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A Study of the Relationship Between the Position of
Resident Assistant in the Men's Residence Halls at
Eastern Illinois University and Academic Achievement
(TITLE)

BY

Michael Paul Kelly

B.S. in Ed., Eastern Illinois University, 1966

PLAN B PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
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AND PREPARED IN COURSE

Education 592

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY,
CHARLESTON, ILLINOIS

1967
YEAR

I HEREBY RECOMMEND THIS PLAN B PAPER BE ACCEPTED AS
FULFILLING THIS PART OF THE DEGREE, M.S. IN ED.

Aug 3, 1967
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CHAPTER I
INTRODUCTION

Problem

This investigation was designed to be of some interest to college residence hall programs. Essentially, the investigation was undertaken so as to pertain only to the Men's Residence Hall Program of Eastern Illinois University, but it was hoped that the results would be pertinent for any institution of higher education with a residence hall program similar to Eastern's.

The primary purpose of this study was to determine what effect the position of a Resident Assistant in the Men's Residence Halls at Eastern Illinois University had on the individual's academic achievement.

This study was conducted by obtaining the grade point averages of all male Resident Assistants employed by Eastern Illinois University during the academic years, 1964-65, 1965-66, and 1966-67, and comparing the results of their academic achievement according to grades. It was assumed that such a comparison would test the hypothesis that a Resident Assistant's grade-point average, for an academic year, will increase.

In order to obtain uniform and accurate evaluations of Resident Assistants' grade-point averages, it was necessary to include only those Resident Assistants who were employed for the entire academic year. Many times a Resident Assistant will begin work during the Winter or Spring quarters or will leave employment prior to the end of Spring

quarter of each year. Such cases were not included in this study.

Scope of Problem

Rising costs of higher education, increased living standards, and a greater proportion of students coming from moderate income families have resulted in increased pressure on students to work while they are attending college.¹ A college student has many and varied choices of employment throughout his college career. Many of these jobs are available in a residence hall program sponsored by the particular college or university of the student's choice. The importance of an effective residence hall program has been more in evidence today than ever before.

During the past twenty years the guiding concepts concerning the goals of university residence halls have changed. The residence hall is no longer considered to be merely a physical facility, providing the student with a place to live and little else. Today most colleges and universities consider the residence hall to be an extension of the classroom; students living in modern residence halls learn social skills every bit as important as formal classroom instruction. In addition, these students enjoy the use of extra facilities and services designed to make their college experiences more profitable.²

¹Carl Dickinson and Betty Newbegin, "Can Work and College Mix?," The Personnel and Guidance Journal, XXXVIII, (December, 1959), p. 314.

²Dean of Men's Professional Staff, Eastern Illinois University, "Handbook for Resident Assistants, 1964-65" (Duplicated material, Men's Residence Halls, Eastern Illinois University), n.p.

A residence hall program may have an influence upon the college student. Riker stated residence hall purposes as follows:

1. The hall will help student residents to identify themselves as persons with living groups of significance to them.
2. The hall will foster the development or strengthening of important cooperative action, and cultural appreciation.
3. The hall will seek to sharpen student perception of the continuity of learning on the college campus.
4. The hall will furnish informal training in the art of human relationship.
5. The hall will take a supportive role in assisting the student during the transition from his family environment to that of the broader civic community.
6. The hall will endeavor, as an aid to motivation and learning, to maintain open lines of communication between students, between students and staff, and between students, staff, and the college community.
7. The hall will provide a physical environment which will contribute to physical and mental health and to the development of interest in a personal standard of living.
8. The hall will present an example of efficient administration.³

A competent staff of guidance and student personnel workers is of prime importance to the operation of a modern, comprehensive hall program. This staff generally consists of Residence Hall Directors, Graduate Assistants, and undergraduate Resident Assistants. Care must

³Harold C. Riker, Planning Functional College Housing (New York: Bureau of Publications, Teachers College, Columbia University, 1956), pp. 57, 58.

be taken in the selection of the staff members who will plan and operate these programs.

The position of Resident Assistant in a Residence Hall program is one of responsibility and reward. The rewards an individual receives from the position of Resident Assistant include, of course, monetary compensation for fulfilling his obligations.

The responsibilities of a Resident Assistant vary with each program, but the Eastern Illinois University Handbook for Resident Assistants, 1965-66, presents the following list of specific responsibilities of male Resident Assistants employed by Eastern Illinois University:

1. Assist the Director in the general administration of the Hall, i.e., assist in checking students in and out of the hall; assist the Director in clerical and administrative duties necessary for the efficient operation of the Hall.
2. Be present for all meals in the dining room and assist in maintaining University and Hall standards for dress and manners.
3. Be available for counseling all residents; the purpose is to be of service in helping them gain a better understanding of their educational, social and personal problems. Problems should be referred to the Director when they are beyond the ability of the Resident Assistant.
4. The Resident Assistant will be on duty weekends as scheduled by the Director.
5. The Resident Assistant will be available for night duty as assigned by the Director. He is not permitted to leave the Hall while on duty except in case of emergency.
6. The Resident Assistant shall attend all meetings with the Director and Dean of Men as scheduled.
7. Make written reports to the Director of violations of rules and regulations (both Hall and University).
8. Make room inspections periodically and report in writing to the Director any damage to or loss of University property.

9. Keep the Director of the Hall informed as to unusual symptoms of students, i.e., illness, homesickness, withdrawal from the University, etc.
10. Serve as advisor to the corridor group during corridor meetings, explain rules and regulations of the Hall and University, and in general discuss topics which will aid the overall development of the Residence Hall Program.
11. The Resident Assistant should be responsible for the encouragement of positive and responsible citizenship on the part of the group with which he is working.
12. The Resident Assistant will assist with the supervision of fire drills.
13. The Resident Assistant will assist in the prevention of student demonstrations.
14. To prevent and/or report unauthorized personnel who attempt to utilize, without permission, any residence hall facility or equipment (e.g., dining hall, sleeping accommodations, solicitation privileges, lounges, etc.).
15. Supervises study areas (dining room, lounges, etc.) periodically.
16. To enforce quiet hours and see that reasonable conduct is maintained.⁴

As can be seen from the above list, the position of Resident Assistant is a responsible and time-consuming one. There are no set hours a Resident Assistant must work, but, in effect, he is "on duty" twenty-four hours a day.

In order to be selected for the position of Resident Assistant, a candidate must submit an application to his Hall Director or to the Dean of Men if he does not live in a residence hall. Each residence hall staff evaluates its own candidates and submits a list of preferred candidates to the Dean of Men. The candidates are then interviewed by the Dean of Men, the Assistant Dean of Men, and the Residence Hall

⁴Dean of Men's Professional Staff, n.p..

Directors. From these interviews and other various recommendations, the Resident Assistants are chosen to begin work in their particular halls.

A successful applicant, besides his usual academic responsibilities, now has the added responsibility of the position of Resident Assistant. This study deals with the effect that this added responsibility of Resident Assistant will have on the successful applicant's academic achievement.

During 1964-65 and 1965-66, there were three men's residence halls at Eastern Illinois University. Lincoln and Douglas Halls were built in 1952 and housed 164 residents each. Thomas Hall was built in 1963 and housed 438 residents. Lincoln and Douglas each had a staff of one full-time Director, one Graduate Assistant, and four Resident Assistants. Thomas Hall was staffed by two Directors, three Graduate Assistants, and thirteen Resident Assistants, except in 1965-66, there were fourteen full-time Resident Assistants in Thomas Hall.

During 1966-67, Lincoln and Douglas Halls were used to house women students. In the fall of 1966, Taylor Hall, the most recent of the Men's Residence Halls at Eastern Illinois University, was opened. Taylor Hall was quite similar to Thomas Hall, with the addition of one more floor on Taylor Hall. The former residents of Lincoln and Douglas Halls who moved into Taylor Hall in the fall of 1966 voted to divide Taylor Hall into two separate Halls. Although one building, Taylor is now designated as Taylor Hall North and Taylor Hall South, with each Hall housing 287 residents. Each Hall had a staff of one full-time Director, two Graduate Assistants, and eight Resident Assistants.

Limitations

Several factors were considered to be limitations of this investigation. The value of the findings were somewhat decreased due to these limitations.

This study includes only those male Resident Assistants employed by Eastern Illinois University, and the findings may not be pertinent to any college or university other than Eastern Illinois University.

Several of the Resident Assistants employed by Eastern Illinois University during the period of this study were not included in the final study. It was decided to include only those Resident Assistants who were employed for the entire academic year. This procedure was taken to obtain the most accurate averages.

Factors other than being a Resident Assistant could account for an increase or decrease in the academic achievement. These other factors were not considered in this study.

It was also assumed that, because no specified amount of time that is to be devoted to the job of Resident Assistant has been determined, each Resident Assistant does not put in the same amount of time fulfilling his obligations.

Since a candidate cannot be considered for the position of Resident Assistant until he has reached sophomore standing or above, there are no Freshmen among the Resident Assistants included in this study.

These limitations, however, were not prohibitive. The findings of this study were still valuable, for they would only be used to aid in the development of more improved residence hall programs.

Definitions

Resident Assistants--All of the male undergraduate Resident

Assistants employed by Eastern Illinois University during the academic years, 1964-67. Resident Assistants were chosen by the Dean of Men and his professional staff to assist the various Residence Hall Directors with the administrative, counseling, and disciplinary functions of the Men's Residence Halls.

Academic Year--This study is concerned with the Fall, Winter, and Spring quarters of the years 1964-65, 1965-66, and 1966-67.

Academic Achievement--The overall grade-point average of each Resident Assistant.

Average Resident Assistant--Arrived at by averaging the hours and the grade-point averages of all of the Resident Assistants on each table. The results of each table were then compared.

CHAPTER II

RELATED RESEARCH

Although no research was found which was directly related to the present study, there were three investigations which were similar in some respects. These investigations dealt with the general aspect of college employment and academic achievement. Also, other factors, such as extracurricular activities, were included in these studies. No research was found which dealt directly with employment as Resident Assistants and academic achievement.

Baker

Harold Bruss Baker conducted a study at Butler University during the 1938-39 academic year. The study concerned itself with the amount of time a student spends at work and how this would affect academic achievement and extracurricular activities.

A total of 332 students were included in the study. They included freshmen, sophomores, juniors, and seniors. The data were secured for the first semester of the 1938-39 academic year. The students filled out the questionnaires as they enrolled for the second semester. All employment for remuneration was included.

The researcher concluded that students seem to carry a heavier load in total of class and outside work than would be thought desirable and that there was little tendency for the students to reduce one part of the load as the other increased. Also, it was revealed that working

did not affect grades. However, it was resolved that weak students with a light load are more likely to be a problem than the strong student with a heavy load.¹

Trueblood

Dennis L. Trueblood conducted a study during the 1952-53 academic year at Indiana University in an attempt to determine the effects of employment on academic achievement.

The study population of Trueblood's research was selected by a random sample technique from 1,711 working students. These students were arranged into groups according to the number of hours they worked. The study population, including all groups, was 568 students. An examination of these students' classification revealed that they were fairly evenly divided as to their college class standing. The grade-point average of the students were computed and then was compared with the grade-point averages of all university students. In addition to the comparison of grade-point averages, class standing and working hours were also compared. These comparisons showed a slightly higher average for working students than for the all-university populations. However, Trueblood concluded, in regard to hours worked, that it was not possible to establish a maximum number of hours worked per week relative to maintenance of a given grade point average. According to Trueblood, it is not possible even to hypothesize a possible maximum number of hours which could be worked without affecting the grade point average.²

¹Harold Bruss Baker, "The Working Student and His Grades," Journal of Educational Research, XXXV, (September, 1941), pp. 28,29.

²Dennis L. Trueblood, "Effects of Employment on Academic Achievement," The Personnel and Guidance Journal, XXXVI, (October, 1957), pp. 112-115.

Dickinson and Newbegin

Carl Dickinson and Betty Newbegin conducted a study in 1957 at the University of Washington. Their study was concerned with the effect of work on a measure of relative achievement computed by a multiple regression procedure from entrance tests and cumulative data on each student. The study showed the interrelationship between amount of work, relative achievement, and a number of other variables, including marital status. These variables were considered because achieved grades were felt to be an incomplete criterion of a student's success in that they do not necessarily reflect the fact that some students are brighter than others. It was felt that a better yardstick might emphasize the individual's performance in relation to his potential.

Dickinson and Newbegin found an inverse relationship between credit load and relative achievement. They concluded that the average student may not be fully aware of the demands on his time and learning capacity when he assumes a heavier credit load in conjunction with outside work. According to these researchers, work is less likely to interfere with grades than added credit load because work is necessarily planned for and time is budgeted for it. On the other hand, extra credit hours do not have time allocated for them.

From the various factors included in the study, it was concluded that motivation is a key factor in college success and calls attention to the fact that the student who has carried both a near normal credit load and an outside job does better than he might have been expected to do. Dickinson and Newbegin conclude that "these findings suggest to us that better scholastic performance depends to a considerable extent upon

motivational level and also upon the ability to organize time and efforts to the desired end."³

³Carl Dickinson and Betty Newbegin, "Can Work and College Mix?" The Personnel and Guidance Journal, XXXVIII, (December, 1959), p. 314.

CHAPTER III

METHOD AND TREATMENT OF DATA

Gathering of Data

In order to make a comparison of Resident Assistants' grade-point averages, it was necessary to have access to individual Resident Assistant's files for the past three years. After gathering the names of each Resident Assistant who was employed by Eastern Illinois University for the past three years, it was necessary to use the files in the Dean of Men's office to obtain the needed information.

Three items were needed from the files of each Resident Assistant. First, it was necessary to obtain his overall grade-point average at the end of the quarter preceding his employment as a Resident Assistant. Since this study is divided into three separate years of three quarters each, this average would be that of the preceding Spring or Summer Quarter.

The next item of importance to this study was the Resident Assistant's grade-point average at the end of Spring Quarter of each year. In some cases a Resident Assistant may have worked more than one year. In such a case, however, his increase or decrease in grade-point average was only figured a year at a time. His total increase or decrease would not be affected by such a method.

According to the Eastern Illinois University Bulletin, a grade-point average is figured as follows:

"The number of grade points for a grade in a given course is found by multiplying the grade-point value by the number of quarter hours which may be earned in the

course. The grade point average is computed by dividing the total number of grade points which a student has earned in all courses taken at Eastern by the total number of quarter hours represented by those courses."¹

The third item used in this study was the total number of quarter hours each Resident Assistant carried for the entire year. For an undergraduate student, "a normal load of work in any of the three quarters of the school year is sixteen quarter hours of regular academic courses."² Consequently, a normal load for the entire academic year would be a total of forty-eight hours. The number of quarter hours was included in this study in an effort to further clarify the obtained results.

Treatment of Data

The obtained data for this study are included in various tables found in Chapter IV. A discussion of the tables is also included in Chapter IV, while the conclusions and a summary may be found in Chapter V.

In an effort to compare the academic achievement of the Resident Assistants in Thomas, Lincoln, and Douglas Halls, a separate table was used for each hall for each year. Another separate table was used to compare the academic achievement of all Resident Assistants for each year, and a final table was used to show the academic achievement of all Resident Assistants for the three-year period included in this study.

In order to set a guideline for a better understanding of each table, the term "average Resident Assistant" was used. A mean was

¹Eastern Illinois University, Eastern Illinois University Bulletin (College Catalogue, Eastern Illinois University, 1966), p. 62.

²Ibid., p. 64.

found from each column of each table concerned with total hours of each Resident Assistant and with the grade-point averages of each Resident Assistant. The mean was used to designate an average Resident Assistant in each case.

It is generally agreed that a mean, while often used in statistics, can be misleading. Such is the case in this study, as can be seen from observation of the tables in Chapter IV. However, it should be pointed out that these means were not used in a final analysis of the academic achievement of Resident Assistants.

Comparisons of Resident Assistants' Academic Achievement

As presented in the purpose of this study, it was hoped that an examination and comparison of the academic achievement of male Resident Assistants at Eastern Illinois University for the academic years, 1964-65, 1965-66, and 1966-67, would test the hypothesis stated on page 1. The results of these comparisons are discussed in Chapters IV and V.

CHAPTER IV

RESULTS

Tables

The tabulation of the data from the Resident Assistants' files showed the following results. Table 1 is concerned with the Resident Assistants in Thomas Hall during the academic year, 1964-65. The results showed that an average Resident Assistant during the 1964-65 academic year in Thomas Hall carried 49 quarter hours and raised his overall grade-point average a total of .02. However, close observation of the table shows how this can be misleading. The average increase in grade-point average would have been greater if T13 had been omitted from the table. Actually, ten of the thirteen Resident Assistants (76.9%) in Thomas Hall increased their grade-point average, while only three (23.1%) showed a decrease. There were no extremes as to total number of quarter hours carried, so this was not a significant factor for this table. In fact, the Resident Assistant who carried the greatest number of quarter hours, T 3 with 54 quarter hours, showed the greatest increase, +.27.

Table 2 is concerned with the Resident Assistants of Lincoln Hall during the 1964-65 academic year. The results showed that an average Resident Assistant in Lincoln Hall during the 1964-65 academic year carried 45 quarter hours and decreased his overall grade-point average a total of .08. However, it is evident that these averages cannot be very significant, because of the fact that there were only four cases

TABLE 1
 INCREASE OR DECREASE OF THOMAS HALL
 RESIDENT ASSISTANT'S GRADE-POINT AVERAGE
 FOR 1964-65 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1963-64 G.P.A. ^a Before R.A.	1964-65 G.P.A. After R.A.	Increase or Decrease
T 1	48	2.15	2.21	+ .06
T 2	48	2.44	2.48	+ .04
T 3	54	2.70	2.97	+ .27
T 4	48	2.50	2.56	+ .06
T 5	48	2.29	2.35	+ .06
T 6	51	2.90	3.02	+ .12
T 7	48	2.51	2.59	+ .08
T 8	45	2.81	2.71	- .10
T 9	48	2.36	2.33	- .03
T10	48	2.14	2.15	+ .01
T11	48	2.61	2.68	+ .07
T12	44	2.10	2.35	+ .25
T13	52	3.27	2.63	- .60
Average Resident Assistant	49	2.52	2.54	+ .02

^aGrade Point Average (Based on 4.00 = A Average).

TABLE 2
 INCREASE OR DECREASE OF LINCOLN HALL
 RESIDENT ASSISTANT'S GRADE-POINT AVERAGE
 FOR 1964-65 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1963-64 G.P.A. ^a Before R.A.	1964-65 G.P.A. After R.A.	Increase or Decrease
L 1	44	3.09	2.91	-.18
L 2	46	2.51	2.70	+.19
L 3	49	2.61	2.45	-.16
L 4	42	2.76	2.59	-.17
Average Resident Assistant	45.1	2.74	2.66	-.08

^aGrade Point Average (Based on 4.00 = A Average).

involved. Table 2 does show that three (75%) of Lincoln Hall's Resident Assistants decreased their grade-point average a total of .51, while the fourth (25%) kept the average up by increasing his grade-point average a total of .19.

A comparison of Tables 1 and 2 indicate that while Lincoln Hall's Resident Assistants averaged a higher grade-point average at the end of the year (2.66 as compared to 2.54), Thomas Hall's Resident Assistants generally were increasing their grade-point averages while Lincoln Hall's were decreasing theirs.

Table 3 is concerned with the Resident Assistants of Douglas Hall for the academic year, 1964-65. The results showed that an average

TABLE 3
 INCREASE OR DECREASE OF DOUGLAS HALL
 RESIDENT ASSISTANT'S GRADE-POINT AVERAGE
 FOR 1964-65 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1963-64 G.P.A. ^a Before R.A.	1964-65 G.P.A. After R.A.	Increase or Decrease
D 1	52	2.80	2.90	+.10
D 2	44	2.55	2.55	----
D 3	49	2.96	2.83	-.13
D 4	44	2.42	2.30	-.12
Average Resident Assistant	49.3	2.68	2.65	-.03

^aGrade Point Average (Based on 4.00 = A Average).

Resident Assistant in Douglas Hall during the 1964-65 academic year carried 49 quarter hours and decreased his overall grade-point average a total of .03. Here again there are only four cases. One Resident Assistant (25%) increased his grade-point average, two (50%) decreased theirs, and the fourth (25%) showed neither an increase or a decrease. These figures show that Douglas Hall's Resident Assistants were closer to those in Lincoln Hall than in Thomas Hall. Both Lincoln and Douglas Hall's Resident Assistants showed a higher average grade-point average at the end of the year, but Thomas Hall's Resident Assistants were the only ones who, as a hall, increased their overall grade-point average.

TABLE 4
 INCREASE OR DECREASE OF EASTERN ILLINOIS UNIVERSITY
 RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
 FOR 1964-65 ACADEMIC YEAR

Hall	Number of Resident Assistants	Number of Increased G.P.A.	Number of Decreased G.P.A.
Thomas	13	10	3
Lincoln	4	1	3
Douglas	4	1	2 ^a
All Resident Assistants	21	12 (57.9%)	8 (38.1%)

^aOne Resident Assistant's grade-point average remained the same.

Table 4 summarizes the findings of all the Resident Assistants during the 1964-65 academic year. This table shows that 12 (57.9%) of the total of 21 Resident Assistants employed by Eastern Illinois University for the academic year, 1964-65, increased their overall grade-point average, while 8 (38.1%) Resident Assistants decreased their grade-point average. One of the Resident Assistant's grade-point average remained the same.

Table 5 is concerned with the academic year, 1965-66 and includes Resident Assistants in Thomas Hall. This table shows that an average Resident Assistant in Thomas Hall during the academic year, 1965-66 carried 47 quarter hours and increased his overall grade-point average a total of .03. Except for total hours carried, the average figures for Thomas Hall Resident Assistants during 1965-66 were superior to those in

TABLE 5
 INCREASE OR DECREASE OF THOMAS HALL
 RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
 FOR 1965-66 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1964-65 G.P.A. ^a Before R.A.	1965-66 G.P.A. After R.A.	Increase or Decrease
T 1	44	2.24	2.19	-.05
T 2	44	2.27	2.37	+.10
T 3	48	2.58	2.70	+.12
T 4	44	2.35	2.21	-.14
T 5	48	2.48	2.61	+.13
T 6	49	3.39	3.36	-.03
T 7	41	2.59	2.67	+.08
T 8	45	2.91	2.80	-.11
T 9	48	2.89	3.03	+.14
T10	53	3.04	3.21	+.17
T11	48	2.95	2.94	-.01
T12	52	2.33	2.35	+.02
T13	51	2.56	2.59	+.03
T14	48	2.50	2.50	----
Average Resident Assistant	47.4	2.65	2.68	+.03

^aGrade Point Average (Based on 4.00 = A Average).

1964-65. The average grade-point average at the end of the academic year was superior (2.68 as compared to 2.54) as was the average increase (.03 as compared to .02). Again, as in 1964-65, the Resident Assistant in Thomas Hall who carried the greatest number of quarter hours also had the greatest increase in grade-point average--T10 carried 53 quarter hours and increased his grade-point average a total of .17.

Eight of the fourteen Resident Assistants in Thomas Hall (57.1%) increased their grade-point average, five Resident Assistants (35.8%) decreased theirs, and one (7.1%) showed neither an increase or a decrease.

TABLE 6
INCREASE OR DECREASE OF LINCOLN HALL
RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
FOR 1965-66 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1964-65 G.P.A. ^a Before R.A.	1965-66 G.P.A. After R.A.	Increase or Decrease
L 1	48	2.82	2.86	+ .04
L 2	36	2.38	2.32	- .06
L 3	45	3.74	3.60	- .14
L 4	45	2.70	2.59	- .11
Average Resident Assistant	43.5	2.91	2.84	- .07

^a Grade Point Average (Based on 4.00 = A Average).

Table 6 is concerned with the Resident Assistants in Lincoln Hall during the academic year, 1965-66. The average Resident Assistant in Lincoln Hall during the 1965-66 academic year carried $43\frac{1}{2}$ quarter hours and decreased his overall grade-point average a total of .07. This was quite similar to the Resident Assistants in Lincoln Hall the previous year, although the staff in 1965-66 consisted of new Resident Assistants. Again, only one Resident Assistant (25%) in Lincoln Hall showed an increase in grade-point average, while three (75%) showed a decrease in grade-point average.

TABLE 7
INCREASE OR DECREASE OF DOUGLAS HALL
RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
FOR 1965-66 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1964-65 G.P.A. ^a Before R.A.	1965-66 G.P.A. After R.A.	Increase or Decrease
D 1	50	2.49	2.51	+.02
D 2	48	2.55	2.70	+.15
D 3	45	2.83	2.89	+.06
D 4	49	2.66	2.41	-.25
Average Resident Assistant	48	2.63	2.63	----

^aGrade Point Average (Based on 4.00 = A Average).

Table 7 is concerned with the Resident Assistants in Douglas Hall during the 1965-66 academic year. The results showed an improvement of Douglas Hall Resident Assistants over those in 1964-65. The average Resident Assistant in Douglas Hall during the 1965-66 academic year carried 48 quarter hours (a normal load) and kept his overall grade-point average the same. However, three of the Resident Assistants (75%) in Douglas Hall showed an increase in their grade-point averages for the year, while one (25%) showed a decrease. This was a substantial improvement over the previous year when only one Resident Assistant showed an increase in grade-point average.

Table 8 summarizes the findings of all of the Resident Assistants during the 1965-66 academic year. This table shows that twelve (54.5%) of twenty-two Resident Assistants employed by Eastern Illinois University during the 1965-66 academic year increased their overall grade-point average. Although the total number was the same, the percentage was lower than that of 1964-65. This was due, of course, to the fact that Thomas Hall had one more Resident Assistant included in the study than in 1964-65.

Table 8 also showed that nine (40.9%) Resident Assistants during 1965-66 decreased their grade-point average, which marked an increase over 1964-65. That is, more Resident Assistants decreased their grade-point average in 1965-66 than in 1964-65. One Resident Assistant's grade-point average remained the same.

TABLE 8
 INCREASE OR DECREASE OF EASTERN ILLINOIS UNIVERSITY
 RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
 FOR 1965-66 ACADEMIC YEAR

Hall	Number of Resident Assistants	Number of Increased G.P.A.	Number of Decreased G.P.A.
Thomas	14	8	5 ^a
Lincoln	4	1	3
Douglas	4	3	1
All Resident Assistants	22	12 (54.5%)	9 (40.9%)

^aOne Resident Assistant's grade-point average remained the same.

Table 9 begins the 1966-67 academic year. This table is concerned with the Resident Assistants in Thomas Hall. The table shows that an average Resident Assistant in Thomas Hall during the 1966-67 academic year carried 45 quarter hours and increased his overall grade-point average a total of .01. Although the Resident Assistants in Thomas Hall showed a lower increase in grade-point average, they maintained a far greater average grade-point average than in either of the two previous years (2.85 as compared to 2.54 and 2.68).

Seven of Thomas Hall's Resident Assistants (53.8%) in 1966-67 showed an increase in their overall grade-point average for the year, five (38.4%) showed a decrease, while one (7.8%) maintained the same

TABLE 9
 INCREASE OR DECREASE OF THOMAS HALL
 RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
 FOR 1966-67 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1965-66 G.P.A. ^a Before R.A.	1966-67 G.P.A. After R.A.	Increase or Decrease
T 1	50	2.40	2.50	+.10
T 2	34	3.22	3.24	+.02
T 3	48	2.56	2.75	+.19
T 4	44	3.80	3.70	-.10
T 5	46	2.57	2.68	+.11
T 6	48	3.17	3.17	----
T 7	44	2.23	2.49	+.26
T 8	44	2.94	2.93	-.01
T 9	48	3.03	2.82	-.21
T10	50	2.93	2.81	-.12
T11	46	2.59	2.56	-.03
T12	39	2.84	2.86	+.02
T13	48	2.56	2.59	+.03
Average Resident Assistant	45.3	2.84	2.85	+.01

^aGrade Point Average (Based on 4.00 = A Average).

grade-point average. These figures are quite similar to Thomas Hall's averages in 1965-66, but are well below those in 1964-65, when Thomas Hall showed 76.9% of their Resident Assistants with an increase in grade-point averages.

Tables 10 and 11 are concerned with the Resident Assistants in a new Residence Hall, Taylor Hall. Because it was decided to separate Taylor Hall into two distinct Halls, Taylor North and Taylor South, the tables are arranged to follow this procedure.

TABLE 10
INCREASE OR DECREASE OF TAYLOR NORTH
RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
FOR 1966-67 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1965-66 G.P.A. ^a Before R.A.	1966-67 G.P.A. After R.A.	Increase or Decrease
TN 1	45	2.95	3.07	+.12
TN 2	49	2.79	2.83	+.04
TN 3	48	2.40	2.40	----
TN 4	51	3.20	3.20	----
TN 5	48	3.15	3.10	-.05
TN 6	50	3.31	3.16	-.15
TN 7	48	2.34	2.38	+.04
TN 8	44	3.38	3.20	-.18
Average Resident Assistant	47.9	2.94	2.92	-.02

^aGrade Point Average (Based on 4.00 = A Average).

Table 10 is concerned with Resident Assistants in Taylor North for the academic year, 1966-67. The results show that an average Resident Assistant in Taylor North during the 1966-67 academic year carried 48 quarter hours and decreased his overall grade-point average a total of .02. The number of Resident Assistants who increased or decreased their averages was quite even. Three (37.5%) Resident Assistants increased their overall grade-point average, three (37.5%) decreased theirs, and two (25%) maintained the same grade-point average.

TABLE 11
INCREASE OR DECREASE OF TAYLOR SOUTH
RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
FOR 1966-67 ACADEMIC YEAR

Resident Assistant	Total Hours of Each Resident Assistant	1965-66 G.P.A. ^a Before R.A.	1966-67 G.P.A. After R.A.	Increase or Decrease
TS 1	49	2.78	2.69	-.09
TS 2	45	3.29	3.06	-.23
TS 3	41	3.39	2.99	-.40
TS 4	50	3.66	3.75	+.09
TS 5	50	2.90	3.08	+.18
TS 6	50	2.50	2.48	-.02
TS 7	49	2.76	2.97	+.21
TS 8	47	3.73	3.76	+.03
Average Resident Assistant	47.6	3.12	3.09	-.03

^aGrade Point Average (Based on 4.00 = A Average).

Table 11 is concerned with Resident Assistants in Taylor South for the 1966-67 academic year. The results are quite similar to Table 10, showing Taylor North Resident Assistants. Both Halls showed high average grade-point averages, with Taylor South maintaining the highest average grade-point average of any Hall during the period of this study.

The average Resident Assistant in Taylor South during the 1966-67 academic year carried $47\frac{1}{2}$ quarter hours and decreased his overall grade-point average a total of .03. However, four (50%) of the Resident Assistants increased their averages while the same number decreased their grade-point average.

TABLE 12
INCREASE OR DECREASE OF EASTERN ILLINOIS UNIVERSITY
RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
FOR 1966-67 ACADEMIC YEAR

Hall	Number of Resident Assistants	Number of Increased G.P.A.	Number of Decreased G.P.A.
Thomas	13	7	5 ^a
Taylor North	8	3	3 ^b
Taylor South	8	4	4
All Resident Assistants	29	14 (48.3%)	12 (41.4%)

^aOne Resident Assistant's grade-point average remained the same.

^bTwo Resident Assistants' grade-point averages remained the same.

Table 12 summarizes the findings of the grade-point averages of the Resident Assistants during the 1966-67 academic year. The results showed that fourteen of twenty-nine Resident Assistants (48.3%) employed by Eastern Illinois University during the 1966-67 academic year increased their overall grade-point average, while twelve (41.4%) decreased their average. Three Resident Assistants maintained the same overall grade-point average. The percentage of Resident Assistants who increased their grade-point average showed a drop, while the percentage who decreased their grade-point average showed a rise over the two previous years.

Probably the most significant table included in this study is Table 13. This table is concerned with all of the Resident Assistants included in this study. Of the seventy-two Resident Assistants included in this study, thirty-eight of them (52.8%) showed an increase in their overall grade-point average over a one year period while they were employed as a Resident Assistant. Also, twenty-nine (40.3%) showed a decrease in their overall grade-point average. Five Resident Assistants maintained the same grade-point average.

It is difficult to make any comparisons of the various halls for the three year period. Lincoln and Douglas Halls were only included for two years and only had four cases represented each year, and Taylor North and Taylor South were only included for one year.

One indication drawn from the tables was that the Resident Assistants in Thomas Hall, the only hall included in all three years of this study, remained rather constant for the three year period.

TABLE 13
 INCREASE OR DECREASE OF EASTERN ILLINOIS UNIVERSITY
 RESIDENT ASSISTANTS' GRADE-POINT AVERAGE
 FOR 1964-67 ACADEMIC YEARS

Hall	Number of Resident Assistants	Number of Increased G.P.A.	Number of Decreased G.P.A.
Thomas	40	25	13
Lincoln	8	2	6
Douglas	8	4	3
Taylor North	8	3	3
Taylor South	8	4	4
All Resident Assistants	72	38 (52.8%)	29 ^a (45.8%)

^aFive Resident Assistants' grade-point averages remained the same.

CHAPTER V
SUMMARY AND CONCLUSIONS

Summary

As has been pointed out from the tables in Chapter IV, 52.8% of all of the Resident Assistants included in this three year study increased their overall grade-point average for an academic year. Of the seventy-two cases included in this study, thirty-eight showed an increase, while twenty-nine (40.3%) showed a decrease in grade-point average. If the five cases which showed neither an increase or a decrease were included in the ones which showed an increase, the percentage would be 59.7%.

Of the thirty-eight Resident Assistants who showed an increase in grade-point average, twenty-five (65.8%) were from Thomas Hall. However, it must be pointed out that Thomas Hall had forty cases included in the study, while Lincoln, Douglas, Taylor North, and Taylor South had only eight cases each. However, of the nine residence halls included in this study (three halls each year), Thomas Hall was the only one which showed an average increase in grade-point average, and they maintained this each year, although Douglas Hall's Resident Assistants showed neither an increase or a decrease in the 1965-66 academic year.

Lincoln Hall had only two Resident Assistants out of the eight included in the two years they were in the study who showed an increase in grade-point average for an academic year. Six of Lincoln Hall's Resident Assistants showed a decrease in grade-point average.

Douglas Hall was also included in the study for two years and had eight cases involved. Douglas Hall showed four (50%) of their Resident Assistants increasing their overall grade-point average for an academic year, while three of them (37.5%) showed a decrease. One Resident Assistant maintained the same overall grade-point average.

Taylor North had eight cases included in this study, but was included for only one year--its first year in existence. Taylor North showed three Resident Assistants increasing and three Resident Assistants decreasing their overall grade-point average for the academic year, while two of them maintained the same average.

Taylor South was also in its first year of existence and likewise had eight cases included in the study. Their Resident Assistants were divided equally, with four showing an increase and four showing a decrease in overall grade-point average for an academic year.

Conclusions

The study was a success in attaining its goal of providing information which could prove valuable to the Men's Residence Hall Program of Eastern Illinois University or to a similar residence hall program. However, the original hypothesis was not fully supported. From a close study of the tables in Chapter IV can be found a general indication as to the academic achievement of a student while employed as a Resident Assistant in the Residence Hall Program at Eastern.

No particular trend was found among the Resident Assistants included in this study as far as academic achievement is concerned. Each residence hall presented a cross-section of students when concerned with overall grade-point averages. The overall grade-point averages at the end of an academic year ranged from a 2.15 to a 3.76, a 3.75, and a 3.70. All four

of these Resident Assistants, incidentally, increased their overall grade-point average for that particular academic year.

No particular residence hall seemed to have a majority of the Resident Assistants with the higher grade-point averages. Even though Taylor South had an average grade-point average at the end of the 1966-67 academic year of a 3.09, their average fluctuation was a decrease of a total of .03. The residence hall with the lowest average grade-point average--Thomas Hall in the 1964-65 academic year with a 2.54--showed an increase of a total of .02.

Also, no particular trend was found concerning the amount of increase or decrease of a Resident Assistant's grade-point average. This ranged from a -.60 to a +.27.

It can be concluded from this study, therefore, that when a student begins in the Fall Quarter as a Resident Assistant in the Men's Residence Hall Program at Eastern Illinois University, he has about a 60% chance of either maintaining or increasing his overall grade-point average by the end of Spring Quarter.

Also, concluding from this study, a Resident Assistant has a better chance of increasing his grade-point average if he is employed in Thomas Hall.

The results of this study were not exactly as expected. Based on related research and past experience, the study was expected to show a greater percentage of Resident Assistants who improved their academic achievement. However, the results were not discouraging either. Many of the cases which showed a decrease in grade-point average were only a matter of .01 or .02.

One definite and encouraging fact was discovered as a result of

this study--during the entire three year period in all nine Residence Halls included in this study, not one Resident Assistant was dropped from school for academic reasons.

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