a decision.	1	2	3	4
51. Creates a good impression on students and staff.	1	2	3	4
52. Evidences a willingness to explain his/her actions or decisions.	1	2	3	4
53. Is assertive and affirming.	1	2	3	4
54. Evaluates a situation before acting.	1	2	3	4
55. Is tactful in trying to promote cooperation among students.	1	2	3	4
56. Holds periodic staff meetings to assure proper staff communication and obtain feedback.	1	2	3	4
57. Accepts responsibility willingly and seriously.	1	2	3	4
58. Effectively shares and disseminates information from various university sources.	1	2	3	4

Respondent's Institution: _____

SUMMARY OF HIGH ITEM LOADINGS USED IN NAMING AND INTERPRETING
FACTORS RESULTING FROM FACTOR ANALYSIS

F A C T O R

<u>1</u>		<u>2</u>		<u>3</u>		<u>4</u>		<u>5</u>	
(Empathy/Sensitivity)		(Programming/Activities)		(Disciplinary)		(Formal Leadership)		(Facilities Mgmt.)	
<u>Item #</u>	<u>Loading</u>	<u>Item #</u>	<u>Loading</u>	<u>Item#</u>	<u>Loading</u>	<u>Item #</u>	<u>Loading</u>	<u>Item #</u>	<u>Loading</u>
17	.81	14	.80	8	.69	56	.58	6	.74
21	.77	30	.75	36	.64	28	.53	20	.69
16	.75	26	.73	53	.62	58	.49	22	.66
23	.73	3	.71	4	.61	41	.38	49	.51
33	.72	11	.69	54	.59	2	.32	12	.47

LISTING OF ITEMS USED TO INTERPRET AND NAME FACTORED DIMENSIONS

Item #FACTOR 1 (Empathy/Sensitivity)

- 17. Is easy to talk to or approach.
- 21. Is tolerant of other people's views.
- 16. Is open to new ideas and suggestions.
- 23. Is able to converse on the students' level.
- 33. Is a good listener.

FACTOR 2 (Programming/Activities)

- 14. Takes the time to become actively involved in the development and implementation of hall programs.
- 30. Provides direction to the student government in the hall.
- 26. Actively supports programs and activities in the hall.
- 3. Makes an effort to help students get to know each other.
- 11. Works at promoting a good relationship with hall student government officers.

FACTOR 3 (Disciplinary)

- 8. Demonstrates an ability to be strict if and when necessary.
- 36. Remains calm and acts competently in emergency situations.
- 53. Is assertive and affirming.
- 4. Displays a competency in handling disciplinary situations.
- 54. Evaluates a situation before acting.

FACTOR 4 (Formal Leadership)

- 56. Holds periodic staff meetings to assure proper staff communication and obtain feedback.
- 28. Delegates responsibility to other staff members rather than handling everything himself/herself.
- 58. Effectively shares and disseminates information from various university sources.
- 41. Handles confidential information properly.
- 2. Is familiar with and able to clarify university policies and regulations.

FACTOR 5 (Facilities Management)

- 6. Shows a concern for hall maintenance and repair needs.
- 20. Follows up with appropriate university officials on needed repairs and maintenance of the hall.
- 22. Shows a concern for university property and takes action when necessary to see that it is not damaged or removed from the building.
- 49. Accepts the seriousness and commitment of his/her position without hesitation.
- 12. Demonstrates an efficiency in handling administrative responsibilities.

Department of Counseling
and Student Personnel
College of Education
Virginia Tech
Blacksburg, Virginia 24061
March 6, 1974

Dear Resident Advisor:

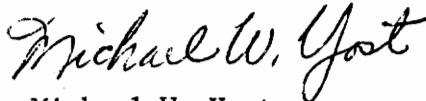
First, let me thank you for your cooperation recently in completing and returning your copy of the Head Resident Effectiveness Inventory. Without such good cooperation, my study could not have proceeded as well as it has.

I need your cooperation one more time before the study is complete. Now that most returns are in, 10% of the Resident Advisors at each of the institutions participating in my study and who responded initially, are being asked to complete the instrument a second time for the purpose of establishing reliability. You are one of those who fell into the 10% category randomly selected for the reliability study.

I will greatly appreciate your continued cooperation if you will take the time now to respond a second time in the same fashion as you did originally. After very careful and thoughtful consideration, please rate your Head Resident according to the frequency with which you feel he/she exhibits the behavior represented in each of the statements in the attached instrument. It is important that you respond to each item and use only the alternative choices provided.

If you can return this instrument in the enclosed envelope within a week (no later than ~~March~~ 13), I will be able to complete data collection and begin to analyze my findings. Be reminded again that your evaluation will be held in strictest confidence and that no individual or institutional names will appear in the text of my dissertation. Thank you very much.

Cordially,



Michael W. Yost
Doctoral Candidate

MWY/spw

Enclosure

APPENDIX C

TABLES SUMMARIZING STATISTICAL ANALYSES

Table 8

Sex, Institutional, and Interaction F-values Related to Head Resident Effectiveness on Factor 1 as Perceived by Resident Advisors

Source	df	SS	MS	F
Sex	1	.10	.10	.11
Institution	2	22.10	11.05	12.63** (.09)
S x I	2	9.36	4.68	5.32** (.03)
Error	253	221.39	.87	X

**Significant difference at .01 level.

() Estimated ω^2 .

Table 9

Sex, Institutional, and Interaction F-values Related to Head Resident Effectiveness on Factor 2 as Perceived by Resident Advisors

Source	df	SS	MS	F
Sex	1	5.84	5.84	7.23** (.02)
Institution	2	30.30	15.15	18.78** (.14)
S x I	2	6.00	3.00	3.71* (.02)
Error	253	204.15	.81	

**Significant difference at .01 level.

*Significant difference at .05 level.

() Estimated ω^2 .

Table 10

Sex, Institutional, and Interaction F-values Related to Head Resident Effectiveness on Factor 3 as Perceived by Resident Advisors

Source	df	SS	MS	F
Sex	1	.09	.09	.10
Institution	2	9.94	4.97	5.39** (.03)
S x I	2	18.15	9.07	9.85** (.06)
Error	253	232.90	.92	X

**Significant difference at .01 level.

() Estimated ω^2 .

Table 11

Sex, Institutional, and Interaction F-values Related to Head Resident Effectiveness on Factor 4 as Perceived by Resident Advisors

Source	df	SS	MS	F
Sex	1	4.15	4.15	4.50* (.01)
Institution	2	12.22	6.11	6.62** (.04)
S x I	2	8.17	4.09	4.43* (.03)
Error	253	233.26	.92	X

**Significant difference at .01 level.

*Significant difference at .05 level.

() Estimated ω^2 .

Table 12

Sex, Institution, and Interaction F-values Related to Head Resident Effectiveness on Factor 5 as Perceived by Resident Advisors

Source	df	SS	MS	F
Sex	1	.66	.66	.66
Institution	2	2.37	1.18	1.18
S x I	2	1.78	.89	.89
Error	253	253.27	1.00	X

Table 13

Mean Factor Scores and F-values Associated with Male Head Resident Effectiveness on Factored Behaviors at Institutions A, B, and C as Perceived by Resident Advisors

Factor	A	Institution B	C	df	F-value
1	-.14	-.19	.43	121	4.39* (.05)
2	-.73	.27	.11	121	16.55** (.20)
3	.36	-.71	.08	121	15.37** (.19)
4	.09	.16	-.75	121	7.66** (.10)
5	.13	-.03	-.32	121	2.04

**Significant difference at .01 level.

*Significant difference at .05 level.

() Estimated ω^2 .

Table 14

Mean Factor Scores and F-values Associated with Female Head Resident Effectiveness on Factored Behaviors at Institutions A, B, and C as Perceived by Resident Advisors

Factor	Institution			df	F-value
	A	B	C		
1	.39	-.54	.37	132	18.01** (.20)
2	-.04	.58	.04	132	7.06** (.08)
3	-.03	.10	-.23	132	1.00
4	-.02	.28	.03	132	1.92
5	.06	.00	.03	132	0.05

**Significant difference at .01 level.

() Estimated ω^2 .

Table 15

Mean Factor Scores and F-values Associated with Institution A Male and Female Head Resident Effectiveness on Factored Behaviors as Perceived by Resident Advisors

Factor	Institution A		df	F-value
	Male HR's	Female HR's		
1	-.14	.39	106	10.17** (.08)
2	-.73	-.04	106	14.80** (.11)
3	.36	-.03	106	6.27** (.04)
4	.09	-.02	106	0.30
5	.13	.06	106	0.12

**Significant difference at .01 level.

() Estimated ω^2 .

Table 16

Mean Factor Scores and F-values Associated with Institution B Male and Female Head Resident Effectiveness on Factored Behaviors as Perceived by Resident Advisors

Factor	Institution B		df	F-value
	Male HR's	Female HR's		
1	-.19	-.54	84	2.16
2	.27	.58	84	3.24
3	-.71	.10	84	9.17** (.09)
4	.16	.28	84	.40
5	.03	.00	84	.03

**Significant difference at .01 level.

() Estimated ω^2 .

Table 17

Mean Factor Scores and F-values Associated with Institution C Male and Female Head Resident Effectiveness on Factored Functions Perceived by Resident Advisors

Factor	Institution C		df	F-value
	Male HR's	Female HR's		
1	.43	.37	63	.07
2	.11	.04	63	.08
3	.08	-.23	63	1.92
4	-.75	.03	63	8.59** (.11)
5	-.32	.03	63	1.79

**Significant difference at .01 level.

() Estimated ω^2 .

Table 18

Sex, Institutional, and Interaction F-values Related to Head Resident Effectiveness on
Person Oriented Functions As Perceived by Resident Advisors

Source	df	SS	MS	F
Sex	1	500	500	2.71
Institution	2	1114	557	3.02* (.02)
S x I	2	490	245	1.33
Error	253	46587	184.1	X

*Significant at .05 level.

() Estimated ω^2 .

Table 19

Sex, Institutional, and Interaction F-values Related to Head Resident Effectiveness on Management Oriented Functions as Perceived by Resident Advisors

Source	df	SS	MS	F
Sex	1	578	578	4.35* (.01)
Institution	2	150	75	.56
S x I	2	85	42.5	.32
Error	253	33643	113	X

*Significant at .05 level.

() Estimated ω^2 .

Table 20

Sex, Institutional, and Interaction F-values Related to Head Resident Effectiveness on Overall Performance as Perceived by Resident Advisors

Source	df	SS	MS	F
Sex	1	2121	2121	3.53
Institution	2	2028	1014	1.69
S x I	2	801	400.5	.67
Error	253	152209	601.6	X

Table 21

Mean Scores and F-values Associated with Male Head Resident Effectiveness
at Institutions A, B, and C as Perceived by Resident Advisors

Function	Institution			df	F-value
	A	B	C		
Person Oriented	94.60	93.20	100.44	121	3.04* (.03)
Management Oriented	98.25	96.17	99.62	121	0.83
Overall Performance	192.85	189.37	200.06	121	1.85

*Significant difference at .05 level.

() Estimated ω^2 .

Table 22

Mean Scores and F-values Associated with Female Head Resident Effectiveness
at Institutions A, B, and C as Perceived by Resident Advisors

Function	Institution			df	F-value
	A	B	C		
Person Oriented	100.96	96.05	99.90	132	1.71
Management Oriented	101.52	100.73	101.10	132	0.05
Overall Performance	202.48	196.58	200.87	132	0.67

Table 23

Mean Scores and F-values Associated with Institution A Male and Female Head Resident Effectiveness as Perceived by Resident Advisors

Function	Institution A		df	F-value
	Male HR's	Female HR's		
Person Oriented	94.60	100.96	106	7.27** (.06)
Management Oriented	98.25	101.52	106	2.28
Overall Performance	192.85	202.48	106	4.74* (.04)

**Significant difference at .01 level.

*Significant difference at .05 level.

() Estimated ω^2 .

Table 24

Mean Scores and F-values Associated with Male and Female Head Resident Effectiveness at Institution B as Perceived by Resident Advisors

Function	Institution B		df	F-value
	Male HR's	Female HR's		
Person Oriented	93.20	96.05	84	.65
Management Oriented	96.20	100.73	84	2.76
Overall Performance	189.37	196.78	84	1.44

Table 25

Mean Scores and F-values Associated with Male and Female Head Resident
Effectiveness at Institution C as Perceived by Resident Advisors

Function	Institution C		df	F-value
	Male HR's	Female HR's		
Person Oriented	100.44	99.90	63	.03
Management Oriented	99.62	101.10	63	.28
Overall Performance	200.06	200.87	63	.02

Table 26

Mean Scores and F-values Associated with Head Resident Effectiveness at Institutions
A and B-C as Perceived by Student Personnel Administrators

Function	Institution		df	F
	A	B-C		
Person Oriented	90.60	98.36	32	4.24* (.09)
Management Oriented	89.20	97.21	32	4.31* (.09)
Overall Performance	179.80	195.57	32	4.57* (.10)

*Significant difference at .05 level.

() Estimated ω^2 .

Table 27

Mean Scores and F-values Associated with Male Head Resident Effectiveness at
Institutions A and B-C as Perceived by Student Personnel Administrators

Function	Institution		df	F-value
	A	B-C		
Person Oriented	86.20	99.71	15	8.13** (.30)
Management Oriented	86.60	98.14	15	5.46** (.21)
Overall Performance	172.80	197.85	15	7.16** (.27)

**Significant difference at .01 level.

() Estimated ω^2 .

Table 28

Mean Scores and F-values Associated with Female Head Resident Effectiveness at
Institutions A and B-C as Perceived by Student Personnel Administrators

Function	Institution		df	F-value
	A	B-C		
Person Oriented	95.00	97.00	15	.13
Management Oriented	91.80	96.29	15	.56
Overall Performance	186.80	193.29	15	.33

Table 29

Mean Scores and F-values Associated with Male and Female Head Resident Effectiveness
at Institution A as Perceived by Student Personnel Administrators

Function	Institution A		df	F-value
	Male HR's	Female HR's		
Person Oriented	86.20	95.00	18	5.59** (.18)
Management Oriented	86.60	91.80	18	1.61
Overall Performance	172.80	186.80	18	3.73* (.12)

**Significant at .01 level.

*Significant at .05 level.

() Estimated ω^2 .

Table 30

Mean Scores and F-values Associated with Male and Female Head Resident Effectiveness
at Institutions B-C as Perceived by Student Personnel Administrators

Function	Institution B-C		df	F-value
	Male HR's	Female HR's		
Person Oriented	99.71	97.00	12	.15
Management Oriented	98.14	96.29	12	.06
Overall Performance	197.85	193.29	12	.10

VITA

Michael William Yost was born in Corning, New York on July 1, 1943 and received his early education in the public schools of Corning. He graduated from high school at Corning Free Academy in 1961. In September of that year, he enrolled at Hobart College, Geneva, New York, and graduated in 1965 with a Bachelor of Arts degree in psychology.

He enrolled in the graduate program in student personnel administration at Syracuse University in the fall, 1965 and complemented graduate study during the 1965-66 and 1966-67 academic years with service as a residence hall advisor. He completed requirements for the Master of Science degree in student personnel administration at Syracuse University in 1967.

He immediately accepted employment as Assistant Dean of Students-Resident Director and Freshman Football Coach at State College at Brockport, New York in July, 1967 and remained in that position through June, 1969. In July, 1969, he assumed the position of Coordinator of Residence Management at Virginia Polytechnic Institute and State University (V.P.I. & S.U.) in Blacksburg, Virginia. During the last two years of his four year tenure on the student affairs staff at V.P.I. & S.U., he pursued part-time graduate study in the V.P.I. & S.U. College of Education.

In June, 1973, he began full-time study in the College of Education, V.P.I. & S.U., to complete residency and dissertation requirements for the Doctor of Education degree in Counseling and

Student Personnel. While pursuing full-time study during the 1973-74 academic year, he served as an Administrative Doctoral Intern in various administrative offices at V.P.I. & S.U.

Upon the completion of the requirements for the Doctor of Education degree in June, 1974, he will accept the position of Dean of Students at LeMoyne College, Syracuse, New York. He is married to the former Karen M. Comfort of Corning, New York and has one son, M. Sean.

A handwritten signature in cursive script that reads "Michael W. Yost". The signature is written in dark ink and is positioned above a horizontal line.

Michael W. Yost

A COMPARATIVE STUDY OF UNDERGRADUATE STUDENT AND PROFESSIONALLY
TRAINED HEAD RESIDENT EFFECTIVENESS AT SELECTED UNIVERSITIES

by

Michael William Yost

(ABSTRACT)

The thesis of this investigation was that in light of several contemporary pressures (e.g., budget) the utilization of undergraduate student Head Residents may be a feasible alternative to the professionally trained Head Resident staffing approach that colleges and universities should consider. Three medium sized, state supported universities (Institutions A, B, and C) participated in the study. To explore the study's thesis, the effectiveness of undergraduate student Head Residents at Institution A was compared with that of professionally trained (Master's level) Head Residents at Institutions B and C. Effectiveness was measured by the frequency with which Head Residents at each participating institution were perceived by Resident Advisors (RA's) and Student Personnel Administrators (SPA's) as displaying typical Head Resident behaviors.

A specially designed instrument containing fifty-eight items of a "person-management" oriented nature was used. All were mailed a copy of the instrument and asked to indicate on a Likert scale the frequency with which they perceived their Head Resident displaying each behavior. Selected SPA's at each institution were mailed two copies of the instrument, one to evaluate male Head Residents as a

group and the other to evaluate female Head Residents as a group at their respective institutions.

A factor analysis on the RA responses was pursued and five dimensions were identified. These were named the Empathy/Sensitivity, Programming/Activities, Disciplinary, Formal Leadership, and Facilities Management dimensions. ANOVA on mean ratings were used to answer several research questions related to comparative undergraduate student and professionally trained Head Resident effectiveness.

The major findings of the study were the following: (a) Undergraduate students were perceived by RA's as being less effective than professionally trained personnel (.01) only in the frequency with which they displayed behaviors related to the Programming/Activities role; (b) Whereas undergraduate student males were perceived by their RA's as performing Disciplinary related behaviors more effectively (.01) than undergraduate student females, when compared with undergraduate student males the undergraduate student females were perceived as being more effective (.01) on the Empathy/Sensitivity and Programming/Activities dimensions and as displaying person oriented behaviors more frequently (.01); (c) Professionally trained personnel were perceived by SPA's as more frequently displaying person oriented (.01) and management oriented (.01) behaviors than undergraduate student males; (d) SPA's perceived undergraduate student females as displaying person oriented functions more frequently (.01) than undergraduate student males.

Among conclusions drawn from the study's findings was that professionally trained personnel are more balanced in effectiveness in the Head Resident role than undergraduate students. As perceived by RA's professionally trained males and females did not differ in effectiveness on the several dimensions analyzed. On the other hand, when the effectiveness of undergraduate student males and undergraduate student females were compared, the males were perceived by RA's as displaying "male type" behaviors (high on the Disciplinary dimension) more frequently and the females were perceived as displaying "female type" behaviors (high on Empathy/Sensitivity dimension) more frequently. Substantial differences (\$100,000-\$300,000) in annual institutional expenditure for Head Resident staff implied strongly that additional evaluation of the various approaches to Head Resident staffing is crucial.