STUDENT ASSESSMENT OF FACULTY INFLUENCE

UPON STUDENT PERSONAL DEVELOPMENT

DURING GRADUATE STUDY

By

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This one's for Minnie.

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CHAPTER I

INTRODUCTION

The central goal of virtually all modern societies is that of individual development (Andrews and Withey, 1976). "One of the principle tasks of any society is the socialization of its youth" (Coleman, 1976, p. 3). Kohler (1976) states that considerable attention in recent years has been given to the place of youth in society and to the process by which they become adults. The study of "youth sociology" (Rosenmayr, 1968, p. 222) includes the adolescent and the "transadult" (Danziger and Greenwald, 1975, p. 7), commonly called the young adult. The adolescent developmental period has a long history of research and has been substantially studied and documented. The transadult is of a more recent concern to investigators, and a search of the literature reveals an apparent lack of research in this area.

"Today's technological society has drastically altered the status of young people" (Kohler, 1976, p. 26). To a large extent, the personal and social development of the transadult is influenced by the unique economic, educational, and social changes of the last one third of the twentieth century (Keniston, 1968). These factors have created a new period of

> social sanction for postponement of adult commitment
> with increased expectations to continue experimenta-
> tion, search and self-exploration for a number of years
> before taking the 'final plunge' into adulthood (Ken-
> iston, 1971, p. 379).

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Danziger and Greenwald (1975) view the transadult stage as a unique modern day growth period extending from entrance into college or the end of adolescence, to an indefinite period in the late 20's to early 30's. It is a time when personal freedom is maximized for experimentation with different life styles, of searching for career orientation, and of testing educational goals. The focal issue, according to Keniston (1971), is the deliberate exploration of the self and personal development through interpersonal relations and existing cultural structures.

It must be remembered, however, that not all transadults are able to take advantage of this experimentation period. By choice or necessity, a portion of the young adult population must move directly into the world of adult commitments and paid employment. These individuals are not given the opportunity of a sanctioned environment for self-development. Their personal growth takes place in the course of their given situations.

Berger (1971) lists three major factors that influence the personal growth process: 1) interaction with significant others, 2) interaction with the environment, and 3) internal (self) motivation. Traditionally, the greatest part of the developmental process takes place within the family. From infancy to adulthood, the family system supplies the major influences in individual development, and acts as the basic guide for orienting individuals to society (Coleman, 1976). Today's society, however, is subject to "forces that are producing variations in or the disappearance of traditional aspects of becoming 'grownup'" (Danziger and Greenwald, 1975, p. 7). More of the growing up process takes place outside the family and within

social structures such as schools and peer group organizations than previously. Consequently, there is opportunity and need for an ecological analysis of the influence of these social structures upon individual development. Further, there is need for conscious construction of social structures that will effectively facilitate socialization through personal growth (Coleman, 1976).

Eisenstadt (1956) states that formal schooling is an important link between family and other spheres of society (political, economic, social). With the trend toward prolonged schooling during the transadult years, it seems that these institutions would have an increasing influence on the formation of the individual (Coleman, 1976). Formal schooling, according to Farnsworth (1974), should encourage:

> an attitude of experimentation with life structures so long as these do not pose a threat to current or future well-being and are tempered with the individual's understanding of his own personality and needs (p. 847).

Kohler (1976) expresses the need for student experiences that will develop social maturity and define social values, while helping the student to establish his/her own place in society.

Home economics takes a human ecological perspective in its study of "man in interaction with his near environment" (Compton and Hall, 1974, p. 4). Schlater (1970, p. 7) identifies a primary goal of research in home economics as improving "the conditions contributing to man's psychological and social development." Further, Schlater (p. 18) lists "Social-Emotional Development" as a research problem area related to the goal. Within this research problem area the contribution of social agencies and institutions to personal

development is a researchable question. With the current trend
toward longer schooling, it is imperative that researchers investi-
gate the influence of this experience upon the personal growth of
the transadult.

To gain insight into the developmental contributions of gradu-
ate education to the transadult stage, a pilot study needs to explore
the influence of significant others--specifically, graduate faculty--
upon transadult students. What are transadults' perceptions of
student-faculty relations during graduate study in terms of contri-
butions to the students' personal growth toward adulthood?

Purposes and Objectives

The purpose of this study is to assess the perceptions of trans-
adults attending graduate school at the Oklahoma State University
Division of Home Economics toward faculty members in terms of the
role these persons play in the students' personal development. Fur-
ther, recommendations will be made, based on students' suggestions,
for types of student-faculty contacts that might facilitate faculty
input toward the students' development.

The following objectives guide the study:

1. To assess the perceptions of graduate students (in
   transadulthood) as to the areas of their personal
   development in which the faculty members are influ-
   ential.

2. To gather student recommendations of types of student-
   faculty contacts that might better facilitate faculty
   input toward the students' personal development.

3. To make recommendations, based on findings, for student-faculty interactions that would be more supportive of students' personal development during graduate study.

Research Question

The following research question is to be examined in the study: What are the transadults' perceptions of ways in which faculty influence their total development as individuals during graduate study?

Assumptions

In conducting this study it is assumed that:

1. Transadults are especially drawn toward interpersonal relationships as a factor in personal development.

2. Interaction with others is truly significant to the individual development process.

3. Persons in social agencies and institutions do make definite contributions to personal development.

4. The graduate students who participate in this study will be honest and reasonably accurate in giving information requested for the study.

Limitations

Findings and conclusions in this study will be limited by:

1. The population of graduate students (in the transadult age range) enrolled in the OSU Division of Home Economics as masters or doctoral candidates,

2. The students' perceptions of faculty influence upon student personal development.

Operational Definitions

The following definitions give the context in which the terms are treated:

1. Transadult - psychological stage of transition which intervenes between adolescence and adulthood, from 18 to 28 years of age (Keniston, 1971). For purposes of this study, the transadult is further defined as a graduate student (20 to 28 years of age) enrolled in masters or doctoral study in one of the five departments in the Division of Home Economics: Clothing, Textiles and Merchandising; Family Relations and Child Development; Food, Nutrition and Institution Administration; Home Economics Education; Housing, Design, and Consumer Resources.

2. Personal development - the individual "as a process . . . . toward becoming his potentialities in a directional trend to expand, extend; to express and activate all capacities of the self through levels of maturity" (Rogers, 1961, p. 316). Personal development includes the individual's growth in areas of profession and career, building a personal identity, social and communication skills, knowledge base and intellectual skills, values and attitudes.

3. Student-faculty relationships - "the patterns of shared experience or interaction . . . in more than a momentary way" between graduate students and faculty members (Diesing, 1962, p. 104).

4. Work experience - part-time (20 hours or less per week) or full-time (more than 20 hours per week) employment during graduate study, as a graduate assistant at OSU or in an off-campus position.

5. Marital Status - presently married or presently unmarried.

6. Faculty member - person hired by OSU for purposes of teaching, extension work, or research in the Division of Home Economics.

Summary

This chapter has defined the purpose of the research which is intended to be a pilot study of graduate students' perceptions of student-faculty relations and the influence of these relations on the personal development of transadult students. The specific population selected is comprised of students in their transadult years because of the heightened sense of self-exploration through interpersonal relations. Specific objectives and operational definitions guide the study and clarify terms used. It is emphasized that this is a pilot study designed to explore this topic.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter contains a theoretical overview of: the processes
of socialization and personal development, the transadult develop-
mental growth stage, and the influence of significant others during
that stage. Also covered are: the role of graduate education in so-
cialization with special attention given to the influence of student-
faculty relations on this level of education. Previous research on
student-faculty relations is reviewed. The summary states the need
for further research in this area.

Socialization and Personal Growth

Studies in human development necessarily link socialization and
personal growth. Burrier and Woodruff (1973) refer to personal growth
as a:

> process whereby the individual goes from a less differen-
> tiated to a more differentiated state . . . from a lower
> or early stage to a higher or later stage of ability,
> skill or trait (p. 307).

Kaluger and Kaluger (1974) write that these changes are guided by
associations with other human beings. As an individual grows toward
his/her potential, that individual also becomes socialized in learning
behavior that is acceptable to a group with which he/she wishes to
identify. Kaluger and Kaluger refer to the person's emerging self

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which, in accordance with that person's intentions and acceptable to societal norms, develops a lifestyle, a way of living and thinking.

Rogers (1961) describes the "System Man" in which individual development is an intergrative process guided by all choices, decisions, and growth dimensions that lie with the individual. Seven socialization dimensions are listed by Kaluger and Kaluger (1974, p. 10). These are: emotional, social, cognitive, perceptual, intellectual, behavioral, and expressive. Though all of the dimensions are important throughout a lifetime, the specific focus upon each shifts in each progressive growth stage. The developmental tasks, beginning with infancy and continuing through aging, process the individual to a sense of wholeness and well-being in which that person has • achieved an integrated adult identity, mature in the capacity to feel one's potential and to be responsible for one's actions (Rayner, 1971, p. 159).

The Transadult Developmental Stage

The transadult stage is a psychological transition period after adolescence which leads the individual toward adulthood. The adult is referred to by Price (1969) as follows:

> We can characterize him briefly as being an involved, highly committed, ever-questioning, not necessarily conforming individual. He may not fit in with the crowd, or strive for free-from-concern happiness, or blindly adopt traditional value systems. However, he is also a more creative, open, humanistic, sensitive, and spontaneous person involved for zest, exuberance, and passion but does not cease to experience tension, anxiety, and psychic pain. However, neither is he overwhelmed by his emotions. Generally, his life is characterized by wholeness; what he does is all 'of a piece.' He is human and he is himself in every sense of the word (p. 14).

Transadulthood has, until recently, been an unrecognized stage of transition between adolescence and adulthood (Keniston, 1968; Danziger and Greenwald, 1975). It is during this stage that the questioning of self potential is perhaps the most intense. The focal issue of the transadult period is the clarification of relation of self to society in a distinctive "fluid, personalistic, anti-technological, and non-violent post-modern style" (Keniston, 1971, p. 206).

The transadult stage has come into existence through a cyclical process of economic, educational, and social conditions of modern society. Decreased need for young workers in the labor market, coupled with increased demand for technological and intellectual skills for an advanced society has resulted in a need for longer schooling. Consequently, trends in social attitudes include expectations of more education (Rosenmayr, 1968). The overall result is that a growing number of individuals are permitted a possible post-adolescent/ pre-adult phase of psychological development, marked by deferred entry into adult society and preparation for rather than commitment to career or other long term endeavor (Keniston, 1971; Danziger and Greenwald, 1975).

Opinions differ as to the age span of the transadult stage. Approximations range from the years 18 to 24 (Rosenmayr, 1968) or 26 (Keniston, 1968), to the span between the end of adolescence to late 20's or early 30's (Danziger and Greenwald, 1975). However, the literature reviewed does concur that transadulthood is a distinct and separate developmental stage marked by an individualistic search for identity.

Developmental Tasks

Kaluger and Kaluger (1974) list specific developmental tasks for the young adult through which the individual increases in stability as a person and gains control over his/her place in society. The accomplishment of these lead the individual toward adulthood during which one becomes an effective participant in and contributor to society. The developmental tasks, according to Kaluger and Kaluger, are:

1. Selecting or preparing for an initial occupation or career pattern.

2. Desiring and achieving socially responsible behavior.

3. Developing concepts for civic competency in terms of moral, ethical, social, economic, and political aspects of life.

4. Building sound personality traits, social and communication skills, healthy attitudes in preparation for marriage and family life.

5. Acquiring a set of values by the formation of an identity and a concept of one's place in the world as a human being (p. 224).

The theme of the transadult (Keniston, 1968, p. 412) is that of personalism in a "commitment of making person-to-person relationships the rule, not the exception." Direct, person "I-Thou" encounters between two individuals are prized and viewed as highly valuable to personal development. With an uncommonly keen awareness of the significance of others in life, the transadult searches for styles of human interaction and types of social organization that will assist in defining values and contribute to personal growth and socialization (Kaluger and Kaluger, 1974).

Role of Significant Others

Bateson (1972, p. 319) states that what people care about most is not episodes or things as such, but the pattern and setting of interpersonal relationships. According to Keniston (1968, 1971), the importance of interpersonal relations is most intense during the transadult years. People are looked upon as environmental resources who provide acculturation into social groups and settings. Interpersonal relationships bear a particularly strong effect on the individual's well-being and provide direction and insight for further self-exploration.

For the transadult, a smooth transition to adulthood is facilitated by contact with a variety of adults, and a variety of experiences with them (Kohler, 1976; Doniger, 1962). Doniger further states that informal time with adults is particularly significant. Hoyle (1969) supports Doniger in explaining that the socialization role of the teacher through adolescence is affected through subtle ways in the process of teacher-pupil interaction. Responsible, early experiences with adults can foster wisdom and guidance in personal relations and social matters, as well as provide direction to the self-search process during the transadult years (Smith and Orlosky, 1975).

Shulman (1975) finds that for young adults, family ties are less salient and others are of greater importance. Young adults are concerned with non-familial pursuits such as education, career preparation, and peer associations. Shulman writes that single young people form active networks of relationships outside the household. Because they are "between families," these single individuals are

more concerned with non-kin peers of similar concerns and life styles. Married individuals of this same age range have fewer needs to be satisfied outside the home and therefore will be less actively involved in the non-kin/peer network.

Role of Graduate Education

Because of the trend toward longer schooling, higher education is becoming the critical bridge between the transadult and the world of adult experience. During this time, the university setting is charged with fulfilling needs not satisfied elsewhere, and providing experiences that develop social maturity and a sense of individual work (Smith and Orlosky, 1975; Burrier and Woodruff, 1973).

Literature in recent years deals with the role of graduate education programs in the personal development of the student. Kent and Springer (1972) and Doniger (1962) state that the purpose of higher education is to establish the student's personal identity and to help the individual find a place in society. Academic programs which engage the interests and abilities of students or ideas and activities that are related to their needs as persons hold greater relevance to personal development (Reese, 1972; Burke, 1972). Burke further states that the influence of the nature of graduate programs leads to the development of the individual's full potential which, in turn, leads to a better society.

The educational system has concentrated unduly upon the young child, with little attention to goals of a lifespan orientation to individual development (Burrier and Woodruff, 1973). Consequently,

there has been a relative neglect of student development at the higher educational levels. Arrowsmith (1966) concurs that the "shame of graduate education" lies in the lack of a holistic view of educating and developing the total individual. According to Arrowsmith, conscious effort should be geared toward structuring programs in which students can use the whole of their natures to the whole of their potentials.

Influence of Student-Faculty Relations

In education, perhaps the most basic, most significant relationship is that which exists between faculty members and students (Very, 1968). This relationship is particularly important to the transadult graduate student because of the "significant other" orientation during that developmental stage. According to Arrowsmith (1966), the professor is a mediator between the developing graduate student and society. The author writes of the graduate student's relationship to his/her professor:

> What he lacks is experience, a knack of thought, a skill of feeling, a style of being. This is what draws him to this man, which makes him submit enthusiastically to his personal example and influence (p. 56).

Though faculty members play an important role in the socialization process, there has apparently been little research in this area. Thielens (1966, p. 55) writes that "despite the centuries of campus encounters between professors and their students, no sizeable fund of wisdom and experience has accumulated to guide these meetings." He states the need for accumulation of reliable evidence to find out the

effectiveness of their relationship. In their study of forms of address directed toward faculty by graduate students, Little and Gelles (1972) report virtually no investigation made of the interaction among faculty and students at the graduate level.

Research has been conducted in the area of informal contact between students and faculty on the undergraduate level. Concensus of the research shows that little is known about the actual benefit that can be exprienced from increased out-of-class interactions with faculty. Wilson and Wood (1974) find that though most critiques of American higher education assert that effective education requires close working relationships between faculty and students, relatively few empirical studies of these relationships have been conducted.

A considerable body of literature in higher education hypothesizes the importance of informal student-faculty interaction to student development (Chickering, 1974; Clark, 1968; Feldman and Newcomb, 1969). However, evidence for these hypotheses is far from abundant (Pascarella and Terenzini, 1976). Existing research of undergraduate student-faculty relations reveal the potential of faculty input for the personal and academic development of students (Smith, 1957; Pascarella and Terenzini, 1976; Wilson and Gaff, 1974). These researchers find that frequent contact with faculty members had a definite, positive effect upon a wide range of students, and that opportunity for these contacts is desired by students. The amount of student-faculty interactions is positively related to increased intellectual orientation, personal openness, cognitive complexity, and flexibility (Wilson and Gaff, 1974).

Previous investigations on the undergraduate level have also examined the dimensions of student-faculty contacts. Coleman (1976) finds the educational setting to be ideal in providing positive youth-adult relationships. Coleman's study researches two dimensions of student-faculty contacts: 1) internal processes--the nature and setting of the encounter, and 2) incidence--how often some socialization takes place. Coleman writes that to know the potential for the contacts in the development of youth, extensive work is needed in the ecology of youth and adults.

Wilson, Wood, and Gaff's (1974) study resulted in the categorization of six faculty role capacities. These are:

1. Instructor - discusses intellectual or academic matters with a student.

2. Educational Advisor - gives basic information and advice about a student's academic program.

3. Career Advisor - helps to consider matters related to a student's future career.

4. Friend - socializes informally with a student.

5. Counselor - helps resolve a student's disturbing personal problems.

6. Campus Citizen - discusses a campus issue or problem with a student; organization advisor (p. 76).

The authors conclude that "there is need to facilitate these kinds of affective relationships in and out of class" (p. 81).

Studies have dealt with satisfaction of student-faculty relations on the graduate level. In a study comparing Filipino and American graduate students in their satisfaction with the graduate experience, Swan (1970) finds that the relationships between learner and professor are of high importance in overall satisfaction.

Hoshaw's 1936 scale measures student's attitudes toward the teaching skills of a single or particular teacher (Shaw and Wright, 1967). Shaw and Wright, however, feel that this scale may be outdated because of changes in educational goals and attitudes since its development, and caution its use. Nichols and Shaw's 1964 instrument measures students' attitudes toward college professors (Shaw and Wright, 1967). The data give an overall indication of student impressions toward professors in general, rather than specific areas of faculty influence. Because of the rapid changes in education as well as changes in life trends (such as the emergence of the transadult stage), Nichols and Shaw's instrument might also be considered outdated for current research.

Summary

The literature reviewed here reveals the need for research into the influence of faculty members in the personal growth of the transadult during graduate study. Although studies cited deal with overall satisfactions of student-faculty relationships, no research has investigated the specific areas of impact by faculty in the student's individual development--on any education level. If teaching is to be "the enrichment of the human condition" (Buxton and Prichard, 1974, p. 122) by which the student feels that as an individual he or she possesses the ability to add to the enrichment of the lives of others, there is need to investigate the specific roles of the teacher in the enriching process. If increasing numbers of transadults are seeking

self-society orientation in graduate schooling, there is need to investigate student perceptions of faculty input to better facilitate the orientation process. By gaining insights into the trans-adult's perceptions of faculty influence, more supportive and meaningful types of contacts may be fostered.

CHAPTER III

RESEARCH PROCEDURE

This chapter contains the method for conducting this study of
faculty influence upon the transadult graduate student. The topics
in the chapter include: the type of research used in the study,
and the population and sample selected for the investigation. Also
included are: the type of instrument used and data collection
procedures.

Kind of Research

This was a descriptive study of faculty influence upon the de-
velopment of transadult graduate students. The objectives called
for the assessment of opinions expressed by individuals. The survey
approach was considered a valid method for obtaining the attitudes
and consensus of a population. Therefore, it was appropriate that
a survey method be used in conducting the research.

Population and Sample

The population selected for this study was comprised of stu-
dents (20 to 28 years of age) enrolled in graduate degree programs
in the Division of Home Economics at Oklahoma State University dur-
ing the fall semester of 1978. A student must have been enrolled
for masters or doctoral study in one of the five Home Economics

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departments: Clothing, Textiles, and Merchandising; Family Relations and Child Development; Food, Nutrition and Institution Administration; Home Economics Education; Housing, Design, and Consumer Resources. The names of graduate students 20 to 28 years of age were obtained from a list of all Home Economics graduate students provided by the Associate Dean's Office in the Division--a total of 80 students comprising the population.

The potential sample was the population of 80 students. The actual sample was comprised of those students who responded to the questionnaire mailed to each of them. Table I shows the number and percentage by department of graduate students in the population and the sample. The population was not evenly distributed among the departments.

TABLE I

NUMBER AND RESPONSE RATE OF HOME ECONOMICS TRANS-
ADULT GRADUATE STUDENTS IN POPULATION
AND SAMPLE

Department	Population Number	Response Rate (%)	Sample Number
CTM	9	33.34	3
FRCD	28	46.43	13
FNIA	22	45.45	10
HEED	10	70.00	7
HDCR	11	81.82	9
Total	80	52.50	42

A 52.50 percent response rate was achieved, as 42 of the 80 students answered the first questionnaire. The sample was not proportionately distributed.among the departments, due to the response rate of each department. Only two of the five departments (HEED and HDCR) gave a 50 percent or better response, with rates of 70 and 81.82 percent, respectively. Nearly half of the FRCD (40.43 percent) and FNIA (45.45 percent) students participated. CTM had a one-third response rate (33.34 percent). Consequently, three of the departments (CTM, FRCD, FNIA) were underrepresented in the sample as compared to their numbers in the population. HEED and HDCR were overrepresented in the sample.

Data Collection Procedure

A survey was used to collect the data needed for this study. Data were collected by means of the DELPHI technique to facilitate the purpose of the research. The nature of the questionnaire was determined by the objectives of the study. Initial and successive instruments were mailed to the respondents.

The DELPHI Technique

The DELPHI technique was described by Dalkey (1968, p. viii) as "opinion technology." DELPHI was a "means of securing expert convergent opinion without bringing the experts together in face-to-face confrontation" (Gray, 1970, p. 50). Group judgments were elicited and refined, particularly where exact knowledge was not available, by a systematic forming of consensus. The technique provided

a carefully planned, anonymous program of sequential individual judgments usually conducted by the DELPHI procedure (Brown, Cochran, and Dalkey, 1969).

Three successive mailed DELPHI forms call for individual consideration and input pertaining to the topic. The series of forms were interspersed with a summary and feedback prepared by the researcher derived from the previous responses. Each subsequent DELPHI form asked for more focused and specific input. This was "designed to produce more carefully considered group opinions" (Gray, 1970, p. 50).

DELPHI was intended to minimize the biasing effects of dominant individuals, irrelevant communications, and group pressure toward conformity (Dalkey, 1968). Iteration and controlled feedback progressively drew the respondents to a final group consensus which is an aggregate of all opinions equally represented. Dalkey (1968, p. v) wrote that the DELPHI technique is uniquely beneficial in that it offers objectivity by its systematic procedures, allows a sharing of responsibility for the quality of the end result, and that, properly managed, it "can be a highly motivating environment for the respondents." Pfeiffer (1968, p. 152) concurred that the DELPHI technique allows for opinions to be expressed in "clear, straightforward terms because of the anonymous setting." Further, he states that ideas can be "modified on the basis of reason rather than prestige and/or desire to climb on the band wagon" (p. 153).

Development of the Instrument

The first round instrument (DELPHI FORM I) was accompanied by a cover letter informing the students of specifics of the research topic, their selection for the sample, and methodology of the DELPHI technique for collecting the data (Appendix A). The form included information on the purpose of the study, definitions of terms used, directions for completing the form, and the research question. DELPHI FORM I was also accompanied by a PERSONAL DATA SHEET (Appendix A), which asked for information pertaining to the individual. This information was used to provide socio-economic and personal background data for the sample.

The second and third round DELPHI forms were summaries of responses given to the previous rounds (Appendixes B and C). Statements in each of the summaries were ranked for level of importance by the respondents in an effort to reach a progressively greater consensus.

Data Collection

Preliminary to initiating the research, a written outline of the study was submitted to the Administrative Council of the Division of Home Economics to obtain permission to conduct the research. A Human Subjects Review form was completed to obtain clearance for students to participate as respondents.

The forms (DELPHI FORM I) were mailed to the students, with the request that they complete and return them to the researcher within

four days. Each questionnaire included a return envelope (campus
mail envelope for Stillwater residents and a stamped, self-addressed
envelope for out-of-town students). Reminder telephone calls were
made to those students whose forms had not been returned by one week
after the due date. Students' telephone numbers were obtained from
the 1978-79 OSU campus directory.

Upon receipt of 50 percent of the forms, the DELPHI FORM I re-
sponses were categorized by the researcher. A panel of three judges,
two of whom were not directly involved with the research, was se-
lected to further evaluate the categorizing of the responses. A sum-
mary of the results was prepared by the researcher based on the
results of the panel's considerations and recommendations. This sum-
mary became the DELPHI II form and was mailed to the respondents with
a cover letter (Appendix B).

Mailing and reminder telephone call procedures for DELPHI II
were the same as those for DELPHI I. Upon receipt of the responses,
a summary of the rankings was prepared by the researcher. This sum-
mary became DELPHI III and was mailed to the respondents. In addition
to asking for a second ranking of the statements, the third form
asked a second question in accordance with Objective 2. Responses
to DELPHI III were summarized by the researcher.

Summary

The purpose and objectives of this study called for a descrip-
tive data collection process, and the DELPHI technique was considered

to be the procedure most suited to the study's intent. The research design was presented in this chapter. The results of each stage of the study are reported in the following chapter.

CHAPTER IV

RESULTS

This chapter contains the results of the DELPHI procedure used in the study. A socio-economic description of the sample based on the responses to the PERSONAL DATA SHEET is given. Responses made to DELPHI FORM I are summarized. Results of the statement rankings made in DELPHI FORMS II and III are also reported. A comparison of characteristics of participants and non-participants is made.

Description of Sample

The items on the PERSONAL DATA SHEET were tallied and the percentages calculated. The socio-economic background of the participants is reported in Table II.

All participants were 20 to 28 years of age. The majority was female (85.71 percent). The sample was comprised of 33 masters candidates (78.57 percent) and nine doctoral students (21.43 percent). The majority of students was not married (61.90 percent). Of the respondents, the majority (83.34 percent) were White (not of Hispanic origin). All other ethnic groups, except Hispanic, were represented. Most of the students were employed (85.71 percent) in jobs nearly evenly distributed between on-campus and off-campus employment. More than half (64.28 percent) of the participants expected to complete their degrees

in a one-to-two year period. Two students could not estimate the
time to complete their degrees.

TABLE II

SOCIO-ECONOMIC CHARACTERISTICS OF THE SAMPLE
(N=42)

Variable	Classification	No.	Percent
Sex	Male	6	14.29
	Female	36	85.71
Degree Level	Masters	33	78.57
	Doctoral	9	21.43
Marital Status	Not presently married	26	61.90
	Presently married	16	38.10
Race or Ethnic Group	Black	2	4.76
	Asian or Pacific Islander	3	7.14
	Hispanic	0	0.00
	American Indian or Alaskan Native	1	2.38
	White (Not Hispanic)	35	83.34
	Other (Ethiopian)	1	2.38
Amount of Employment	Part-time (20 hrs./wk. or less)	21	50.00
	Full-time (more than 20 hrs./wk.)	15	35.71
	Not employed	6	14.29
Type of Employment	Graduate assistant	20	47.62
	Other on-campus position	7	16.67
	Off-campus position	10*	23.81
	Not applicable	6	14.29

*One student held a graduate assistantship and off-campus
position.

Data Analysis

DELPHI I Results

For the first round of the DELPHI study, respondents were asked
to list

> statements or phrases that you think best describe how
> these faculty members influence your personal development,
> including areas of: professional competence, intellectual
> skills and knowledge base, social and communication skills,
> and a sense of personal identity (Appendix A).

The 42 students who answered the DELPHI FORM I gave a total of
199 statements in response. The responses were sorted into 14 cate-
gories (types of influence). Without changing the meaning, state-
ments within each category were reworded by the panel of judges so
that all items would be similar in form. Responses of like content
were incorporated into single statements. After the judges' consid-
erations and evaluation, there were a total of 81 resulting items.
The 14 categories were then divided into two broader headings of Pos-
itive Influences and Negative Influence, with 12 categories under the
first heading and two under the second.

Table III lists the 14 categories and the statements (in alpha-
betical order) included in each by decreasing frequency of responses.
Nineteen percent of the statements referred to various characteris-
tics of faculty members which the researcher labeled "Favorable Char-
acteristics" that were a helpful influence to students. Nearly as
many (16.58 percent) referred to influences in "Professional Growth,"
i.e., ways in which faculty helped the students develop in their pro-
fessional endeavors. "Support and Guidance" (11.56 percent of the

TABLE III

CATEGORIES OF INFLUENCE OF FACULTY OF TRANSADULT
STUDENTS BY DECREASING PERCENTAGE OF
RESPONSES (DELPHI FORM I)
(N=42)

Category and Statements	No.	Percentage
<u>Favorable Characteristics</u>	38	19.09

Faculty Members:

1. Are able to communicate knowledge in an understandable, enthusiastic manner.

2. Are able to remain comfortable when questioned.

3. Are accepting of change.

4. Are dedicated to the Division of Home Economics at OSU.

5. Are friendly; outgoing.

6. Are knowledgeable in their specific field.

7. Are willing to give of their time to help the student.

8. Are "work horses."

9. Because the majority are women, may motivate the male student to work harder.

10. Continue to pursue their own professional goals and areas of interest.

11. Continue to seek more knowledge and foster within the student the desire to learn new things and to rediscover familiar things.

12. Have leadership qualities.

13. Have the ability to work with people.

TABLE III (Continued)

Category and Statements	No.	Percentage
Favorable Characteristics (Cont.)		
14. Hold a realistic and positive attitude.		
15. Offer good common sense.		
16. Possess a sense of humor.		
17. Uphold high standards of ethics.		
18. Use teaching styles that foster a comfortable learning environment and that is student-oriented; without pressure, challenging, involves the student.		
Professional Growth	33	16.58
1. Advise the student in class offerings and education options supportive of his/her interests.		
2. Broaden the student's knowledge base regarding many areas and aspects of education.		
3. Expose the student to research in various and/or related fields of study.		
4. Help the student to develop a professional attitude toward his/her area of interest.		
5. Keep abreast of current legislation pertaining to their specialty areas and encourage the student to do the same.		
6. Promote the student's involvement in the profession by encouraging participation in professional experiences.		
7. Show genuine interest and assist the student in shaping his/her career goals.		
8. Support and encourage the student to develop professional competencies.		

TABLE III (Continued)

Category and Statements	No.	Percentage
Support and Guidance	23	11.56

Faculty Members:

1. Are able to make the student feel comfortable even though the professor may be in a different area of study.

2. Can answer questions in such a way that the student is never made to feel belittled for asking.

3. Can identify with the student's situation; empathetic.

4. Offer constructive criticism of work and suggestions for improvement without criticizing the student.

5. Provide guidance and encouragement through positive attitudes.

6. Show genuine concern about the student's well-being.

7. Take special interest in the student and work to make graduate school a positive experience.

Role Models	20	10.05

Faculty Members:

1. Demonstrate by example that one can be a professional without holding a terminal degree.

2. Encourage openness and honesty by being open and honest.

3. Give a professional physical appearance.

4. Provide examples of how to combine a professional career with family life.

5. Provide examples of how to combine a professional career with humanism.

TABLE III (Continued)

Category and Statements	No.	Percentage
Role Models (Cont.)		
6. Provide models of secure individuals professionally and personally.		
7. Provide professional role models after which the student can pattern behavior.		
8. Provide role models of successful professionals.		
9. Provide role models of women as professionals.		
Self-Esteem	16	8.04
Faculty Members:		
1. Interact with the student on adult-to-adult level.		
2. Make the student feel he/she is an important part of what goes on in the department and/or Division of Home Economics.		
Personal/Informal Interactions	13	6.53
Faculty Members:		
1. Are humanistic in personal interactions with the student.		
2. Are trustworthy.		
3. Make themselves available for interaction with the student and honor appointments made.		

TABLE III (Continued)

Category and Statements	No.	Percentage
Personal/Informal Interactions (Cont.)		
4. Meet informally with the student outside of an office setting for discussions on a variety of topics.		
5. Share aspects of themselves with the students; their own faults, trials, and interests.		
Thinking and Reasoning Skills	12	6.03
Faculty Members:		
1. Are objective listeners who help stimulate and analyze the student's decisions and ideas.		
2. Challenge the student's thinking which further develops reasoning skills.		
3. Provide information to use in developing ideas.		
4. Teach practical information as well as book knowledge.		
Social and Communication Skills	8	4.02
Faculty Members:		
1. Possess the ability to communicate comfortably and humanistically.		
2. Provide examples of good listening skills with caring for the individual evident.		
3. Provide opportunities for developing professional communication skills (both oral and written).		

TABLE III (Continued)

Category and Statements	No.	Percentage
Personal Identity	7	3.52

Faculty Members:

1. Encourage the student to expand and pursue personal interests.

2. Motivate the student's self-improvement.

3. Recognize and accept the student as an individual with his/her own interests, needs, abilities, priorities.

Management Skills	6	3.02

Faculty Members:

1. Encourage and support the student to finish one project and begin another.

2. Give examples of a variety of management skills.

3. Give examples of flexibility in approaches to situations.

4. Set an example of a scheduled reading time.

5. Set examples of efficiency and competence.

6. Show empathy for graduate students and faculty in relation to time management consideration.

Expectations	4	2.01

Faculty Members:

1. Expect work of a professional level from the student.

TABLE III (Continued)

Category and Statements	No.	Percentage
Expectations (Cont.)		
2. Give the student full responsibility for his/her actions.		
3. Help the student to view mistakes as part of the learning process without condemnation for the mistakes made.		
Creativity	3	1.51
Faculty Members:		
1. Allow the student flexibility in applying his/her own interests to class topics.		
2. Encourage creative thinking and abilities in the student by using teaching methods other than lecturing.		
Negative Influence	13	6.56
Faculty Members:		
1. Are evasive or impersonal in their interactions with students.		
2. Are unable to cope with change.		
3. Cause the student to feel intimidated or do not recognize the student as an individual.		
4. Differ in their interaction with the student as compared to other faculty in terms of time and quality of interaction.		

TABLE III (Continued)

Category and Statements	No.	Percentage
Negative Influence (Cont.)		
5. Do not make themselves available for informal and individual interaction with the student.		
6. Provide examples of how negative attitudes invade and destroy professional comittment and performance.		
7. Provide examples of individuals who put career before the student and what is right.		
8. Stress the need for the student's intellectual and professional development without providing direction and/or opportunity for improvement.		
No Influence	3	1.51
Faculty Members:		
1. Provide no influence due to little or no interaction with the student outside the classroom.		
2. Provide no influence other than the information taught in courses.		
3. Provide very few desirable role models after who the student might pattern his/her behavior.		
TOTAL	199	100.00

items) was a grouping of ways faculty showed concern for students as individuals.

Ten percent of the statements spoke of faculty "Role Models" after which the students can pattern personal and professional behavior. "Self-Esteem" (8.04 percent of the responses) referred to ways faculty support and encourage the self-worth of students. "Personal/ Informal Interactions" and "Thinking and Reasoning Skills" each comprised six percent of the responses. The former involved ways faculty related to students on a one-to-one basis; the latter referred to development of intellectual skills. Two other skills were mentioned and grouped as "Social and Communication Skills" (4.02 percent) and "Management Skills" (3.02 percent of the responses).

"Personal Identity" statements included 3.52 percent of the statements; these were ways faculty encourage individuality of students. "Expectations" pertained to faculty influence in the area of student responsibility and performance. Two percent of the responses were in this grouping. The "Creativity" category (1.51 percent of the items) listed statements of ways faculty support creative endeavors by the students.

Among the "Negative Influence" statements were listed unfavorable characteristics of faculty in relation to their contacts with students. Some statements expressed that faculty members had no impact upon students. These statements comprised the "No Influence" category. There were 13 (6.53 percent) statements of negative influence and three (1.51 percent) statements of no faculty influence.

DELPHI II Results

DELPHI II served as an intermediate step between the original input from the respondents and the final consensus resulting from DELPHI III. For the second round of the DELPHI procedure, the list of 81 statements (organized into 14 categories) prepared from the results of DELPHI FORM I was mailed with an explanatory cover letter to each of the 42 respondents. For each of the 14 categories, the students were asked to

> rank the statements by placing a 1 in the column after the most important, a 2 after the next most important, and so on until you have ranked all of the statements within this category. Do the same for all (14) groups (Appendix B).

A total of 35 students completed and returned DELPHI FORM II, a return rate of 83.34 percent. Response rate by department is shown in Table VIII (Appendix D).

The consensus criteria used to analyze the rankings in DELPHI FORM II was the frequency of #1 rankings given for each of the 81 statements. Generally, the statement with the highest frequency of #1 rankings was taken from each of the categories for inclusion in DELPHI FORM III. In three categories ("Favorable Characteristics," "Support and Guidance," and "Self-Esteem") consensus was less clear as to which statement was most important. In these categories several statements received #1 ranking by a similar percentage of respondents. Therefore, more than one statement from these categories were included in DELPHI FORM III. A list of these statements and the number and percentage of respondents who ranked the statement as #1 is given

in Table IV. Those statements from the same categories are noted by like symbols.

Under the Positive Influence heading, the first four statements in Table IV were ranked #1 by at least half of the respondents, for a 50 percent or greater consensus (from 78.79 to 51.51 percent). Number 1 rankings for the next five statements indicated a 40 to 49 percent consensus among respondents. Two statements (numbers 10 and 11) received 35 to 39 percent consensus among respondents for their #1 rankings. Statements 12, 13, and 14 were given a #1 ranking by 20 to 29 percent of the respondents. The last three statements were ranked #1 by the same proportion (18.18 percent) of the respondents.

Two statements are listed under the Negative/No Influence heading. Neither statement attained a 50 percent first choice ranking. They received a #1 ranking by 40.63 and 28.13 percent of the responses, respectively.

The statements presented in Table IV were used as the basis of DELPHI III.

DELPHI III Results

Results from DELPHI FORM III served as the final consensus among the respondents. The third and final form for the study consisted of two parts (Appendix C). The first part was a list prepared from the results of DELPHI FORM II of the 19 statements most frequently ranked #1 by the respondents. These statements, divided into two broad headings of Positive Influence and Negative/No Influence, formed a list of what students as a group considered to be the important ways that

TABLE IV

MOST OFTEN RANKED #1 STATEMENTS ON DELPHI II IN
DECREASING ORDER OF CONSENSUS
(N=35)

Statement	No.	Percentage
Positive Influence		
Faculty Members:		
1. Recognize and accept the student as an individual with his/her own interests, needs, abilities, priorities.	26	78.79
2. Encourage creative thinking and abilities in the student by using teaching methods other than lecturing.	20	60.61
3. Are humanistic in personal interactions with the student.	19	57.58
4. Interact with the student on adult-to-adult level.[a]	17	51.51
5. Make the student feel he/she is an important part of what goes on in the department and/or Division of Home Economics.[a]	16	48.48
6. Possess the ability to communicate comfortably and humanistically.	16	48.48
7. Provide examples of how to combine professionalism and humanism; a dedicated professional with a humanistic orientation toward students and co-workers.	16	48.48
8. Give examples of flexibility in approaches to situations.	15	45.45
9. Help the student to view mistakes as part of the learning process without condemnation for the mistakes made.	14	42.42
10. Teach practical information as well as book knowledge.	13	39.39

TABLE IV (Continued)

Statement	No.	Percentage
Positive Influence (Cont.)		
11. Show genuine interest and assist the student in shaping his/her career goals.	12	36.35
12. Are knowledgeable in their specific fields.[b]	8	24.24
13. Offer constructive criticism of work and suggestions.[c]	7	21.21
14. Provide guidance and encouragement through positive attitudes.[c]	7	21.21
15. Are able to communicate knowledge in an understandable, enthusiastic manner.[b]	6	18.18
16. Show genuine concern for the student's well-being.[b]	6	18.18
17. Use teaching styles that foster a comfortable learning environment, that is student-oriented: without pressure, challenging, and involves the student.	6	18.18

[a,b,c]Statements from the same category are marked by like symbols.

Negative/No Influence

Faculty Members:

Statement	No.	Percentage
1. Provide very few desirable role models after whom the student might pattern his/her behavior.	13[a]	40.63
2. Cause the student to feel intimidated or do not recognize the student as an individual.	9[a]	28.13

[a]Number of respondents to the negative/no influence statements was 34.

faculty members influenced their personal development. The students were asked to "rate each statement as either TOP (most important) or HIGH (very important) priority (Appendix C). The terms TOP and HIGH were chosen for the ratings because the statements in the list were already considered to be of importance. Therefore, the rating was intended to distinguish degree of importance, rather than to assess importance or unimportance for which terms such as LOW and HIGH might be used.

A second part of DELPHI FORM III asked the students to respond to the question:

> What kinds of 'get-togethers' (individual or as a group, formally or informally) between graduate students and faculty members do you enjoy now, or what suggestions do you have for types of contacts that you would like to try?

A total of 32 students completed and returned DELPHI FORM III, a return rate of 91.43 percent of the 35 respondents to DELPHI FORM II and 40 percent of the 80 students in the original population. The number of responses by department is shown in Table VIII (Appendix D).

TOP/HIGH Priority Consensus. The consensus criteria used to analyze the ratings in DELPHI FORM III were a greater than 50 percent TOP or HIGH rating by the respondents for each statement. There were a total of 10 TOP rated statements with consensus ranging from 51.61 to 78.13 percent. The seven HIGH rated statements ranged in consensus from 51.61 to 76.67 percent. An additional two statements were rated an equal number of times as TOP and as HIGH (50 percent). Table V lists the TOP and HIGH statements.

TABLE V

TOP/HIGH RATINGS IN DECREASING ORDER OF CONSENSUS
(N=32)

Statement	No.	Percentage
TOP Priority		
<u>Positive Influence</u>		
Faculty Members:		
Are knowledgeable in their specific fields.	25	78.13
Recognize and accept the student as an individual with his/her own interests, needs, abilites, and priorities.	21[a]	67.74
Provide examples of how to combine professionalism and humanism; a dedicated professional with a humanistic orientation toward students and co-workers.	20[a]	64.52
Help the student to view mistakes as part of the learning process without condemnation for the mistakes made.	19[a]	61.29
Are able to communicate knowledge in an understandable, enthusiastic manner.	19	59.38
Are humanistic in personal interactions with the student.	18[a]	58.06
Offer constructive criticism of work and suggestions for improvement without criticizing the student.	17[b]	56.66
Encourage creative thinking and abilities in the student by using teaching methods other than lecturing.	17	53.13
Interact with the student on adult-to-adult level.	16[a]	51.61

TABLE V (Continued)

Statement	No.	Percentage
TOP Priority		
Negative/No Influence		
Cause the student to feel intimidated or do not recognize the student as an individual.	16[b]	53.34
HIGH Priority		
Positive Influence		
Faculty Members:		
Make the student feel he/she is an important part of what goes on in the department and/or Division of Home Economics.	24[a]	70.97
Give examples of flexibility in approaches to situations.	22[a]	70.97
Use teaching styles that foster a comfortable learning environment and that is student-oriented: without pressure, challenging, involves the student.	21	65.62
Show genuine concern for the student's well-being.	20	62.5
Show genuine interest and assist the student in shaping his/her career goals.	20	62.5
Teach practical information as well as book knowledge.	18	56.25
Negative/No Influence		
Provide very few desirable role models after whom the student might pattern his/her behavior.	20[b]	66.66

TABLE V (Continued)

Statement	No.	Percentage
Equal TOP/HIGH Priority Consensus		
Possess the ability to communicate comfortably and humanistically.	16	50.00
Provide guidance and encouragement through positive attitudes.	16	50.00

$^a n=31$

$^b n=30$

Graduate Student-Faculty Contact Suggestions. DELPHI FORM III also asked students to list types of contacts that would be supportive of their relationships with faculty members. Students' suggestions for graduate student-faculty contacts were categorized into "professional interactions/formal setting," "professional interactions/ informal setting," and "social interactions/informal setting." Each category was further divided into group and individual contacts. These were listed in Table VI by number and percentage of times suggested.

Professional/formal suggestions included division and professional organization conferences, and student intern-faculty teams. Professional informal suggestions were for discussion groups. Social/ informal interactions included suggestions for student-faculty gatherings, game competition, and individual visits. There were no suggestions for student-faculty social activities in a formal setting.

Of the 63 suggestions given by the 32 students, 70.49 percent were for student-faculty interactions (professional and social) in an informal setting. Two students suggested a student-faculty lounge for group and individual interactions.

Several general comments were made pertaining to student-faculty relations. All of these related to informal contacts. Included among these comments were: "An increase in social graduate student-faculty interactions might help to relax the restrictions and formalities of prevailing student-teacher relations"; "informal get-togethers are a needed opportunity for seeing 'the other side' of those with whom we spend so much time."

TABLE VI

GRADUATE STUDENT-FACULTY CONTACT SUGGESTIONS
(N=63)

Suggestion	No.	Percentage
Professional Interactions/Formal Setting		
Group		
Student-faculty meetings (division and department)	5	7.94
Conferences (Home Economics Division and professional organization)	4	6.35
Career question and answer sessions	3	4.76
Professional luncheons	1	1.59
	13	20.63
Individual		
Office appointments	4	6.35
Intern student-faculty teams	1	1.59
	5	7.94
Professional Interactions/Informal Setting		
Group		
Discussion groups	9	14.29
	9	14.29

TABLE VI (Continued)

Suggestion	No.	Percentage
Professional Interactions/Informal Setting (Cont.)		
Individual		
Out-of-office meetings	1	1.59
	1	1.59
Social Interactions/Informal Setting		
Group		
Student-faculty gatherings	22	34.92
Student-faculty game competitions	3	4.76
	25	39.68
Individual		
"Non-academic" visits	5	7.94
Social activities	3	4.76
	8	12.70
Physical Environment Settings		
Student-faculty lounge	2	3.17
	2	3.17
TOTAL	63	100.00

Respondent/Non-Respondent Comparison

The characteristics of students who did not respond to DELPHI FORM I were compared with the characteristics of students who responded to DELPHI FORM I. The Chi-square statistic was used to analyze the difference between the respondent and non-respondent groups according to sex, degree level, marital status, department, race or ethnic group, and residence (Stillwater vs. out-of-town). Of the six variables analyzed, only degree level resulted in a significant difference (χ^2 = 7.24, p<.05). The proportion of doctoral students who completed DELPHI FORM I was significantly greater than the proportion of masters students who responded. These findings are listed in Table VII.

TABLE VII

RESPONSE/NON-RESPONSE BY STUDENT CHARACTERISTICS

Characteristic	χ^2	df	p<.05
Sex	3.39	1	n.s.
Degree Level	7.24	1	significant
Marital Status	.13	1	n.s.
Department	4.79	4	n.s.
Race or Ethnic Group	.01	2	n.s.
Residence	2.70	1	n.s.

Reasons for Non-Participation

During follow-up telephone calls, there were three reasons most often given by students for not participating in the study. These were: students disqualified themselves (7.89 percent), students refused (71.05 percent), and researcher was unable to contact students (15.78 percent). Students who disqualified themselves expressed insufficient faculty contact to justify their participation. Reasons for refusal included lack of time for participation, disagreement with conducting the research because of the time required for participation, and anxiety over faculty reprisal for responses given.

Summary

Results of the DELPHI data collection were reported in this chapter. A description of the sample was given and comparison of the students who participated in the study and those who did not participate revealed no difference overall in the two groups. Data analysis of each of the three DELPHI instruments reflected the systematic forming of consensus by students as to the influences of faculty upon student personal development. Student suggestions for supportive student-faculty contacts were reported. These data were used as the basis for the final discussion and recommendations.

CHAPTER V

SUMMARY

The purpose of this study was to assess the opinions of trans-
adults attending graduate school at Oklahoma State University in the
Division of Home Economics toward faculty members in terms of the
role these persons play in the students' personal development. The
research also asked for students' suggestions for types of student-
faculty contacts that would facilitate faculty input toward the
students' development. This investigation was intended to be a pilot
study designed for initial exploration in an effort to gain insights
for more supportive types of student-faculty contacts.

The population was composed of the 80 graduate students (mas-
ters and doctoral level) in their transadult years. Forty-two stu-
dents responded to the first DELPHI FORM, 35 of the 42 responded to
the second, and 32 of the 35 responded to the third form. The major-
ity of these students was not married, was of white race, and was
employed. Those employed were equally divided between on-campus and
off-campus positions.

The survey method used to collect the data was the DELPHI tech-
nique by which the group's judgments were elicited and refined by a
systematic forming of consensus. Each of the three successive mailed
DELPHI forms called for individual consideration and input, with each
subsequent form asking for more focused and specific input. DELPHI

FORM I elicited student opinions of types or areas of influence by faculty. The DELPHI II procedure was a ranking of these areas of influence for importance. DELPHI III results distinguished the TOP and HIGH priority influences. DELPHI III also requested students' suggestions for types of supportive and meaningful student-faculty contacts.

Findings

DELPHI I results yielded a total of 81 statements of ways faculty influence the personal development of graduate students. These 81 statements were sorted into 14 categories and the 14 categories divided into two broader headings as follows:

<u>Positive Influence</u>   <u>Negative Influence</u>

Favorable Characteristics   Negative Influence
Professional Growth   No Influence
Support and Guidance
Role Models
Personal/Informal Interactions
Thinking and Reasoning Skills
Personal Identity
Management Skills
Expectations
Creativity

As an intermediate step, DELPHI II results formed a composite list of 19 statements (across categories) of what students considered the important influences among those listed in DELPHI I. DELPHI III results formed the final consensus among students of the most important and very important influences among the 19 statements in DELPHI II. These results included 10 TOP priority and seven HIGH priority, and two statements equally rated as TOP and HIGH priority. TOP priority statements pertained to influences of knowledgeable faculty with

a humanistic concern for students as adult individuals. HIGH priority statements related to faculty influences that foster the students' professional development.

An additional question asked students to list types of student-faculty interactions which students considered to be supportive and meaningful. These suggestions were categorized into three major groupings: professional interactions/formal setting, professional interactions/informal setting, and social interactions/informal setting.

The findings suggested that faculty members do influence graduate students in various developmental areas--intellectually, professionally, socially, and personally. The findings also suggested that faculty affect input by a variety of means, the vast majority of which were positive in effect. These included classroom teaching, student advisement, and professional and social interactions with students. In the data collected, a general theme prevailed: students respect and appreciate knowledgeable faculty who share a comfortable, humanistic rapport with their students. General comments made by students pertaining to student-faculty contacts, expressed students' desire for an increase in social and informal interactions which would give greater opportunity for more relaxed acquaintance beyond the "school" restrictions and identities.

Limitations

Use of the DELPHI technique in collecting the data had two major limitations. This research used a series of three forms in which

participants were asked for input in terms of supplying information rather than reacting to information given (i.e., multiple choice questionnaire). This type of instrument, in terms of input requested and number of times requested, required considerable time for response, and might have contributed to students' non-participation. The second limitation of the DELPHI technique was the decreased response rate for each sequential form. While the first form (DELPHI I) was completed by 52.5 percent of the population, the final form (DELPHI III) was completed by 40 percent. Thus, over half of the population contributed to the initial data pertaining to faculty influence, but less than half processed the initial data to a final consensus. This final 40 percent supplied the suggestions for student-faculty contacts.

The original population did not include all graduate students in the Division of Home Economics, but those students between the ages of 20 and 28 enrolled for the fall semester of 1978. Data collection, however, was conducted over the fall semester of 1978 and the spring semester of 1979, during which time some of the students in the original population graduated. Consequently, this factor could have contributed to the sharp decline in response rate from DELPHI I (fall, 52.5 percent) and DELPHI II (spring, 43.75 percent), as compared to the response rate for DELPHI III (spring, 40 percent).

The findings pertained only to those students enrolled in graduate programs in the Division of Home Economics at Oklahoma State University. Generalization to other disciplines on the Oklahoma State campus or to Home Economics colleges on other campuses is

cautioned. Attitudes toward student-faculty relations may differ in other fields or institutions.

This was a pilot study. It was an initial investigation of a topic which, according to the literature reviewed, had not been previously researched.

Recommendations

The study was designed for student assessment of faculty influence on students' personal development through student-faculty interactions, and for student suggestions for supportive student-faculty contacts. The researcher recommends that the findings of this study be made available to the faculty in the Division of Home Economics at Oklahoma State Univerisity. The findings can be used as a guide for student-faculty relations on individual, departmental, and division levels. The findings can also be looked upon as information of the effectiveness of these relations, and as an opportunity to increase faculty awareness of their impact upon students.

It is also recommended that the students' suggestions for student-faculty contacts be discussed among the faculty on the division and departmental levels. Because 70 percent of the suggestions were for informal contacts, it is recommended that some of the more frequently suggested informal professional and social contacts be implemented on a trial basis, and that the students be included in the planning of these. (Some of these types of interactions are currently being sponsored in individual departments.)

It is also recommended that a study be conducted to assess faculty perceptions of their role(s) in the personal development of graduate students. Collaborations of the findings of such a study with the findings of this study could facilitate planning student-faculty interactions. Findings of a study of faculty should be made available to students to provide them with insights of faculty opinions regarding student-faculty relations.

This study sampled graduate students 20 to 28 years of age. A similar study of older graduate students could be conducted and compared with this study's findings. In addition, similar studies in other disciplines on the Oklahoma State University campus, or in home economics disciplines on other campuses could be conducted and compared with the findings of this study.

Discussion

The literature reviewed states that an increasing number of transadults are seeking self-society orientation in graduate schooling and that they are guided in this search by significant others. The findings of this study show that faculty members are significant others for transadult students, and that students express a need and desire for faculty input toward their personal development. Therefore, faculty are in a position of responsibility and opportunity to provide support and guidance for the personal development of their students.

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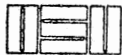   relationship. Perceptual and Motor Skills, 1968, 27 (3, part
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APPENDIXES

APPENDIX A

DELPHI I

Oklahoma State University /

DIVISION OF HOME ECONOMICS
Department of Housing, Design and Consumer Resources

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST BUILDING
(405) 624-5048

November 17, 1978

Hello,

I'm a fellow graduate student in the Division of Home Economics at Oklahoma State University enrolled in the Housing, Design and Consumer Resources master's program. I need your participation for my thesis. As one of the 196 graduate students in the Division of Home Economics, you are the subject of my research which concerns graduate student/faculty relations.

The purpose of my research is to assess your opinions of the ways faculty members affect the personal development of graduate students. I'm also interested in your suggestions for types of student/faculty contacts that would be supportive of your professional, social, and personal growth. As a graduate student, you are in a favorable position to state your opinion of interactions with faculty. Your involvement in this research can help to promote more meaningful student/faculty interactions as well as more effective graduate programs within departments and the Division as a whole.

Your participation in the study would involve responding to a series of three questionnaires. The first is enclosed with this letter; the other two will be mailed after the start of the spring semester (approximately three weeks apart). The questionnaires' contents are as follows:

> DELPHI FORM NO. I----Requests that you list ways in which faculty members affect your personal development.

> DELPHI FORM NO. II---Provides a summary of your collective responses, and then asks that having read the summary, you reconsider your initial response to the research question.

> DELPHI FORM NO. III--Provides a summary of your reconsidered opinions and asks that you give input a third time concerning faculty influence on graduate students personal development. DELPHI III also asks for your suggestions on types of student/faculty interaction that would be supportive of your continued growth during graduate study.

A summary will be made available to you and the Division of Home Economics following the conclusion of the three-stage survey.
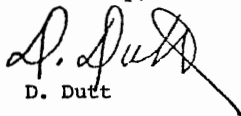
I hope you will offer your ideas. If you agree to take part in this research, please complete the enclosed PERSONAL DATA SHEET and DELPHI FORM NO. I, and return them by Tuesday, November 28 in the enclosed envelope. (Stillwater residents are provided with campus mail envelopes that may be turned in at your department office, out-of-town students with self-addressed, stamped envelopes for postal service mailing.)
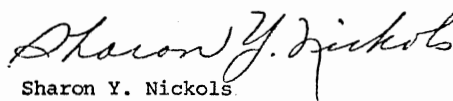
This research project has been reviewed in accordance with the Division of Home Economics human subject guidelines and has been approved. Because of the nature of this study, your responses to the questionnaire will remain confidential. The questionnaires have been coded for the purposes of checking their return. Once all responses have been received the code will be destroyed and your response will not be linked with your code or your name. Discussion with other students about your participation in the study has the potential of skewing the final outcome. For this reason, I ask that you please not confer with your fellow graduate students.

I realize that this is a busy time for you. The end of the semester is a flurry of activity. For this reason I appreciate even more your giving of your time and support. In the event that you change your address between semesters, I would also appreciate it if you would notify me with a note to HEW 449 or by leaving a telephone message at 624-7097 so that we can follow through with the questionnaires.

Once again, thank you and have a good holiday.

Sincerely,

D. Dutt

Sharon Y. Nickols
Thesis Adviser

DD:SYN:dm

Enclosures (3)

Code No. _____

DELPHI FORM I
(To be returned in the enclosed envelope)

Purpose of the Study:

> To assess the opinions of graduate students in the Division of
> Home Economics at Oklahoma State University regarding the ways
> faculty members influence the student's personal development.
> Recommendations will be made, based on students' suggestions,
> for types of student-faculty contacts that might facilitate
> faculty input toward the student's total development and growth.

Definitions:

1) Personal Development - includes the individual's growth in
   areas of profession and career, building a personal iden-
   tity, social and communication skills, knowledge base and
   intellectual skills, values and attitudes.

2) Faculty Member - person hired by Oklahoma State University
   for purposes of teaching, extension, and/or research in the
   Division of Home Economics or other discipline within the
   University.

3) Student-Faculty Contacts - "patterns of shared experience
   or interaction . . . in more than a momentary way" between
   graduate students and faculty members (Diesing, P. Reason
   in Society; Five Types of Decisions and Their Social
   Conditions. Urbana: University of Illinois Press, 1962, p.
   104).

Directions:

> First, consider 3 faculty members (as defined above) who you
> feel have had the greatest influence on your total growth as
> an individual, or with whom you have had the greates amount of
> contact during your graduate study.

> Second, please list on this sheet, statements or phrases that
> you think best describe how these faculty members influence
> your personal development, including areas of: professional
> competence, intellectual sills and knowledge base, social and
> communication skills, and a sense of personal identity. In
> making these statements be as specific as possible. Use the
> back of this sheet if necessary.

> Third, return the completed sheet with the Personal Data Sheet
> in the enclosed envelope. Thank you.

Now please take a moment to complete the Personal Data Sheet.

PERSONAL DATA SHEET

Directions: Please fill in the following data sheet by placing a check (✓) before **the** responses that are correct for you, and return it with DELPHI FORM NO. I in the **enclosed** envelope. Thank you.

1) Sex

_____ Male

_____ Female

2) Age

_____ 18-19

_____ 20-28

_____ 29 and older

3) Graduate degree level

_____ Master's

_____ Doctorate

4) Marital status

_____ Not married

_____ Married

5) Department within Home Economics

_____ Clothing, Textiles and Merchandising

_____ Family Relations and Child Development

_____ Food, Nutrition and Institutional Administration

_____ Home Economics Education

_____ Housing, Design and Consumer Resources

6) Race or ethnic group

_____ Black (not of Hispanic origin)   _____ American Indian or Alaskan Native

_____ Asian or Pacific Islander   _____ White (not of Hispanic origin)

_____ Hispanic   _____ Other--please specify:_____

7) Amount of Employment

_____ Part-time (20 hours or less per week)

_____ Full-time (more than 20 hours per week)

_____ Unemployed

8) Type of employment

_____ Graduate Assistant

_____ Other on-campus position

_____ Off-campus employment

_____ Not applicable

9) Estimated time span to complete degree

_____ 1-2 years

_____ 2-4 years

_____ 4-6 years

APPENDIX B

DELPHI II

Oklahoma State University

DIVISION OF HOME ECONOMICS
Department of Housing, Design and Consumer Resources

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST BUILDING
(405) 624-5048

January 19, 1979

This is the second in a series of three packets relating to
my masters' thesis research of graduate student-faculty relations.
You responded to the first letter and DELPHI I questionnaire in
November of last year. Thanks to all of you for your insights.
They are both interesting and informative.

Enclosed is DELPHI FORM II, a summary of the responses made by
all students participating in the study. A panel of "judges"
have categorized your statements in 14 general areas of influence
of faculty upon graduate students. Responses of similar meaning
have been incorporated into comprehensive statements. A listing
of these statements appears on DELPHI II which is enclosed. The
statements appear in alphabetical order so that no influence of
priority is intended.

What I would like you to do now is to read the list of statements
on the enclosed pages. Within each category, rank the statements
from the most important to least important. The most important
item should be marked (#1) and so on until you have ranked all
the items within that category. Then do the same for each of the
remaining groups, numbering the most important as (#1) and so on.
The ranking will require about one hour of your time.

Please return DELPHI FORM II in the enclosed envelope by January 26.
Your rankings will be incorporated into one list (DELPHI FORM III)
and returned to you in approximately three weeks for a final ranking.

Thank you for your continued help. I would appreciate your working
with me in observing the due date so that the final step can be
completed before the semester gets too hectic.

Sincerely,   Sincerely,

D. Dutt   Sharon Y. Nickols
Graduate Student   Thesis Advisor

DELPHI FORM II

<u>Directions</u>: This is the list of the responses made to DELPHI FORM I questionnaire of the influence of faculty upon
the total development of graduate students. This list is divided in 12 categories with the statements
placed in alphabetical order within each group. <u>Within</u> <u>each</u> <u>category</u>, please rank the statements by
placing <u>1</u> in the column after the most important, a <u>2</u> after the next most important, and so on until
you have ranked all of the statements within the category. Do the same for all 12 groups. Please **return**
this list in the enclosed envelope by January 26. Thank you.

STATEMENT	RANK	STATEMENT	RANK	
A. FAVORABLE CHARACTERISTICS Faculty members: 1. are able to communicate knowledge in an understandable, enthusiastic manner. 2. are able to remain comfortable when questioned. 3. are accepting of change. 4. are dedicated to the Division of Home Economics at OSU. 5. are friendly; outgoing. 6. are knowledgeable in their specific fields. 7. are willing to give of their time to help the student. 8. are "work" horses. 9. because the majority are women, may motivate the male student to work hard.		10. continue to pursue their own professional goals and areas of interest. 11. continue to seek more knowledge and foster within the student the desire to learn new things and to rediscover familiar things. 12. have leadership qualities. 13. have the ability to work with people. 14. hold a realistic and positive attitude. 15. offer good common sense. 16. possess a sense of humor. 17. uphold high standards of ethics. 18. use teaching styles that foster a comfortable learning environment that is student-oriented: without pressure, challenging, involves the student.		

STATEMENT	RANK	STATEMENT	RANK	
B. PROFESSIONAL GROWTH Faculty members: 1. advise the student in class offerings and education options supportive of his/her interests. 2. broaden the student's knowledge base regarding many areas and aspects of education. 3. expose the student to research in various and/or related fields of study. 4. help the student to develop a professional attitude toward his/her area of interest. 5. keep abreast of current legislation pertaining to their specialty areas and encourage the student to do the same. 6. promote the student's involvement in the profession by encouraging participation in professional experiences. 7. show genuine interest and assist the student in shaping his/her career goals. 8. · support and encourage the student to develop professional competencies.		**C. ROLE MODELS** Faculty members: 1. demonstrate by example that one can be a professional without holding a terminal degree. 2. encourage openness and honesty by being open and honest. 3. give a professional physical appearance. 4. provide examples of how to combine a professional career with family life. 5. provide examples of how to combine professionalism and humanism; a dedicated professional with a humanistic orientation toward students and co-workers. 6. provide models of secure individuals professionally and personally. 7. provide professional role models after which the student can pattern behavior. 8. provide role models of successful professionals. 9. provide role models of women as professionals.		

Keep On Truckin'!

STATEMENT	RANK	STATEMENT	RANK	
D. MANAGEMENT SKILLS Faculty members: 1. encourage and support the student to finish one project and begin another. 2. give examples of a variety of management skills. 3. give examples of flexibility in approaches to situations. 4. set an example of a scheduled reading time. 5. set examples of efficiency and competence. 6. show empathy for graduate students and faculty in relation to time management consideration.		**F. CREATIVITY** Faculty members: 1. allow the student flexibility in applying his/her own interests to class topics. 2. encourage creative thinking and abilities in the student by using teaching methods other than lecturing.		
		G. SELF-ESTEEM Faculty members: 1. interact with the student on adult-to-adult level. 2. make the student feel he/she is an important part of what goes on in the department and/or Division of Home Economics.		
E. PERSONAL IDENTITY Faculty members: 1. encourage the student to expand and pursue personal interests. 2. motivate the student's self-improvement. 3. recognize and accept the student as an individual with his/her own interests, needs, abilities, priorities.		**H. EXPECTATIONS** Faculty members: 1. expect work of a professional level from the student. 2. give the student full responsibility for his/her actions. 3. help the student to view mistakes as part of the learning process without condemnation for the mistakes made.		

STATEMENT	RANK	STATEMENT	RANK
I. SOCIAL AND COMMUNICATION SKILLS Faculty members: 1. possess the ability to communicate comfortably and humanistically. 2. provide examples of good listening skills with caring for the individual evident. 3. provide opportunities for developing professional communication skills (both oral and written).		**K. SUPPORT AND GUIDANCE** Faculty members: 1. are able to make the student feel comfortable even though the professor may be in a different area of study. 2. can answer questions in such a way that the student is never made to feel belittled for asking. 3. can identify with the student's situation; empathetic. 4. offer constructive criticism of work and suggestions for improvement without criticizing the student. 5. provide guidance and encouragement through positive attitudes. 6. show genuine concern about the student's well-being. 7. take special interest in the student and work to make graduate school a positive experience.	
J. PERSONAL/INFORMAL INTERACTION Faculty members: 1. are humanistic in personal interactions with the student. 2. are trustworthy. 3. make themselves available for interaction with the student and honor appointments made. 4. meet informally with the student outside of an office setting for discussions on a variety of topics. 5. share aspects of themselves with the students: their own faults, trials, and interests.		**L. THINKING AND REASONING SKILLS** Faculty members: 1. are objective listeners who help stimulate and analyze the student's decisions and ideas. 2. challenge the student's thinking which further develops reasoning skills. 3. provide information to use in developing ideas. 4. teach practical information as well as book knowledge.	

You're almost there...

Just one more page.

Directions: Some of your responses gave reasons for negative influence of faculty upon students. Some responses gave reasons for no influence of faculty. These are listed in the 2 categories below. For each of these 2 groups, rank the items according to the degree each contributes to negative or no influence. The greatest reason for Negative Influence should be ranked (#1) the second greatest should be ranked (#2), and so on. Do the same for the NO INFLUENCE category.

STATEMENT	RANK	STATEMENT	RANK	
M. NEGATIVE INFLUENCE Faculty members: 1. are evasive or impersonal in their interactions with students. 2. are unable to cope with change. 3. cause the student to feel intimidated or do not recognize the student as an individual. 4. differ in their interaction with the student as compared to other faculty in terms of time and quality of interaction. 5. do not make themselves available for informal and individual interaction with the student. 6. provide examples of how negative attitudes invade and destroy professional committment and performance. 7. provide examples of individuals who put caree˙ before the student and what is right. 8. stress the need for the student's intellectual and professional development without providing direction and/or opportunity for improvement.		**N. NO INFLUENCE** Faculty members: 1. provide no influence due to little or no interaction with the student outside the classroom. 2. provide no influence other than the information taught in courses. 3. provide very few desirable role models after whom the student might pattern his/her behavior.		

Hooray!
You made it!

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APPENDIX C

DELPHI III

Oklahoma State University

DIVISION OF HOME ECONOMICS
Department of Housing, Design and Consumer Resources

STILLWATER, OKLAHOMA 74074
HOME ECONOMICS WEST BUILDING
(405) 624-5048

February 16, 1979

This is the third and final packet concerning my master's thesis research
of faculty influence upon the personal development of graduate students. I'd
like to thank you for your participation thus far, and for the suggestions
and comments you made to DELPHI II.

The statements most often ranked by all students as #1 were taken from each
of the 14 categories in DELPHI FORM II. These statements are what students
as a group consider to be the important influences by faculty across the
categories. The 19 items, grouped as Positive Influence, and Negative/No
Influence are listed in alphabetical order on the enclosed DELPHI FORM III.
Each item is followed by a rating scale of TOP and HIGH priority. (You may
have noticed that this form is a good deal shorter than the previous one.)

What I'd like you to do this time is to read all the statements and to consider
them collectively as a composite list of ways that faculty members influence
your personal development. Then evaluate each statement as a TOP priority
(most important) or HIGH priority item among the influences listed. It may
be that you consider all the statements to be TOP or that none are TOP, or
that some are TOP and some are HIGH priority. Rate the statements according
to your judgment.

The second part of DELPHI FORM III is a little different. I've asked you each
to state ways in which faculty influence your personal growth, and to priori-
tize the statements made by all students. Having done this, you're probably
more aware of how you and your fellow graduate students feel about student/
faculty relations and what role(s) faculty play in your development. I'd like
to have your suggestions for types of cont acts or interaction settings that
might better facilitate faculty input toward your total development as an
individual. Feel free to use your imagination if you'd like in suggesting
different kinds of student/faculty contacts that you might like to try, or
list the "tried and true" contacts that you enjoy now.

Please return DELPHI FORM II in the enclosed envelope by February 24. Your
priority ratings and suggestions for student/faculty contacts will be available
at the end of the semester in the Housing, Design and Consumer Resource
Department office. You may ask to see a copy of my thesis.

Thank you for your support - once again. I realize that your participation
in this research has taken a good deal of time and thought on your part. It is
my hope that your opinions and suggestions will serve as a guide for strengthening
student/faculty relations, and, consequently, improving the Division of Home
Economic's graduate programs. Please observe the due date as best you can so
that the final results can be compiled before the semester gets any more hectic.

Sincerely,

D. Dutt
Graduate Student

Sharon Y. Nickols
Thesis Advisor

Directions: This is the list of the statements in each category of DELPHI FORM II most often ranked #1 by all
             students. These statements, divided into two groups--Positive Influence and Negative/No Influence--
             are a composite list of influences of faculty upon the total development of graduate students. Please
             rate each statement as either TOP (most important) or HIGH (very important) priority by circling the
             appropriate term to the side of the statement. Thank you.

STATEMENT	RATING	

Faculty members:

are able to communicate knowledge in an understandable, enthusiastic manner. — TOP HIGH

are humanistic in personal interactions with the student. — TOP HIGH

are knowledgeable in their specific fields. — TOP HIGH

encourage creative thinking and abilities in the student by using teaching methods
   other than lecturing. — TOP HIGH

give examples of flexibility in approaches to situations. — TOP HIGH

help the student to view mistakes as part of the learning process without condemnation
   for the mistakes made. — TOP HIGH

interact with the student on adult-to-adult level. — TOP HIGH

make the student feel he/she is an important part of what goes on in the department
   and/or Division of Home Economics. — TOP HIGH

offer constructive criticism of work and suggestions for improvement without
   criticizing the student. — TOP HIGH

possess the ability to communicate comfortably and humanistically. — TOP HIGH

provide examples of how to combine professionalism and humanism; a dedicated
   professional with a humanistic orientation toward students and co-workers. — TOP HIGH

provide guidance and encouragement through positive attitudes. — TOP HIGH

STATEMENT	RATING	
recognize and accept the student as an individual with his/her own interests, needs, abilities, and priorities.	TOP	HIGH
show genuine concern for the student's well-being.	TOP	HIGH
show genuine interest and assist the student in shaping his/her career goals.	TOP	HIGH
teach practical information as well as book knowledge.	TOP	HIGH
use teaching styles that foster a comfortable learning environment that is student-oriented: without pressure, challenging, involves the student.	TOP	HIGH

NEGATIVE/NO INFLUENCE (These are reasons why faculty have a negative or no influence upon students.)

STATEMENT	RATING	
Faculty members:		
cause the student to feel intimidated or do not recognize the student as an individual.	TOP	HIGH
provide very few desirable role models after whom the student might pattern his/her behavior.	TOP	HIGH

Directions: Thus far, you have listed and prioritized ways in which faculty influence your personal development. In the space below, please list types of contacts that you think would support or strengthen student/ faculty relations. What kinds of "get-togethers" (individually or as a group, formally or informally) between graduate students and faculty members do you enjoy now, or what suggestions do you have for types of contacts that you would like to try?

Please return this sheet with DELPHI III in the envelope provided by February 24.

APPENDIX D

TABLE SHOWING NUMBER OF RESPONSES FOR POPULATION,

DELPHI I, DELPHI II, AND DELPHI III

BY DEPARTMENT

TABLE VIII

NUMBER OF RESPONSES FOR POPULATION, DELPHI I, DELPHI II, AND DELPHI III BY DEPARTMENT

Department	Population	DELPHI I	DELPHI II	DELPHI III
Clothing, Textiles, and Merchandising	9	3	1	1
Family Relations and Child Development	28	13	12	12
Food, Nutrition, and Institution Management	22	10	8	7
Home Economics Education	10	7	5	4
Housing, Design, and Consumer Resources	11	9	9	8
TOTAL	80	42	35	32
Response Rate	--	52.50	83.34	91.43

VITA²

D. M. Dutt

Candidate for the Degree of

Master of Science

Thesis: STUDENT ASSESSMENT OF FACULTY INFLUENCE UPON STUDENT
PERSONAL DEVELOPMENT DURING GRADUATE STUDY

Major Field: Housing, Design, and Consumer Resources

Biographical:

Personal Data: Born in New Orleans, Louisiana, September 10,
1954, the daughter of Mr. and Mrs. Dale K. Dutt.

Education: Graduated from St. Charles Borromeo, Destrehan,
Louisiana, in May, 1972; received the Bachelor of Science
Degree from Southeastern Louisiana University, December,
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