

1972

A Self Evaluation of Men and Women Resident Assistants of Eastern Illinois University and a Comparison of Their Recognized Interactions with Hall Residents

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Eastern Illinois University

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

Recommended Citation

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A SELF EVALUATION OF MEN AND WOMEN RESIDENT ASSISTANTS OF
EASTERN ILLINOIS UNIVERSITY AND A COMPARISON OF THEIR
RECOGNIZED INTERACTIONS WITH HALL RESIDENTS

(TITLE)

BY

DORIS DUNKIRK ENOCHS

~~THESIS~~

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND GUIDANCE

1972

YEAR

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ACKNOWLEDGEMENTS

The writer wishes to express appreciation to Dr. Paul Overton, her advisor at Eastern Illinois University for his interest and suggestions.

Appreciation is also expressed for those who permitted and approved the investigation, Dr. Donald Kluge, Dean of Housing and the individual hall counselors of Eastern Illinois University.

The writer is indebted to Miss Lucille H. Bush who conducted a similar study at Eastern Illinois University in 1964.

Special appreciation is extended to the resident assistants who gave their time to this study.

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CHAPTER 1

STATEMENTS CONCERNING THE PROBLEM

Introduction

The academic year 1971-1972 is perhaps one of the more difficult years experienced in Student Personnel at Eastern Illinois University, Charleston, Illinois. At this particular time economic impacts and priorities have demanded special attention be given to a variety of areas of student affairs.

While student affairs may be vulnerable in the face of a shrinking budget it could force new ways to do old tasks.

The student's interaction with his environment and the learning potential which exists in this environment is the special demand placed upon the resident assistants working in the residence hall. It would therefore seem desirable that evaluation of the resident assistant program be made to determine whether it is effective in fulfilling the present objectives.

Statement of the Problem

Methods of differentiating student leaders from the general university population and evaluating their progress are sources of concern at every university.

The resident assistant (RA) is an administratively chosen and paid student leader. The Eastern Illinois University Residence Hall Handbook states the general methods of an effective staff member.¹

1. Know all the residents on your floor as well as possible.
2. Provide maximum opportunity for active individual participation in floor and unit affairs, and encourage participation in the greater college program.
3. Have information on hand or know where you can find it. Keep informed of administrative decisions so that you may interpret them to students.
4. Be available to your students as much as possible. Make it a point to talk to each student on your floor at least once a week.
5. Keep people informed.
6. Display your confidence in the concept of student self government. Give all the support you can to decisions of the Hall Executive Council, the Housing Office and the University.
7. Be aware of students who need special help and refer those students who need special guidance.
8. Be an advisor, but be a friend to those who need one.
9. Always be ready to act as peacemaker between roommates and groups on the corridors.
10. Check for sickness before it becomes an epidemic.
11. Try to interpret the real needs of the students through listening to their complaints and discussing their problems with them.
12. Report all violations automatically to your superiors; never let a student think he/she has successfully avoided his responsibilities.
13. Set a good example by personal appearance, academic work, and neatness in your room.

¹ _____, Eastern Illinois University Residence Hall Handbook, 1971, p. 13.

14. Foster a desirable relationship with the public, with University officers and with students.
15. Each resident assistant is expected to exercise judgment, discretion, and common sense.²

The organizational structure, the philosophy and the educational approach reflected in the residence hall program should be subjects of constant study to insure maximum effectiveness of all facets of the program.

See figure 1, page 4 for an explanation of Residence Hall Government at Eastern Illinois University.

In order to have some basis of such an evaluation it is necessary to have a clearly defined set of objectives. The most suitable set would be those expressed and used as the present objectives of the residence halls at Eastern Illinois University.

1. To assist in providing an environment within the residence halls which will be conducive to academic achievement, good scholarship and maximum intellectual stimulation.
2. To assist in the orientation to college life and in the self development of each student to the end that each individual understands and evaluates his own purpose for being in college.
3. To interpret university objectives, policies, rules and regulations, and to interpret student attitudes, opinions and actions to the administration.
4. To help develop in each student a sense of individual responsibility and self discipline.

²Ibid.

R E S I D E N C E H A L L G O V E R N M E N T

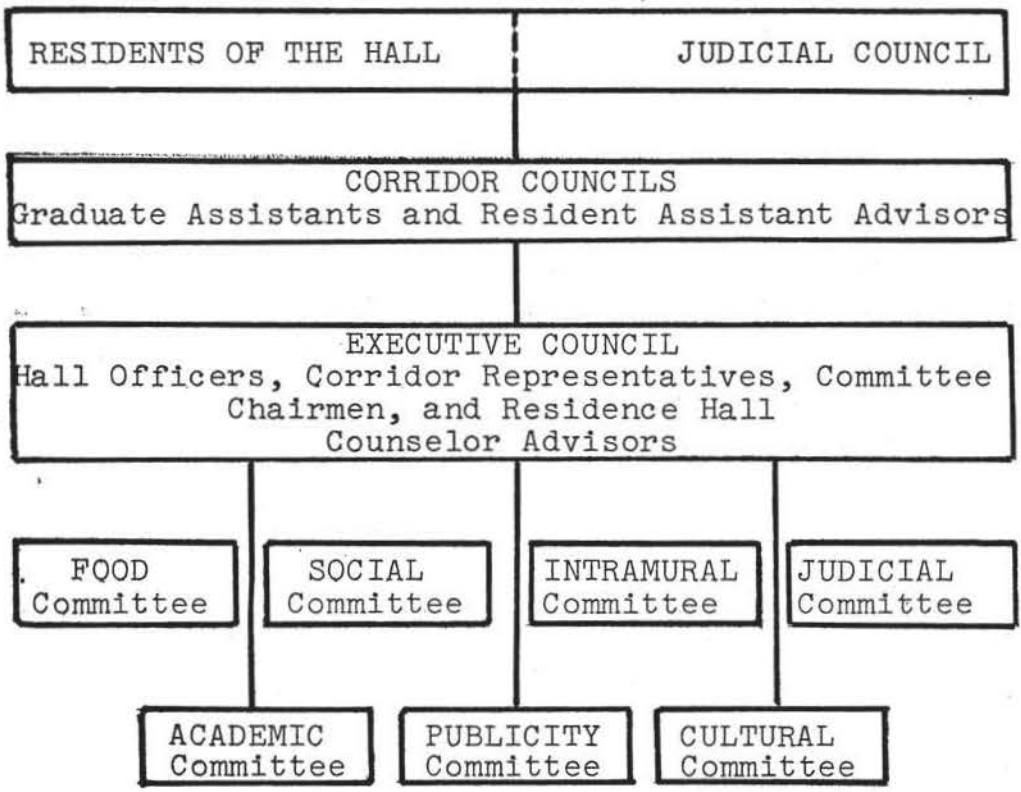


Figure 1

5. To provide the opportunity for faculty-student contacts outside the classroom environment to the end that learning experiences are enhanced.
6. To provide for the basic concerns of the individual student by encouraging student self expression and self development through active and diversified social and recreational programs.
7. To provide through student organizations an opportunity to practice democratic living and an opportunity for students to learn to work with others, and to provide integrated social, recreational, cultural, and educational activities in order to broaden the use of leisure time experiences.
8. To provide an atmosphere of warmth, high morals, and loyalty towards the living unit, the residence hall and the university.³

Guidelines such as those reflected in these objectives are needed in the periodic analysis of the resident assistant program.

Purpose of the Study

Opinions differ as to the relative effectiveness of the resident assistant program. Therefore, the purpose of this study was two-fold. One, was to have a self evaluation by the resident assistants. The second purpose was to develop a summary of types of interactions the 1971-1972 resident assistants at Eastern Illinois University had with the residents in the residence halls.

³Ibid., p. 21.

Need for the Study

The need for such a study would appear to be evident. The structure of any organization should have constant study and evaluation. If some appropriate action is to result from this study, some specific knowledge of what is effective must be known. It was hoped that this study would make such knowledge available. As a result, it could lead to the improvement of the current structure of the resident assistant program of Eastern Illinois University if needed.

Source of Data

The students participating in this 1971-1972 study were resident assistants (RA's) at Eastern Illinois University, a university with a residence hall occupancy of 4205 students. There are 14 residence halls on campus. Ten of the halls are for women and have a total occupancy of 2728 residents. Four of the halls are for men and have a total occupancy of 1477 residents. Fifty-eight women and 35 men are employed as resident assistants. For a comparison of occupancy to number of resident assistants employed see Table 1, page 7.

Generally, resident assistants at Eastern Illinois University are responsible for from 35 to 62 students on the floor of a given residence hall. They are expected to aid individual students, provide advice for floor and hall governmental and judicial bodies, on occasion initiate disciplinary action where necessary and stimulate academic and extracurricular activities among students.

Table 1
 Resident Assistants Employed And Hall Occupancy
 Eastern Illinois University
 Winter Quarter
 1971-1972

Normal Occupancy	Women's Halls	Women RA Staff	Normal Occupancy	Men's Halls	Men RA Staff
480	Andrews	8	384	Carman (S)	7
432	Carman (N)	7	360	Stevenson	7
194	Douglas	5	295	Taylor (N)	8
150	Ford	4	438	Thomas	13
480	Lawson	8			
194	Lincoln	6			
150	McKinney	3			
201	Pemberton	5			
297	Taylor (S)	8			
150	Weller	4			
N= 2728		58	1477		35

Resident assistant candidates, who apply voluntarily, complete an application form and submit references for use in a preliminary screening. Candidates must have a 2.3 grade average on a four point scale.

The preliminary screening is conducted in the candidate's own residence hall. Present as evaluators are the present resident assistant staff, graduate assistant and hall counselor.

During the screening, possible situations in which a resident assistant could be involved are discussed. Selection and training are also explained to the candidate at this time.

The use of possible situations in which the resident assistants may be involved allows the evaluators to observe the candidate for: (1) apparent recognition, understanding and acceptance of the role of the resident assistants, and (2) the degree of authority or permissiveness revealed.

During the screening, evaluators rate the candidates. At the conclusion of each session, evaluators rate each candidate on a five point scale. Any candidate receiving a rating of three or more has their name forwarded to the Housing Office.

Candidates are then assigned to a second screening. Evaluators consist of the individual hall counselors at this session. Procedure is the same as the initial session. Evaluators independently rate each candidate on a five point scale. The evaluators then meet to make the final selections.

During the hiring process those candidates receiving the highest rankings are accepted for appointment. Assignment

to hall is based upon need, vacancy, request of the candidate or request of the individual hall counselor.

After the resident assistant selection is made each Spring Quarter those candidates selected receive letters which name the hall assignment and direct them to appear for two days of orientation prior to Fall Quarter. It should be noted that those candidates not selected also receive letters thanking them for their interest.

The training program consists of a two day orientation period at the beginning of Fall Quarter. This orientation consists mainly of information giving sessions meant to acquaint the new resident assistants with administrative duties, residence hall regulations and referral and resource personnel available on campus.

Each hall has one counselor qualified with a minimum of a Master's degree. The counselors are responsible primarily for the operation and maintenance of their halls, to direct and counsel hall government and discipline, and to counsel individual students. They are directly responsible to the Dean of Housing. Each counselor is allowed to fulfill the duties in their particular hall in their own personal way.

Programming and resident assistant training varies from hall to hall. The counselor is responsible for resident assistant training. Meetings are held once a week, once every other week, or when the counselor deems it necessary. The topics are decided upon by the individual counselors.

In order to determine a means for evaluating the recognized interactions between resident assistants and residents

living in the residence hall and the development of a self evaluation to be used by the resident assistants it was necessary to complete the following steps: (1) preliminary interviews in order to determine the value of such an investigation and the anticipated uses of the study, (2) the development of a questionnaire by which resident assistants would contribute to a composite of feelings for evaluating the present structure, and (3) the compilation of data from the questionnaire from which conclusions could be drawn.

Definitions of Terms Used

RA's refers to men and women resident assistants at Eastern Illinois University. They are administratively chosen and a paid student leader.

Interactions refers to the communication and interpersonal relationships created and maintained between the resident assistants and the hall residents.

Residents refers to all students who reside in the residence hall other than the resident assistants.

Limitations of the Study

The results of this study and the inferences drawn have been limited to the population studied and the method of analyzing said population.

The population was limited to the resident assistants on the campus of Eastern Illinois University, Charleston, Illinois during the winter quarter 1971-1972.

The above population was further limited by the fact that only resident assistants participated in the study and therefore only their answers were considered.

No regard was given to the amount of time a person had served as resident assistant and this could have been a factor in their judgments.

Another limitation was the fact the interpersonal relationships between resident assistants and hall residents was limited to three areas: (1) Most frequent meetings with residents, (2) Most frequent subjects talked about with residents, and (3) Most/Least valuable ways of promoting attitudes.

Although the resident assistants participating in this investigation were most cooperative, the administration of the questionnaire was too long a process.

CHAPTER II

RELATED LITERATURE

Aside from the study conducted by Lucille Bush⁴ at Eastern Illinois University in 1964, investigation of literature on the self evaluation of resident assistants as they perceived themselves fulfilling their role and types of interactions resident assistants had with residents in the residence halls produced very little material. Therefore, the review of related literature is limited to relevant information found in studies and chapters of books which dealt with qualifications and importance of resident assistants in general, interpersonal relationships and self evaluation.

Reports of the impact the institution is having on student's attitudes, and enthusiasm for learning obviously should have a real effect upon school's practices, policies, buildings and staff employment.⁵

Chickering's⁶ work on student development as reported in

⁴Lucille Bush, "A Method of Evaluating Women Resident Assistants' Performance Through Their Recognized Interactions With Residents." (Unpublished Plan B Paper, Eastern Illinois University, 1964).

⁵Arthur Sandeen, "Research: An Essential for Survival," National Association of Student Personnel Administrators, 9 (January, 1972), 225.

⁶Arthur W. Chickering, Education and Identity. (San Francisco: Jossey-Bass, 1969), p. 144.

his book, Education and Identity, has merit in considering the purpose and functions of a personnel program. He described seven vectors of development: developing competency, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose and developing integrity. He then hypothesized that a college can accelerate or retard development in each vector and suggested that the conditions of impact are a function of six major sources of influence: clarity and consistency of objectives, institutional size, curriculum, teaching and evaluation, residence hall arrangements, and groups and student culture.⁷ Chickering's developmental objectives could form a basis for an effective personnel program.

Presently, college operated residence halls are under attack as an unproductive educational activity. From a budgetary point of view, effective use of the student's residential experience is one of the most effective and economical ways to increase the productivity of the institution.⁸

Because of their close identity with the student within his living environment, resident advisors are perhaps the most important personnel workers on a campus. Yet, too often

⁷Ibid.

⁸Donald W. Bowles, "Student Participation in Academic Governance," Educational Record, XLIV (Summer, 1968), 262.

these students are the least trained and most underestimated administrators in the student personnel field.⁹

The difficulty of effectively staffing residence halls further complicates the problem of developing residence hall programs which reinforce and contribute to academic goals. Too often residence hall staff members have been forced into a "control" role to the extent that they have lost essential rapport with students and their effectiveness as advisors. Despite recent strong emphasis on integration of living and learning, educational programs of residence halls on most campuses are ineffective because they lack sufficient student support, adequate faculty participation, and skilled staff to serve as catalysts.¹⁰

In order to insure that only those individuals who are capable of facilitating positive growth within others are chosen as resident assistants, it is vitally important to use a method of selection that is as objective as possible.¹¹

The residence hall staff may provide some obstacles of the establishment of a full scale educational program within the residence halls. The staff which is uncomfortable with

⁹Robert Brown, "Resident Adviser Programming," National Association of Student Personnel Administrators, 8 (October, 1969), 86.

¹⁰Elizabeth Greenleaf, "Residence Halls 1970's," National Association of Student Personnel Administrators, 8 (October, 1969), 65-66.

¹¹Richard T. Wotruba, "Can Residence Hall Staff Be Selected Scientifically?," National Association of Student Personnel Administrators, 8 (October, 1969), 107.

the generally liberal notions of handling educational activities may find solace in administrative detail and adhering to the common demand for order in the residence halls.¹²

As suggested by Arthur W. Chickering¹³ the residence hall can provide a student with close associations with many types of individuals, contribute to increased ease and freedom in interpersonal relationships, facilitate assessment of the impact of his behavior on others, and encourage the development of values as he tests his attitudes in relationship to peers in his living groups.

There has been some discussion as to whether the role of a resident assistant and disciplinarian are compatible.

It seems to the writer that the counselor cannot maintain a counseling relationship with the client and at the same time have authority over him. Therapy and authority cannot be coexistent in the same relationship...There cannot be an atmosphere of complete permissiveness when the relationship is authoritative.¹⁴

Inasmuch as the functions of resident assistants have become more varied, it is not surprising that standard tests such as the California Psychological Inventory, Edwards Personal Preference Test, Guilford-Zimmerman Temperament Survey, Minnesota Multiphasic Personality Inventory, and the

¹²Raymond Murphy, "Developing Educational Meaning For Residence Halls," National Association of Student Personnel Administrators, 8 (October, 1969), 62-63.

¹³Chickering, Education and Identity, p. 159.

¹⁴Carl R. Rogers, On Becoming a Person. (Boston: Houghton Mifflin, 1961), p. 109.

Strong Vocational Interest Blank have seldom been found to differentiate consistently between effective and ineffective resident assistants. This is verified by Murphy and Ortenzi,¹⁵ and Schroeder and Dowse.¹⁶

On the other hand, there is some evidence by Brady¹⁷ that evaluation procedures based on specific work samples and by a study by Kidd¹⁸ on peer judgments, that they may be more effective than standard tests in discriminating between successful and unsuccessful resident assistants.

Gonyea and Warman¹⁹ found there is contradictory evidence that head residents and students agree as to which characteristics define effective and ineffective resident assistants.

Brown and Zunker²⁰ found that almost 80 per cent of

¹⁵R. T. Murphy and A. Ortenzi, "Use of Standardized Measurements in the Selection of Residence Hall Staff," Journal of College Student Personnel, 7 (October, 1966), 32.

¹⁶Pearl Schroeder and Eunice Dowse, "Selection, Function and Assessment of Residence Hall Counselors," Personnel and Guidance Journal, XL (November, 1962), 253.

¹⁷M. W. Brady, "Student Counselor Selection," Personnel and Guidance Journal, 32 (March, 1955), 290.

¹⁸J. W. Kidd, "Positive and Negative Leadership Traits in a College Men's Residence Hall," North Central Association Quarterly, 29 (Fall, 1955), 361.

¹⁹G. G. Gonyea and R. E. Warman, "Differential Perceptions of the Student Dormitory Counselor's Role," Personnel and Guidance Journal, 40 (September, 1965), 352.

²⁰W. F. Brown and V. G. Zunker, "Student Counselor Utilization at Four-Year Institutions of Higher Learning," Journal of College Student Personnel, 8 (October, 1969), 88.

the colleges and universities they sampled used grade point average ratings of the resident assistant's (GPA) as a predictor variable, the relationships of resident assistants GPA's to head residents and student evaluations of resident assistants effectiveness was also of interest.

Housing units offer exceptional opportunities for working informally with students as they discover their interests, develop their potentials, and resolve problems related to their personal growth. A staff sensitive to these day-to-day opportunities can initiate helpful assistance to students in readily acceptable ways, when necessary referring students to specialized counseling agencies.²¹

Through the resident advisor's efforts, a residence hall can be a place where students learn to live and to work together. However, the primary purpose of the resident advisor is to advise and to counsel those individuals who need help with their academic, social, or personal problems.²²

It is ludicrous to suggest that there is a model personnel assistant. It is equally foolish to propose a prototype, or 'super PA.' Obviously the various programs and situations presented in residential housing call for a variety of personalities to facilitate their solutions.²³

²¹Harold C. Riker, College Housing As Learning Centers. (Washington, D. C.: American College Personnel Association, 1965), pp. 14-15.

²²Brown, loc. cit., p. 90.

²³John R. Powell, Samuel A. Plyler, Barbara A. Dickson and Stephen D. McClellan, The Personnel Assistant in College Residence Halls. (New York: Houghton Mifflin Company, 1969), p. 38.

Characteristics which seem desirable in a resident assistant are many: sensitivity, genuineness, empathy, flexibility, maturity and self confidence. Understanding oneself and being oneself are most important.²⁴

A question that inevitably arises in considering how growth principles can be programmed into student personnel work is that of responsibility or obedience.

It is very important for the personnel assistant to understand the framework in which the student operates and attitudes of the administration in terms of its goals.²⁵

The value of rules and regulations that resident assistants are sometimes called upon to enforce are noted by Chickering.²⁶

Too much concern for maintaining conditions of quiet may create an insistent fog which dampens the free exchange and emotional expression that is part of any serious consideration of significant issues---issues significant to the person one is or that one might tentatively become.²⁷

Considering the area of interpersonal relationships, Bossard²⁸ found that marriage rates, even within a single

²⁴Ibid., pp. 37-42.

²⁵Ibid., p. 17.

²⁶Arthur W. Chickering, "College Residences and Student Development," Educational Record, 48 (Spring, 1967), 180.

²⁷Ibid.

²⁸J. H. S. Bossard, "Residential Propinquity as a Factor in Marriage Selection," American Journal of Sociology, 38 (November, 1932), 220.

city, rise as the distance between the homes of the partners decreases. Newcomb²⁹ found that:

Even within a small, two floor house accommodating only 17 students, there were at first (but not following intimate acquaintance) significantly more close relationships among the eight men on the floor and among the nine men on the other than between the men on different floors. Roommates, whose proximity to each other was greatest of all, were particularly prone to develop close relationships.³⁰

Of course propinquity is not the only influential factor. Over a longer period, general values and interest also were important. But at the outset propinquity is a primary factor. Newcomb³¹ sums up its significance as:

For any individual there are many others, potentially, with whom he might form significant relationships. Those with whom he does in fact develop them are limited by opportunities for contact and reciprocal exploration, which in turn are influenced by physical propinquity. And, other things equal, he is most apt to maintain close relationships with those with whom he first develops them.³²

²⁹Theodore M. Newcomb. "Student Peer-Group Influence and Intellectual Outcomes of College Experience." Personality Factors On The College Campus. Edited by Robert Sutherland, Wayne Holtzman, Earl Koile and Bert Smith. (Austin, Texas: Hogg Foundation, 1962).

³⁰Ibid., p. 61

³¹Ibid.

³²Ibid., p. 131

The evidence also makes it very clear that these friendships have an important influence. Dressel and Lehman³³, for example found that:

The most significant reports experienced in the collegiate lives of these (Michigan State University) students was their association with different personalities in their living unit. The analysis of interview and questionnaire data suggested that discussions and bull sessions were a potent factor in shaping the attitudes and values of these students.³⁴

Sherif and Sherif³⁵, in Reference Groups, indicate why human beings form groups and describe the process by which groups are established and maintained.

The primary emphasis in dealing with students should be not on establishing regulations but rather on getting them to view the residence hall as a social system and not merely as a place to reside.³⁶

Working effectively with students involves more of an attitude than a methodology. Students seem to have built-in detection units when working with faculty and administration. It is amazing how quickly they detect sincerity, genuineness,

³³Paul Dressel and Irving J. Lehman. "The Impact of Higher Education on Student Attitudes, Values and Critical Thinking Abilities," Education Record, 46 (Summer, 1965).

³⁴Ibid., p. 250.

³⁵Muzaffer Sherif and Carolyn Sherif. Reference Groups. (New York: Dryden Press, 1962).

³⁶John E. Shay, "Freedom and Privacy in Student Residences," National Association of Student Personnel Administrators, 7 (October, 1969), 77.

interest, phoniness, disinterest and hostility.³⁷

It would appear that the necessity for residence hall staff to show warmth, sincerity and empathy toward residents of the hall would be obvious.

Valid and reliable feedback is an essential ingredient in all efforts to evaluate what exists, what ought to be implemented and effectiveness of that implementation. Student activism has demonstrated the critical importance of maintaining contact with campus life and opinion through a feedback system. Without feedback, not only is it impossible to predict the advent of crisis it is difficult to tell just how representative the dissent students' opinions are of the campus student population in general.³⁸

One of the most essential factors in achieving better relationships among people is "interpersonal feedback." Interpersonal feedback is the communication of an individual's own feelings or reactions to the behavior (verbal, non-verbal, intentional or unintentional) of the person to whom it is directed. Through interpersonal feedback they have on other students. By comparing that impact with their assumptions and intentions, they can see the range of different perceptions of any given act. In addition, they can discover common qualities as

³⁷O. Suthern Sims, Jr., "Revolutionaries: Activists, Sympathizers, Students," Alumni Record, 49 (Spring, 1969), 29-30.

³⁸James D. Hurst and Robert N. Hubbell, "Does Vociferation = Validity? Comprehensive Campus Opinion on Activist Issues," National Association of Student Personnel Administrators, 9 (April, 1971), 270.

individuals, and if they wish, try out new ways of interacting.³⁹

The job of resident assistant is primarily an interpersonal one. Much of what they do and how effective they are depends upon the way they relate to students on their floors.

A person could understand himself well, have a good intuitive understanding of others, and still be hampered in his effectiveness if he did not know how to apply his insights in relating to others.⁴⁰

The essence of good interpersonal relationships is clear communication. Students should know not only what a resident assistant's ideas are but who they are as a person, what their job responsibilities are, and what can be expected of them.⁴¹

Good interpersonal relationships depend upon reasonably unbiased perceptions of self and others.

All interpersonal relationships are reciprocal. Since interpersonal relationships are reciprocal, they are always in the process of development. Another important implication of the reciprocity of relationship is a shared responsibility for the direction in which a relationship moves.⁴²

Any program for student growth and development is

³⁹Joseph P. Zima, "Self-Analysis Inventory: An Interpersonal Communication Exercise," The Speech Teacher, XX (March, 1971), 108.

⁴⁰Powell et al., p. 158.

⁴¹Ibid., p. 159.

⁴²Ibid.

structured by assumptions about the nature of human beings and a philosophy about the way they can best develop and grow.

Growth, development, complexity and uniqueness are interactional. That is, a person is a function of his physiological equipment, his ways of relating to others, the society in which he lives, and his personality structure.⁴³

The residence hall can provide a student with close associations with many types of individuals, contribute to increased ease and freedom in interpersonal relationships, facilitate assessment of the impact of his behavior on others, and encourage the development of values as he tests his attitudes in relationship to peers in his living groups.⁴⁴

The role of resident assistant is often described as one serving in a helping relationship.

A helping relationship contains all the elements of a good interpersonal relationship in general. It requires personal investment on the part of the resident assistant in that they must be willing to share themselves as a person and to be interested in and care about the other person. It involves respect for and acceptance of the other person as a human being who has the capacity to develop in positive directions.⁴⁵

There appears to be increasing agreement that the process of education is not restricted to the classroom and that residence halls are potentially important centers of learning in

⁴³Ibid., p. 13.

⁴⁴Chickering, Education and Identity, p. 221.

⁴⁵Powell et al., p. 163.

the college and university settings.⁴⁶ By the same token, there has been a corresponding increase in counseling as well as disciplinary capacity. For example, Brown and Zunker⁴⁷ found that over 40 per cent of a nationwide stratified random sample of colleges and universities reported that their undergraduate resident assistants counseled students in the areas of personal and social problems.

Housing arrangements do have an impact on student development. The close associations formed among students who live together provide a significant setting for the freeing of interpersonal relationships. Because a housing unit can become an important reference group for its members, and because an individual's behavior has an observable impact on his housemates, there is significant opportunity to foster the development of a personal value system held actively and with integrity.⁴⁸

Sustained encounter with persons different from oneself foster the development of integrity, the gradual achievement of a set of personal values and of patterns of behavior congruent with those values. In Personal Values, M. Brewster Smith⁴⁹ has developed that meaning.

⁴⁶Riker, College Housing As Learning Centers, p. 41.

⁴⁷Brown and Zunker, loc. cit., p. 89.

⁴⁸Chickering, "College Residences and Student Development," p. 186.

⁴⁹M Brewster Smith, "Personal Values in the Study of Lives," Study of Lives, Edited by Robert White. (New York: Atherton Press, 1964).

They are a special kind of attitude, functioning as standards by which choices are evaluated. Personal values pertain to the desirable, the preferable, rather than to the merely desired or preferred: to the realm of 'ought' rather than that of 'is' or 'want'... The cue words are 'right' or 'wrong', 'better' or 'worse.' All these words carry for use the connotation that standards from personal whim are being applied.⁵⁰

It should also be noted that:

Groups develop and are maintained when (1) associations are fairly long lasting, (2) members face common problems, share common tasks, or otherwise engage in meaningful activities together, (3) status and roles are varied enough so that longevity of association is free, and (4) the boundaries with respect to other social establishments are reasonably clear;⁵¹ one knows who is 'in' and who is 'out.'

These principles suggest several possibilities for the management of college housing. One, would be the importance of a resident assistant living on a floor with fellow students.

Bush⁵² made a study of women resident assistants at Eastern Illinois University concerned with recognized interactions of resident assistants. The subjects were a sample of 20 women resident assistants taken from a population of 35 resident assistants employed in the residence halls of

⁵⁰Ibid., p. 324.

⁵¹Chickering, "College Residences and Student Development," p. 185.

⁵²Lucille Bush. "A Method of Evaluating Women Resident Assistants' Performance Through Their Recognized Interactions With Residents." (Unpublished Plan B Paper, Eastern Illinois University, 1964).

Eastern Illinois University for the 1963-1964 academic year. The inquiry was limited to the resident assistants with at least two quarters of experience, including any qualified, but not presently employed.

Personal interviews were arranged with half of the RA group in their rooms. The group was equally proportioned throughout the five women's residence halls.

When the RA's views were developed through the interviews they were summarized and administered to each group of RA's in their respective halls. Evaluated results were interpreted in terms of most and least valuable items chosen by the RA group in their various interactions with residents.

The results compared favorably with the expected attitudes and forms of behavior recommended by the university.

In dealing with the area of self evaluation Morgan⁵³ stated:

Evaluation reaches its highest level of significance in the individual's self evaluation, a process by which one learns about himself and moves closer to self-acceptance. Group planning and practice should be such that self evaluation is not only permitted but encouraged, planned for, and valued.⁵⁴

How a person perceives oneself is most important. As Fromm⁵⁵ pointed out:

⁵³H. Gerthson Morgan, "What is Effective Evaluation?," National Education Association Journal, 48 (November, 1959).

⁵⁴Ibid., p. 16.

⁵⁵Erich Fromm, The Art of Loving. (New York: Harper and Row, 1956).

It is difficult to imagine having respect for others without having respect for oneself, caring for others without caring for oneself, being concerned about the welfare of others without being concerned about one's own welfare, and loving others without loving oneself.⁵⁶

One of the primary variables in the success of a student personnel program is the extent to which participants identify with goals as opposed to roles.

Often the goals of a program are well conceptualized in a general sense but are not adequately implemented because individuals in the program become more concerned with their own personal roles.⁵⁷

The development of a personal value system involves the development of standards by which one appraises himself and his own behavior, with self esteem varying as a consequence of the appraisal.

Self evaluation is particularly difficult because a resident assistant serves in several capacities working with students in varying situations. They must demonstrate competencies relevant to the group's needs and valued by the group members.

Therefore, it is important that:

They share standards and the rules for conduct, are not viewed as arbitrary, capricious, or functionless nor felt to be unduly coercive, intrusive, or authoritarian. Because members in good standing share and are identified with the group's norms and expectations, the application of sanctions or pressures

⁵⁶Ibid., p. 31

⁵⁷Powell, et. al., p. 18.

in response to deviance is not the sole responsibility of a leader or official; it is shared by all. The formal or informal leaders themselves are not immune. Loyalty to the group and what it stands for supersedes loyalty to individuals within it.⁵⁸

In summary, it can be said that no two resident assistants are exactly alike as people. In fact, they can be very different in interest, maturation, in personality, in behavior and in values.⁵⁹ Therefore the way in which they perceive their role may be quite different.

⁵⁸Chickering, "College Residences and Student Development," p. 184.

⁵⁹Powell, et. al., p. 47.

CHAPTER III

PROCEDURE

A questionnaire was devised in an attempt to do a self evaluation of men and women resident assistants of Eastern Illinois University and a comparison of their recognized interactions with hall residents. A copy of the questionnaire along with an accompanying letter may be found in Appendix A.

The items comprising the questionnaire were obtained from articles, books, theses and through individual interviews. Thirty persons were interviewed informally on their ideas of the present resident assistant program and its effectiveness. Those interviewed represented students presently employed as resident assistants, residence hall counselors and administrators within the Housing Office. They represented varied experience and points of view.

The statements contained in the questionnaire were designed to cover the following areas: A self evaluation for resident assistants which was divided into four different areas: (A) A resident assistant's responsibility for individual students, (7 items); (B) A resident assistant's responsibility for environment, (8 items); (C) A resident assistant's administrative responsibilities, (5 items); and (D) A resident assistant's personal appraisal, (22 items). The other three divisions of the questionnaire dealt with

the recognized interactions that resident assistants have with hall residents. They were: (1) Most frequent meetings with residents, (30 items); (2) Most frequent subjects talked about with residents, (40 items); and (3) Most/Least valuable ways of promoting attitudes, (23 items).

The number of items in each division of the questionnaire reflected the relative importance placed on that particular grouping as a result of the readings and interviews.

Using the resident assistant employment list, all resident assistants employed for the winter quarter 1971-1972 at Eastern Illinois University received a questionnaire from their hall counselor.

The completed questionnaires were returned to the individual hall counselors and forwarded to the writer.

After acquiring the completed questionnaires, the writer compiled and tabulated the data. A summary and an analysis of the result of the study was then made.

CHAPTER IV

ANALYSIS

Questionnaires were sent to all resident assistants employed at Eastern Illinois University during the winter quarter 1971-1972.

The responses to the questionnaire were as follows: from the women resident assistants 56 of the total number of 58 responded representing a 97 per cent return. From the men resident assistants, 32 of the total number of 35 responded representing a 91 per cent return. Of the total number of 93 resident assistants employed, 88 responded to the questionnaire for a 95 per cent return. For complete information regarding the responses from individual halls see Table 2, page 32.

The items within the questionnaire were placed in separate divisions. The entire questionnaire contained four major divisions: (1) A self evaluation of resident assistants which contained four parts; (A) A resident assistant's responsibility to the individual student, (7 items); (B) A resident assistant's responsibility for environment, (8 items); (C) A resident assistant's administrative responsibilities, (5 items); and (D) A resident assistant's personal appraisal, (22 items). The remaining three parts of the questionnaire dealt with interactions between the

Table 2
 Resident Assistants Responding
 To Questionnaire
 1971-1972

Women's Halls	Number Employed	Number Responding To Questionnaire	% Responding To Questionnaire
Andrews	8	8	100%
Carman North	7	7	100%
Douglas	5	5	100%
Ford	4	4	100%
Lawson	8	6	75%
Lincoln	6	6	100%
McKinney	3	3	100%
Pemberton	5	5	100%
Taylor South	8	8	100%
Weller	4	4	100%
N=	58	56	97%
Men's Halls			
Carman South	7	7	100%
Stevenson	7	6	86%
Taylor North	8	7	88%
Thomas	13	12	92%
N=	35	32	91%
N=	93	88	95%

resident assistants and the residents living in the residence halls: (1) Most frequent meetings with residents, (30 items); (2) Most frequent subjects talked about with residents, (40 items); and (3) Most/Least valuable ways of promoting attitudes, (23 items).

The number of items in each division of the questionnaire reflected the relative importance placed on that particular grouping as a result of the readings and interviews.

On the tables completed by both men and women certain abbreviations were used. *T was used to refer to the total number of men and women resident assistants responding within the study. TM represented the total number of men resident assistants and TW represented the total number of women resident assistants. In order that a comparison of individual halls be included within the tables, abbreviations were also used to represent a particular hall. The men's residence halls were listed first. TH, (Thomas Hall); TN, (Taylor North); ST, (Stevenson); and CS, (Carman South). The women's residence halls were then listed. WE, (Weller); TS, (Taylor South); PE, (Pemberton); MC, (McKinney); LI, (Lincoln); LA, (Lawson); FO, (Ford); DO, (Douglas); CN, (Carman North); and AN, (Andrews). On all tables the letter N was used to represent the number of respondents involved.

Due to the different number of men and women resident assistants responding to the questionnaire, the total tables which contain the responses of both men and women do not offer a true picture of the selection by the resident assistants. The number of men responding to the questionnaire was

was 32 (N=32), the number of women responding was 56 (N=56) making the total number responding to the questionnaire 88 (N=88). The table totals therefore are given for a comparison basis only.

The first area of the questionnaire to be considered was the self evaluation by the resident assistants.

Complete information concerning all items of the self evaluation by men and women resident assistants may be found on Table 15, Appendix B.

Area A, "A resident assistant's responsibility for individual students" is contained in items 1 through 7; Area B, "A resident assistant's responsibility for environment" is contained in items 8 through 13; Area C, "A resident assistant's administrative responsibilities" is contained in items 16 through 20; and Area D, "A resident assistant's personal appraisal" is contained in items 21 through 42.

There appeared to be agreement in the self evaluation by resident assistants as both the men and women RA's ranked the the same item as being first in each area.

The ranking for self evaluation was as follows:

ITEM #	ITEM	NUMBER RESPONDING		
		MEN	WOMEN	TOTAL
A1	I know the men/women on my floor...	24	38	62
B13	I have done my share in making the environment such that it is a pleasant place to live and to bring guests.	20	33	53
C19	I am able to interpret residence hall rules and regulations.	25	44	69
D24	I show a friendliness to all students and staff.	16	25	41
		N= 32	56	88

"Most frequent meetings with residents" was the first area concerned with interpersonal relationships on the questionnaire. Table 3, page 36 shows the rank of the top five items pertaining to most frequent meetings with residents by men resident assistants. Table 4, page 36 gives the rank of the top five items pertaining to most frequent meetings with residents by women resident assistants and Table 5, page 37 gives the rank of the top five items pertaining to most frequent meetings with residents by men and women resident assistants.

Table 16, Appendix B lists all items within the questionnaire concerned with most frequent meetings with residents by men and women resident assistants.

"Your room" was ranked first by men RA's and second by women RA's. "Resident's room" was selected first by women RA's and second by men RA's.

Men RA's ranked the "Main desk area" as second while women RA's failed to include that particular item in their top five choices,

"Lunch," "Dinner," and "In hall corridors" were all ranked third by men RA's while women RA's selected "In hall corridors" as third and "Dinner" as fourth. Men RA's selected "Lounge" as fourth while women RA's failed to include that particular item in their top five choices.

Men RA's selected "Corridor meetings" as fifth while women RA's selected "Bath and shower rooms" as their fifth choice.

Of the top five items pertaining to most frequent

Table 3

Rank Of Top Five Items Pertaining To
Most Frequent Meetings With Residents
By Men Resident Assistants

Item #	Item	Number Responding	Rank
1	Your room	31	1
6	Main desk area	31	1
2	Resident's room	30	2
10	Lunch	28	3
11	Dinner	28	3
25	In hall corridors	28	3
8	Lounge	27	4
14	Corridor meetings	18	5

N=32

Table 4

Rank Of Top Five Items Pertaining To
Most Frequent Meetings With Residents
By Women Resident Assistants

Item #	Item	Number Responding	Rank
2	Resident's room	55	1
1	Your room	54	2
25	In hall corridors	50	3
11	Dinner	43	4
24	Bath and shower rooms	42	5

N=56

Table 5

Rank Of Top Five Items Pertaining To Most
Frequent Meetings With Residents
By Men And Women Resident Assistants

Item #	Item	Number Responding			Rank
		Total	Men	Women	
1	Your room	85	31	54	1
2	Resident's room	85	30	55	1
25	In hall corridors	78	28	50	2
11	Dinner	71	28	43	3
6	Main desk area	68	31	37	4
10	Lunch	67	28	39	5
		N= 88	32	56	

meetings with resident by men and women resident assistants there seemed to be a general agreement.

When checked separately the men RA's selected all five items that were selected by the total number of all resident assistants, both men and women, though not in the same rank order.

When checked separately the women RA's selected four of the five items that were selected by the total number of resident assistants. "Bath and shower rooms" was the only item selected within the top five items by women resident assistants that was not included in the items selected by the total number of all resident assistants.

The next area of interpersonal relationships to be considered was "Most frequent subjects talked about with residents." Table 6, page 39 shows the rank of the top five items pertaining to most frequent subjects talked about with residents by men resident assistants. Table 7, page 39 gives the rank of the top five items pertaining to most frequent subjects talked about with residents by women resident assistants. Table 8, page 40 gives the rank of the top five items pertaining to most frequent subjects talked about with residents by men and women resident assistants.

Table 17, Appendix B lists all items within the questionnaire concerned with most frequent subjects talked about with residents by men and women resident assistants.

Men RA's selected "Sports" as the top ranked subject while women RA's selected "Boyfriend/girlfriend" as their first choice.

Table 6

Rank Of Top Five Items Pertaining To Most
Frequent Subjects Talked About With Residents
By Men Resident Assistants

Item #	Item	Number Responding	Rank
10	Sports	24	1
19	Greek organizations	19	2
36	College reg. and policies	19	2
1	Roommate problems	18	3
7	Drinking	16	4
18	What professors to take	16	4
4	Past life	15	5
5	The future	15	5

N=32

Table 7

Rank Of Top Five Items Pertaining To Most
Frequent Subjects Talked About With Residents
By Women Resident Assistants

Item #	Item	Number Responding	Rank
2	Boyfriend/girlfriend	45	1
1	Roommate problems	40	2
6	Home life	38	3
5	The future	32	4
34	Personality problems	28	5

N=56

Table 8

Rank Of Top Five Items Pertaining To Most
Frequent Subjects Talked About With Residents
By Men And Women Resident Assistants

Item #	Item	Number Responding			Rank
		Total	Men	Women	
1	Roommate problems	58	18	40	1
2	Boyfriend/girlfriend	58	13	45	1
5	The future	47	15	32	2
6	Home life	47	9	38	2
36	College reg. and policies	43	19	24	3
18	What professors to take	41	16	25	4
4	Past life	36	15	21	5
		N= 88	32	56	

Men RA's chose "Greek organizations" and "College regulations and policies" as their second choice while women RA's failed to select either item in their top five ranked items.

Women RA's selected "Roommate problems" as their second ranked item while men RA's selected that item as their third choice.

Women RA's selected "Home life" as their third choice while men RA's failed to select that item in their top five ranked items.

Men RA's ranked "Drinking" and "What professors to take" as fourth while women RA's failed to select either item in their top five ranked items.

Women RA's selected "The future" as their fourth choice.

Men RA's chose "Past life" and "The future" as their fifth choice. Women RA's chose "Personality problems" as their fifth choice while men RA's failed to select that item in their top five ranked items.

There appeared to be little agreement as to the subjects talked about with residents by men and women resident assistants.

Items selected by men RA's that were not included in the top five items chosen by women RA's were: "Sports," "Greek organizations," "College regulations and policies," "Drinking," "What professors to take," and "Past life."

Items selected by women RA's that were not included in the top five items chosen by men RA's were: "Roommate problems," "Boyfriend/girlfriend," and "Personality problems."

The last area of interpersonal relationships to be

considered was "Most/Least valuable ways of promoting attitudes." To make for easier comprehension the areas "most" and "least" were dealt with separately by the writer. Table 9, page 43 shows the rank of the top five items pertaining to the most valuable ways of promoting attitudes by men resident assistants. Table 10, page 44 gives the rank of the most valuable ways of promoting attitudes by women resident assistants and Table 11, page 45 gives the rank of the most valuable ways of promoting attitudes by men and women resident assistants.

Table 18, Appendix B lists all items within the questionnaire concerned with most valuable ways of promoting attitudes by men and women resident assistants.

Men RA's chose "Explain to people that rules and regulations are their responsibility to keep..." as their first ranked item while women RA's selected "Be an example to residents by reflecting desirable attitudes and behavior," as their first ranked item.

For their second ranked item men RA's chose "Be an example to residents by reflecting desirable attitudes and behavior" and women RA's selected "Be a good listener in all situations."

For their third ranked item men RA's selected "Be accepting, tolerant, and practice what you preach" and women RA's chose "Present attitudes and policies as simply as possible. Always explain the "why" behind each one" and "Explain to people that rules and regulations are their responsibility to keep..."

Table 9

Rank Of Top Five Items Pertaining To
Most Valuable Ways Of Promoting Attitudes
By Men Resident Assistants

Item #	Item	Number Responding	Rank
15	Explain to people that rules and regulations are their responsibility to keep...	20	1
1	Be an example to residents by reflecting desirable attitudes and behavior	18	2
3	Be accepting, tolerant, and practice what you preach.	14	3
5	State the attitudes and policies as simply as possible. Always explain the "why" behind each one.	12	4
19	Be a good listener in all situations.	11	5

N=32

Table 10

Rank Of Top Five Items Pertaining To
Most Valuable Ways Of Promoting Attitudes
By Women Resident Assistants

Item #	Item	Number Responding	Rank
1	Be an example to residents by reflecting desirable attitudes and behavior.	28	1
19	Be a good listener in all situations.	27	2
4	Present attitudes and policies as simply as possible. Always explain the "why" behind each one.	25	3
15	Explain to people that rules and regulations are their responsibility to keep...	25	3
6	Be alert to attitudes and policies which emerge at corridor meetings. Discuss and explain the "why" or "reasons" behind policies.	21	4
3	Be accepting, tolerant, and practice what you preach.	19	5

N=56

Table 11

Rank Of Top Five Items Pertaining To
Most Valuable Ways Of Promoting Attitudes
By Men And Women Resident Assistants

Item #	Item	Number Responding			Rank
		Total	Men	Women	
1	Be an example to residents by reflecting desirable attitudes and behavior.	46	18	28	1
15	Explain to people that rules and regulations are their responsibility to keep...	45	20	25	2
19	Be a good listener in all situations.	38	11	27	3
4	Present attitudes and policies as simply as possible. Always explain the "why" behind each one.	35	10	25	4
3	Be accepting, tolerant, and practice what you preach.	33	14	19	5
		N= 88	32	56	

As their fourth ranked item men RA's chose "State the attitudes and policies as simply as possible..." and women RA's selected "Be alert to attitudes and policies which emerge at corridor meetings. Discuss and explain the "why" or "reasons" behind policies."

As their fifth ranked item men RA's selected "Be a good listener in all situations." Women RA's chose "Be accepting, tolerant and practice what you preach."

There appeared to be a general agreement concerning the top five items pertaining to the most valuable ways of promoting attitudes by men and women resident assistants. Only one item, "Present attitudes as simply as possible. Always explain the "why" behind each one" which was ranked third by women RA's, was the only item within the top five items not chosen by men RA's.

Table 12, page 48 shows the rank of the top five items pertaining to the least valuable ways of promoting attitudes by men resident assistants. Table 13, page 49 gives the rank of the least valuable ways of promoting attitudes by women resident assistants. Table 14, page 50 gives the rank of the least valuable ways of promoting attitudes by men and women resident assistants.

Table 19, Appendix B lists all items within the questionnaire concerned with least valuable ways of promoting attitudes by men and women resident assistants.

Both men and women resident assistants selected "Promote attitudes indirectly through friends of residents" as the first ranked item in least valuable ways of promoting attitudes.

As their second ranked item men RA's selected "When students are ill, try to keep them from becoming overly concerned...". Women RA's selected "Promote attitudes through group approval and/or disapproval."

As their third ranked item men RA's chose "Advertise. Keep good bulletin boards and posters to increase interest..." and "Promote attitudes through group approval and/or disapproval." Women RA's selected "Never act in the role of a disciplinarian" and "Report repeated offenses to student first and then to counselor/judicial council."

As their fourth ranked item men RA's chose "Attempt to make them genuinely like you, the counselor and other hall personnel" and "Never act in the role of a disciplinarian." Women RA's chose "When students are ill, try to keep them from becoming overly concerned..."

As their fifth ranked item men RA's selected "Encourage students to confide in you and to think of you as a counselor" and "Report repeated offenses to student first and then to counselor/judicial board." Women RA's chose "Advertise. Keep good bulletin boards and posters to increase interest..."

There appeared to be a general agreement between men and women resident assistants concerning the items pertaining to least valuable ways of promoting attitudes.

Two items selected by only men RA's "Attempt to make them genuinely like you, the counselor and other hall personnel" and "Encourage students to confide in you as a counselor" were the only items within the top five items not chosen by women RA's.

Table 12

Rank Of Top Five Items Pertaining To
Least Valuable Ways Of Promoting Attitudes
By Men Resident Assistants

Item #	Item	Number Responding	Rank
12	Promote attitudes indirectly through friends of the residents.	19	1
9	When students are ill, try to keep them from becoming overly concerned...	17	2
13	Advertise. Keep good bulletin boards and posters to increase interest...	15	3
14	Promote attitudes through group approval and/or disapproval.	15	3
17	Attempt to make them genuinely like you, the counselor and other hall personnel.	12	4
7	Never act in the role of a disciplinarian.	12	4
8	Encourage students to confide in you and to think of you as a counselor.	8	5
11	Report repeated offenses to student first and then to counselor/judicial board.	8	5

N=32

Table 13

Rank Of Top Five Items Pertaining To
Least Valuable Ways Of Promoting Attitudes
By Women Resident Assistants

Item #	Item	Number Responding	Rank
12	Promote attitudes indirectly through friends of the residents.	40	1
14	Promote attitudes through group approval and/or disapproval.	34	2
7	Never act in the role of a disciplinarian.	23	3
11	Report repeated offenses to student first and then to counselor/judicial council.	23	3
9	When students are ill, try to keep them from becoming overly concerned...	21	4
13	Advertise. Keep good bulletin boards and posters to increase interest...	17	5

N=56

Table 14

Rank Of Top Five Items Pertaining To
Least Valuable Ways Of Promoting Attitudes
By Men And Women Resident Assistants

Item #	Item	Number Responding			Rank
		Total	Men	Women	
12	Promote attitudes indirectly through friends of the residents.	59	19	40	1
14	Promote attitudes through group approval and/or disapproval.	49	15	34	2
9	When students are ill, try to keep them from becoming overly concerned...	38	17	21	3
7	Never act in the role of a disciplinarian.	35	12	23	4
13	Advertise. Keep good bulletin boards and posters to increase interest.	32	15	17	5
		N= 88	32	56	

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was two-fold. One, was to have a self evaluation by the resident assistants. The second purpose was to develop a summary of types of interactions the 1971-1972 resident assistants at Eastern Illinois University, Charleston, Illinois had with the residents in the residence halls.

The data were secured by a questionnaire sent to all men and women resident assistants employed at Eastern Illinois University during winter quarter 1971-1972. Fifty-eight women and 35 men were employed as resident assistants at the time of the study. Of the total number of 93 resident assistants employed, 88 responded to the questionnaire for a 95 per cent return.

Results were compiled according to: (1) responses from men resident assistants responding to the questionnaire; (2) responses from women resident assistants responding to the questionnaire and (3) comparisons of the responses by all men and women responding to the questionnaire.

Conclusions

As a result of the analysis of the data obtained through the use of the questionnaire, the following conclusions may

be made:

1. Within the self evaluation section of the questionnaire, both men and women resident assistants reacted identically as to the items they considered most important in the four areas stated. In Area A, "A resident assistant's responsibility for individual students" the item chosen was "I know the men/women on my floor..." Within Area B, "A resident assistant's responsibility for environment," the item chosen was "I have done my share in making the environment such that it is a pleasant place to live and to bring guests." In Area C, "A resident assistant's administrative responsibilities," the item chosen was "I am able to interpret residence hall rules and regulations. Within Area D, "A resident assistant's personal appraisal," the item chosen was "I show a friendliness to all students and staff." Highest agreement occurred within this section of the questionnaire. One would conclude that men and women RA's are in agreement as to the items they consider most important.
2. Men and women resident assistants agreed closely in their responses to rank of the top five items pertaining to most frequent meetings with residents. When checked separately the men RA's selected all five items that were selected by the total number of all resident assistants, both men and women, though not in the same rank order. When checked

separately, the women RA's selected four of the five items that were selected by the total number of resident assistants. Results indicated that residents visited the RA's room frequently, and the RA visited in the resident's room suggesting that good rapport had been established. It should be noted that the top five most frequent meetings all occurred within the residence hall.

3. In rank of the top five items pertaining to most frequent subjects talked about with residents there was a definite difference from the men and women responding to the questionnaire. It appears there is little agreement as to the subjects talked about with residents by men and women resident assistants.
4. Men and women resident assistants agreed closely in their responses to rank of the top five items considered most valuable ways of promoting attitudes. "Be an example to residents by reflecting desirable attitudes and behavior" was the first ranked item by both men and women resident assistants.
5. Men and women resident assistants agreed closely in their responses to rank of the top five items considered least valuable ways of promoting attitudes. "Promote attitudes indirectly through friends of the residents" was considered by men and women resident assistants as the least valuable way of promoting attitudes.
6. The results compared favorably with the expected

attitudes and forms of behavior recommended by the university.

Recommendations

In the light of the aforementioned conclusions, the writer believes the following recommendations are in order.

1. Further studies similar to the one presented by the writer should be undertaken using a number of universities and colleges.
2. Opinions of hall residents that are not resident assistants should be obtained.

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APPENDIX A

Resident Assistant:

I am presently working on research for Education 690 and your help is needed.

The purpose of my study is two-fold. One, to develop a summary of types of interactions you as an RA have had with the residents in your hall. The second purpose is to have a self evaluation by you as you see yourself fulfilling the role of resident assistant. Obviously your help is MOST essential.

Will you please complete the enclosed questionnaire and return it to your hall counselor by February 2, 1972.

Sincerely,

Doris Enochs
Counselor
Pemberton Hall

Check 10 places where you feel you have most frequent meetings with residents. Consider discussions more than just a greeting. After checking, please place in priority order the five (5) most frequent meeting places. (Ex: #1 would represent your most frequent meeting place.)

- | | |
|--|--|
| <input type="checkbox"/> 1. Your room | <input type="checkbox"/> 16. Restaurants |
| <input type="checkbox"/> 2. Resident's room | <input type="checkbox"/> 17. Bars |
| <input type="checkbox"/> 3. Another RA's room | <input type="checkbox"/> 18. Parties (off and on campus) |
| <input type="checkbox"/> 4. Extracurricular meetings | <input type="checkbox"/> 19. Union |
| <input type="checkbox"/> 5. Classes | <input type="checkbox"/> 20. On campus |
| <input type="checkbox"/> 6. Main desk area | <input type="checkbox"/> 21. Alcoves, ironing rooms, and laundry |
| <input type="checkbox"/> 7. Recreation room and/or TV room | <input type="checkbox"/> 22. Church |
| <input type="checkbox"/> 8. Lounge | <input type="checkbox"/> 23. Library |
| <input type="checkbox"/> 9. Breakfast | <input type="checkbox"/> 24. Bath and shower rooms |
| <input type="checkbox"/> 10. Lunch | <input type="checkbox"/> 25. In hall corridors |
| <input type="checkbox"/> 11. Dinner | <input type="checkbox"/> 26. Counselor's apartment |
| <input type="checkbox"/> 12. Plays, Programs, concerts | <input type="checkbox"/> 27. Counselor's office |
| <input type="checkbox"/> 13. Hall meetings | <input type="checkbox"/> 28. Downtown |
| <input type="checkbox"/> 14. Corridor meetings | <input type="checkbox"/> 29. Going home together |
| <input type="checkbox"/> 15. Kitchenettes | <input type="checkbox"/> 30. Other (list) |
-

Check 10 subjects which you talk about with residents most frequently. Number in rank order (1 to 5 with 1 being first) the five (5) most valuable or important to you in developing a personal relationship between you and the resident.

- | | |
|--|--|
| <input type="checkbox"/> 1. Roommate problems | <input type="checkbox"/> 24. Student senate issues |
| <input type="checkbox"/> 2. Boyfriend/girlfriend | <input type="checkbox"/> 25. Explaining retention |
| <input type="checkbox"/> 3. Help with their assignments | <input type="checkbox"/> 26. Cafeteria complaints |
| <input type="checkbox"/> 4. Past life | <input type="checkbox"/> 27. Complaints about the administration |
| <input type="checkbox"/> 5. The future | <input type="checkbox"/> 28. Complaints about the counselor |
| <input type="checkbox"/> 6. Home life (parents and family) | <input type="checkbox"/> 29. Complaints about the RA's |
| <input type="checkbox"/> 7. Drinking | <input type="checkbox"/> 30. Complaints about borrowing clothes |
| <input type="checkbox"/> 8. Drugs | <input type="checkbox"/> 31. Whether to drop out of school or not |
| <input type="checkbox"/> 9. Sex | <input type="checkbox"/> 32. Inferiority feelings about appearance, intelligence |
| <input type="checkbox"/> 10. Sports | <input type="checkbox"/> 33. Complaints about getting textbooks and registration |
| <input type="checkbox"/> 11. Religion | <input type="checkbox"/> 34. Personality problems in getting along with others |
| <input type="checkbox"/> 12. Gossip | <input type="checkbox"/> 35. Proper dress for occasion |
| <input type="checkbox"/> 13. Marriage | <input type="checkbox"/> 36. College regulations and policies |
| <input type="checkbox"/> 14. Etiquette | <input type="checkbox"/> 37. Problems with course scheduling |
| <input type="checkbox"/> 15. Illness and health | <input type="checkbox"/> 38. Likes and dislikes about residents |
| <input type="checkbox"/> 16. Guilt feelings | <input type="checkbox"/> 39. Extracurricular activities |
| <input type="checkbox"/> 17. Residence hall programs | <input type="checkbox"/> 40. Suicide |
| <input type="checkbox"/> 18. What professors to take | |
| <input type="checkbox"/> 19. Greek organizations | |
| <input type="checkbox"/> 20. Student teaching | |
| <input type="checkbox"/> 21. Values and beliefs (Who am I? What is success?) | |
| <input type="checkbox"/> 22. Campus newspaper issues | |
| <input type="checkbox"/> 23. Current events (war, draft, etc.) | |

Check what you think would be the five (5) most valuable ways of promoting the attitudes and policies you have learned to present as a resident assistant. ★ the five (5) ways you think are least valuable.

1. Be an example to residents by reflecting desirable attitudes and behavior.
2. Show enthusiasm for hall and corridor activities.
3. Be accepting, tolerant, and practice what you preach.
4. Present attitudes and policies in a pleasant manner. Use humor, wit and hall and corridor pride as methods of presentation.
5. State the attitudes and policies as simply as possible. Always explain the "why" behind each one.
6. Be alert to attitudes and policies which emerge at corridor meetings. Discuss and explain the why or "reasons" behind policies.
7. Never act in the role of a disciplinarian.
8. Encourage students to confide in you and to think of you as a counselor.
9. When students are ill, try to keep them from becoming overly concerned about their condition by keeping calm yourself and keeping sympathetic friends out of the room.
10. Explain to people when and why they are doing wrong so they do not continue to do so.
11. Report repeated offenses to student first and then to counselor/judicial council.
12. Promote attitudes indirectly through friends of the residents.
13. Advertise. Keep good bulletin boards and posters to increase interest, incentive and to promote desirable attitudes.
14. Promote attitudes through group approval and/or disapproval.

Continued on next page

15. Explain to people that rules and regulations are their responsibility to keep...not the RA's; and that in all actions, they should keep uppermost in mind the fact that they should under no circumstances infringe upon another person's rights and privileges.
16. Keep the corridor a friendly place so that antagonisms are not created which would promote the breaking of rules which are a part of hall policy. A great deal of friendliness of the corridor comes from expecting the corridor to be friendly. If you expect people to react in a friendly manner, they often do.
17. Attempt to make them genuinely like you, the counselor and other hall personnel.
18. Make it a point not to gripe about policies even if you might want to.
19. Be a good listener in all situations.
20. Be alert to problems as they emerge and bring them up at RA meetings.
21. A good orientation program is necessary to acquaint students with regulations and consequences for not following them. Let them know that the responsibility is theirs. It is also very important to follow up initial orientation with reminders of regulations and policies.
22. Try to show what consequences could result from whatever activities students might be planning.
23. A resident assistant should strive to maintain equal status with residents. The residents should not feel that you play a superior or authoritarian role on the corridor.

A SELF EVALUATION FOR
RESIDENT ASSISTANTS

INSTRUCTIONS; Evaluate yourself in the following areas (A, B, C, and D) using rank order (1 to 3 with 1 being first) of YOUR strongest points. Please be sure to select only the top THREE items in each area.

A. A RESIDENT ASSISTANT'S RESPONSIBILITY FOR INDIVIDUAL STUDENTS

1. I know the men/women on my floor. I know them by name and something personal about each. This may be his/her hobbies, his/her interests, those things which you can "sharpen" your knowledge and better relate to the students so that you can recommend experiences in light of the student's interest.
 2. I can easily converse with each person on my floor.
 3. Students easily approach me with questions.
 4. Students show a respect for me.
 5. I have been able to refer those students who appear to need special guidance.
 6. I am able to have "academic conversations" with students concerning current events, ideas, decisions to be made, etc.
 7. I am available at closing hours on most nights and around meal hours for students to find.
-

B. A RESIDENT ASSISTANT'S RESPONSIBILITY FOR ENVIRONMENT

8. I am in the hall enough during the evening hours that I know students can study there.
9. I have been able to assist student officers and members of my floor to handle quiet hours without my presence.
10. I know materials in the library well enough to make suggestions for effective student use.
11. I participate in campus programs and have success in challenging students to do likewise.
12. I have at least twice during the quarter effectively involved students and faculty in informal contacts. (Your own guest if nothing else.)

- ___ 13. I have done my share in making the environment such that it is a pleasant place to live and to bring guests.
- ___ 14. I am able to hold students responsible for rules and regulations which exist as environmental controls.
- ___ 15. I understand our University's philosophy of discipline and understand my role as resident assistant in dealing with discipline.
-

C. A RESIDENT ASSISTANT'S ADMINISTRATIVE RESPONSIBILITIES

- ___ 16. I willingly assume my responsibility for office and center coverage.
- ___ 17. I take time to know that my reports are accurately and thoroughly completed.
- ___ 18. I am able to interpret University rules and regulations.
- ___ 19. I am able to interpret Residence hall rules and regulations.
- ___ 20. I am kept informed on administrative decisions which I am able to interpret to students.
-

D. A RESIDENT ASSISTANT'S PERSONAL APPRAISAL

- ___ 21. I set an example by my academic work.
- ___ 22. I set an example by my personal appearance.
- ___ 23. I adhere to rules and regulations
- ___ 24. I show a friendliness to all students and staff.
- ___ 25. I can frequently see the cheerful, bright, and hopeful side of my job.
- ___ 26. I enjoy my work.
- ___ 27. I have and maintain a sense of humor.
- ___ 28. I have taken every opportunity to learn and to know my job.
- ___ 29. I am able to accept the commitment to this job without hesitation.
- ___ 30. I follow through on tasks I have to do.

- ___ 31. I am aware of my personal limitations, strengths, and weaknesses.
- ___ 32. I receive suggestions and criticism without defensive feelings.
- ___ 33. My superiors, co-workers and students enjoy working with me.
- ___ 34. I seldom cause friction and tension within a group.
- ___ 35. I am anxious to use new ideas that I have heard about and observed.
- ___ 36. I can meet any social situation with confidence and assist students in doing likewise.
- ___ 37. I am tactful in my dealings with others.
- ___ 38. I refrain from gossip, sarcasm, depreciation, or suspicion of others.
- ___ 39. I make every effort to understand the entire situation before making a judgement.
- ___ 40. I can make sound decisions.
- ___ 41. I observe strictly a policy of refraining from discussing students where there is any chance of other students hearing or sensing the conversation.
- ___ 42. My own personal behavior sets a pattern I would be proud of others knowing about.

APPENDIX B

Table 15

Self Evaluation By Men And Women
Resident Assistants

ITEM	*T	TM	TW	TH	TN	ST	CS	WE	TS	PE	MC	LI	LA	FO	DO	CN	AN
1	62	24	38	5	7	5	7	3	6	5	2	4	4	2	3	6	3
2	53	23	30	9	5	4	5	0	4	2	3	5	2	1	4	4	5
3	47	19	28	9	1	4	5	2	3	2	1	2	4	2	3	3	6
4	26	9	17	5	3	0	1	0	2	2	1	1	0	2	2	1	6
5	8	1	7	0	1	0	0	1	1	0	1	0	0	1	0	1	2
6	16	7	9	2	1	1	3	0	3	1	0	1	1	2	1	0	0
7	37	11	26	7	3	1	0	3	4	3	1	2	4	2	2	3	2
8	48	19	29	7	5	3	4	1	3	4	2	2	3	1	4	2	7
9	19	11	8	5	3	0	3	0	1	0	1	0	1	0	1	2	2
10	20	4	16	1	1	0	2	1	2	2	0	2	1	1	1	3	3
11	25	9	16	4	1	2	2	1	2	2	1	3	0	1	3	1	2
12	13	3	10	2	1	0	0	1	4	0	0	1	3	1	0	0	0
13	53	20	33	8	5	4	3	2	6	3	1	5	4	3	0	5	4
14	29	11	18	3	1	3	4	1	2	3	1	1	1	2	3	2	2
15	40	16	24	6	4	3	3	1	4	1	3	1	2	3	2	3	4
16	49	17	32	6	4	3	4	2	3	5	3	2	4	2	3	3	5
17	31	13	18	7	1	3	2	0	3	3	0	0	2	2	2	3	3
18	40	15	25	6	4	2	3	2	5	1	0	4	3	2	0	3	5
19	69	25	44	8	6	4	7	3	8	4	3	5	2	4	3	6	6
20	56	19	37	6	5	3	5	2	5	2	3	4	4	2	4	5	6
21	6	2	4	2	0	0	0	2	0	0	0	0	0	0	0	2	0
22	4	1	3	0	0	0	1	0	0	0	0	2	0	0	1	0	0
23	14	6	8	4	0	2	0	2	0	0	1	3	1	0	0	1	0
24	41	16	25	4	4	3	5	2	3	2	1	0	4	2	2	4	5
25	5	0	5	0	0	0	0	1	1	0	0	1	1	0	0	0	1
26	30	7	23	2	1	2	2	0	5	4	2	2	2	1	1	3	3
27	22	6	16	3	2	1	0	0	3	1	0	3	2	1	3	0	3
28	8	4	4	0	1	1	2	1	0	0	0	2	0	1	0	0	0
29	8	2	6	1	0	1	0	0	1	1	0	2	0	1	1	0	0
30	4	2	2	2	0	0	0	0	0	0	0	1	0	0	0	0	1
31	30	10	20	3	3	1	3	0	3	3	1	2	2	1	3	2	3
32	5	2	3	0	1	1	0	0	1	0	0	1	0	0	0	0	1
33	6	2	4	1	0	0	1	0	1	0	0	1	0	0	0	0	2
34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35	4	1	3	0	0	0	1	0	0	0	0	0	0	1	0	1	1
36	3	2	1	0	2	0	0	0	0	0	0	1	0	0	0	0	0
37	5	3	2	0	1	0	2	0	0	1	0	0	0	1	0	0	0
38	3	2	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0
39	24	9	15	5	2	0	2	1	2	0	2	1	0	1	2	2	4
40	9	5	4	2	2	0	1	0	1	0	0	1	1	1	0	0	0
41	13	4	9	2	1	1	0	0	2	1	1	0	1	1	0	3	0
42	12	6	6	4	1	1	0	0	0	1	1	0	1	0	2	0	1
N=	88	32	56	12	8	6	7	4	8	5	3	6	6	4	5	7	8

Table 16

Most Frequent Meetings With Residents By
Men and Women Resident Assistants

ITEM	*T	TM	TW	TH	TN	ST	CS	WE	TS	PE	MC	LI	LA	FO	DO	CN	AN
1	85	31	54	12	6	6	7	4	8	5	3	6	6	4	3	7	8
2	85	30	55	11	7	5	7	4	8	5	3	5	6	4	5	7	8
3	11	2	9	1	1	0	0	0	4	0	0	1	2	0	0	0	2
4	13	7	6	1	2	1	3	0	1	0	2	2	0	0	0	0	1
5	20	6	14	2	2	1	1	0	0	1	0	0	5	2	2	1	3
6	68	31	37	11	7	6	7	0	5	5	3	0	5	3	5	6	5
7	24	12	12	4	3	4	1	2	1	1	1	3	0	0	0	2	2
8	56	27	29	10	7	5	5	4	4	2	2	2	2	4	2	5	2
9	22	11	11	2	3	3	3	1	1	0	0	3	1	1	1	1	2
10	67	28	39	9	6	6	7	4	5	5	3	0	4	3	4	5	6
11	71	28	43	11	6	5	6	4	5	5	1	4	4	4	5	5	6
12	8	1	7	0	0	1	0	0	1	0	0	5	0	0	1	0	0
13	5	1	4	1	0	0	0	0	0	0	0	2	1	0	0	1	0
14	52	18	34	9	2	2	5	4	3	3	1	1	5	3	1	7	6
15	17	3	14	0	0	0	3	2	0	1	1	1	0	3	1	5	0
16	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
17	15	5	10	1	2	2	0	1	4	0	1	0	1	1	1	1	0
18	8	2	6	1	0	0	1	0	0	0	0	1	1	1	1	1	1
19	12	3	9	1	1	0	1	0	3	0	0	2	1	1	1	1	0
20	25	13	12	10	0	2	1	0	5	3	0	1	0	1	1	0	1
21	36	3	33	1	0	1	1	3	3	3	2	1	5	1	5	2	8
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	5	1	4	1	0	0	0	1	0	0	0	0	0	0	1	1	1
24	57	15	42	7	5	0	3	2	7	5	3	1	6	2	4	6	6
25	78	28	50	12	6	3	7	3	8	4	3	6	4	3	5	6	8
26	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
28	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
29	3	0	3	0	0	0	0	0	0	1	0	0	2	0	0	0	0
30	7	4	3	1	0	2	1	0	1	0	0	0	0	0	0	0	2
N=	88	32	56	12	8	6	7	4	8	5	3	6	6	4	5	7	8

Table 17

Most Frequent Subjects Talked About With Residents
By Men And Women Resident Assistants

ITEM	*T	TM	TW	TH	TN	ST	CS	WE	TS	PE	MC	LI	LA	FO	DO	CN	AN
1	58	18	40	5	6	4	3	4	6	3	2	4	6	2	0	5	8
2	58	13	45	6	4	2	1	4	8	5	2	6	2	4	4	4	6
3	35	12	23	4	2	2	4	2	4	3	1	3	4	1	1	3	1
4	36	15	21	6	3	2	4	3	4	3	0	3	1	1	1	4	1
5	47	15	32	7	1	2	5	3	6	4	1	4	4	1	1	4	4
6	47	9	38	1	1	3	4	4	4	4	2	6	5	3	1	3	6
7	26	16	10	7	4	4	1	0	3	0	1	0	2	1	0	2	1
8	7	3	4	2	0	0	1	0	1	0	0	0	2	0	0	1	0
9	24	9	15	4	3	1	1	0	4	1	0	2	2	1	3	0	2
10	29	24	5	6	6	6	6	0	0	0	1	2	1	1	0	0	0
11	11	4	7	3	0	1	0	1	0	1	0	1	1	0	1	0	2
12	24	5	19	2	0	2	1	1	3	2	1	1	1	1	2	5	2
13	17	2	15	1	1	0	0	2	1	1	0	0	2	1	4	2	2
14	4	0	4	0	0	0	0	0	0	0	0	1	3	0	0	0	0
15	24	4	20	2	2	0	0	1	3	3	3	2	2	1	2	1	2
16	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0
17	26	13	13	6	3	1	3	1	0	3	2	2	1	0	1	1	2
18	41	16	25	6	4	3	3	2	3	2	1	2	3	1	4	4	3
19	24	14	10	5	3	4	2	0	2	0	1	0	1	0	1	3	2
20	2	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0
21	26	6	20	2	1	1	2	1	5	2	0	2	3	2	2	1	2
22	10	4	6	1	0	0	3	1	0	0	0	0	1	1	1	0	2
23	23	19	4	9	4	3	3	0	0	1	0	1	1	0	0	1	0
24	6	3	3	2	0	0	1	0	0	0	0	1	2	0	0	0	0
25	9	5	4	0	2	1	2	0	0	0	0	1	1	0	1	1	0
26	30	9	21	3	0	3	3	1	2	2	2	1	0	3	5	3	2
27	17	10	7	4	3	3	0	0	1	1	0	0	0	0	0	3	2
28	5	0	5	0	0	0	0	0	0	0	1	0	1	0	2	1	0
29	5	1	4	0	1	0	0	0	1	0	1	0	0	0	1	0	1
30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
31	18	6	12	1	3	1	1	1	1	0	0	0	1	2	3	1	3
32	9	1	8	0	1	0	0	0	2	0	1	1	0	1	0	1	2
33	10	7	3	4	0	1	2	0	0	0	0	2	0	0	0	0	1
34	35	7	28	3	1	3	0	2	5	1	2	2	0	3	2	4	7
35	5	0	5	0	0	0	0	0	1	1	0	1	0	0	1	1	0
36	43	19	24	6	3	3	7	1	2	3	3	0	1	4	3	3	4
37	29	12	17	4	3	1	4	3	3	1	1	1	0	1	2	2	3
38	30	11	19	5	3	3	0	1	4	2	1	1	2	1	1	5	1
39	21	7	14	1	2	1	3	1	1	1	0	3	3	2	1	1	1
40	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
N=	88	32	56	12	8	6	7	4	8	5	3	6	6	4	5	7	8

Table 18

Most Valuable Ways Of Promoting Attitudes
By Men And Women Resident Assistants

ITEM	*T	TM	TW	TH	TN	ST	CS	WE	TS	PE	MC	LI	LA	FO	DO	CN	AN
1	46	18	28	9	4	2	3	4	3	3	1	1	4	3	2	3	4
2	22	6	16	0	2	1	3	2	7	0	0	3	1	0	0	3	0
3	33	14	19	8	3	1	2	1	2	2	2	3	2	2	1	3	1
4	35	10	25	5	3	1	1	2	5	0	2	3	3	1	3	3	3
5	28	12	16	6	2	1	3	0	3	0	3	1	2	1	2	1	3
6	30	9	21	4	2	1	2	1	2	2	0	2	2	2	3	4	3
7	25	11	14	10	0	1	0	1	1	0	0	3	3	2	1	1	2
8	26	8	18	2	1	3	2	0	4	2	1	2	1	1	1	3	3
9	3	1	2	0	1	0	0	0	2	0	0	0	0	0	0	0	0
10	13	5	8	3	2	0	0	0	0	0	0	3	1	1	0	0	3
11	10	4	6	1	2	0	1	1	0	1	0	1	0	1	2	0	0
12	2	0	2	0	0	0	0	0	0	0	0	1	0	0	0	1	0
13	15	5	10	1	1	2	1	1	0	0	0	2	3	0	0	3	1
14	3	2	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0
15	45	20	25	9	4	3	4	3	5	2	1	1	2	1	3	2	5
16	11	3	8	1	2	0	0	0	1	2	0	1	1	1	0	1	1
17	3	2	1	0	0	2	0	0	0	0	0	0	1	0	0	0	0
18	3	1	2	0	0	0	1	0	0	1	0	0	0	0	0	0	1
19	38	11	27	2	2	3	4	1	3	4	2	4	2	1	0	5	5
20	16	8	8	2	0	4	2	2	1	0	0	0	1	2	0	1	1
21	9	5	4	2	0	2	1	0	0	1	0	0	0	0	0	0	3
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	15	5	10	1	2	1	1	2	0	3	1	0	0	2	0	0	2
N=	88	32	56	12	8	6	7	4	8	5	3	6	6	4	5	7	8

Table 19

Least Valuable Ways Of Promoting Attitudes
By Men And Women Resident Assistants

ITEM	*T	TM	TW	TH	TN	ST	CS	WE	TS	PE	MC	LI	LA	FO	DO	CN	AN
1	2	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	0
2	10	4	6	1	2	0	1	0	0	1	1	0	0	2	0	2	0
3	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
4	12	3	9	0	0	1	2	0	2	1	0	1	1	0	0	0	4
5	4	1	3	1	0	0	0	1	0	0	0	1	0	0	1	0	0
6	6	4	2	2	0	2	0	1	0	0	1	0	0	0	0	0	0
7	35	12	23	0	5	3	4	0	4	3	2	2	2	1	4	4	1
8	18	8	10	5	1	1	1	0	1	1	0	1	3	0	0	2	2
9	38	17	21	6	2	4	5	2	2	0	1	3	2	1	2	2	6
10	10	1	9	0	0	1	0	0	2	0	0	2	2	1	2	0	0
11	31	8	23	4	3	1	0	1	2	3	2	1	3	2	2	3	4
12	59	19	40	6	6	3	4	4	6	4	2	5	6	1	2	5	5
13	32	15	17	4	5	3	3	0	4	1	2	0	1	3	2	2	2
14	49	15	34	6	2	3	4	2	3	4	3	4	4	2	2	5	5
15	13	1	12	1	0	0	0	1	2	1	0	4	1	1	1	1	0
16	4	1	3	0	0	1	0	0	0	1	0	0	0	0	0	0	2
17	24	12	12	5	3	2	2	2	2	1	1	0	0	1	0	2	3
18	16	7	9	3	2	1	1	0	1	2	0	2	0	1	0	3	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	2	0	2	0	0	0	0	1	0	0	0	1	0	0	0	0	0
21	3	2	1	1	1	0	0	0	0	0	0	0	1	0	0	0	0
22	19	7	12	1	3	1	2	0	2	0	0	1	1	3	0	1	4
23	6	4	2	1	0	2	2	0	0	0	0	0	1	0	0	1	0
N=	88	32	56	12	8	6	7	4	8	5	3	6	6	4	5	7	8