ATTITUDES TOWARD ADVISEMENT IN A HIGHER EDUCATION SETTING

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PREFACE

The purpose of this study was to examine the students' attitudes toward advisement. The factors involved in these attitudes were believed to be the exhibited need for the advisement service, the interpersonal relationships, the characteristics, the kinds of problems dealt with in advisement, and the degree to which the students identified their advisers with their concepts of an ideal adviser. Factor analysis was to be utilized in helping ascertain the variables related to attitudes toward advisement, since these variables have not been ascertained up to this time.

During the process of developing this study, much valuable counsel and assistance was freely given by several individuals. Sincere gratitude is due all who had a part in making this study possible. Special appreciation is expressed to:

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CHAPTER I

INTRODUCTION

Advisement of students has traditionally been an assumed role and responsibility of our higher educational systems. There are no known books which have treated advisement as a separate treatise. There have been few published research studies which have concentrated on advisement to help determine its strengths and weaknesses. The need and importance of advisement has always been assumed and never really seriously challenged.

As our colleges and universities grow in size and the by-products of depersonalization are considered, the status of today's advisement services becomes a crucial question.

Advisement is essentially a helping relationship established between the student and a faculty member. What are the ingredients of such a relationship? After it is all said and done, do students really <u>need</u> an adviser?

This study was designed as an investigation of students' attitudes toward advisement in helping to determine the students' point-of-view about those factors related to the advisement service.

Statement of the Problem

The widespread use of the advisement system and the lack of research in this area, has stimulated the present concern about the

students' attitudes toward advisement. It would seem appropriate to ask the students themselves if they need an adviser, to what extent, and attempt to determine the factors involved in their relationship with an adviser.

The problem of this study is to determine the differences between the present aspects of advisement and the ideal aspects of advisement as reported by students. The problem includes an investigation of certain selected variables from the literature. These variables concern the characteristics of advisers, the adviser-advisee relationships and the scope of the students' advisement needs.

Need for the Study

Hardee (1959), Heist (1966), and Koile (1955) would all attest to the need for research pointed towards identifying the variables related to advisement. Rosen (1967) bemoans the lack of research dealing with the preferences of clients and Robertson (1958) adds poignant impetus when he found student criticism and faculty impotence in faculty advisory programs a widespread condition.

Goetz and Leach (1967) indicated in their study that only about one-third of the students felt the services of their adviser were helpful. Friedenberg (1950), on the other hand, verified that students want and need a further extension of advisement. The scope of advisement should, therefore, be brought into sharper focus.

According to Heist (1966), counseling services are reaching about fifteen percent of the student body and estimates of anxious and emotionally disturbed students approximate twenty-five percent of the student body. He, therefore, proposed that a reconsideration of the

use of the faculty adviser was emminent. Furthermore, the present widespread use of faculty advisers for approving student schedules (Johnson, 1966) was believed to be a ready-made structure for helping students with their many other problems (Stark, 1965).

This view is somewhat tempered by Mueller (1961), Hardee (1959), and Koile (1954, 1955), who call our attention to the inherent dangers of widening the scope of advisement because of the lack of willingness, motivation, compensation, or ability on the part of some faculty advisers.

The direction, limits, and scope of advisement are important considerations as evidenced by these and other studies. The variables engendered in the students' attitudes toward advisement are yet to be discovered and are the essence of this study.

It would seem that such a study designed to clarify student needs and preferences in the advisement system would be timely, well received, and pertinent.

Limitations of the Study

This study was concerned with students' attitudes toward advisement. It was limited in the following ways:

1. The sample was limited to 800 students (200 freshmen, 200 sophomores, 200 juniors and 200 seniors) without a control on the sex ratio other than randomness.
2. The sample was drawn from a single institution of higher learning and from enrollees in the College of Education only.
3. Student opinion was obtained through the use of only one technique, a paper-pencil questionnaire.

4. A questionnaire had to be developed, since there were no known standardized instruments.
5. The study was descriptive rather than experimental since the variables in advisement were not known.
6. The study was limited to those variables selected from the literature believed pertinent to advisement.

Hypotheses

It was postulated that students' attitudes toward advisement could be assessed by statistical analysis of (1) the need for advisement, (2) the advisers characteristics, (3) the adviser-advisee interpersonal relationship, and (4) the students' advisement needs. The following hypotheses testing was therefore constructed. The level of rejection was established at the .05 level of confidence.

I The Need for Advisement

A. There are no significant differences between student responses to the following statements:

1. I (would/would not) like to see advisers replaced by a computer to give me what I need.
2. Regardless, I (do/do not) really need an adviser.

B. There is no significant difference between the number of interviews and the number of semesters while students at Oklahoma State University.

II The Advisers' Characteristics

A. There are no significant differences between the students' advisers and the students' ideal advisers for the characteristics of height, age, sex, race, religion, and

degree status.

B. There is no significant difference between the concepts of <u>adviser</u> and <u>ideal adviser</u> based on the semantic meaning of twenty descriptive bipolar words.

III The Adviser-Advisee Interpersonal Relationship

A. There is no significant difference between the present adviser-advisee relationship and the ideal adviser-advisee relationship.

IV The Students' Advisement Needs

A. There is no significant difference between what the students' advisers did do and what the students' ideal advisers would do in resolving the students' problems.

Definition of Terms

<u>Advisement</u>

Advisement is the interaction between an adviser and the advisee.

<u>Advisement Questionnaire</u>

The advisement questionnaire is an instrument developed for the purpose of the study. It is divided into four parts. Section I consisted of the students', advisers', and ideal advisers' characteristics of age, sex, race, religion, height, and degree status. In addition, there are questions in regard to the students' number of interviews with their advisers, the number of semesters, their preference for an adviser compared to a computer, and whether or not they really needed an adviser. Section II consisted of 65 items concerning the adviser-advisee relationship. Section III consisted of 60 items about the advisees' stated needs, or problems. Section IV consisted of two

concepts - MY ADVISER and MY IDEAL ADVISER - as measured on twenty semantic differential scales.

Attitude

The predisposition to regard advisement as favorable or unfavorable.

Design of the Study

The design of this study required the following: (1) the formulation of an advisement questionnaire, (2) an appropriate stratified sample, and (3) a feasible means for the collection and analyses of numerous data.

The formulation of the Advisement Questionnaire was accomplished through a pilot study conducted at Northwestern State College, Alva, Oklahoma. The questionnaire used in the pilot study was modified through an item analysis procedure. Follow-up interviews were held in order to clarify the content of the items found to be the most discriminating from the item analysis. The final result was the "Advisement Questionnaire" which consisted of four parts and could be completed by even the slowest student within a fifty minute period. To prevent a halo effect, the names of the students and their advisers were not included in the Advisement Questionnaire. To allow matching for test-retest purposes, as well as statistical control, the questionnaire included a place for the students to report their characteristics as well as the characteristics of their adviser.

The present investigation was designed to be a horizontal study. A single institution of higher education was used for the population sample. The sample was stratified on the basis of the students'

classifications - freshmen, sophomores, juniors and seniors. Two-hundred students from each class were thus included in the total number of eight-hundred students used in the sample. Only those students in the College of Education were used in the sample.

The questionnaire was administered in October, 1967, at Oklahoma State University, with a retest of two-hundred students (fifty from each of the four classes) being accomplished three weeks later. The questionnaires were collected immediately after being completed and the Computer Center at Oklahoma State University punched the data on IBM cards, did the programming, and completed the statistical analysis on an IBM 7040 Computer.

CHAPTER II

REVIEW OF THE LITERATURE

VIEWPOINTS ON ADVISEMENT

"We are concerned with the meeting of student needs and with the contribution of personnel services to meet or satisfy these needs," stated Gilbert Wrenn (1951). Such a statement is the challenge to those interested in student personnel work.

John H. Russel (1966), in his article, points out the administrative concerns involved in the student personnel area. The studies he cited demonstrated a desire to structure a personnel program concerned with the total welfare of the student. The absence of advisement for categorical consideration, although perhaps inferred, was ignored as a separate area of concern in student personnel work. Yet, Heist (1966) stated that the faculty represents the best institutional agent to work with students and their problems. He reported that a limited number (15%) of students use counseling services, although admitting that the faculty came out a poor third to friends and parents as a source of help to the student. It was the conclusion of Earl Koile (1955) that as the scope of advisement is investigated, the realization of the adviser's abilities, interests, and willingness would become quite important.

E. E. Vineyard (1961) suggested the following seven functions of

advisers:

(1) assist advisees in planning educational programs
(2) keep current records of their progress
(3) keep a cumulative record folder
(4) interpret test results, or refer to counseling
(5) establish rapport with the advisee and make it easy for him to discuss personal problems
(6) hold frequent meetings with advisees as a group
(7) provide special advisers for those unable to "settle" on a major.

Max R. Raines (1966), however, in his report on the recently completed Two-Year Study by the National Committee for Appraisal and development of Junior College Student Personnel Programs, assigned only three tasks to the student advisement function: (1) scheduling advisees in classes; (2) interpreting senior college requirements; and (3) interpreting study skills to individual advisees. Thus, a more conservative view is offered as to the roles of the faculty adviser.

Mueller (1961, pp. 208-214) discusses the use of faculty advisers reflecting an omnibus approach to student personnel work. Her view seems to consider "advising" and "counseling" as points on a continuum rather than an "either-or" absolution of the faculty advisers' role. She states that, "in general, it seems best to avoid the two extremes of having <u>all</u> counseling done by those in the profession of student personnel, or having <u>all</u> counseling handled by the teaching faculty". She is quite explicit, however, in her position that not all faculty advisers should do counseling (a position further explored by E. E. Koile, 1955). In viewing the other end of the continuum, she states the opinion that:

> Poor advising is worse than none at all. The successful faculty adviser is seen to employ the same methods as those of any well-trained successful interviewer. He tries to develop empathy and promote insight. He listens sympathetically; he summarizes, clarifies, and asks questions; he gives information and explanations; and he consults

> others or takes appropriate referral action. To those faculty members who are selected to be advisers on the basis of ability, interest, and willingness, compensation in the form of extra pay, released time, or added prestige in the form of titles or privileges should be inaugurated. (Mueller, 1961)

Ralph F. Berdie in his American College Personnel Association Presidential address, April 4, 1966, also supported the views of Mueller and Koile when he stated that "advising is a method of student personnel work somewhat related to counseling".

The meaning and definition of faculty counselor and faculty adviser are ably reviewed by Eugene L. Shepard (Hardee, 1959). The essential difference between the faculty adviser and the faculty counselor being found in the scope of their respective responsibilities. The adviser's responsibility being one of academic advisement, whereas the role of the faculty counselor would include academic advisement as only one of many responsibilities. Further regression as to definitions and distinctions between the two terms, however, are technicalities beyond the scope of this study.

Past Research

E. Z. Friedenberg (1950) investigated student conceptions of the role of a college advisory system in 1948 at the University of Chicago. A questionnaire, two hours in length, calling for 92 responses from the student was formulated by Friedenberg and administered to a sample of 54 entrant undergraduates.

The outcomes of Friedenberg's study (1950) were interpreted by him to mean that students have a rational picture of the Advisory System and its limitations. Very little disagreement was found among the class levels of students as to what they want from advisers. "They

want warmth, understanding and acceptance of their goals and purposes. Where necessary, they want intercession on their behalf."

Friedenberg also stated that the students felt the University was obligated to provide help with personal problems and the more clearly the system defines its scope to include service with personal problems, the more students will expect of it and use it.

The results of this study added one other aspect of importance. The concepts of the ideal advisement relationship differed only slightly among the students and the teachers, as well as between the students and the teachers. It would seem, therefore, that a composite ideal of an advisement relationship existed.

Earl A. Koile has been most prolific in his writings concerning advisement. His first article (Koile, E. A., 1954) developed his views on faculty counselors. Criticisms and qualifications of the faculty counselors were the themes of his discourse. He then developed the Professional Activity Inventory (Koile, E. A., 1955b) to be administered to faculty as a screening device for the selection of faculty counselors. A third undertaking was the assessment of the characteristics of college teachers interested in faculty counseling. A regional sample of 290 college faculty members was obtained through his questionnaire (Koile, E. A., 1955a). He found no significant differences (.05) to exist for either the geographic regions from which the sample was taken nor for the number of years of college teaching experience. The characteristics which were found to be significantly (.01) more indicative of the faculty member's interest in faculty counseling included females, instructors and assistant professors, non-doctorates, ages between 35 and 54, arts and science or

social science faculty, state college teachers, and that this interest increased with the increased number of years of non-college teaching.

C. W. Southard (1960) investigated the effect of student-selection of an adviser on rapport (students' satisfaction with the counseling relationship). Thirty freshmen students and fifteen advisers were used for the study. College freshmen who selected their advisers were compared with freshmen for whom advisers were assigned. A questionnaire was formulated to contain sixty Likert scaled items descriptive of the counseling relationship. The results indicated that the adviser was a more important factor in determining rapport than was the method of selection of an adviser (whether chosen by the student or assigned by the administration).

Southard (1960) found that individual differences in rapport existed among advisers regardless of the method of selection. Significant differences on the three dimensions of communication, security, and responsibility were found to exist between selected and non-selected advisers. The advisers reported that communication with the students during advisement was better, that they felt more responsible to the students as to outcomes, but less secure with the students who had been assigned to them as advisees. With reference to therapist-patient relationships, these results support the hypothesis explored and accepted by Fiedler and Quinn (Fiedler, Fred, 1950, 14, pp. 436-445) that the therapist plays the determining role in shaping the relationship..."

Student needs and services at Boston University were investigated by J. F. Penney and D. E. Buckles (Penny, J. F. and Buckles, D. E., 1966). Fifty-eight undergraduate students from a random sample of

two-hundred-fifty volunteered for the study in the spring of 1964. A questionnaire devised by the authors of the study assessed the frequency and seriousness of eight problem areas, the resource consulted for help and the assistance received. An examination of the variables of college, class, college residence, and sex disclosed most of the variance attributable to sex differences. "Significant findings indicated far greater concern among these students with academic adjustment to college life, scholastic difficulties, financial, vocational and emotional problems than with social, health, or administrative problems." No differences were found between responses of freshmen and those of juniors. The frequency of problem areas was the same for the different colleges and residences. Commuters found emotional problems more serious than did dormitory residents. The students generally used much the same sources for assistance. "Peers" or "no one" were used most often for two-thirds of their problems. However, freshmen made significant use of the family as a source of help and juniors went to the faculty more frequently. "The findings clearly indicate that students look to faculty members for a great deal more guidance than those in the student personnel area realize."

This finding of Penney and Buckles, however, was in conflict to the findings of Walter Goetz and Donald Leach (1967) which disclosed only about one-third of the students felt that the services of their faculty advisers were helpful. Goetz and Leach used a questionnaire with three-hundred-fifty-nine randomly selected freshmen in 1962 at the University of New Mexico. Responses were compared between sixty-five drop-outs and one-hundred continuers who returned their questionnaires. "Continuers were more negative toward the college environment

than the withdrawers." Only three reasons generally related to attrition differentiated the groups: withdrawers felt that problems of marriage, family finance, and general unhappiness were somewhat more important than did the continuers.

Questionnaires Used in Past Research

Koile (1955) has contributed an inventory and validation studies in an attempt to identify the desired characteristics of the faculty counselor. This inventory, however, was designed to be administered to faculty members, rather than to students. Advisement was an object of concern for student opinion when it was included in the Evaluation Report Form developed by Wrenn and Kamm (1948).

Friedenberg (1950) investigated the College Advisory System at the University of Chicago by administering an instrument of his own design to a sample of students. The instrument sought to measure four things:

> (1) student opinion of the scope desirable in the College Advisory System; (2) student information about the system as it actually exists, to permit an estimate of the degree to which criticism and opinion might be regarded as informed; (3) student evaluation of the effectiveness of the System in solving certain problems which it recognized as possible sources of weakness in itself; and (4) an indication of the kind of role with respect to themselves students believe an adviser should play in assisting in the solution of certain complex problems. (Friedenberg, 1950)

Southard (1960) investigated the effect of student-selection of adviser on rapport (students' satisfaction with the counseling relaship). This relationship was measured on five dimensions: communication, status, security, emotional distance, and responsibility.

An exhaustive search of the literature on advisement could yield only the four questionnaires mentioned.

Turning to the related area of counseling, however, four other questionnaires were found which showed promise.

Barrett-Leonard (1962) devised a questionnaire based on Carl Rogers' (Rogers, C. R., 1957, pp. 95-102) theory as to the ingredients involved in the counseling relationship. Five dimensions were investigated: the therapists' level of regard for his clients, the extent to which his regard is unconditional or unqualified, the degree of the therapist's empathetic understanding, his congruence in the relationship and his willingness to be known by his client.

Linden, Stone, and Shertzer (1965) factor analyzed a sixty-eight item Counseling Evaluation Inventory as a means for rating counseling. Three factors were established as valid indices of the Counseling relationship and were called "Counseling Climate", "Counselor Comfort", and "Client Satisfaction". Inspection of the items included in these factors were quite similar to those used by Barrett-Leonard, and Southard.

Maurice Lorr (1965) constructed an inventory of sixty-five statements constructed to measure interpersonal behavior patterns. A factor analysis disclosed five dimensions emerging. The dimensions were labeled Accepting, Understanding, Authoritarian, Independence-Encouraging, and Critical-Hostile.

Inspection of the items used by Lorr (1965) once again disclosed a similarity in items used by Barrett-Leonard, Southard as well as Linden, Stone, and Shertzer. Only the labels ascribed to the factors seemes to differ.

In reviewing the literature, several studies pertaining to counseling were utilizing a method of analysis based on a semantic

differential (Osgood, Suci, and Tannenbaum, 1961).

Semantic profiles were used by Fitzgerald and Roberts (1966) in order to study the identification patterns of elementary school children. The results indicated from the profile congruence that the child's degree of identification with "friends", "mother", and "father" could be readily ascertained. Although their findings weren't relevant to the purpose of this study, the statistical method used was seen as applicable to a comparison of students' perceptions of the concepts, "My Adviser" and "My Ideal Adviser".

Strowig and Sheets (1967) utilized the semantic differential to determine the relationship between students' perceptions of counselor and satisfaction with the counseling relationship. Nine evaluative scales were significantly correlated with satisfaction scores derived from the Counselor Satisfaction Inventory (Linden, Stone, and Shertzer, 1965).

Johnson and Gade (1968) used the semantic differential wherein the scale ratings of the concept, "Counseling", were compared between counselors and their counselees. Counselors, it was found, viewed counseling as good, active, wise, kind, slow, lenient, difficult, successful, strong, and hot. The Counselees perceived counseling as active, lenient, difficult, and hot. (The students ranked counseling less desirable than did the counselors.)

Future Research

"The task of learning about the institution, its students, and the means for aiding them in fulfilling their potential is one of sobering magnitude." (Hardee, 1961, p. 116)

"The area of student services has a very keen interest in institutional research. There is a continual need for studies about students..." (Russel, J. H., 1966). A major finding is noted when Russel states that a general review of the total organization should include a clarification of the role of the faculty as well as descriptions which show the extent of their responsibility and authority.

Koile (1955) has taken the position that, "Carefully designed and controlled research is sorely needed to identify characteristics of the effective faculty counselor and to point new ways for improving the faculty counseling service, an expanding phase of higher education".

Southard (1960) added another dimension worthy of investigation when he stated, "Further research should be done in the area of the interpersonal relationship as created by the adviser".

Heist (1966) stated that:

> Taking a broader approach, a more important concern is to speculate about the function or value of advising and counseling under some of the known conditions in quite different educational systems. It seems legitimate to ask whether the needs of students for assistance are met when only a dean of students and faculty advisers, and no professional counselors are assigned to the role. Are students served and accommodated when the total personnel program is represented in the office of the dean of students? Does the need for assistance and time to review students' objectives and aspirations lessen with increased aptitude levels of a student body? Do the needs for advice and counsel vary with sound committment to (or affiliation with) religious faiths or rationalized rejections of a faith? How well are students served on a campus when only a small percentage of faculty believe in advice and counseling or are willing to give time to it? Can an organized personnel program, or a counseling center with an adequately trained staff, become operative and assist students when the attitudes of many faculty or upperclassmen continue to play down the value of services of a local agency? Can any student personnel program become a functional, effective part of a total program if it is not integrally involved in the academic program? Can programs of advisement and counseling be instrumental in dealing with students' problems on campuses where two to four thousand students represent one entering class?

Heist (1966) then pointed out, "The chief implication of the above questions is that one cannot address the matter of dealing with students' problems or the value of advising and counseling in a single-handed fashion. One must start with an analysis of some of the variables of a particular institution...."

Wrenn emphasized the importance of student opinion in student personnel research by stating, "The use of student opinion as a critereon of effectiveness is less common, and yet as an index of 'consumer attitude', it is more significant than any expert judgment of what ought to be useful to students. By a study of student reaction, one knows whether the service is accepted and used. What more basic criterea are there than these?" (Wrenn, 1951, p. 501).

There seems to be a marked similarity in the research needs involving counseling and those involving advisement. A review of the research on counseling recently completed by Rosen (1967) demonstrates a striking parallel to the advisement research needs. Rosen concluded that the preferences of clients regarding characteristics and behavior of counselors are of potential importance to the understanding of counseling and outcomes. He interprets the research as follows:

> Potential and actual clients have implicit and explicit ideas concerning the characteristics they would like manifested in their counselors. These preferences might determine to a significant degree whether or not they seek counseling, length of counseling, various aspects of client-counselor interaction, their subsequent evaluation of the experience, and other measures of the effectiveness of counseling.
>
> There is a remarkable paucity of knowledge of the relationship of client preferences regarding counselors to counseling processes and outcomes. Needed are the following kinds of studies: (a) clients' preferences concerning counselors' age, marital status, race, religion, sex, personality characteristics, physical appearance and attractiveness, professional discipline, and counseling procedures; (b) clients' personality and cultural background as related to these

preferences; (c) patients' preferences with respect to any relevant behavior, procedures, or characteristics of psycho-therapists in psychiatric settings; and (d) clients' ability to discriminate between preferences and expectations. One finding has received considerable confirmation, namely, that students are generally averse to discussing personal-social, as compared with educational-vocational, problems with high school and university counselors. More research should be focused on the bases and impact of such attitudes.

Summary and Conclusions

Few studies have been published about advisement. Student opinion about advisement has been assessed in very few studies. Expert opinion has been offered on a limited basis as to the duties of a faculty adviser and his qualifications. Studies which question the need for advisement services in our colleges and universities are not known. Although questionnaires were used in the few known studies, only one standardized instrument, the Professional Activity Inventory (Koile, E. A., 1955b), has been formulated. This questionnaire was intended to be administered to faculty members to measure their interest in faculty counseling. Neither cross-sectional nor vertical studies have been attempted in the past. The few studies published disclose small samples, selected groups, and possible bias resulting from "volunteer" respondees. Serious questions still remain unanswered:

(1) Do students really need an adviser?
(2) Do students want advisers with certain characteristics?
(3) What are the students' advisement needs?

CHAPTER III

METHODS AND PROCEDURES FOR THE STUDY

The purpose of Chapter III is to explain the methods and procedures utilized in development of the study. This chapter provides information relative to: (1) the development of the Advisement Questionnaire, (2) the selection of the population for the study, (3) the collection of the data, and (4) the procedure for statistical analysis of the data.

Development of the Advisement Questionnaire

An intense review of the literature disclosed no known instrument by which students' attitudes toward advisement could be measured. An instrument was, therefore, devised to meet the following criteria: (1) to contain those variables which pertain to an adviser-advisee relationship; (2) to contain those variables related to student problems; (3) to test these variables in a pilot study; (4) to use Likert-type scales where feasible; (5) to make the instrument reliable based on the test-retest method; (6) to make the instrument usable by allowing even the slowest student to finish the questionnaire in a fifty-minute time period; and (7) to separate responses into present and ideal categories.

Two-hundred items were selected for the initial instrument administered in a pilot study. These items were validated in the

following studies:

1. Charles W. Southard (1960) whose inventory consisted of 60 items designed to measure five dimensions of rapport defined as: (a) communication; (b) status; (c) security; (d) emotional distance; and (e) responsibility.
2. Barrett-Lennard (1962) whose Relationship Inventory contained ninety-two items designed to measure (a) level of regard; (b) empathetic understanding; (c) congruence; (d) unconditionality; and (e) willingness to be known.
3. Linden, Stone, and Shertzer (1965) whose sixty-eight item Counseling Evaluation Inventory yielded three rotated factors which were labeled: (a) Counseling Climate: (b) Counselor Comfort; and (c) Client Satisfaction.
4. Maurice Lorr (1965) whose inventory consisted of 65 items and yielded five distinguishable orthogonal factors which were labeled: (a) understanding; (b) accepting; (c) authoritarian; (d) independence-encouraging; and (e) critical-hostile.

These items were modified in their wording to be appropriate to the adviser-advisee relationship and reduced to a one-hundred-sixty item questionnaire. This, then, became the initial questionnaire administered to one-hundred education majors at Northwestern State College, Alva, Oklahoma in September, 1967. Item analysis disclosed fifty items which were yielding extreme judgments on a Likert seven-point scale that discriminated between the adviser-advisee relationships in a consistent manner. A retest conducted one week later confirmed the initial results. These fifty items then became Section II of the Advisement Questionnaire. Fifteen items related to techniques

of counseling as defined by Lyle L. Miller, University of Wyoming, were also added to Section II, so as to make a total of sixty-five items in Section II of the Advisement Questionnaire.

Section III of the Advisement Questionnaire was designed to reflect problems that college students might perceive as pertinent to advisement. A study by Penney and Buckles (1966) incorporated thirty-three items into eight problem areas-academic adjustment, scholastic difficulty, social adjustment, financial problems, emotional adjustment, health, future planning, and administration problems. Since the Mooney Problem check list also established eleven problem areas, a similar approach was used for the development of Section III of the Advisement Questionnaire. This section, in the final edition, was composed of sixty items divided into eleven categories: (a) future plans, (b) finances, living conditions, and employment, (c) scholastic problems, (d) psychological problems, (e) social adjustment, (f) morals and religion, (g) home and family, (h) sex, love, and marriage, (i) health and physical development, (j) curriculum problems, and (k) general.

Section IV of the Advisement Questionnaire was comprised of six concepts and twenty scales based on a semantic differential design (Osgood, 1961). MY ADVISER and MY IDEAL ADVISER, were the only concepts of the six related to this study, however. The closeness in meaning of the two concepts was measured on twenty Likert seven-point scales.

Section I of the Advisement Questionnaire included completion-type statements about the characteristics of the students' advisers and their conceptions of the characteristics of their ideal adviser.

The results obtained were to be used as a comparison with those characteristics deemed valuable by Koile (1955a).

Needless to say, the reliability of the Advisement Questionnaire was of importance to the acceptance of the results. The test-retest method of reliability was utilized. A random sample of two-hundred students, stratified by class, responded to the same questionnaire three weeks after the initial administration of the Advisement Questionnaire. Three-hundred-seven possible responses were included in the analysis. Chi square computations, "t" tests, Pearson Product-moment correlations, and Spearman Rank-order correlations were the statistics used (Table I). As Table I disclosed, the lack of significant differences at the .01 level of confidence and the high correlations indicated that the students' responses were, indeed, reliable.

The complete Advisement Questionnaire is reprinted in Appendix D.

Selection of the Population for the Study

Eight-hundred students enrolled in the College of Education at Oklahoma State University were used in the study. There were two-hundred freshmen, two-hundred sophomores, two-hundred juniors, and two-hundred seniors. The data were not used from ten questionnaires which were either incomplete, had nebulous responses, or had the student's name on it. The sex, age, grades, height, race, and religion are the population characteristics shown in Table II.

Student Characteristics

The students included in this study were predominantly females, Protestants, and of the White race. As Table II discloses, 97% were of

TABLE I

TEST-RETEST RELIABILITY RESULTS

	Response Category	Tests of Significance	Correlation
1.	Adviser or Computer	Chi square= .84 p= .37	
2.	Need for an Adviser	Chi square= 3.26 p= .08	
3.	Number of Interviews	Chi square=36.65 p= .001	
4.	Number of Semesters	Chi square= 2.32 p= .14	
5.	Present Adviser		
	a. Sex	Chi square= .04 p= .88	
	b. Race	Chi square= .00 p=1.00	
	c. Religion	Chi square= 3.00 p= .09	
	d. Degree Status	Chi square= 1.41 p= .25	
	e. Height	t= 1.92 p= .31	
	f. Age		r = .77
	g. Interrelationship		r = .93
	h. Did to Help		rho= .96
	i. Semantic Scales		r = .77
6.	Ideal Adviser		
	a. Sex	Chi square= .60 p= .45	
	b. Race	Chi square= 3.05 p= .09	
	c. Religion	Chi square= 1.97 p= .17	
	d. Degree Status	Chi square= 3.74 p= .06	
	e. Height	t= 1.51 p= .37	
	f. Age		r = .65
	g. Interrelationship		r = .96
	h. Would Do To Help		rho= .99
	i. Semantic Scales		r = .41

the White race, 90% were of the Protestant faith, and their average ages ranged from 18 years 6 months for freshmen to 22 years 11 months for Seniors. It was interesting to note that the males were generally one year older than the females in all classes. 79% of the students were of the female sex whereas 21% were males. Two-hundred of these students were used as the retest group - fifty freshmen, fifty sophomores, fifty juniors, fifty seniors (Table III).

Collection of Data

The Advisement Questionnaire was administered to the participants in this study during the third week of October, 1967, in their respective classroom groups. The retest group (n=200) were administered the same questionnaire the third week of November, 1967, in their respective classroom groups. The data were key punched into cards, verified, and processed by the Computer Center at Oklahoma State University.

Statistical Treatment

The following statistical procedures were used as indicated by the appropriate section of the Advisement Questionnaire:

Section I

This part focused on an investigation of the differences between the characteristics of the students' advisers and their ideal advisers. In addition, the differences in the students' responses to several other questions were computed. The total group and the sub-groups (sex and class) were compared.

TABLE II

CHARACTERISTICS OF 790 STUDENTS ADMINISTERED THE ADVISEMENT QUESTIONNAIRE

			Race			Religion		
	No.	Age	White	Other	No Ans.	Protestant	Other	No Ans.
Freshmen:								
Males	30	19-1	27	3	0	24	5	0
Females	166	18-5	164	2	0	147	19	1
Total	196	18-6	191	5	0	171	24	1
Sophomores:								
Males	30	20-9	28	2	0	24	3	3
Females	171	19-4	167	4	0	158	10	0
Total	201	20-3	195	6	0	182	13	3
Juniors:								
Males	40	21-3	38	2	0	35	4	1
Females	161	20-9	157	3	1	138	21	2
Total	201	20-10	195	5	1	173	25	3
Seniors:								
Males	69	23-7	65	2	2	54	7	8
Females	123	22-6	118	3	2	108	12	3
Total	192	22-11	183	5	4	162	19	11

TABLE III

CHARACTERISTICS OF THE RETEST GROUP (N=200)

			Race			Religion		
	No.	Age	White	Other	No Ans.	Protestant	Other	No Ans.
Freshmen:								
Males	8	18-5	8	0	0	5	3	0
Females	42	18-5	40	2	0	38	4	0
Total	50	18-5	48	2	0	43	7	0
Sophomores:								
Males	6	19-7	6	0	0	6	0	1
Females	44	19-9	42	2	0	41	3	0
Total	50	19-8	48	2	0	47	3	1
Juniors:								
Males	15	20-5	13	2	0	12	3	0
Females	35	20-7	33	2	0	31	4	0
Total	50	20-6	46	4	0	43	7	0
Seniors:								
Males	17	23-2	16	1	0	15	2	0
Females	33	21-5	33	0	0	32	1	0
Total	50	22-0	49	1	0	47	3	0

Variables to be Tested

1. The characteristics of:

   (a) age, (b) sex, (c) height, (d) religion, (e) race, (f) degree status.

2. Responses to the question of:

   (a) the number of interviews vs the number of semesters at Oklahoma State University.

   (b) the preference for an adviser rather than a computer.

   (c) the stated need for an adviser.

Statistical Test

1. Chi square was used on the variables of sex, religion, race, and degree status since the data are frequencies in discrete categories and the level of measurement is expressed in nominal scales. This function was reported by Siegel (1956, p. 175):

   > When frequencies in discrete categories (either nominal or ordinal) constitute the data of research, the Chi square test may be used to determine the significance of the differences among "k" independent groups.

2. Analysis of variance was used on the variables of height and age which were reported in interval scales.

Rejection Region

The region of rejection consisted of all values of Chi square which were so large that the probability associated with their occurrence under the null hypotheses was equal to or less than .05. A two-tailed test was used in the decision to reject the null hypotheses, since only the differences and not the direction of the differences have been postulated.

Section II

This part of the questionnaire investigated the interpersonal relationship variables represented in 65 items. Differences in the students' responses for his adviser and his ideal adviser were to be tested. Test-retest Reliability was computed for the responses to "My Present Adviser" and "My Ideal Adviser" for the retest group (n=200).

Variables to be Tested

1. Student responses on sixty-five, seven point Likert scaled items for their judgments of the present adviser and an ideal adviser.

Statistical Tests

1. A Pearson product-moment correlation will be computed between the student responses pertaining to the present adviser and the ideal adviser for the sixty-five items and for each of the derived factors from the factor analysis.
2. A "t" test for significance will be applied to the mean differences between the present adviser and the ideal adviser based on the student responses to the sixty-five items, and for each of the derived factors from the factor analysis.
3. A separate factor analysis was performed for both the present adviser and the ideal adviser on these sixty-five items. An orthogonal rotation of the factor matrix as described in the Biomedical Computer Program established for the IBM 7040 computer with a 32K size memory, was performed by the Computer Center at Oklahoma State University, Stillwater, Oklahoma.
4. Test-retest reliability was computed by use of the Pearson

Product-moment correlation. This coefficient of stability was computed for the present adviser and the ideal adviser respectfully for the retest group (n=200).

Rejection Region

The region of rejection will consist of all values derived from the tests of significance which are so large that the probability associated with their occurrence under the null hypotheses was equal to or less than .05. The decision to reject the null hypotheses was based on a two-tailed test since it was the difference postulated, rather than the direction of the difference.

Section III

The intended purpose of this part of the questionnaire was to investigate differences between what the adviser did and what the ideal adviser would do about students' problems. Test-retest reliability was computed for the retest group (n=200) for the separate categories of "My Adviser Did" and "My Ideal Adviser Would".

Variables to be Tested

1. Students' responses to sixty true-false items representing what the students' adviser did do as compared to what their ideal adviser would do.

Statistical Tests

1. Chi square tests for significance were performed between the frequencies for "My Adviser Did", and "My Ideal Adviser Would". The Wilcoxon T test of significance was used for the factors derived from the factor analysis.
2. A contingency coefficient of correlation was computed between

the total students' response frequencies for "My Adviser Did", and "My Ideal Adviser Would", and the Phi coefficient was computed and then converted to a tetrachoric correlation (Wert, et al, 1954, p. 302) for the factors derived from factor analysis.

3. Factor analysis was performed on the sixty items for the categories, "My Adviser Did" and "My Ideal Adviser Would". The factor analysis was completed by the Computer Center at Oklahoma State University, Stillwater, Oklahoma as previously described under Section II.

4. Test-retest reliability was computed separately for the categories, "My Adviser Did" and "My Ideal Adviser Would". The coefficient of stability was computed by the Spearman rank-order correlation method.

Rejection Region

The null hypotheses was rejected if values of the tests of significance were of such that the probability associated with their occurrence was equal to or less than .05. The decision to reject the null hypotheses was based on two-tailed tests since it was the difference postulated, rather than the direction of the difference.

Section IV

Comparisons were made between the concepts, My Adviser and My Ideal Adviser by the use of the semantic differential procedure as outlined by Osgood (1966). Students were grouped by class and sex for their responses on the twenty scales. The test-retest method was used to establish reliability.

Variables to be Tested

1. Students' responses to twenty scales for their concepts of *My Adviser* and *My Ideal Adviser*.

Statistical Tests

1. The "D" difference between the two concepts was computed separately for the freshmen, the sophomores, the juniors, the seniors, the males, the females, and the total group.
2. The Mann-Whitney U test for significance was used between each of the derived "d" distances.
3. Reliability of the students' responses was obtained from use of the Pearson product-moment correlation. This coefficient of stability was applied respectfully for the two concepts, *My Adviser* and *My Ideal Adviser*.

Rejection Region

Since the hypothesis stated the direction of the predicted difference, the region of rejection was one-tailed. It consisted of all values of *z* which were so extreme that their associated probability under the null hypothesis was equal to or less than .01.

The purpose of this chapter was to explain the methods and procedures utilized in this study. The following chapter includes the statistical analyses which were applied in accordance with the methods and procedures described in this chapter and the hypotheses discussed in Chapter I.

CHAPTER IV

THE RESULTS

Introduction

Student attitudes toward advisement were evaluated in a horizontal study at Oklahoma State University. A stratified sample from the College of Education consisted of eight-hundred students - two hundred freshmen, two-hundred sophomores, two-hundred juniors, and two-hundred seniors. An Advisement Questionnaire, formulated from a pilot study, was administered to the sample group during the fall semester of 1967. The Advisement Questionnaire (see Appendix D) requested information about the respondent, his present adviser, and his ideal adviser. The students' names, as well as the names of their advisers, were not permitted to be reported on the questionnaire so that anonymity could be achieved. The data were collected and the statistical computations performed on an IBM 7040 Computer by the Oklahoma State University Computer Center. Reliability was based on the test-retest method and validation was based on both judgments of content (content validity) and factor analysis (factorial validity).

The independent variables were: (1) the characteristics of the advisers, (2) the interpersonal relationship variables and (3) the advisement needs. The dependent variables were the student responses to the Advisement Questionnaire. A favorable-unfavorable attitude was to be judged (1) from the level of responses and (2) from the

congruity of responses between the adviser and the ideal adviser. Parametric and non-parametric statistical methods were used in the analyses.

The results were evaluated on the following pages in this sequence: first, the need for advisement; second, the characteristics of advisers; third, the interpersonal relationship between adviser and advisee; fourth, the advisement needs of students; and fifth, the identification of students' advisers with the students' concept of the ideal adviser.

The results are intended not only to assess the favorable-unfavorable attitude of students toward advisement, but also to examine the factors involved in this attitude.

The Need for Advisement

The need for advisement was deemed of fundamental importance in this investigation of the students' attitudes toward advisement. The Advisement Questionnaire was therefore designed so that this particular aspect of advisement could be assessed.

The following criterea were selected to demonstrate the need for advisement:

(1) student responses to certain selected statements about advisement.

(2) students' use of the advisement services.

Critereon 1. It was postulated that students would respond favorably to the following:

1. "Regardless, I really do need an adviser." 94% responded "do", 5% "do not", and 1% did not respond. This was significant at the .001 level of confidence.

The males and females did not differ significantly in their responses. There was a significant difference (.01) based on the students' classification. This was due to a decline in the students stated need from the freshmen (98%, yes) to the senior (89%, yes) years. (See Table IV)

TABLE IV

STUDENT RESPONSES TO THE STATEMENT, "REGARDLESS, I REALLY DO/DO NOT NEED AN ADVISER".

Group	Chi Square	Probability
Sex	3.505	.10
Class	14.554	.01
Total	1092.618	.001

	Do	%	Do Not	%	No Response	%
Freshmen:						
Males	29	97	1	3	0	0
Females	163	98	4	2	0	0
Total	192	98	5	2	0	0
Sophomores:						
Males	25	83	3	10	2	7
Females	167	97	3	2	1	1
Total	192	96	6	3	3	1
Juniors:						
Males	36	90	4	10	0	0
Females	150	93	10	6	1	1
Total	186	93	14	6	1	1
Seniors:						
Males	61	88	7	10	1	2
Females	109	89	13	10	1	1
Total	170	89	20	10	2	1
Grand Total	740	94	45	5	6	1

2. "I would/would not like to see advisers replaced by a computer that can give me what I need." 93% responded "would not", 6% responded "would", and 1% did not respond. This was significant at the .001 level of con-

fidence. The classes did not differ significantly based on a .05 level of confidence. The sexes differed significantly (.001) with the males (especially the sophomores) being more inclined to accept the services of a computer for their advisement needs. (See Table V)

TABLE V

STUDENT RESPONSES TO THE STATEMENT, "I WOULD/WOULD NOT LIKE TO SEE ADVISERS REPLACED BY A COMPUTER THAT CAN GIVE ME WHAT I NEED."

Group	Chi Square	Probability
Sex	19.761	.001
Class	5.900	.200
Total	2491.994	.001

	Would	%	Would Not	%	No Response	%
Freshmen:						
Males	2	7	27	90	1	3
Females	5	3	160	96	2	1
Total	7	4	187	95	3	1
Sophomores:						
Males	7	23	22	73	1	4
Females	2	1	167	98	2	1
Total	9	5	189	94	3	1
Juniors:						
Males	5	12	35	88	0	0
Females	8	5	153	95	0	0
Total	13	6	188	94	0	0
Seniors:						
Males	8	12	61	88	0	0
Females	9	7	112	91	1	2
Total	17	9	173	90	1	1
Grand Total	46	6	737	93	7	1

3. "Other students could be helped by talking with advisers like mine." Based on a seven point scale, the mean response was 3.00, or "true".

4. "I feel satisfied as a result of my talks with my adviser."

Based on a seven point scale, the students' mean response was 3.00, or "true".

5. "My present adviser did make me glad someone is available to help me." 70% responded, "yes".

The results indicated that the students' responses to the five selected questions were favorable and met the first critereon for the need for advisement.

Critereon 2. It was postulated that the students would avail themselves of advisement significantly more times than required. Since the students were required to obtain their adviser's signature on their enrollment schedule of classes each semester, the number of semesters the students were enrolled at Oklahoma State University was compared with their reported number of interviews with advisers while at Oklahoma State University.

Statistical analysis disclosed that the students did have significantly more interviews (.001) than was required (see Table VI). The males reported significantly more interviews than did the females (.001) although their semesters in college averaged nearly the same. When the students were compared on the basis of class, a significant difference was also found at the .01 level of confidence. It was the seniors who made the most use of advisement, which was contrary to their stated need for advisement as compared to the other classes (see page 34).

The results indicated that students did avail themselves of advisement significantly more often than required and met the second critereon for the need for advisement.

TABLE VI

STUDENTS AVERAGE NUMBER OF INTERVIEWS AND AVERAGE NUMBER OF SEMESTERS

	Freshmen	Sophomores	Juniors	Seniors	Total
Interviews					
Males	1.47	4.73	3.42	7.97	5.16
Females	1.05	3.11	4.40	6.49	3.56
Total	1.11	3.36	4.20	7.02	3.90
Semesters					
Males	1.13	2.70	3.28	5.10	3.05
Females	1.03	2.62	4.06	5.18	3.08
Total	1.05	2.63	3.90	5.15	3.18

CHI SQUARE ANALYSIS

Source of Variation	Groups	Chi Square	Probability
Number of Interviews	Sex	14.10	.001
versus	Class	15.98	.01
Number of Semesters	Total	28.28	.001

In summary, the need for advisement was demonstrated by: (1) the students' stated need, and (2) the students' significant use of advisement services.

Advisers' Characteristics

The height, age, sex, race, religion, and degree status of the advisers were compared with those of the ideal adviser, as reported by the students. Significant differences (.01) were found for all six characteristics.

The heights of the students' advisers (Table VII) were greater than the preferred heights of their ideal advisers. The freshmen were the only exception in this comparison based on the sex and class of the student. "t" tests of significance demonstrated that all differences were significant at the .001 level of confidence.

TABLE VII

MEAN HEIGHTS OF ADVISERS (IN INCHES)

	Freshmen			Sophomores			Juniors			Seniors		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total
Present Adviser	63	54	56	63	63	63	68	66	66	69	67	68
Ideal Adviser	64	60	60	55	58	58	61	62	62	57	60	59
t Value			13.41			13.97			13.91			13.32
Probability			.001			.001			.001			.001

Analysis of variance disclosed that significant differences (.01) existed between the heights of the advisers and the ideal advisers for all possible sources of variation (Table VIII).

TABLE VIII

Analysis of Variance of Heights of Advisers

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square.
Advisers	1	4552	4552
Classes	3	9397	3132
Sex	1	738	738
Sex X Adviser	1	7374	7374
Sex X Class	3	11697	3899
Advisers X Class	3	24615	8205
Advisers X Sex X Class	3	78048	26016
Within	774	18652	24
Total	789	155073	196

Advisers	F = 189.667	p .01
Class	F = 130.500	p .01
Sex	F = 30.750	p .01
Sex X Adviser	F = 307.250	p .01
Sex X Class	F = 162.458	p .01
Advisers X Class	F = 341.875	p .01
Advisers X Sex X Class	F = 1084.000	p .01

The ages of the students' advisers (Table IX) were also greater than the preferred ages of an ideal adviser. "t" tests of significance yielded differences that were significant at the .001 level of

confidence.

TABLE IX

MEAN AGES OF ADVISERS (IN YEARS-MONTHS)

Present Adviser

	Freshmen	Sophomores	Juniors	Seniors	Total
Males	39-2	39-7	41-10	46-11	43-9
Females	30-11	39-4	43-7	44-0	39-1
Total	32-2	39-5	43-3	45-0	39-11

Ideal Adviser

	Freshmen	Sophomores	Juniors	Seniors	Total
Males	29-1	31-5	33-11	33-0	32-3
Females	32-0	33-10	36-11	34-9	34-4
Total	31-1	33-6	36-1	34-1	33-8

"t" Tests for Present Advisers Versus Ideal Advisers

Groups	"t" Value	Probability
Freshmen	3.72	.001
Sophomores	14.03	.001
Juniors	14.63	.001
Seniors	13.53	.001
Males	13.39	.001
Females	19.49	.001
Total	22.13	.001

The students reported that on the average, their advisers were a little over forty years of age, but preferred their ideal adviser to be nearer thirty-four years old. The age preferences for the females were somewhat higher than the males across all four classes. Analysis of variance yielded significant differences (.01) between the ages of the advisers and the ideal adviser for all possible sources of variation (Table X).

TABLE X

ANALYSIS OF VARIANCE OF AGES OF PRESENT ADVISERS AND IDEAL ADVISERS

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Advisers	1	2096495	2096495
Classification	3	2321177	773726
Sex	1	32481	32481
Sex X Adviser	1	2474456	2474456
Sex X Class	3	2438220	821730
Advisers X Class	3	5172830	1724277
Advisers X Sex X Class	3	5603973	1867991
Within	774	3283795	4242
Total	789	23423427	29687

Advisers	F = 494.223	p .01
Class	F = 182.396	p .01
Sex	F = 7.657	p .01
Sex X Adviser	F = 583.322	p .01
Sex X Class	F = 191.593	p .01
Advisers X Class	F = 406.477	p .01
Advisers X Sex X Class	F = 440.356	p .01

Chi square analysis revealed that a significant difference (.01) existed between the sex of the adviser and the preferred sex of the ideal adviser (Table XI). Sixty-two percent of the students preferred a male adviser, thirty percent a female adviser, and eight percent declined to state a preference. When responses were compared on the basis of the students' sex or class, no significant differences were found, thus demonstrating a consensus of agreement among the students.

Chi square analysis of the races represented by the advisers and the preferred races of the students' ideal advisers yielded significant differences at the .01 level of confidence (Table XII). All of the present advisers were of the white race as well as ninety-seven percent of the students. Eighty-seven percent of the students preferred their ideal adviser to be of the white race, two percent preferred a

TABLE XI

SEX OF ADVISERS

	Freshmen			Sophomores			Juniors			Seniors		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total
Male												
Present Adviser	22	80	102	27	122	149	36	100	136	65	81	146
Ideal Adviser	17	77	94	21	116	137	81	96	127	57	79	136
Female												
Present Adviser	6	64	70	2	47	49	4	61	65	3	42	45
Ideal Adviser	10	81	91	4	45	49	4	58	62	6	35	41
No Response												
Present Adviser	2	23	25	1	2	3	0	0	0	1	0	1
Ideal Adviser	3	9	12	5	10	15	5	7	12	6	9	15

CHI SQUARE ANALYSIS

Source of Variation	Group	Chi Square	df	Probability
Adviser vs Ideal Adviser	Class	2.33	3	.30
Adviser vs Ideal Adviser	Sex	.18	2	.95
Adviser vs Ideal Adviser	Total	9.96	2	.01

TABLE XII

RACE OF ADVISERS

	Freshmen			Sophomores			Juniors			Seniors		
Advisers	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total
White:												
Present	30	167	197	30	171	201	40	161	201	69	123	192
Ideal	28	152	180	20	149	169	36	139	175	58	104	162
Negro:												
Present	0	0	0	0	0	0	0	0	0	0	0	0
Ideal	1	1	2	1	1	2	0	3	3	0	0	0
Indian:												
Present	0	0	0	0	0	0	0	0	0	0	0	0
Ideal	0	0	0	0	0	0	0	1	1	0	0	0
No Response:												
Present	0	0	0	0	0	0	0	0	0	0	0	0
Ideal	1	14	15	9	21	30	4	18	22	11	19	30

CHI SQUARE ANALYSIS

Source of Variation	Group	Chi Square	df	Probability
Adviser vs Ideal Adviser	Class	.41	3	.95
Adviser vs Ideal Adviser	Sex	1.66	1	.20
Adviser vs Ideal Adviser	Total	112.40	2	.01

negro adviser, and eleven percent stated no preference. When the students were grouped by either sex or class, no significant differences were found in their racial preference for an ideal adviser, thus reflecting a consensus of agreement as to the race of their ideal adviser.

The religion of the advisers and ideal advisers (Table XIII) also yielded significant differences (.01) from Chi square analysis. Forty-five percent of the advisers were reported by the students to be Protestant, four percent to be of other religions, and fifty-one percent did not classify their advisers. Fifty-seven percent of the students preferred their ideal adviser to be Protestant, four percent preferred their ideal adviser to be of some faith other than Protestant, and thirty-nine percent abstained from marking a preference. When the students were grouped by class, no significant differences (.01) were found to exist from Chi square analysis. When the students were grouped by sex, Chi square analysis disclosed a significant difference (.01) between the religion of the adviser and the ideal adviser. This was due to fewer "no response" replies and more "Protestant" replies for the students' religious preference of their ideal adviser.

The degree status of the advisers was significantly (.01) different than the preferred degree for their ideal advisers. The students preferred their ideal adviser to have a Master degree rather than a Doctorate degree. Table XIV discloses that regardless of the class or sex of the students, there was agreement as to the preferred degree status of their ideal adviser.

In summary, it was found that significant differences (.01) existed between the students' advisers and their ideal advisers when compared for the characteristics of height, age, sex, race, religion,

TABLE XIII

RELIGION OF ADVISERS

	Freshmen			Sophomores			Juniors			Seniors		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total
Protestant:												
Present Adviser	13	69	82	15	76	91	16	72	88	32	66	98
Ideal Adviser	18	111	129	12	97	109	12	91	113	34	68	102
Other:												
Present Adviser	2	2	4	3	4	7	1	5	6	3	6	9
Ideal Adviser	3	4	7	0	6	6	3	6	9	3	5	8
No Response:												
Present Adviser	15	96	111	12	91	103	23	84	107	34	51	85
Ideal Adviser	9	52	61	18	68	86	15	64	79	32	50	82

CHI SQUARE ANALYSIS

Adviser vs Ideal Adviser	Group	Chi Square	df	Probability
Protestant vs Protestant	Class	4.56	3	.30
Protestant vs Protestant Ideal	Sex	11.42	1	.01
Adviser vs Ideal Adviser	Total	22.35	2	.001

TABLE XIV

PERCENTAGE DISTRIBUTIONS OF DEGREE STATUS FOR ADVISERS

	Bachelor	Master	Doctorate	No Response
Present Adviser	8%	36%	42%	14%
Ideal Adviser	9%	48%	36%	7%

CHI SQUARE ANALYSIS OF ADVISERS' DEGREE STATUS

Source of Variation	Group	df	Values	Probability
Adviser vs Ideal Adviser				
Doctorate	Class	3	$x^2 = 1.11$	.80
Master	Class	3	$x^2 = 1.50$	.70
Bachelor	Class	3	$x^2 = 1.11$	.80
No Response	Class	3	$x^2 = 16.67$	.001
Total	Total	3	$x^2 = 30.90$	.001
Present Adviser	Class	3	$x^2 = 99.15$	.001
Ideal Adviser	Class	3	$x^2 = 44.72$	.001
Present Adviser	Sex	3	$x^2 = 10.57$	.02
Ideal Adviser	Sex	3	$x^2 = 5.78$	.20

TABLE XIV (Continued)

DEGREE STATUS OF ADVISERS

	Present Advisers			
	Doctorate	Master	Bachelor	No Response
Freshmen:				
Males	9	13	5	3
Females	36	52	28	51
Total	45	65	33	54
Sophomores:				
Males	17	9	0	4
Females	68	71	13	19
Total	85	80	13	23
Juniors:				
Males	15	20	3	2
Females	78	56	7	20
Total	93	76	10	22
Seniors:				
Males	39	26	2	2
Females	74	39	6	3
Total	113	65	8	5
Total	336	286	64	104

	Ideal Adviser			
	Doctorate	Master	Bachelor	No Response
Freshmen:				
Males	9	15	6	0
Females	33	88	28	18
Total	42	103	34	18
Sophomores:				
Males	8	13	3	6
Females	67	88	8	8
Total	75	101	11	14
Juniors:				
Males	11	22	4	3
Females	72	71	10	8
Total	83	93	14	11
Seniors:				
Males	21	35	7	6
Females	63	47	3	10
Total	84	82	10	16
Total	284	379	69	59

and degree status. It was further ascertained that regardless of the class or sex of the students, the preferred characteristics of their ideal adviser were highly similar.

The Adviser-Advisee Interpersonal Relationship

Sixty-five Likert-type items in the Advisement Questionnaire were representative of the eighteen variables which other investigators (see page 15) found to be significant in a interpersonal relationship similar to advisement situations.

A favorable attitude toward advisement would be reflected, (1) if the mean student response for their present adviser was less than four on a seven point scale, and (2) if the mean student response for their present adviser was congruent with the mean student response related to their ideal adviser.

The students' mean average response for their present advisers was 3.17. This would therefore indicate favorable student attitudes toward the advisement relationship. This was further verified by the congruence between the students' judgments of their present advisement relationship and their judgment as to the ideal advisement relationship. Table XV demonstrates this congruity since a high correlation (r=.74) was achieved and no significant difference was found (t=1.284).

TABLE XV

STATISTICAL ANALYSIS OF THE ADVISEMENT INTERPERSONAL RELATIONSHIP

Source of Variation	Correlation	"t" value	Probability
Present Adviser vs Ideal Adviser			
Factor I (Atmosphere)	r= .68	5.245	.001
Factor II (Rapport)	r= .82	.195	.850
Factor III (Empathy)	r= .83	.058	.950
Total	r= .74	1.284	.210

Factor analysis disclosed that the present advisement relationship was congruent with the student's judgments of an ideal relationship for two of the three factors. Factor I (Atmosphere) disclosed a lack of congruence between the present and ideal advisement relationship (Table XV). The present and ideal relationships were congruent, however, on Factors II and III (Rapport and Empathy) as shown in Table XV.

It was noted from Table XVI that the students' mean ratings were highest for the "atmosphere" factor although being the source of the most incongruency, or dissatisfaction, with the advisement relationship. Table XVI also indicated that the students' responses pertaining to the ideal relationship were less variable than to the present relationship.

TABLE XVI

DESCRIPTIVE STATISTICS FOR THE ADVISEMENT INTERPERSONAL RELATIONSHIP

Source of Variation	Present Adviser		Ideal Adviser	
	Means	S.D.	Means	S.D.
Factor I (Atmosphere)	2.882	1.560	1.883	1.108
Factor II (Rapport)	3.562	1.672	3.615	1.826
Factor III (Empathy)	3.285	1.622	2.150	1.197
Total	3.170	1.606	2.350	1.150

The factor analysis produced two other salient findings. The eighteen variables listed by other investigators (see page 15) as being involved in similar relationships were successfully reduced to three factors. In addition, it was found that when fifteen selected conseling techniques were compared by their respective factor loadings, they grouped with the following factors:

Factor I (Atmosphere): techniques of (1) acceptance,

assurance, (3) clarification, (4) projection-time, and (5) reflection of feeling;

Factor II (Rapport): techniques of (1) advising, (2) diagnosis, (3) illustration-personal, (4) probing, (5) rejection, and (6) urging;

Factor III (Empathy): techniques of (1) approval, (2) projection-personal, (3) silence, and (4) suggesting.

In summary, the students' attitudes toward advisement were favorable when based on the interpersonal relationship. Factor analytic procedures reduced the eighteen known variables to three factors: I, Atmosphere; II, Rapport; and III, Empathy. Congruency between their present and ideal advisement relationship was achieved only on the factors of Empathy and Rapport although the Atmosphere factor had the highest mean rating of the three factors. Fifteen selected counseling techniques were also found to be related to the three factors in a trichotomous fashion.

Advisement Needs

Sixty items in the Advisement Questionnaire were related to the kinds of student advisement needs. The sixty items were formulated so as to represent twelve areas of concerns that confront students in college: (1) curriculum problems, (2) scholastic problems, (3) planning for the future, (4) psychological problems, (5) finances, (6) living conditions, (7) employment, (8) social adjustment problems, (9) home and/or family problems, (10) sex, love, or marriage problems, (11) moral and/or religious problems, and (12) health problems. These twelve areas were successfully reduced to four areas by factor analysis.

A favorable attitude toward advisement would be reflected if their adviser helped them with the same problems as an ideal adviser. Thus, congruency between what their adviser did do and what their ideal adviser would do would influence the students' attitudes toward advisement. It was found that the overall congruence was lacking between what was done in advisement and what the students considered ideal. Both a low correlation (C=.28) and a significant difference (.001) was found to exist between what the adviser did and what the ideal adviser would do (Table XVII). Factor analysis disclosed that congruity between what the adviser did and what the ideal adviser would do, was approached by only one (Factor III of the four factors related to the students' problems. This lone exception, Factor III, (co-academic advisement needs) which involved problems with enrollment, finances, employment, and future planning, could be considered congruent at the .02 level of confidence for a two-tailed Wilcoxon t test of significance (Table XVII).

Although a high correlation was apparent between what the adviser did and what the ideal adviser would do as related to Factor II and IV, a significant difference (.001) was evident. Factor II (academic advisement needs) which involved curriculum and scholastic problems, failed to achieve congruence when the factor loadings were compared by the Wilcoxon t test of significance. Factor IV (psychological advisement needs) which involved problems of morality, self-understanding, frustrations, and emotional problems, likewise failed to achieve congruity. When factor loadings were compared between what the adviser did and what the ideal adviser would do about these kinds of problems, a significant difference existed beyond the .001 level of confidence.

TABLE XVII

STATISTICAL ANALYSIS OF STUDENT ADVISEMENT NEEDS

Mean Response Frequencies

Source of Variation	Present Adviser Did		Ideal Adviser Would	
	Yes	No	Yes	No
Factor I (Social)	174	626	330	470
Factor II (Academic)	431	369	731	69
Factor III (Co-academic)	448	352	730	70
Factor IV (Psychological)	241	559	554	246
Total	316	484	411	389

Present Adviser Did vs Ideal Adviser Would

Source of Variation	Correlation Coefficient	Test of Significance	Two-tailed Probability
Factor I (Social)	Phi/r= .21	z = 4.10	.00006
Factor II (Academic)	Phi/r= .61	z = 2.97	.00300
Factor III (Co-academic)	Phi/r= .42	z = 1.97	.04880
Factor IV (Psychological)	Phi/r= .58	z = 3.63	.00032
Total	C = .28	x^2= 684.23	.00100

Factor I (Social advisement needs) involved students' problems with health, home and family, sex, love, marriage, living conditions, and leisure time activities. Both the correlation coefficient and the Wilcoxon t test of significance demonstrated the lack of congruity between what the adviser did and what the ideal adviser would do (Table XVII).

In observing the students' average responses to each of the four factors representing their advisement needs, they certainly demonstrate that their ideal adviser would help them with academic (Factor II) and non-academic (Factor III) problems. Likewise, these appear to be the two groups of problems that the most help is received. Although sixty-nine percent of the students stated that an ideal adviser would help them with their psychological problems (Factor IV), thirty-one percent reported that their present adviser helped with these problems - a significant difference (.01). And finally, forty-one percent

of the students desired help with their various social problems and twenty-two percent were receiving this help through advisement.

In summary, the students' attitude toward advisement was unfavorable when based on their advisement needs. Factor analytic procedures reduced twelve areas of student concerns to four factors: I, social advisement needs; II, academic advisement needs; III, co-academic needs; and IV, psychological advisement needs. Congruency - between what the adviser did and what the ideal adviser would do about these problems - was achieved only for Factor III. The students reported that the ideal adviser would help them with their social, academic, and psychological problems (41%, 91% and 69% respectively) significantly more than their present advisers are reported to be doing in advisement (22%, 54% and 31% respectively).

The Semantic Differential

The identification of the student's adviser with his Ideal Adviser was accomplished through a semantic differential procedure as outlined by Osgood (1961). The two constructs - My Adviser and My Ideal Adviser - were judged by the students on the basis of twenty scales. The resulting profiles were compared between groups stratified by sex and class and are illustrated in Figure 1. The distance between the concepts, "My Adviser" and "My Ideal Adviser" were represented by the D statistic (Osgood, 1961, p. 91) as follows:

Freshmen	D was equal to 20.347
Sophomores	D was equal to 45.240
Juniors	D was equal to 27.000
Seniors	D was equal to 24.042
Males	D was equal to 53.700
Females	D was equal to 6.782
Total	D was equal to 11.489

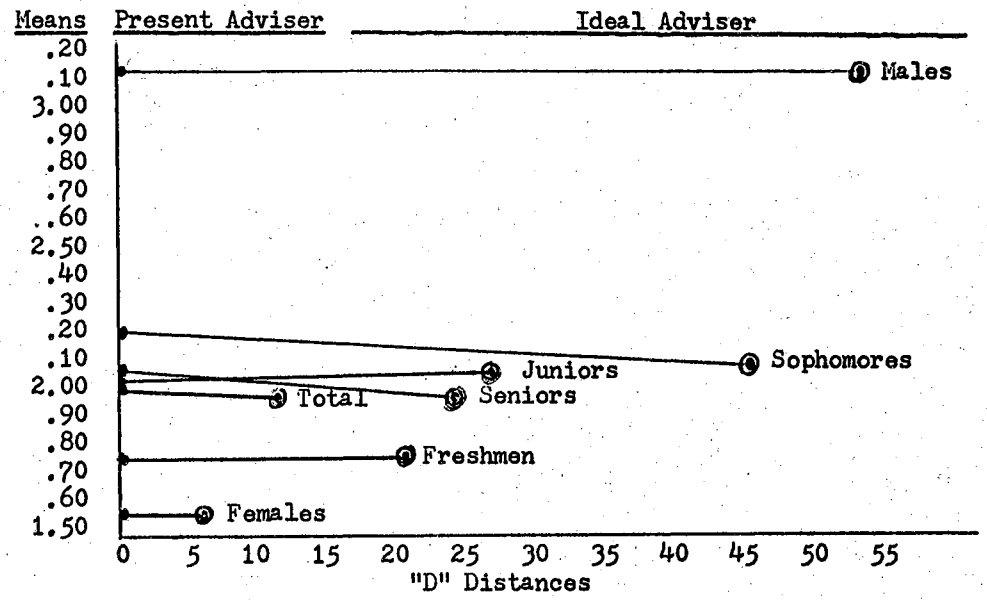

Figure 1. Semantic Space Between My Adviser and My Ideal Adviser

Mann-Whitney tests of significance disclosed that three of the seven comparisons reached the .01 level of confidence (Table XVIII). The D distance between the concepts, "My Adviser" and "My Ideal Adviser" was significantly (.01) greater for the sophomores (D=45) than the freshmen (20); the sophomores than the seniors (D=24); and the males (D=54) than the females (D=7). The most marked difference being between the sexes.

TABLE XVIII

SIGNIFICANCE OF D DISTANCES BETWEEN SUBGROUPS

Group	U	z	p (one-tailed)
Freshmen vs Sophomores	325.5	2.95	.0016
Freshmen vs Juniors	283.0	2.00	.0228
Freshmen vs Seniors	240.0	0.95	.1712
Sophomores vs Juniors	273.5	1.73	.0418
Sophomores vs Seniors	322.0	2.88	.0020
Juniors vs Seniors	237.5	0.89	.1870
Males vs Females	359.0	3.767	.0002

Thus, the females and freshmen identify their advisers more closely with their concept of the ideal adviser than do their respective counterparts. Since the deviant groups (males and sophomores) which displayed such significant lack of correspondence between their concepts of advisers and ideal advisers, were in such a minority (21% and 25% respectively), the total picture of congruence was not altered (total group D=11).

The comparative closeness in the meaning of the concepts, "My Adviser" and "My Ideal Adviser", was an outcome quite similar to that found in our analysis of the interpersonal relationship variables (see p. 45).

Summary of the Results

1. The students' stated need for advisement and their usage of advisement services reached significance.
2. The characteristics of the students' advisers were significantly different than their ideal advisers' characteristics.
3. The present adviser - advisee interpersonal relationship was found to be congruent with the students' concept of the ideal relationship.
4. A lack of congruence was found between what the students' advisers did do and what the students' ideal adviser would do in helping them resolve certain kinds of problems.
5. The students identified their adviser with their concept of an ideal adviser although the sophomores and the males did not follow this trend.

Discussion

The results indicated a favorable attitude toward advisement by the eight-hundred students in the College of Education at Oklahoma State University. A much larger use of advisement services was found than other investigators have reported. Since the number of advisement interviews exceeded the number required to a significant (.01) degree, perhaps the viewpoints attesting to the need for "faculty counselors", better inservice training, and more incentive to faculty, deserve serious consideration. Although male students made more significant use of advisement than females, the females seemed to be better satisfied and less critical. Contrary to the view that advisement is mainly for the freshmen, the seniors ranked first - compared to the other classes - in their usage of advisement services. The need for advisement, therefore, seems evident among all students - regardless of sex or class - and to a much greater degree than has been reported by other investigators.

The characteristics of height, age, sex, race, religion and degree status of the advisers seemed to have little influence on the outcome of the students' attitudes toward advisement. Significant differences (.01) were found to exist between the students' adviser and his ideal adviser - regardless of the students' sex or class - on each of the six characteristics.

It would probably not surprise anyone that the students' Ideal Adviser would help with future plans, scholastic problems, and curriculum problems and that these needs out-ranked all others. Surprisingly enough, the area ranked next highest was help with psychological problems (an impressive 75% of the students). In spite of the belief

that this is an area reserved for counselors and clinical psychologists, one-third of the students had received help from their advisers with their psychological problems and a significant (.01) number more wanted their ideal adviser to engage in this behavior! It should be pointed out that this does not necessarily mean that they want their present adviser to help with their psychological problems, but rather their "ideal" adviser.

The eighteen interpersonal relationship variables (three derived factors) disclosed that congruence existed between the students' adviser and his perceived ideal adviser. Even though the advisers were rated above average in this respect, it was interesting to note that the greatest degree of incongruence was on items demonstrating the adviser's lack of interest (variables in which Koile, 1955, was expressly interested) and lack of willingness to either become known, or to know the student better.

The use of the semantic differential did little in helping to locate the variables associated with the students' attitudes toward advisement. The congruence found between the concept, "My Adviser" and "My Ideal Adviser" paralleled the congruence found in the interpersonal relationship factors. The use of the semantic differential in assessing attitudes towards advisers, or advisement, would certainly be a more efficient method in future investigations. For example, the semantic differential could be used appropriately in a study designed to show the identification of a student with his adviser as compared with his father or mother in order to investigate the "in loco parentis" function of a college or university.

It would seem that on the basis of this investigation, wherein a

vast array of variables which pertained to attitudes toward advisement were assessed, the number of variables have been reduced to a more workable number for use in future research dealing with advisement.

CHAPTER V

SUMMARY

This study was an investigation of students' attitudes toward advisement. The lack of research found in the review of the literature came as a shock since advisement is one of the oldest and most widely used services in our institutions of higher learning.

The review of the literature indicated the need for a study in an institutional setting beginning with an assessment of the variables involved in advisement (Heist, 1966). The scope of advisement activities and a clarification of the faculty's role has been emphasized in the studies done by Koile (1954, 1955a and 1955b), Shepard (Hardee, 1959), Wrenn (1951), Penney and Buckles (1966), Vineyard (1961), Mueller (1961), Berdie (1966), and Raines (1966). Wrenn (1958), Rosen (1967) and Friedenberg (1950), stated the importance of tapping the opinions of students themselves in order to obtain the "consumer attitude" toward advisement. The importance of the interpersonal relationship between the adviser and the advisee was the theme of Southard (1960) who associated his results with the findings of Fiedler and Quinn (1950) which determined that the therapist (adviser) plays the determining part in shaping the relationship. It was also to Southard's credit that he discovered the existence of a "composite ideal" which could be used as a standard by which the advisement relationship could be measured.

The review of the literature has therefore provided the framework for the design of this study. An institution was selected (Oklahoma State University, Stillwater, Oklahoma), an advisement questionnaire administered to eight-hundred undergraduate students in the College of Education in order to tap the "consumer attitude", and a selection of variables assessed.

The Advisement Questionnaire was developed from a pilot study at Northwestern State College (Alva, Oklahoma) and its four sections dealt with (1) characteristics, (2) interpersonal relationships, (3) student problems, and (4) semantic meaning.

The characteristics of the students' advisers and their ideal advisers were compared as to height, age, race, religion, sex, and degree status. Chi square analysis and analysis of variance were the statistical tools used. The interpersonal relationship was examined through a comparison of the present adviser with the ideal adviser on three factors. Factor analysis, Pearson product-moment correlations, and "t" tests were the statistics used. Comparisons were made on four factors between what the adviser did and what the ideal adviser would do to help resolve the students' problems. Chi square, Wilcoxon t, Phi Coefficients, Contingency Coefficient of Correlation, and factor analysis were the statistics used. The semantic meaning of the concept, "My Adviser", was compared with the concept, "My Ideal Adviser", on twenty scales. The semantic differential "d" and the Mann-Whitney U were the statistics used in the analysis.

The results disclosed that the eight-hundred students (two-hundred freshmen, two-hundred sophomores, two-hundred juniors and two-hundred seniors) had favorable attitudes toward advisement. The

students reported that they really do need an adviser (94%) and would not wish their adviser replaced by a computer (93%). It was noticed that there was a significant (.01) use of advisement which increased dramatically from the freshmen to senior years, although the stated need for advisement decreased in proportion from the freshmen (98%) to senior year (89%).

The student characteristics displayed a group predominatly Protestant (87%), of the White race (97%), of the female sex (79%), and whose average ages ranged from eighteen years six months for the freshmen to twenty-two years eleven months for the seniors.

Significant differences (.01) were found between the students' advisers and their ideal adviser, when compared on the characteristics of age, sex, race, religion, height, and degree status.

The interpersonal relationship reported by the students about their advisement was very favorable. In comparing their adviser with their ideal adviser, a correlation of .74 was found and "t" tests disclosed no significant difference (.05). This congruence was interpreted as the reason for the students' favorable attitude toward advisement, based on Festinger's theory of congruity (1957). Although eighteen variables were represented in the sixty-five items used in assessing the interpersonal relationship in advisement, factor analyses disclosed only three predominant factors to exist. These factors seemed to represent Atmosphere, Rapport, and Empathy. It was proposed that the eighteen variables discussed by several authors possess enough common elements so that they can be reduced to three factors. The "composite Ideal" postulated by Southard (1966) was also found in this study.

The students' advisement needs were assessed by a comparison on four factors between what the adviser did and what the ideal adviser would do to resolve the students' problems. Factor analysis reduced twelve problem areas to four factors. These factors seemed to represent social advisement needs, psychological advisement needs, academic advisement needs and co-academic advisement needs. Congruence was found only for the co-academic advisement factor. Furthermore, in contrast to the interpersonal relationship correlation of .74, the correlation for the advisement needs was a low .28. The lack of congruence between what the adviser did and what the ideal adviser would do, was antithetical to the favorable attitude of the students toward advisement.

The semantic meaning of the concepts, "My Adviser" and "My Ideal Adviser" were investigated by use of the semantic differential (Osgood, 1961). A congruence was found similar to that found on the interpersonal relationship variables. It was proposed that this might be a more efficient and economical method to ascertain students' attitudes than a more lengthy questionnaire. It would not, however, disclose the reasons for such an attitude.

The reliability of the Advisement Questionnaire was established by the test-retest method. A sample of two-hundred students (fifty freshmen, fifty sophomores, fifty juniors, and fifty seniors) were administered the Advisement Questionnaire three weeks after the initial administration. The lack of significant differences, and the high correlations (from .41 to .99) indicated that the students' responses were reliable.

Briefly stated, students' attitudes toward advisement were judged

as being favorable. The criterea used to judge the need for advisement were met. When the student's adviser was compared with his ideal adviser, the following results were obtained:

(1) the characteristics of age, sex, height, race, religion, and degree status were significantly different;

(2) congruency was achieved for the interpersonal relationship, and two of the three factors were congruent;

(3) congruency was not achieved for the advisement needs, and only one of four factors was congruent;

(4) congruency was achieved for the semantic meaning.

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APPENDIX A

INTERPERSONAL RELATIONSHIP DESCRIPTIVE DATA

TABLE XIX

INTERPERSONAL RELATIONSHIP DESCRIPTIVE DATA

	My Present Adviser					My Ideal Adviser				
			Factor Loadings					Factor Loadings		
No.	Means	S.D.	I	II	III	Means	S.D.	I	II	III
1.	2.278	1.290	.39	-.07	.65	1.449	.788	.69	.08	.05
2.	2.238	2.447	.35	-.08	.62	1.353	.674	.55	.18	.23
3.	2.781	1.512	.49	-.05	.45	1.803	1.051	.41	.07	.30
4.	2.878	1.646	.60	-.18	.53	1.421	.714	.46	.14	.35
5.	2.903	1.494	.51	.06	.44	1.751	1.020	.50	.18	.18
6.	2.961	1.509	.40	.19	.16	2.465	1.564	.28	.16	.17
7.	3.356	1.982	.30	-.01	.60	2.384	1.809	.31	.45	-.03
8.	3.383	1.788	.12	.36	.37	3.220	1.939	.07	.47	-.04
9.	2.478	1.550	.57	-.21	.51	1.529	.989	.69	.14	.05
10.	2.163	1.339	.39	-.09	.59	1.459	.890	.74	.13	.07
11.	3.556	1.799	.68	-.10	.32	1.998	1.205	.31	-.01	.39
12.	2.659	1.322	.53	-.03	.54	1.735	.943	.53	.10	.27
13.	2.746	1.694	.48	-.14	.64	1.463	.797	.46	.15	.36
14.	3.386	1.540	.63	.00	.40	1.984	1.097	.34	-.01	.53
15.	3.340	1.619	.69	.03	.19	2.041	1.169	.31	.04	.49
16.	3.326	1.651	.72	-.02	.15	2.211	1.425	.26	.14	.41
17.	2.905	1.684	.25	.09	.62	2.196	1.564	.38	.46	-.08
18.	3.288	1.856	.40	-.04	.58	2.428	1.827	.20	.51	.04
19.	3.274	1.735	.65	-.12	.36	1.831	1.160	.58	.09	.18
20.	3.113	1.485	.66	-.04	.21	2.255	1.254	.43	-.03	.34
21.	3.284	1.550	.58	.05	.17	2.304	1.386	.46	-.07	.32
22.	3.353	1.648	.76	-.10	.34	1.944	1.102	.46	.01	.41
23.	3.080	1.810	.62	-.10	.43	1.855	1.205	.47	.15	.29
24.	4.528	1.706	.47	.41	-.27	4.554	2.032	-.25	-.09	.41
25.	3.383	1.525	.72	.01	.31	2.184	1.396	.46	.03	.25
26.	3.530	1.576	-.05	.53	.14	3.853	1.983	.09	.56	-.04
27.	3.058	1.813	.57	-.16	.57	1.754	1.177	.49	.00	.22
28.	4.988	1.632	-.01	.73	-.17	5.861	1.619	-.37	.48	.26
29.	2.609	1.436	.46	-.05	.51	1.705	1.040	.63	-.01	.16
30.	2.695	1.729	.48	-.14	.63	1.533	.953	.68	.13	.13
31.	2.923	1.455	.53	-.01	.41	2.179	1.346	.50	-.05	.23
32.	3.941	1.856	-.21	.59	.03	5.184	1.726	-.35	.50	.15
33.	3.388	1.634	.64	-.08	.38	2.225	1.408	.45	-.08	.29
34.	3.069	1.686	-.20	.65	-.01	3.998	2.011	-.09	.66	-.08
35.	3.099	1.783	.60	-.17	.51	1.711	1.064	.40	.01	.34
36.	2.243	1.312	.23	.15	.41	1.749	1.059	.61	.10	.15
37.	3.131	1.596	.67	-.08	.42	1.889	1.105	.36	.07	.41
38.	3.601	1.628	.72	-.02	.29	2.399	1.324	.30	.00	.48
39.	2.570	1.501	.05	.50	-.06	2.465	1.564	.05	.13	.12
40.	4.118	1.740	-.12	.66	.06	4.890	1.727	-.26	.53	.07
41.	2.101	1.248	.33	.06	.57	1.630	.997	.67	.06	.10
42.	3.349	1.680	.73	-.11	.31	1.529	.989	.32	.01	.53
43.	3.190	1.823	.60	-.06	.41	1.459	.890	.50	.08	.25
44.	3.479	1.606	.70	-.02	.22	1.998	1.205	.24	.08	.39
45.	3.245	1.497	.24	.31	.31	3.205	2.010	.22	.46	.01
46.	3.413	1.567	.69	-.02	.41	1.999	1.211	.56	.02	.26

TABLE XIX (Continued)

	My Present Adviser					My Ideal Adviser				
			Factor Loadings					Factor Loadings		
No.	Means	S.D.	I	II	III	Means	S.D.	I	II	III
47.	3.213	1.787	.70	-.14	.41	1.819	1.086	.02	-.02	.40
48.	3.249	1.611	.75	-.07	.38	1.893	.986	.37	.01	.53
49.	2.949	1.560	.61	-.03	.42	2.001	1.308	.44	.10	.30
50.	3.671	1.090	.36	.11	.43	2.929	2.118	.16	.47	-.08
51.	3.188	1.714	.67	-.07	.38	2.130	1.453	.43	.11	.25
52.	3.361	1.763	.12	.32	.51	2.899	1.847	.21	.45	.08
53.	2.668	1.366	.55	-.02	.52	1.825	1.035	.38	.10	.39
54.	3.166	1.643	.69	-.08	.31	1.840	1.048	.54	-.01	.24
55.	3.560	1.549	.55	.21	.15	2.573	1.491	.29	.05	.31
56.	3.275	1.644	.17	.25	.50	3.113	1.871	.05	.39	.13
57.	3.008	1.586	.39	.15	.41	2.050	1.247	.27	.02	.36
58.	3.330	1.616	.69	-.02	.25	2.008	1.100	.45	.02	.36
59.	3.219	1.647	.59	.00	.38	2.194	1.253	.16	.02	.49
60.	3.153	1.622	.45	.11	.34	2.579	1.418	.17	.02	.40
61.	3.315	1.786	.62	-.11	.35	1.804	.961	.10	.06	.70
62.	2.296	1.403	.49	-.14	.45	1.534	.763	.08	.10	.63
63.	2.939	1.706	.67	-.15	.42	1.679	.992	.07	.05	.64
64.	4.744	1.785	-.03	.68	-.03	5.331	1.739	-.35	.43	.18
65.	3.316	1.543	.66	.04	.34	2.019	1.068	.07	-.02	.68

APPENDIX B

ADVISEMENT NEEDS DESCRIPTIVE DATA

TABLE XX

ADVISEMENT NEEDS DESCRIPTIVE DATA

	My Present Adviser Did						My Ideal Adviser Would					
			Factor Loadings						Factor Loadings			
No.	Yes	No	I	II	III	IV	Yes	No	I	II	III	IV
1.	188	612	.30	.66	.21	.20	479	321	.27	.02	.19	.47
2.	357	443	.12	.55	.34	.25	672	128	.11	.23	.41	.15
3.	366	434	.33	.68	.21	.19	614	186	.18	.07	.40	.15
4.	755	45	.09	.52	.06	.51	798	2	.06	.42	.50	.15
5.	186	614	.34	.70	.26	.19	543	257	.20	.06	.22	.66
6.	126	674	.50	.70	.15	.20	259	541	.37	.04	.45	.23
7.	271	529	.24	.66	.32	.19	541	259	.20	.10	.23	.60
8.	124	676	.50	.72	.11	.22	316	484	.43	-.03	.38	.46
9.	119	681	.56	.72	.13	.20	254	546	.54	-.05	.48	.35
10.	127	673	.56	.71	.16	.17	252	548	.57	-.07	.45	.22
11.	302	498	.19	.66	.44	.17	753	47	-.01	.32	.44	.29
12.	197	603	.40	.65	.28	.16	415	385	.36	.05	.25	.29
13.	698	102	.07	.47	.17	.51	800	0	.11	.52	.54	.07
14.	256	543	.33	.61	.39	.11	752	48	.12	.30	.43	.10
15.	327	473	.19	.60	.56	.15	780	20	.09	.44	.46	.29
16.	294	506	.26	.62	.51	.16	725	75	.14	.34	.30	.51
17.	227	573	.41	.60	.34	.19	528	272	.32	.21	.31	.33
18.	165	635	.52	.67	.28	.17	403	397	.48	.10	.21	.59
19.	155	645	.55	.65	.22	.17	350	450	.54	.08	.29	.45
20.	126	674	.63	.67	.14	.18	229	771	.67	.05	.42	.24
21.	140	660	.64	.61	.21	.16	294	506	.60	.10	.38	.24
22.	306	494	.34	.52	.54	.14	686	114	.16	.43	.24	.39
23.	650	150	.21	.37	.12	.46	657	143	.21	.31	.30	-.04
24.	322	478	.32	.48	.46	.21	748	52	.14	.42	.47	.07
25.	188	612	.58	.54	.34	.15	399	401	.52	.19	.27	.23
26.	293	507	.30	.54	.58	.16	718	82	.14	.46	.25	.36
27.	312	488	.31	.52	.53	.22	656	144	.25	.35	.17	.45
28.	174	626	.60	.54	.32	.21	370	430	.55	.28	.16	.37
29.	151	649	.70	.50	.22	.20	280	520	.70	.19	.21	.25
30.	177	623	.63	.52	.28	.18	328	472	.58	.19	.21	.33
31.	142	658	.73	.47	.22	.22	208	592	.68	.26	.31	.15
32.	132	668	.73	.46	.25	.23	298	502	.60	.21	.28	.23
33.	235	565	.53	.41	.48	.15	629	171	.21	.44	.21	.28
34.	277	523	.40	.40	.47	.24	489	311	.42	.26	.07	.34
35.	470	330	.22	.34	.56	.36	745	55	.11	.51	.37	.09
36.	154	646	.76	.40	.25	.22	251	549	.69	.24	.22	.10
37.	337	463	.37	.35	.64	.25	725	75	.17	.58	.17	.28
38.	230	570	.64	.34	.42	.24	511	289	.47	.33	-.07	.48
39.	674	126	.31	.18	.26	.63	768	32	.24	.55	.19	-.01
40.	192	608	.72	.34	.34	.26	370	430	.62	.29	.09	.29
41.	158	642	.81	.32	.24	.27	242	558	.77	.30	.16	.10
42.	435	365	.44	.20	.25	.46	717	83	.22	.55	.14	-.01
43.	190	610	.76	.32	.32	.23	382	418	.67	.22	.05	.35
44.	327	473	.47	.25	.56	.26	765	35	.23	.60	.14	.16
45.	599	201	.32	.24	.15	.59	745	55	.20	.52	.11	.07
46.	172	628	.80	.27	.27	.23	244	556	.73	.32	.07	.06

TABLE XX (Continued)

	My Present Adviser Did						My Ideal Adviser Would					
			Factor Loadings						Factor Loadings			
No.	Yes	No	I	II	III	IV	Yes	No	I	II	III	IV
47.	393	407	.46	.20	.52	.28	687	113	.33	.47	.08	.10
48.	650	150	.33	.09	.25	.63	780	20	.24	.67	.11	-.01
49.	223	577	.64	.29	.42	.27	454	346	.55	.37	.00	.27
50.	354	446	.48	.22	.49	.38	582	218	.45	.38	-.11	.39
51.	159	641	.80	.30	.26	.24	237	563	.75	.35	.11	.08
52.	170	630	.79	.32	.27	.23	275	525	.73	.31	.09	.21
53.	559	241	.28	.17	.43	.58	758	42	.17	.68	.08	.16
54.	152	648	.84	.29	.23	.27	226	574	.76	.33	.13	.07
55.	174	626	.79	.28	.28	.26	392	408	.61	.35	.01	.25
56.	165	635	.81	.29	.24	.25	233	567	.77	.30	.16	.05
57.	291	509	.54	.25	.54	.27	708	92	.23	.56	.05	.19
58.	193	607	.74	.30	.31	.23	401	399	.69	.28	-.02	.27
59.	459	341	.37	.21	.58	.32	797	3	.22	.76	.06	.10
60.	281	519	.58	.28	.54	.24	577	223	.45	.36	-.11	.51

APPENDIX C

MEAN RESPONSES TO TWENTY SEMANTIC SCALES

TABLE XXI

AVERAGE SCALE RESPONSES FOR THE CONCEPT, MY ADVISER

Scale	Males	Females	Freshman	Sophomore	Junior	Senior	Total
1 Good-Bad	3.13	1.69	1.76	2.18	2.05	2.09	2.02
2 Kind-Cruel	3.21	1.58	1.76	2.21	2.07	2.11	2.04
3 Lenient-Strict	2.99	1.62	1.79	2.16	1.99	2.02	1.99
4 Bright-Dull	3.18	1.59	1.86	2.20	2.05	2.04	2.03
5 Fair-Unfair	3.18	1.59	1.77	2.23	2.05	2.07	2.03
6 Sweet-Sour	3.40	1.56	1.81	2.29	2.07	2.20	2.09
7 Safe-Dangerous	3.30	1.57	1.85	2.21	2.05	2.14	2.06
8 Joyful-Bitter	3.12	1.60	1.73	2.18	2.05	2.10	2.01
9 Generous-Selfish	3.17	1.60	1.77	2.26	2.02	2.07	2.03
10 Active-Passive	3.17	1.59	1.76	2.22	2.06	2.08	2.03
11 Gay-Serious	3.09	1.60	1.70	2.20	2.06	2.08	2.01
12 Strong-Weak	3.14	1.60	1.81	2.20	2.04	2.04	2.02
13 Near-Far	3.08	1.60	1.76	2.18	2.00	2.09	2.00
14 Happy-Sad	3.14	1.60	1.76	2.19	2.07	2.08	2.02
15 Nice-Awful	3.23	1.59	1.79	2.22	2.07	2.10	2.04
16 Pleasant-Unplesant	2.83	1.59	1.81	2.19	2.06	2.10	2.03
17 Love-Hate	3.09	1.60	1.76	2.17	2.03	2.07	2.00
18 Hot-Cold	3.00	1.62	1.73	2.16	2.02	2.05	1.99
19 Accepting-Critical	3.12	1.60	1.72	2.23	2.05	2.06	2.02
20 Precise-Sloppy	3.22	1.59	1.73	2.25	2.09	2.10	2.04

TABLE XXII

AVERAGE SCALE RESPONSES FOR THE CONCEPT, MY IDEAL ADVISER

Scale	Males	Females	Freshman	Sophomore	Junior	Senior	Total
1 Good-Bad	3.10	1.59	1.76	2.12	2.11	2.04	2.01
2 Kind-Cruel	3.15	1.59	1.79	2.12	2.11	2.05	2.02
3 Lenient-Strict	2.83	1.62	1.81	1.96	2.04	1.95	1.94
4 Bright-Dull	3.14	1.59	1.86	2.15	2.03	2.03	2.01
5 Fair-Unfair	3.18	1.58	1.82	2.14	2.10	2.04	2.02
6 Sweet-Sour	3.21	1.58	1.81	2.08	2.14	2.10	2.03
7 Safe-Dangerous	3.14	1.59	1.81	2.08	2.11	2.06	2.01
8 Joyful-Bitter	3.10	1.59	1.79	2.07	2.11	2.04	2.00
9 Generous-Selfish	3.11	1.59	1.81	2.13	2.12	1.97	2.01
10 Active-Passive	3.14	1.59	1.79	2.13	2.10	2.05	2.01
11 Gay-Serious	3.18	1.58	1.73	2.19	2.08	2.11	2.02
12 Strong-Weak	3.22	1.58	1.83	2.15	2.14	2.03	2.03
13 Near-Far	3.16	1.59	1.84	2.07	2.10	2.07	2.02
14 Happy-Sad	3.18	1.58	1.79	2.11	2.14	2.06	2.02
15 Nice-Awful	3.21	1.57	1.84	2.11	2.13	2.06	2.03
16 Pleasant-Unpleasant	3.18	1.58	1.81	2.13	2.10	2.06	2.02
17 Love-Hate	3.08	1.59	1.79	2.12	2.06	2.03	2.00
18 Hot-Cold	3.14	1.59	1.77	2.15	2.10	2.04	2.02
19 Accepting-Critical	3.21	1.58	1.84	2.22	2.07	2.00	2.03
20 Precise-Sloppy	3.09	1.60	1.76	2.18	2.07	2.04	2.01

APPENDIX D

THE ADVISEMENT QUESTIONNAIRE

ANSWER SHEET

SECTION I

DIRECTIONS: Please fill in the blanks in the following paragraphs. If you are not sure of an answer, simply mark in X in that space. In paragraph two, your present adviser is meant to be the last adviser you have talked with.

In this paragraph I shall describe myself. I am ____ feet _____ inches tall and _____ years _____ months old. My sex is _____. I am of the _____ race and my religious preference is _____. I am classified as a Fr. Soph. Jr. Sr. (circle one) and am about a A B C D (circle one) student.

In this paragraph I shall describe my present adviser. My adviser is about _____ feet _____ inches tall and about _____ years old. My adviser is of the _____ sex and of the _____ race. I believe my adviser's religious preference must be _____ and has at least a _____ degree. I have had about _____ number of interviews with my adviser during the 1 2 3 4 5 6 7 8 (circle one) semesters I've been in college here.

If I could pick my own adviser, this adviser would ideally be about _____ feet _____ inches tall, of the M F (circle one) sex, about _____ years old, and of the _____ race. This ideal adviser would be of the _____ religious faith and would have at least a _____ degree. I would/would not (circle one) prefer my adviser to be a full time specialist in advisement. I would/would not (circle one) prefer an adviser that is also a teacher/administrator/student (circle one). I would/would not (circle one) like to see advisers replaced by a computer that can give me what I need. Regardless, I do/do not (circle one) really need an adviser.

SECTION II

Directions: Please select a response for each column under the headings, Present Adviser and Ideal Adviser.

An (a) response means always true.
A (b) response means true.
A (c) response means more true than false.
A (d) response means undecided.
An (e) response means more false than true.
An (f) response means false.
A (g) response means always false.

	Present Adviser	Ideal Adviser
1.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
2.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
3.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
4.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
5.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
6.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
7.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
8.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
9.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
10.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
11.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
12.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
13.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
14.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
15.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
16.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
17.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
18.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
19.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
20.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
21.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
22.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
23.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
24.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
25.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
26.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
27.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
28.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
29.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
30.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
31.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
32.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
33.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
34.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
35.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
36.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
37.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
38.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
39.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
40.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
41.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
42.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
43.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
44.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
45.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
46.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
47.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
48.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
49.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
50.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
51.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
52.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
53.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
54.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
55.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
56.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
57.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
58.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)

	Present Adviser	Ideal Adviser
59.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
60.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
61.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
62.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
63.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
64.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)
65.	(a) (b) (c) (d) (e) (f) (g)	(a) (b) (c) (d) (e) (f) (g)

SECTION III

Directions: Pleas select a response under each of the headings, My Adviser Did and My Ideal Adviser Would. These are to be simply True or False responses. Indicate the desired response by making a heavy oval mark over the appropriate letter. The marked-over letter would, therefore, be your choice for an answer.

	My Adviser Did		My Ideal Adviser Would			My Adviser Did		My Ideal Adviser Would	
1.	T	F	T	F	31.	T	F	T	F
2.	T	F	T	F	32.	T	F	T	F
3.	T	F	T	F	33.	T	F	T	F
4.	T	F	T	F	34.	T	F	T	F
5.	T	F	T	F	35.	T	F	T	F
6.	T	F	T	F	36.	T	F	T	F
7.	T	F	T	F	37.	T	F	T	F
8.	T	F	T	F	38.	T	F	T	F
9.	T	F	T	F	39.	T	F	T	F
10.	T	F	T	F	40.	T	F	T	F
11.	T	F	T	F	41.	T	F	T	F
12.	T	F	T	F	42.	T	F	T	F
13.	T	F	T	F	43.	T	F	T	F
14.	T	F	T	F	44.	T	F	T	F
15.	T	F	T	F	45.	T	F	T	F
16.	T	F	T	F	46.	T	F	T	F
17.	T	F	T	F	47.	T	F	T	F
18.	T	F	T	F	48.	T	F	T	F
19.	T	F	T	F	49.	T	F	T	F
20.	T	F	T	F	50.	T	F	T	F
21.	T	F	T	F	51.	T	F	T	F
22.	T	F	T	F	52.	T	F	T	F
23.	T	F	T	F	53.	T	F	T	F
24.	T	F	T	F	54.	T	F	T	F
25.	T	F	T	F	55.	T	F	T	F
26.	T	F	T	F	56.	T	F	T	F
27.	T	F	T	F	57.	T	F	T	F
28.	T	F	T	F	58.	T	F	T	F
29.	T	F	T	F	59.	T	F	T	F
30.	T	F	T	F	60.	T	F	T	F

Note: Please use the space below (and the back, too, if you'd like) to add any further criticisms or recommendations about advisement.

SECTION IV

Directions: The purpose of the following items in this section is to measure the meanings of certain subject words. You are to judge these subject words against a series of descriptive scales. Please make your judgements on the basis of what these words mean to you. You are to rate the subject word on each of the scales below the subject word in the order given.

Example:

DOG

Strong ___X___: _____: _____: _____: _____: _____: _____: Weak

If you feel that the word, Dog, is very closely related to one end of the scale (such as Strong) you would place your check mark in the space next to the word, Strong, as indicated above.

If you feel that the word, Dog, is quite closely related to one or the other end of the scale (but not extremely), you should place your check mark as follows:

Strong _____: ___X___: _____: _____: _____: _____: _____: Weak

OR

Strong _____: _____: _____: _____: _____: ___X___: _____: Weak

If the word, Dog, seems only slightly related to one side as opposed to the other side (but is not neutral), then you should check as follows:

Strong _____: _____: ___X___: _____: _____: _____: _____: Weak

OR

Strong _____: _____: _____: _____: ___X___: _____: _____: Weak

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the word you are judging.

If you consider the word (Dog, in this example) to be neutral on the scale, both sides of the scale equally associated with the subject word, then you should place your check mark in the middle space:

Strong_____: _____: _____: ___X___: _____: _____: _____: Weak

Important:

(1) Place your check marks in the middle of spaces, not on the boundaries:

This: _____: ___X___: _____: _____:

Not This: _____: ____X: _____: _____:

(2) Be sure you check every scale--DO NOT OMIT ANY.

(3) Never put more than ONE check mark on a single scale.

Do not look back and forth through the items. Do not try to remember how you checked other items. Make each item a separate and independent judgment. Work at a fairly high speed. Do not worry or puzzle over items. It is your first impressions, the immediate feelings about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

MY IDEAL ADVISER

Good	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Bad
Kind	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Cruel
Lenient	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Strict
Bright	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
Fair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unfair
Sweet	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sour
Safe	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dangerous
Joyful	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Bitter
Generous	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Selfish
Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
Gay	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Serious
Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
Near	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Far
Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
Love	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Hate
Hot	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Cold
Accepting	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Critical
Precise	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sloppy

MY ADVISER

Good	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Bad
Kind	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Cruel
Lenient	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Strict
Bright	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dull
Fair	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unfair
Sweet	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sour
Safe	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Dangerous
Joyful	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Bitter
Generous	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Selfish
Active	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Passive
Gay	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Serious
Strong	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Weak
Near	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Far
Happy	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sad
Nice	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Awful
Pleasant	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Unpleasant
Love	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Hate
Hot	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Cold
Accepting	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Critical
Precise	_____:	_____:	_____:	_____:	_____:	_____:	_____:	Sloppy

QUESTION BOOKLET

PART I
(Questions for Section II of Answer Sheet)

1. My adviser is very patient.
2. My adviser gives the impression of "feeling at ease".
3. He is willing to tell me his own thoughts and feelings when he is sure that I really want to know them.
4. My adviser shows a real interest in me and my problems.
5. My adviser makes me feel that I don't have to agree with him.
6. My adviser encourages me to work on my own problems in my own way.
7. My adviser is a difficult person to warm up to.
8. Tells me what to do.
9. I believe my adviser has a genuine desire to be of service to me.
10. In opening our conversations, the adviser is relaxed and at ease.
11. He is willing for me to use our time to get to know him better, if or when I want to.
12. Understands and accepts what I am saying.
13. I feel at ease with my adviser.
14. My adviser understands me even when I don't express myself well.
15. My adviser is quick to praise me when I'm doing well.
16. Expresses approval of some particular thing I have said or done.
17. My adviser insists on being right always.
18. My adviser seems to keep me at a distance.
19. My adviser's comments help me to see more clearly what I need to do to gain my objective in life.
20. Assures me that I'm not as bad off as I think I am.
21. He tells me his actual response to anything I say or do.
22. My adviser is protective of and really concerned about my welfare.
23. My adviser gives generously of his time and energy.
24. Repeats what I've already said.
25. He likes to see me.
26. My adviser tries to avoid telling me anything that might upset me.
27. Other students could be helped by talking with advisers like mine.
28. Tells me what he thinks the problem is.
29. My adviser knows what to do next.
30. I feel comfortable in my adviser's presence.
31. My adviser makes comments that are right in line with what I am saying.
32. Tells me about an example from his own experience.
33. He understands my problems and worries.
34. My adviser works harder at solving my problems than I do.
35. I feel satisfied as a result of my talks with my adviser.
36. My adviser is sure of himself.
37. He tries to see things through my eyes.
38. My adviser shows a real liking and affection for me.
39. I take more steps in solving my problems than does my adviser.
40. Asks me a lot of questions.
41. My adviser is in good control of himself.
42. He is interested in knowing what my experiences mean to me.
43. I feel free to say whatever I think to my adviser.
44. Gets me to see my problem from someone else's viewpoint.
45. He is uncomfortable when I ask him something about himself.
46. My adviser understands me.
47. I feel better after talking about my worries with my adviser.
48. My adviser cares about me.
49. My adviser is secure and comfortable in our relationship.
50. My adviser responds to me mechanically.

51. My adviser relates to me as though I were a friend.
52. His general feeling toward me varies considerably.
53. He seems to be able to catch what I'm saying.
54. Helps me to look into the future, or the past, in order to get a different perspective on the problem.
55. I can be very critical of my adviser, or very appreciative of him, without it changing his feeling toward me.
56. Either rejects or argues some point I'm trying to make.
57. I am able to understand all that he is talking about.
58. Makes me aware of my attitudes and feelings.
59. My adviser looks upon me as being as good as he is.
60. Keeps quiet and listens.
61. My interviews with my adviser seem important to him.
62. Suggests possible courses of action.
63. My concerns and problems seem important to my adviser.
64. Urges me to do, or not to do, certain things.
65. My adviser knows exactly what I mean.

PART II
(Questions for Section III of Answer Sheet)

1. Talk with me about very personal problems
2. Help me select a college major.
3. Help me find summer or part-time work.
4. Help me with my enrollment.
5. Help me when troubled by emotional problems.
6. Help me make up my mind about a fraternity or sorority.
7. Help me when troubled about what is right or wrong.
8. Help my parents to understand me.
9. Help me cope with problems involving the opposite sex.
10. Help me find a way to improve my physical appearance
11. Help me overcome attitudes toward school that may be getting in my way.
12. Become available at any time, day or night.
13. Help me select courses which will fit my goals.
14. Help me obtain a loan, scholarship, or other financial aid.
15. Help me find ways to improve my grades.
16. Help me when frustrated or when I'm ''at the end of my rope''.
17. Help me find an organization or group that I can join.
18. Help me when I feel guilty about something.
19. Help me understand my parents better.
20. Help me clarify my thoughts, feelings and understanding about love.
21. Help me find a way to overcome my health problems.
22. Help me find ways to make school interesting and exciting.
23. Also work in the capacity of a teacher or administrator.
24. Help me decide about graduate school.
25. Help me select or obtain desirable living quarters.
26. Help me with my study problems.
27. Help me understand my strengths and weaknesses better.
28. Help me find leisure time activities I can afford and would like to do.
29. Help me understand how to come with things because of my religious point of view.
30. Help me become less dependent on my parents.
31. Help me in decisions regarding marriage.
32. Help me to cope with problems of smoking, alcoholism, or use of narcotics.
33. Help me when I get in trouble with a teacher.
34. Listen to any complaints I have about anything or anybody.
35. Help me to decide about a future vocation.
36. Help me obtain a suitable place to eat.

37. Help me understand what my teacher wants and expects.
38. Help me understand my own psychological needs better and how to satisfy them in an acceptable manner.
39. Be prompt and courteous about appointments.
40. Helps me to find ways to meet new people and how to make friends.
41. Help me clarify my thoughts and feelings about God or other religious topics.
42. Be the same person assigned to me permanently.
43. Help me when troubled by problems at home.
44. Help me decide whether or not to stay in school, transfer, or do something else.
45. Be professionally trained for advisement work.
46. Help me find a good roommate.
47. Help me interpret the college rules and regulations.
48. Have an office suitable for advisement of students.
49. Help me find extracurricular activities that I can join in.
50. Be a source of help, regardless of the problem.
51. Help me find a suitable church or religious group to join.
52. Help me establish a better relationship with members of my family.
53. Make me glad someone is available to help me.
54. Help me improve my relationships with the opposite sex.
55. Help me discover anything physically wrong that I might not be aware of.
56. Help me in decisions regarding dating, sex or courtship.
57. Help me when I get a raw deal in a particular course.
58. Help me understand my attitudes towards my own and other people's physical appearance (skin color; dress; size; mannerisms, handicaps; etc.).
59. Help me interpret the results of special tests I have taken (achievement; intelligence; personality; aptitude).
60. Help me understand myself better in relationship to others.

VITA

Charles Louie White

Candidate for the Degree of

Doctor of Education

Thesis: ATTITUDES TOWARD ADVISEMENT IN A HIGHER EDUCATION SETTING

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Blackwell, Oklahoma, June 5, 1928, the son of Charles L. and Winona F. White

Education: Completed grades kindergarten through twelve in the public schools at Blackwell, Oklahoma, and graduated from Blackwell High School in 1946; received the Bachelor of Arts degree from the University of Oklahoma with a social science major, in June, 1951; received the Master of Education degree from the University of Oklahoma, with a major in Educational Psychology, in August, 1963; completed the requirements for the Doctor of Education degree, with a major in Counseling and Personnel, in May, 1969.

Professional Experience: Employed as mathematics and Latin teacher at Newkirk High School, Newkirk, Oklahoma, from 1959 to 1960; employed at Braman High School, Braman, Oklahoma, from 1961 to 1964, counseling, teaching economics, Latin, sociology, Oklahoma history, civics, reading, and also coaching as well as director of music for all grades; attended the Oklahoma State University N.D.E.A. Counseling Institute the summer of 1964; attended the University of Texas N.D.E.A. Counseling Institute at Austin, Texas, the school year of 1964-1965; employed as counselor and government instructor at Northern Oklahoma College, Tonkawa, Oklahoma, from 1965 to 1966; served as graduate assistant in the College of Education at Oklahoma State University, Stillwater, Oklahoma, from 1966 to 1967 teaching educational psychology to students on the teacher trainee professional semester, advanced tests and measurements for graduate students, and serving as counselor in the summer advisement program for freshmen; employed as Dean of Students and teacher in the Education and Psychology Division at Northwestern State College, Alva, Oklahoma, from 1967 to 1969.

VITA (Continued)

Professional Organizations: American College Personnel Association, American Personnel and Guidance Association, Association for Measurement and Evaluation in Guidance, National Education Association, National Employment Counselors Association, National Vocational Guidance Association, Oklahoma Association of Deans and Counselors of Men, Oklahoma Education Association, Oklahoma Personnel and Guidance Association, Phi Delta Kappa, and the Student Personnel Association for Teacher Education.