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SCHRAGE, DAVID FRANK  
USE OF THE PERSONAL ORIENTATION INVENTORY, A  
MEASURE OF SELF-ACTUALIZATION, IN THE  
SELECTION OF RESIDENT ADVISORS.

THE UNIVERSITY OF OKLAHOMA, PH.D., 1977

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THE UNIVERSITY OF OKLAHOMA  
GRADUATE COLLEGE

USE OF THE PERSONAL ORIENTATION INVENTORY,  
A MEASURE OF SELF-ACTUALIZATION, IN THE  
SELECTION OF RESIDENT ADVISORS

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
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BY  
DAVID FRANK SCHRAGE  
Norman, Oklahoma

1977

USE OF THE PERSONAL ORIENTATION INVENTORY,  
A MEASURE OF SELF-ACTUALIZATION, IN THE  
SELECTION OF RESIDENT ADVISORS

BY: DAVID FRANK SCHRAGE

MAJOR PROFESSOR: MARY EVELYN DEWEY, Ph.D.

This study investigated the value of the Personal Orientation Inventory (POI) in resident advisor (RA) selection, and investigated effects of resident advisor length of experience and gender, in terms of resident self-actualization, resident academic achievement, and resident ratings of resident advisors.

Eight resident advisors employed by the University of Oklahoma during the 1976 Fall semester, as well as sixty-four students residing in their respective residence halls, were utilized for the study. Resident advisors completed the POI prior to functioning as RAs, while residents completed the POI and rated their resident advisors during the 1976 Fall semester. Resident grade point averages were obtained following the completion of the 1976 Fall semester.

Twelve hypotheses were tested via 2x2x2 Analyses of Variance and post-hoc comparisons resulting in two rejections. Use of the Personal Orientation Inventory in resident advisor selection may be unwarranted as a result of this study, as the POI did not discriminate between successful and unsuccessful RAs. Resident advisor length of experience did not discriminate between successful and unsuccessful RAs, while female residents of female RAs achieved higher grade point averages than male residents of male RAs, and male residents of male RAs rated their resident advisors higher than female residents of female resident advisors.

Recommendations for future research included use of both graduate and undergraduate resident advisors and use of regression techniques.

DEDICATED TO:  
Kimberly Alyssa

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USE OF THE PERSONAL ORIENTATION INVENTORY,  
A MEASURE OF SELF-ACTUALIZATION, IN THE  
SELECTION OF RESIDENT ADVISORS

CHAPTER I

PURPOSE AND NATURE OF THE STUDY

Introduction

Selection of residence hall staff has been a challenge since the first residence halls. Regents, parents, administrators, and students have recently posed the following questions related to residence hall living: who should care for the needs of both residents and institutions? Who should maintain order and identify problems within residence halls? Who should serve as counselor, referral agent and role model? Who should show leadership in educational and social activities? These questions became significantly more important as benefits of residential living were investigated and the impact of resident advisors (RAs) was acknowledged. As utilized in this investigation, residence halls are defined as facilities provided by institutions of higher education for the

living, growth, and development of students. Resident advisors are defined as graduate and undergraduate students employed by institutions to facilitate student growth and development. Available resident advisor classifications are reported in this study.

A magnitude of selection techniques have been employed, progressing from student elections to sophisticated instrumentation and interviews. While adaptations of many techniques are in use today, an overwhelming majority have proven ineffective. In order to refine the RA selection process objective instruments have been concurrently utilized with individual interviews. The majority of these personality inventories have failed to identify successful resident advisors, one exception being the Personal Orientation Inventory (POI). The POI, a measure of self-actualization, has shown promise. This investigation was undertaken to determine if resident advisor level of self-actualization was related to growth and development of their residents.

### Background of the Study

#### University Impact

In 1973 the Carnegie Commission on Higher Education described higher education as

...a doorway, although not an exclusive one, to a world of intellectual and aesthetic appreciation, and a path toward advantageous and sometimes privileged occupations...and has come to play a critically important role for society in helping

to provide a source of inspiration, renewal, and innovation.<sup>1</sup>

Not only do institutions propose to teach students by way of specific curricula, programs, and services, the multi-dimensional approach to education also serves to perpetuate knowledge through research and provides a media for service to surrounding communities. This study was related to certain aspects of the impact of institutions upon growth and development of students. A number of studies have indicated that college students and graduates are more creative and analytic than their high school educated peers, and that the greatest college impact occurred in the areas of attitudes, values, and interests. Feldman and Newcomb reviewed the literature between the 1920s and 1960s and found the following changes characteristic of the impact of American institutions of higher learning upon students:

Declining "authoritarianism," dogmatism, and prejudice, together with decreasingly conservative attitudes toward public issues and growing sensitivity to aesthetic experiences...increasing openness to multiple aspects of the contemporary world...increasing intellectual interests and capacities, and declining commitment to religion... [and] certain kinds of personal changes--particularly toward greater independence, self-confidence, and readiness to express impulses....<sup>2</sup>

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<sup>1</sup>The Carnegie Commission on Higher Education, Higher Education: Who Pays? Who Benefits? Who Should Pay? (New York: McGraw-Hill, 1973), p. 71.

<sup>2</sup>Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students (San Francisco: Jossey-Bass, 1969), p. 326.

### Residence Hall Impact

The effect that colleges and universities have on students stems from many different areas, including formal associations with faculty, staff, and students; extra-curricular involvement; and physical facilities such as libraries, laboratories, student unions, recreational areas, and residence halls. Today's residence halls have the potential to become vehicles for fostering student growth and development. Jencks and Riesman stated in 1968 that "...students who spend three years at a residential college usually grow as much intellectually and emotionally as students who spend four years commuting."<sup>1</sup> In 1974 Chickering reported that

Students who live at home, in comparison with those who live in college dormitories, are less fully involved in academic activities, in extracurricular activities, and in social activities with other students. Their degree of aspirations diminish and they become less committed to a variety of long-range goals. They enter educationally and developmentally useful experiences and activities less frequently. They report a shrinking range of competence. Their self-ratings for a diverse array of abilities and desirable personal characteristics drop. Their satisfaction with college decreases, and they become less likely to return.<sup>2</sup>

Greenleaf proposed that students spend as much as 70 percent

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<sup>1</sup>Christopher Jencks and David Riesman, The Academic Revolution (Garden City, New York: Doubleday, 1968), p. 184.

<sup>2</sup>Arthur W. Chickering, Commuting Versus Resident Students (San Francisco: Jossey-Bass, 1974), pp. 84-85.

of their time in their living unit.<sup>1</sup> It is no wonder that, in terms of time distribution alone, much of student learning takes place out of the classroom. In 1957 the National Association of Women Deans and Counselors stated that the residence hall "...deals with all aspects of her [the resident's] personality."<sup>2</sup> A number of authors have found that residence hall students were better adjusted, had more mature goals and aspirations, and attained a higher grade point average than non-residence hall students.

#### Resident Advisor Impact

Otto reported in 1961 that housemothers were placed in such a position as to affect the atmosphere of the residence hall and the institution, and to influence the emotional health and adjustment of their residents.<sup>3</sup> Zirkle and Hudson found a significant relationship between RA behavior and freshmen male level of maturity, grade point average, and the number of contacts that students had with

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<sup>1</sup>Elizabeth A. Greenleaf, ed., Undergraduate Students as Members of Residence Hall Staff (Washington, D.C.: National Association of Women, Deans and Counselors, 1967), p. 7.

<sup>2</sup>The Residence Hall for Students (Washington, D.C.: National Association of Women Deans and Counselors, 1957), p. 8.

<sup>3</sup>Herbert A. Otto, "The Housemother--A Neglected Resource." Educational Record 42 (October 1961):196.

the RA concerning personal matters.<sup>1</sup> Greenleaf stated that undergraduate resident advisors, by virtue of their daily contact with residents, were the most important factors contributing to residence hall success.<sup>2</sup> La Camera reported that graduate and undergraduate resident advisors played a vital role in creating and developing institutional communities.<sup>3</sup>

### Selection of Resident Advisors

While most authors agree that resident advisors have a significant impact on students, and while they agree that the resident advisor selection process is vital to the success of the residential program, a great deal of conflicting RA selection research has been published. A review of the literature indicated that resident advisor selection has progressed from deans of students' interviews to objective personality inventories. Resident advisor applicants are often required to submit formal applications,

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<sup>1</sup>Kenneth E. Zirkle and George Hudson, "The Effects of Residence Hall Staff Members on Maturity Development for Male Students," Journal of College Student Personnel 16 (January 1965):31-32.

<sup>2</sup>Greenleaf, Undergraduate Students, p. 7.

<sup>3</sup>Joseph La Camera, Jr., "The Effectiveness of Selected Intellectual and Non-Intellectual Variables in the Selection of Residence Hall Staff at the University of Colorado" (Ed.D. dissertation, University of Colorado, 1970), pp. 1-2.

references, and personality inventory profiles, and often required to have individual and group interviews. While interviews remain in use, their potential has not been investigated. A multitude of objective methods, primarily personality inventories, have been unsuccessfully employed as candidate screening devices to replace or corroborate personal interviews. Most notable among unsuccessful personality inventories are the Strong Vocational Interest Blank, the MMPI, and the California Psychological Inventory. Conversely, the Adjective Check List, Overall Agreement Scale, and California F-Scale have successfully selected resident advisors, although use of these inventories has not been widespread. A number of investigations have found utility in the Personal Orientation Inventory in resident advisor selection.<sup>1</sup> Attempts to investigate the role of RA gender and RA length of experience in the selection of student staff members have also resulted in conflicting but promising findings.

While many methods have been used to evaluate the selection of resident advisors, a review of the literature indicates that residents, targets of residence hall programs, have been most often called upon to render an evaluation of their RAs. One instrument often found related to resident

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<sup>1</sup>Everett L. Shostrom, Personal Orientation Inventory Manual (San Diego: Educational and Industrial Testing Service, 1972), pp. 5-7.

advisor performance is the Semantic Differential Resident Advisor Rating Scale adapted from a University of Iowa scale.<sup>1</sup>

Residence halls, in order to be effective, should also contribute to the academic achievement and mental health of their residents. The literature indicates that they have rarely been utilized to measure RA selection success. When they were used, resident grade point average and mental health have inconsistently related to RA effectiveness.

#### Statement of the Problem

This study investigated the value of the Personal Orientation Inventory, a measure of self-actualization, in resident advisor selection by determining if the POI successfully differentiated effective and ineffective resident advisors. This was done by a comparison of the following variables: (1) a self-actualization measure of resident advisors and residents; (2) resident advisor gender and resident evaluation of their RA, and (3) resident advisor length of experience and resident academic achievement.

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<sup>1</sup>Presley L. Hayes III, "A Study of the Relationships of a Measure of Self-Actualization to Resident Counselor Effectiveness" (Ed.D. dissertation, University of Virginia, 1971), pp. 42-50.

### Significance of the Study

The literature review revealed that many methods have been utilized with limited success to select residence hall student staff members; that resident advisor level of self-actualization, resident advisor gender, and resident advisor length of experience have been used with promising success as independent variables; that revisions of the Iowa Resident Advisor Rating Scale have successfully related to resident advisor performance; that resident academic achievement has inconsistently been related to RA success; that resident mental health has been rarely utilized to measure RA effectiveness; and that resident level of self-actualization has not been utilized to measure resident advisor success.

This study was deemed necessary because a conclusive investigation of the above variables had not been undertaken, and because the above variables had not consistently added to the resident advisor selection process. The study was unique in that the three experimental variables most often found to be related to resident advisor effectiveness were used as independent variables: RA level of self-actualization, RA gender, and RA level of experience; while the unique variable of resident level of self-actualization was utilized with resident academic achievement and resident rating of resident advisors to comprise the dependent variables under investigation. The concept of self-actuali-

zation has been accepted by many as reflective of positive mental health, as a goal of institutions of higher learning and their residence halls, and as reflective of characteristics possessed by successful resident advisors. It was therefore appropriate to utilize a valid, reliable measure of self-actualization in the selection and evaluation of resident advisors.

The following chapter will review research related to the study.

## CHAPTER II

### SURVEY OF THE LITERATURE

This survey of the literature will (1) investigate the significance that universities, residence halls, and resident advisors have on students through the important roles performed by resident advisors; (2) review materials concerning selection of RAs; (3) will discuss the Personal Orientation Inventory and self-actualization; and (4) will discuss outstanding resident advisor traits and RA evaluation.

#### University Impact

Student values do change to some extent in college. With some students, the change is substantial. But the impetus to change does not come primarily from the formal educational process.<sup>1</sup>

Published in 1957, the Jacob report stimulated a wealth of research dealing with the impact of higher education. Research conducted subsequent to Jacob's book has often contradicted his conclusions. Feldman and Newcomb

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<sup>1</sup>Philip E. Jacob, Changing Values in College: An Exploratory Study of the Impact of College Teaching (New York: Harper and Brothers, 1957), p. 11.

reported that their conclusions

...are more optimistic than Jacob's. There are conditions under which colleges have had (and, we assume, will continue to have) impacts upon their students, and not least upon students' values. Moreover, the consequences of these impacts often persist after the college years.<sup>1</sup>

Feldman and Newcomb found that students change substantially during their college careers, the most salient changes being

...increases in "open-mindedness" (reflected by declining authoritarianism, dogmatism, and pre-judice), decreasing conservatism in regard to public issues, and growing sensitivity to aesthetic and "inner" experiences. In addition, a majority of studies show declining commitment to religion, increases in intellectual interests and capacities, and increases in independence, dominance, and confidence as well as in readiness to express impulses.<sup>2</sup>

The impact of college was found by Feldman and Newcomb to be so overwhelming that they concluded:

In a sense, every student who ever attends any college undergoes some impact from the experience--even if he withdraws at the end of one "horrible week."<sup>3</sup>

Dressel and Lehmann reviewed a number of articles dealing with the impact of post-secondary educational institutions and found that the greatest reported impact occurred in the areas of attitudes, values, and interests.

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<sup>1</sup>Feldman and Newcomb, The Impact of College, p. 4.

<sup>2</sup>Ibid., p. 48.

<sup>3</sup>Ibid., p. 325.

In order to verify these reports, a study was conducted at Michigan State University and two small liberal arts colleges that was designed to investigate changes that students experienced during their attendance at institutions of higher learning. Dressel and Lehmann found the following changes: (1) improvement in critical thinking, (2) decrease in stereotype beliefs, (3) development of non-traditional value systems, (4) development of more flexible and less authoritarian orientations, (5) greater awareness of personal goals, (6) more confidence in personal abilities, (7) development of realistic future outlooks, and (8) a greater likelihood to question moral and religious absolutes. Peer contact and nonacademic experiences were reported by students to be more significantly related to attitude and value changes than courses and professors.<sup>1</sup> Dressel and Lehmann reported:

...it is difficult indeed to conclude, as did Jacob, that neither courses, nor instructors, nor instructional methods have a marked impact upon student values.<sup>2</sup>

Campbell and Eckerman echoed opposition to the Jacob report:

...there is ample evidence that a college education commonly has fundamental and long-range effects on a graduate's life...the attitudes, performance scores and values of college graduates differ from those of the general population.<sup>3</sup>

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<sup>1</sup>Paul L. Dressel and Irwin J. Lehmann, "The Impact of Higher Education on Student Attitudes, Values, and Critical Thinking Abilities," Educational Record 46 (Summer 1965): 249, 253, 256.

<sup>2</sup>Ibid., p. 249.

<sup>3</sup>Angus Campbell and William C. Eckerman, Public Concepts of the Values and Cost of Higher Education (Ann Arbor: The University of Michigan, 1964), p. 14.

Under the assumption that institutions of higher learning significantly affect students, the 1972 Carnegie Commission on Higher Education called for "...greater attention to the 'emotional growth' of students."<sup>1</sup>

Students, faculty and staff members of a college of liberal arts at a southern university supported the recommendations of the 1973 Carnegie Commission report. Cargemi found these three groups in agreement that the purpose of higher education was to help each group move toward self-actualization, to help individuals

...become fully functioning, independent and autonomous, expressive, natural, free, spontaneous and flexible, creative, career oriented in an intelligent fashion, trusting, integrated, friendly, psychologically healthy, self-confident, self-respectful, wise and knowledgeable about a particular academic discipline.<sup>2</sup>

Feldman and Newcomb reported in 1969 that college student values and attitudes gradually change during the college experience.<sup>3</sup> Conversely, a number of authors have reported that students grow and develop most often during the freshmen year. King and Walsh reported that peer

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<sup>1</sup>The Carnegie Commission on Higher Education, 1973, Higher Education, p. 71.

<sup>2</sup>Joseph P. Cargemi, "Perceptions of Students, Faculty and Administrators Regarding Self-Actualization as the Purpose of Higher Education" (Ed.D. dissertation, Indiana University, 1974), p. 76.

<sup>3</sup>Feldman and Newcomb, The Impact on College, p. 103.

groups "realistically temper" expectations and perceptions of entering students; and that for male students, the first month of college has the greatest impact on their perceptions of the college environment, while female students experience a less pronounced perceptual change during their first month.<sup>1</sup> While Dressel and Lehmann implied that their results "...may be, in part, an artifact of the instruments and appraisal procedures," they report that "...changes in critical thinking ability and in value orientation were of greatest magnitude in the freshman year."<sup>2</sup> While Bradshaw stated that alterations in college orientations change most often during the initial semester, he qualified his statement based upon thirteen-thousand questionnaires, comprising a major portion of the 1969 Carnegie Commission Survey of Faculty and Student opinion; the survey was limited to "...one time period for each student," and served as an "...approximation of the dynamics of change" rather than reflect individual changes.<sup>3</sup>

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<sup>1</sup>Howard King and W. Bruce Walsh, "Change in Environmental Expectations and Perceptions." Journal of College Student Personnel 13 (July 1972): 335-336.

<sup>2</sup>Dressel and Lehmann, "The Impact of Higher Education...", pp. 254-256.

<sup>3</sup>Ted D. Bradshaw, "The Impact of Peers on Student Orientations to College: A Contextual Analysis." Essay cited in Martin Trow, ed. Teachers and Students: Aspects of American Higher Education. The Carnegie Commission on Higher Education (New York: McGraw-Hill, 1975), pp. 279, 291, 292.

While the controversy continues, Feldman and Newcomb reported that investigations finding differential changes among college classifications often suffer from methodological difficulties; that change is not consistent between values, attitudes, or colleges; and that student change depends upon "individual rhythms of adaption."<sup>1</sup> While it is apparent that student values, attitudes, abilities, interests, and perceptions significantly change during the college years, that peer impact is significant, and that student change is dependent upon student needs, the controversy surrounding the occasion of change continues.

Astin conducted a longitudinal study of over one-hundred thousand students in 1968 and 1972 and reported that 49 percent of the males and 63 percent of the females resided in residence halls as freshmen.<sup>2</sup> Since over one-half of enrolled freshman students reside in residence halls, and since an institution's greatest impression results from peer contact, a number of authors have investigated the impact of residence halls upon students.

#### Residence Hall Impact

In 1944 Cocking traced the impact of residence halls and reported that:

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<sup>1</sup>Feldman and Newcomb, The Impact on College, pp. 100-102.

<sup>2</sup>Alexander W. Astin, Preventing Students From Dropping Out (San Francisco: Jossey-Bass, 1975), p. 90.

Fifteen years ago, a college dormitory was largely a place where college students slept, ate, and studied. Today it is much more than that. A modern dormitory is an integral part of the educational equipment. Indeed it is probably the most important type of equipment which the student will use.<sup>1</sup>

Cocking's analysis of the articles published in The American School and University between 1930 and 1944 indicates that emphasis was placed on the residence hall as an "educational laboratory."<sup>2</sup> In 1957 Gardner declared that conditions of student residences had always significantly influenced academic performance, while Butler reported in 1964 that educators had only recently carefully considered the value of residence halls.<sup>3</sup> Such noted authors as Mueller and Riker have reported that residence halls are vital to the college experience. Not only do residence halls provide accommodations and academic environments, Mueller proposed that they also aided students' personal development:

The hall is seen as a laboratory for social interchange, so rich in possibilities that its potentiality for education must not be left to chance but must be exploited in a variety of ways. Skilled personnel can use the residence hall

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<sup>1</sup>Walter D. Cocking, "College Dormitories," The American School and University 16 (1944):95.

<sup>2</sup>Ibid., p. 96.

<sup>3</sup>Evelyn Gardner, "The Sociology of Residence Hall," National Association of Women Deans and Counselors Journal 20 (January 1957):57; and William R. Butler, "Individual Growth in the Residence Halls Program," Journal of College Student Personnel 6 (October 1964):12.

situation to encourage students in acquiring adult habits, attitudes, and abilities in such a way that the student will reach the maximum attainments consistent with his personal resources.<sup>1</sup>

While a number of colleges and universities have recently required fewer students to reside in residence halls, Riker predicted in 1965 that

...more institutions will discover and utilize their housing units as integral parts of the educational process so that these units will serve as vital centers for learning.<sup>2</sup>

Unfortunately, this has not occurred.

Chickering recommended that institutions develop residence halls that become "reference group [s]" for residents in order to increase "ease and freedom" of personal relationships.<sup>3</sup> In Education and Identity Chickering suggested that

The developmental value of residence hall settings has received little careful thought. Both the magnitude of institutional investment in such facilities and the potential they offer for important aspects of student development warrant much more systematic attention. Research to date suggests

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<sup>1</sup>Kate H. Mueller, Student Personnel Work in Higher Education (Boston: Houghton-Mifflin, 1961), pp. 173-176.

<sup>2</sup>Harold C. Riker, College Housing as Learning Centers. Student Personnel Monograph Series, no. 3 (Washington, D.C.: American College Personnel Association, 1965), p. 1.

<sup>3</sup>Arthur W. Chickering, "College Residences and Student Development," Educational Record 48 (Spring 1967): 179, 185.

that well-considered action can yield significant return.<sup>1</sup>

The potential value of residence halls has been established. This discussion will focus on differences between residence hall and commuter students.

### Residence Hall Versus Commuter Students

Chickering and Kuper reported findings by the Office of Research of the American Council on Education:

...the differences between resident and commuting freshmen are the differences between the haves and the have-nots. In general, the parents of residents have higher incomes and more education. Resident students achieved better grades in high school and higher scores on aptitude tests. Their degree aspirations are higher and their average age is lower. They enter college with broader interests in national and world affairs and with more general purposes which they plan to pursue during college. They are more liberal and more receptive to diverse points of view and new experiences. They are more autonomous, more tuned in to their own emotions and impulses, and, consistent with the relative affluence of their parents, less concerned about financial problems and materialistic success.<sup>2</sup>

In addition to differences among entering students, differences due to residence continue throughout and beyond the college experience. Personality and academic differences are most often related to residence.

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<sup>1</sup> Idem, Education and Identity (San Francisco: Jossey-Bass, 1969), p. 231.

<sup>2</sup> Arthur W. Chickering and Ellen Kuper, "Educational Outcome for Commuters and Residents," Educational Record 52 (Summer 1971):257.

### Residence and Personality

Graff and Cooley found, in 1970, that residents were better adjusted and showed more mature goals and aspirations than non-residence hall students.<sup>1</sup> Utilizing the Omnibus Personal Inventory, Chickering and Kuper found that commuters changed more during their college tenure on scales relevant to "intellectual disposition," while residents showed greater gains in "Complexity, Autonomy, Religious Orientation (Liberalism), and Impulse Expression;" resident scores on "Complexity, Altruism, and Personal Integration generally increased; [while] commuter scores decreased or increased less."<sup>2</sup> Chickering and Kuper concluded that

In brief, then, at entrance, dormitory residents reported a wider range of competence than students living with parents; during the freshmen year, the range expanded for dormitory students and contracted for commuters. Thus, the gap between these two groups, from different educational and family backgrounds, increased during the freshman year. To them who had more, was given; from them who had less, was taken away.<sup>3</sup>

Nosow compared students residing in Michigan State University residential colleges with other students and

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<sup>1</sup>Robert W. Graff and Gary R. Colley, "Adjustment of Commuter and Resident Students," Journal of College Student Personnel 11 (January 1970):56.

<sup>2</sup>Chickering and Kuper, "Educational Outcome...", p. 258.

<sup>3</sup>Ibid., pp. 258-259.

verified Chickering's findings that residential students had stronger feelings of social identity than non-residential students. Noscow reported that residential college students were more often associated with "...adjustment and well-being and intellectual growth and stimulation," while not differing from non-residential students in general satisfaction.<sup>1</sup>

Scott administered the Personal Orientation Inventory at the beginning and end of an academic year and reported that increases in self-actualization were found more often for residence hall students than for students commuting from home or living off campus.<sup>2</sup>

Evidence supports the proposition that residence halls significantly affect student personality development. Contact with peers, and participation in residence hall and university wide programs, have often accounted for the impact.

#### Residence and Academics

Walker studied 3,345 freshmen residence hall and non-residence hall students attending the University of

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<sup>1</sup>Sigmund Nosow, "An Attitudinal Comparison of Residential College Seniors and Other Seniors," Journal of College Student Personnel 16 (January 1975):19, 22.

<sup>2</sup>Stephan H. Scott, "Impact of Residence Hall Living on College Student Development," Journal of College Student Personnel 16 (May 1975):215-218.

Chicago during the early 1930s and found that residence hall students, in terms of academic achievement, length of attendance, progress toward degree, scholastic honors, and extracurricular activities, achieved the "...highest correspondence with success in the University."<sup>1</sup> Walker concluded that the relationship between the residence hall environment and success

...was apparent, whether the success was measured by the gross average of the criteria of success, by the quantitative comparison of the types of housing through the use of regression equations or by the relation of change of type of housing....<sup>2</sup>

Stark reported, in 1965, that residence hall students had better developed vocabularies than other students.<sup>3</sup> Grosz and Brandt compared grade point averages of freshmen residence hall students and freshmen students residing in the home of their parents during the 1965-66 University of North Dakota academic year. They found

...that entering freshmen would tend to achieve equally well regardless of residence and that academic ability is of greater importance than student residence.<sup>4</sup>

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<sup>1</sup>E.T. Walker, "Student Housing and University Success," School and Society 42 (October 1935):575, 577.

<sup>2</sup>Ibid., p. 257.

<sup>3</sup>Matthew Stark, "Commuter and Residence Hall Student Compared," Personnel and Guidance Journal 44 (November 1965):279.

<sup>4</sup>Richard D. Grosz and Kenneth Brandt, "Student Residence and Academic Performance," College and University 44 (Spring 1969):240, 243.

Hountras and Brandt later matched groups of University of North Dakota residential and non-residential students on ACT composite standard scores and class standings during the 1966-67 academic year and found that students residing on campus achieved significantly higher grade point averages. The latter study at the University of North Dakota utilized all classifications, rather than the freshmen only sample of the Grosz and Brandt investigation. However, it appears that residence impact at the University of North Dakota surfaced over the entire college career rather than during the freshman year.

Astin reported that residence hall students earned higher grade point averages, were less likely to drop out of college, and were more likely than non-residence hall students to graduate in four years and to apply for admission to graduate school.<sup>2</sup> Residence hall students, according to Chickering, have more meaningful contact both with faculty members and peers, participate in more extra-curricular activities such as fraternities and sororities, intramurals, and social activities, assume more campus leadership positions, attend more cultural events, and

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<sup>1</sup>Peter T. Hountras and Kenneth R. Brandt, "Relation of Student Residence to Academic Performance in College," Journal of Educational Research 63 (April 1970):352-353.

<sup>2</sup>Alexander W. Astin, "The Impact of Dormitory Living on Students," Educational Record 54 (Summer 1973): 207.

discuss more political, religious, and social concerns than non-residential students.<sup>1</sup>

Evidence indicates that residence halls may serve as "educational laboratories" that provide for students' lower-level needs, enabling them to reach greater heights than non-residential students. Various criteria have been utilized to measure residence units' success: academic achievement, scholastic honors, retention, graduate school admission, self-actualization, adjustment, self-confidence, and social-identity.

#### Resident Advisor Impact

Williamson traced the utilization of residence halls from the Colonial period through 1950. He listed five factors that minimized educational objectives of residence halls: (1) repression of student behavior with rigorous control and restraint, (2) concern for safety and hygienic conditions, particularly for women students at the turn of the century, (3) utilization of residence halls as financial investments supporting university programs, (4) since World War I, utilization of residence halls as "student life centers," facilities emphasized recreational programs and extracurriculum involvement, and (5) emphasis

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<sup>1</sup>Chickering, Commuting Versus Resident Students, pp. 53-54.

upon academic competition rather than personal achievement.<sup>1</sup> Williamson emphasized that institutions have the responsibility to establish

...in our college residences the expectations on the part of the students that they will come from classrooms to residences to discuss informally and casually, as they wish, the things that they have heard discussed in the classroom, then we will have provided an organic integration of the residences into the academic program of the college.<sup>2</sup>

Williamson proposed that this optimistic premise is dependent upon graduate and undergraduate residential leadership, which has the responsibility to

...make learning natural and casual and the thing to do because it is enjoyable rather than required for graduation.<sup>3</sup>

It was Williamson's contention that

...leadership of the residence is, it seems to me, the basic key to the use of the residence for educational purposes.<sup>4</sup>

A number of authors have reiterated Williamson's position. Yarborough and Cooper reported that

...great educational leaders [Hadley, Lowell, Wilson, and Harper] recognized the importance of staffing student units with qualified, trained persons [graduates and undergraduates]. The accent, with the presidents of men's colleges, was on the

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<sup>1</sup>E. G. Williamson, "Students' Residences: Shelter or Education?" Personnel and Guidance Journal 36 (February 1958):392-395.

<sup>2</sup>Ibid., pp. 395-396    <sup>3</sup>Ibid., p. 397    <sup>4</sup>Ibid.

nurturing and developing of the finished product--the "total" man. Much of this ground work was done at the residence hall level through the effort and cooperation of the resident assistant.<sup>1</sup>

Scott echoed the impact of upperclass resident advisors:

A college or university's investment in residence hall facilities and staff personnel is based on the premise that a student's education is enhanced by living in a residence hall and that the professional personnel, student staff, and student leaders make a significant and meaningful impact on the development of students in the residence halls.<sup>2</sup>

Murphy surveyed 107 institutions of higher learning and found that selection and training of graduate and undergraduate staff members "...were most often noted as the basic factors in the success of a men's resident counseling program."<sup>3</sup>

Zirkle and Hudson investigated the relationships between resident advisor behavior and resident maturity, grade point average, and selected resident behavior. They found a significant relationship between RA behavior and freshmen male level of maturity, grade point average, and the number of contacts that residents had with their RA

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<sup>1</sup>John M. Yarborough and Mrs. Robert A. Cooper, "The Present Day Resident Assistant Program," Journal of College Student Personnel 4 (June 1963):246.

<sup>2</sup>Scott, "Impact on Resident Hall Living...", p. 214.

<sup>3</sup>Raymond O. Murphy, "Administrative Practices in Utilizing Students as Staff in Residence Halls," Journal of College Student Personnel 6 (December 1964):113.

concerning personal matters. Students residing in counseling-oriented residence halls, where RAs performed as student advocates, also caused less physical damage to the residence, made fewer requests to move out of the residence hall, were involved in more residence hall activities, reported that they knew their RA better, viewed him as a friend and counselor, and preferred that he return as their RA, than students residing in administration-oriented residence halls where RAs maintained order.<sup>1</sup> Greenleaf reported:

Many factors affect the contribution that residence living can provide, but most important is the residence hall staff--those people who day by day come into direct contact with students.<sup>2</sup>

Student concern over the value of resident advisors at the University of Missouri inspired Gifford to investigate the possibility of removing RAs from residence halls. He found that RAs had a significant effect on the attitude residents held toward the residence hall and significantly reduced the noise level of the hall, a universal problem in group living situations. Gifford subsequently encouraged not only the retention of the resident advisor program but also its enrichment.<sup>3</sup> Frankenberg conducted a study to

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<sup>1</sup>Kenneth E. Zirkle and George Hudson, "The Effects of Residence Hall Staff Members on Maturity Development for Male Students," Journal of College Student Personnel 16 (January 1965):31-32.

<sup>2</sup>Greenleaf. Undergraduate Students, p. 7.

<sup>3</sup>Brian M. Gifford, "Effects of Various Residence Hall Administrative Structures on Students," Journal of College Student Personnel 15 (March 1974):133-135.

identify aspects of college student self-actualization related to living conditions. She found that personal growth occurred as a result of involvement within the residence hall, and that it occurred rapidly within the academic year when the undergraduate RA functioned as a growth motivator. Growth motivation, defined as motivation concerned with fresh discovery, was contrasted with deficiency motivation, concerned with the maintenance of needs.<sup>1</sup>

In conclusion, resident advisors significantly affect student growth and development; specifically, academic achievement and campus involvement. The following sections will be devoted to resident advisor roles and selection as they contribute to resident advisor effectiveness.

#### Roles of Resident Advisors

Harshman and Harshman reported that student staff roles have evolved from that of inspecting rooms, caring for the moral, social, and ethical life of residents and reporting violations of regulations, to one of

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<sup>1</sup>Ellen L. Frankenberg, "Self-Actualization and Environment: The Personal Orientation Inventory as a Measure of Personal Growth Among Undergraduates in the Living-Learning Community" (Ph.D. dissertation, Ohio State University, 1972): pp. 4, 120-122.

counseling and programming.<sup>1</sup> Stark proposed that academicians devote exorbitant time and energy to classrooms and neglect educational potentials of residence halls. He submitted that a "...new breed of teachers--residence teachers" be selected and trained to help residents learn from one another, thus immersing residents "...into the total collegiate environments."<sup>2</sup> Mock purported that residence halls could serve as laboratories, as extensions of the classroom, and as such resident advisors could serve as laboratory assistants instrumental in the implementation of the residence hall program.<sup>3</sup>

A number of authors have proposed functions for RAs, including such nebulous roles as helping students, standing in loco parentis, and protecting the institution, to the multiple roles listed today in resident advisor handbooks across the country. In 1962, Aceto listed eight roles that should be performed by student staff members:

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<sup>1</sup>Carl L. Harshman and Ellen F. Harshman, "The Evaluation of Undergraduate Residence Hall Staff: A Model and Instrumentation," Journal of College Student Personnel 15 (March 1974):125.

<sup>2</sup>Matthew Stark, "Residence Living and Education," Journal of Higher Education 31 (March 1960):121-122.

<sup>3</sup>Richard D. Mock, Jr., "A Comparison of Selected Characteristics of Effective Resident Assistants at Three Liberal Arts Colleges" (Ed.D. dissertation, University of Oklahoma, 1972), p. 1.

(1) to help residents become familiar with the residence hall, other students, and staff members, (2) to become acquainted with each resident and their interests, abilities, and problems, (3) to refer residents to others when necessary, (4) to become familiar with tutorial assistance, (5) to keep residents well informed, (6) to encourage student government within the residence hall, (7) to initiate and help maintain a friendly atmosphere in the residence hall, and (8) to recognize moral problems within the residence hall.<sup>1</sup> In 1971, Mullozzi and Spees at Southern Illinois University, reported the following undergraduate RA roles: (1) leadership in student programs, information, and advertisement, (2) promotion of interpersonal relations, and (3) low-level interpersonal counseling.<sup>2</sup> Hayes, considering the above functions and attempting to relate self-actualization to staff effectiveness, adapted six functions of resident advisors: (1) discipline, (2) quasi-counseling, (3) role modeling, (4) referral, (5) leadership in educational and social activities, and (6) identification of problems.<sup>3</sup> These six roles

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<sup>1</sup>Thomas D. Aceto, "Students in Pre-Professional Staff Roles," Journal of College Student Personnel 4 (October 1962):26.

<sup>2</sup>Anthony Mullozzi and Emil R. Spees, "Factors in Selecting Residence Hall Fellows," National Association of Women Deans and Counselors Journal 34 (Summer 1971):185.

<sup>3</sup>Hayes, "A Study of the Relationships....," p. 42.

encompass the majority of functions required by today's residence halls.

### Selection of Resident Advisors

Stark reported at the 1958 convention of the American Personnel and Guidance Association that the following elements should be required for residence hall student staff selection: (1) completed application blanks, (2) recommendations, (3) academic records, (4) scores on aptitude tests, (5) scores on personality inventories, and (6) permission from academic advisors.<sup>1</sup> Selection of resident advisors has progressed from use of subjective techniques such as personal interviews and the Leaderless Group Discussion through objective personality measures including the Personal Orientation Inventory. This review will investigate both subjective and objective resident advisor selection methods.

### Students Seek Residence Hall Positions

Greenwood and Lembcke reported that students are drawn to residence hall positions for a number of reasons: payment of room, board, and tuition; academic credit; desire for recognition; and to test their career interests in a

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<sup>1</sup>Matthew Stark, "Residence Hall Staff, Pointers on Selection and Training," College and University Business 26 (May 1959):50.

"helping relationship."<sup>1</sup> Resident advisor positions appeal to a wide variety of students, are highly competitive, and selection of these key student staff members is a most difficult task. Southern Illinois University had three applicants for every resident advisor position and searched for an objective screening device to replace the personal interview "...in order that staff could continue their necessary duties during the RF [RA] selection period."<sup>2</sup> Shaffer and Martinson, and Zirkle and Hudson, echoed the concerns of S.I.U. and encouraged residence hall administrators to devise more effective economical methods of selecting student staff members while continuing to achieve the educational objectives of residence halls.<sup>3</sup>

#### Resident Advisor Selection Procedures

In 1964 Murphy surveyed 107 institutions of higher education and reported that

Recruitment and selection were most often noted as the basic factors in the success of a

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<sup>1</sup>Janet D. Greenwood and Barbara A. Lembcke, eds., Student Staff in College Residence Halls: Educational Preparation and Role Clarification (n.p.:American College Personnel Association, n.d.), p. 1.

<sup>2</sup>Mullozzi and Spees, "Factors in Selecting....," p. 185.

<sup>3</sup>Robert H. Shaffer and William D. Martinson, Student Personnel Services in Higher Education (New York: The Center for Applied Research in Education, 1966), p. 62; and Zirkle and Hudson, "The Effectiveness of Residence Hall Staff Members....," p. 33.

men's resident counseling program.<sup>1</sup>

While residence hall administrators perceive the significant impact that graduate and undergraduate resident advisors have on residents, the numerous candidates applying for the RA positions, as well as the cost of RA selection, they are unable to agree on procedures for selecting resident advisors. Practitioners not only report contradictions in their research findings, but also suggest that methods be devised to improve selection success to enable them to continue their other responsibilities while selecting resident advisors. The following review is directed toward the subjective and objective measures utilized in resident advisor selection, to include use of the Personal Orientation Inventory.

#### Subjective Selection Criteria

Initially, resident advisor selection processes began in presidents' or deans of students' offices with reviews of applications, scholastic achievements, extra-curricular participation, and disciplinary involvement. Having successfully completed this phase, graduate and undergraduate applicants were interviewed by deans of students who in turn made the selections. Residence hall staff and resident involvement, recommendations, and formal assessment of personality characteristics were recently added to the selection process. While "no panacea," Kidd

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<sup>1</sup>Murphy, "Administrative Practices...", p. 113.

suggested in 1952 that resident advisors be selected from among undergraduate residents of a particular residence hall based on sociograms completed by residents, and that academic records, reputation with the residence hall staff, suitable appearance and speech, appropriate philosophy and interests, and general maturity be taken into consideration.<sup>1</sup> In 1963 Sheeder set forth five elements of an ideal undergraduate resident advisor selection process: (1) academic achievement review, (2) role play a house meeting, (3) role play a discipline situation, (4) interview by residence hall leaders, and (5) interview by director of housing, residence hall supervisors, and resident advisors.<sup>2</sup> Greenleaf suggested in 1965 that RA selection consist of a personal interview with a residence hall administrator, and a group interview conducted by residence hall staff members, student leaders and other students, and faculty members. The final selection should consider these two interviews and be made by the director of residence halls.<sup>3</sup> The value of the interview, a long standing ingredient of selection,

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<sup>1</sup>John W. Kidd, "Improving Morale in College Residence Halls," College and University Business 12 (February 1952): 45-46.

<sup>2</sup>William B. Sheeder, "Role Playing as a Method of Selecting Dormitory Counselors," Journal of College Student Personnel 4 (March 1963):155-156.

<sup>3</sup>Greenleaf, Undergraduate Students, pp. 24-25.

and of role playing has evolved into the incorporation of the leaderless group discussion (LGD) in the resident advisor selection process.

Brady suggested that the LGD saved time, indicated how undergraduate applicants might deal with discussions in the residence hall, how they felt about residence halls and their philosophy of students, and could reveal personal qualities and fill-in gaps in the applicant data base.<sup>1</sup> Banta and McCormick also advocated use of the LGD as a means of involving more personnel in the selection of graduate and undergraduate advisors. Failing to evaluate its effectiveness, they reported that residence hall staff members would appreciate the opportunity to contribute to the selection process.<sup>2</sup> Mullozzi and Speers found that 23.5 percent of the criterion variance was accounted for by the LGD ( $P < .05$ ), while investigating undergraduate resident advisor selection.<sup>3</sup> This study appears to be the only investigation of LGD success in RA selection and thus its utility has not been proven.

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<sup>1</sup>Marna V. Brady, "Student Counselor Selection," Personnel and Guidance Journal 33 (January 1955):289, 291.

<sup>2</sup>Trudy W. Banta and Jane E. McCormick, "Using the Leaderless Group Discussion Technique for the Selection of Residence Hall Counselors," Journal of the National Association of Women Deans and Counselors 33 (Fall 1969):30-33.

<sup>3</sup>Mullozzi and Speers, "Factors in Selecting...", pp. 185, 188.

This review indicates that subjective methods, including role playing and the LGD, have not generally been evaluated, that interviews are widespread and are not evaluated, and that objective methods must be developed in order to systematically select residence hall staff members.

#### Objective Selection Criteria

For the purpose of this review, resident advisor objective selection criteria have been divided into inventories of limited utility and inventories of possible use.

Inventories of Limited Utility in Resident Advisor Selection  
The following review reflects research finding personality inventories of limited value in resident advisor selection (see Table 1).

TABLE 1

INVENTORIES OF LIMITED UTILITY IN RESIDENT ADVISOR SELECTION  
RELATED TO RESIDENT ADVISOR EVALUATION

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Strong Vocational Interest Blank

-Murphy and Ortenzi (1966) \*\*\*

-Burton (1968) \*\*\*

-Schroeder and Dowse (1968) \*\*\*

Allport-Vernon-Lindsey Study of Values

-Dolan (1965) \*\*\*

Minnesota Multiphasic Personality Inventory

-Burton (1968) \*\*\*

Schultz Fundamental Interpersonal Relations

Orientation-Behavior

-Kager (1969) \*\*\*

Gordon Survey of Interpersonal Values

-Barnes (1972) \*\*\*

California Psychological Inventory

-Dolan (1965) \*\*\*

-Ingram (1967) \*\*\*

-Ingram (1968) \*\*

-Schroeder and Dowse (1968) \*\*\*

-Barnes (1972) \*\*\*

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\*\* Minimal Relationships Found

\*\*\* Significant Relationships Not Found

Not only have subjective methods employed in student staff selection been of limited value, many objective methods, largely personality inventories, have failed to consistently relate RA selection to resident advisor performance. Resident advisor performance has been defined in terms of supervisor, resident, and peer ratings, and in terms of resident academic achievement and mental health. Attempting to locate standardized instruments useful in the selection of RAs, Murphy and Ortenzi, utilizing graduate and undergraduate RAs, Burton, utilizing graduate RAs, and Schroeder and Dowse, utilizing graduate RAs, reported that the Strong Vocational Interest Blank failed to discriminate between effective and ineffective resident advisors as measured by supervisor and resident ratings.<sup>1</sup> Dolan, during an investigation of undergraduate residence hall staff characteristics, reported that the Allport-Vernon-Lindsey Study of Values did not effectively discriminate between successful and unsuccessful resident advisors as measured

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<sup>1</sup>Raymond O. Murphy and Angelo Ortenzi, "Use of Standardized Measurements in the Selection of Residence Hall Staff," Journal of College Student Personnel 7 (November 1966):361; Juana M. Burton, "An Evaluation of the Criteria for Selecting Residence Halls Interns at Indiana University" (Ph.D. dissertation, Indiana University, 1968), p. 96; and Pearl Schroeder and Eunice Dowse, "Selection, Function, and Assessment of Residence Hall Counselors," Personnel and Guidance Journal 47 (October 1968):156.

by supervisor and resident ratings.<sup>1</sup> Burton reported that the Minnesota Multiphasic Personality Inventory did not differentiate between supervisor rated successful and unsuccessful graduate RAs.<sup>2</sup>

The Schultz Fundamental Interpersonal Relations Orientation-Behavior Scale (FIRO-B) was utilized as a measure to improve the selection and evaluation of resident advisors at Western Washington State College. Kager found no significant relationships between 789 resident ratings of 45 graduate and undergraduate RAs and interpersonal relations, as measured by the FIRO-B.<sup>3</sup> Attempting to isolate objective measures to assist administrators select resident advisors, Barnes found a lack of significance between graduate and undergraduate resident advisor Gordon's Survey of Interpersonal Value scores and RA effectiveness, in terms of supervisor, resident, and self ratings.<sup>4</sup>

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<sup>1</sup>Frances A. Dolan, "Personal Qualities and Characteristics Important in the Selection of Undergraduate Staff Members for Women's Residence Halls" (Ph.D. dissertation, Northwestern University, 1965), p. 64.

<sup>2</sup>Burton, "An Evaluation of the Criteria...", p. 96.

<sup>3</sup>Steve Kager, "The Selection and Evaluation of Residence Hall Aids," Western Washington State College, 1969, pp. 2, 6, 10. (Mimeographed)

<sup>4</sup>Thomas L. Barnes, "Resident Assistants' Personality Variables as Related to Effectiveness Ratings" (Ed.D. dissertation, Pennsylvania State University, 1972), pp. 67, 69.

Dolan reported that the California Psychological Inventory (CPI), widely used in RA selection, did not discriminate between effective and ineffective undergraduate resident advisors as rated by deans, supervisors, or by residents.<sup>1</sup> The CPI was administered to University of Maryland residence hall staff members in 1965 and 1966. Ingram found that the CPI did not differentiate between successful and unsuccessful RAs as evaluated by residents and supervisors.<sup>2</sup> In a replication of the 1965-66 University of Maryland study Ingram found that only the Achievement via Conformity subscale of the CPI for combined males and females, and for males only, and the Dominance and Responsibility subscales of the CPI for females only, were significantly related to 616 resident ratings of resident advisors.<sup>3</sup> Schroeder and Dowse found that the CPI did not discriminate between successful and unsuccessful graduate residence hall staff, as measured by supervisor and resident

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<sup>1</sup>Dolan, "Personal Qualities and Characteristics....," p. 58.

<sup>2</sup>Richard T. Ingram, Evaluation and Selection of Residence Hall Staff Using Student Ratings as a Criterion, Research Report #6-67 (College Park, Maryland Counseling Center, 1967), pp. 1-6.

<sup>3</sup>Richard T. Ingram, "Evaluation and Selection of Residence Hall Staff Using Student Ratings and Supervision Ratings as Criteria, Addendum to Counseling Center Research Report #6-67," (College Park, Maryland: University of Maryland Counseling Center, 1968), pp. 1, 3-4. (Mimeographed.)

ratings.<sup>1</sup> Barnes obtained graduate and undergraduate residence hall staff evaluations from 25 percent of the residence hall population and found a lack of significance between inventoried personality variables, as measured by the CPI, and RA effectiveness.<sup>2</sup> While their use has been widespread, the utility of these subjective methods of selecting resident advisors has not been conclusively realized.

#### Inventories of Possible Value in Resident Advisor Selection

The following review reflects research finding relationships between resident advisor inventory scores and evaluations (see Table 2).

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<sup>1</sup>Schroeder and Dowse, "Selection, Function, and Assessment....," pp. 152, 156.

<sup>2</sup>Barnes, "Resident Assistants' Personality....," pp. 47, 73.

TABLE 2

INVENTORIES OF POSSIBLE USE IN RESIDENT ADVISOR SELECTION  
RELATED TO RESIDENT ADVISOR EVALUATION

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Edwards Personal Preference Schedule

- Dolan (1965) \*\*
- Murphy and Ortenzi (1966) \*\*
- Van Pelt (n.d.) \*\*

Truax Accurate Empathy Scales

- Wyrick (1969) \*\*
- Wyrick and Mitchell (1971) \*\*

Rokeach Dogmatism Scale

- Hefke (n.d.) \*\*\*

Adjective Check List

- Bodden and Walsh (1968) \*

Overall Agreement Scale

- Bodden and Walsh (1968) \*

California F-Scale

- Bodden and Walsh (1968) \*
- Hoyt and Davidson (1967) \*

Personal Orientation Inventory

- Graff and Bradshaw (1970) \*
- Graff et al (1970) \*
- Mullozzi and Spees (1971) \*\*
- Hayes (1971) \*\*
- Atkinson, Williams, and Garb (1973) \*\*

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\* Significant Relationships Found

\*\* Minimal Relationships Found

\*\*\* Significant Relationships Not Found

The Edwards Personal Preference Schedule (EPPS) has been investigated in a number of student staff selection studies. Dolan found that the EPPS discriminated in 8 of 45 comparisons and reported that the Edwards may be useful in undergraduate resident advisor selection although these comparisons could have occurred by chance alone.<sup>1</sup> Murphy and Ortenzi found a non-significant relationship ( $P > .05$ ) between the EPPS and residents' and supervisors' ratings of resident advisors.<sup>2</sup> VanPelt found that the EPPS administered to 31 Adams State College undergraduate resident advisors during the 1967-68 academic year was significantly related to RA ratings as measured by 500 residents.<sup>3</sup>

Wyrick found the Truax Accurate Empathy Scales of empathy, warmth, and genuineness minimally related to graduate and undergraduate RA success. He found a statistically non-significant relationship ( $P > .05$ ) between empathy and RA effectiveness, a significant relationship between genuineness and resident ratings of RAs, and a statistically

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<sup>1</sup>Dolan, "Personal Qualities and Characteristics...", p. 52.

<sup>2</sup>Murphy and Ortenzi, "Use of Standardized Measurements ...," p. 361.

<sup>3</sup>Newell VanPelt, "A Study of the Edward's Personal Preference Record as Related to Residence Hall Counseling Success," (Alamosa, Colorado: Adams State College, n.d.), p. 2. (Mimeographed.)

non-significant relationship between warmth and genuineness and supervisor ratings.<sup>1</sup> Wyrick and Mitchell hypothesized that graduate and undergraduate resident advisor counseling potential might be predictive of RA success utilizing evaluations of 10-15 residents per RA. They found that Truax warmth measurements for males and females, and the Truax Accurate Empathy Scale scores for females, were significantly related to resident advisor performance.<sup>2</sup> In an attempt to identify and subsequently reject potentially ineffective RAs, Hefke compared undergraduate resident advisor Rokeach Dogmatism Scale scores to resident evaluations of RAs and reported no significant relationships between authoritarianism and RA effectiveness.<sup>3</sup>

In an attempt to improve resident advisor selection at Ohio State University using psychological tests, Bodden and Walsh administered Adjective Check Lists, Overall Agreement Scales, and California F-Scales to 65 male resident advisors. They found significant correlations between

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<sup>1</sup>Thomas J. Wyrick, "A Study of Resident Advisor Effectiveness as Measured by the Duncan Residence Hall Counselor Evaluation Scale, the Truax Scales, and Grade-Point-Average" (Ed.D. dissertation, University of Arkansas, 1969), pp. 37, 58.

<sup>2</sup>Thomas J. Wyrick and Kevin M. Mitchell, "Relationship Between Resident Assistants' Empathy and Warmth and Their Effectiveness," Journal of College Student Personnel 12 (January 1971):37, 39.

<sup>3</sup>Norman E. Hefke, "A Study of the Relationship Between Authoritarianism and Resident Assistant Effectiveness" (Ph.D. dissertation, Michigan State University, 1968), pp. 1-2.

these scales and supervisor ratings of RAs.<sup>1</sup> Hoyt and Davidson also found that more authoritarian scores on the California F-Scale were characteristic of ineffective graduate and undergraduate RAs as rated by residents.<sup>2</sup>

Recently the Personal Orientation Inventory, a measure of self-actualization, has been utilized in resident advisor selection with promising but conflicting results. In order to identify an instrument that would improve RA selection, Graff and Bradshaw, and Graff et al., conducted an investigation in 1969 at Southern Illinois University with seventy-seven junior and senior male RAs. They compared 2963 resident ratings of their resident advisors (Graff and Bradshaw also utilized supervisor ratings) with RA POI scores, obtained after they were selected, and found that the Inner-Directed, Self-Actualizing Value, Spontaneity, and Acceptance of Aggression subscales were significantly related to resident ratings, while Inner-Directed, Self-Actualizing Value, Spontaneity, Self-Acceptance, Acceptance of Aggression, and Capacity for Intimate Contact subscales

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<sup>1</sup>Jack L. Bodden and W. Bruce Walsh, "Increasing the Effectiveness of the Selection of Residence Counselors," Journal of College Student Personnel 9 (May 1968):193-194.

<sup>2</sup>Donald P. Hoyt and Alexander Davidson, "Evaluating Residence Hall Advisors," Journal of College Student Personnel 8 (July 1967):256.

were significantly related to supervisor ratings.<sup>1</sup> Hayes, investigating relationships between RA self-actualization and effectiveness, utilized 66 undergraduate resident advisor POI profiles and 1325 resident ratings as he found that resident advisor Self-Regard subscale scores, obtained while students were functioning as RAs, were significantly related to RA effectiveness.<sup>2</sup>

Attempting to minimize the time commitment required for RA selection, Mullozzi and Spees utilized Inner-Direction POI subscales for 272 undergraduate resident advisor applicants at Southern Illinois University. When related to the criterion, selected or not selected, they found that the POI accounted for only 3 percent of the criterion variance. Mullozzi and Spees accounted for the discrepancies between their study and that of Graff and Bradshaw in terms of criterion: while Graff and Bradshaw utilized RA performance, Mullozzi and Spees used potential effectiveness as the criterion.<sup>3</sup> Atkinson, Williams and

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<sup>1</sup>Robert W. Graff and Harley E. Bradshaw, "Relationships of a Measure of Self-Actualization to Dormitory Assistant Effectiveness," Journal of Counseling Psychology 17 (November 1970):502-504; and Robert W. Graff et al., "The POI: A Validity Check," Educational and Psychological Measurement 30 (Summer 1970):429-431.

<sup>2</sup>Hayes, "A Study of the Relationship...", pp. 37, 38, 42, 49, 50.

<sup>3</sup>Mullozzi and Spees, "Factors in Selecting...", pp. 188, 189.

Garb also investigated the utility of the Personal Orientation Inventory in resident advisor selection. They administered the POI to undergraduate students before they assumed their RA duties and administered the criterion measure after they had functioned as resident advisors for one academic quarter. Resident advisors were rated by residents and supervisors using a list of responsibilities developed by RA supervisors. While a better designed study than other POI-RA selection studies, Atkinson, Williams, and Garb found only 4 significant POI score effects out of 72 when residents rated RAs, and only 3 significant POI score effects out of 72 when supervisors rated undergraduate RAs. These significant effects could have occurred by chance, with 5 of the 7 being inversely related. Seventy-one percent of the mean ratings for RAs in the high POI group, when rated by supervisors, were lower than the mean ratings of the low POI group. Atkinson, Williams, and Garb concluded that their results did not support use of the Personal Orientation Inventory in resident advisor selection.<sup>1</sup>

In summary, resident advisor selection methodology has progressed from informal subjective methods to formal objective methods. Informal interviews have been augmented

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<sup>1</sup>Donald R. Atkinson, Thomas D. Williams, and Elliot Garb, "The Personal Orientation Inventory as a Predictor of Resident Advisor Effectiveness," Journal of College Student Personnel 14 (July 1973):326-328.

and/or replaced by personality inventories, and final selections consider a multitude of factors, including input from residents and staff members. The majority of personality inventories utilized in RA selection are of limited value. While not conclusive, a review of the literature indicates that the Personal Orientation Inventory might be a useful tool in the selection process.

Resident advisor applicants enter into the selection process with numerous characteristics affecting those they contact. This review will describe those traits, the Personal Orientation Inventory, and self-actualization.

#### Characteristics of Resident Advisors

Student staff members may significantly contribute to resident growth and development in spite of minimal institutional academic stimulation, and in spite of less than optimal residence hall administrative structure and quality programs. Albright proposed that

The personality and ability of the person doing the work and assuming the responsibility are far more important than the organization.<sup>1</sup>

Table 3 reflects nine categories reported in nine representative articles dealing with resident advisor traits thought to be among the most significant RA characteristics. The frequency with which they were reported appears to the right of each trait.

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<sup>1</sup>Preston B. Albright, "The Place of Residence Hall Organization in the Student Personnel Program," Educational and Psychological Measurement 11 (Winter 1951):703.

TABLE 3  
CHARACTERISTICS OF RESIDENT ADVISORS

<u>CHARACTERISTICS</u>	<u>FREQUENCY</u>
Mental health, maturity, personality	7
Intellectual ability	6
Sensitivity, empathetic understanding	4
Dependability, responsibility	4
Flexibility, adaptability	4
Personal commitment, interest in position	4
Communicative ability, counseling skills	2
Leadership ability	1
Knowledge of educational and vocational trends	1

SOURCE: Refer to Appendix A

Effective resident advisors are believed to be first and foremost mature and mentally healthy, and second, intelligent. Otto called for an emphasis on the mental health of staff members: "Just as mental health is transmitted or 'rubs off,' so mental illness is infectious."<sup>1</sup> The third most important characteristics, reported in the literature, are sensitivity, dependability, adaptability, and commitment. These resident advisor characteristics, significantly related to resident growth in terms of academic achievement and mental health, resemble traits possessed by self-actualizing individuals. Following a discussion of the POI, this review will consider self-actualization.

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<sup>1</sup>Otto, "The Housemother....," p. 298.

Personal Orientation Inventory

Two instruments have been developed to measure self-actualization,<sup>1</sup> the Personal Orientation Inventory (POI) and the Jones Self-Actualization Scale. The Personal Orientation Inventory was developed in 1963 by Shostrom and consists of 150 two-choice comparative value and behavior judgments that measure psychological well being. The POI contains the two basic subscales of Inner Direction (I) and Time Competence (Tc), and ten secondary scales.<sup>2</sup> The Inner Direction scale was designed to measure

...whether an individual's mode of reaction is characteristically "self" oriented or "other" oriented. Inner, or self, directed individuals are guided primarily by internalized principles and motivations while other directed persons are to a great extent influenced by their peer group or other external forces.<sup>3</sup>

The Time Competence scale measures

...the degree to which the individual lives in the present as contrasted with the past or future. The time competent person lives primarily in the present with full awareness, contact and full feeling reactivity while the time incompetent person lives primarily in the past, with guilt, regret, and resentments, and/or in the future with idealized goals, plans, expectations and fears.<sup>4</sup>

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<sup>1</sup>Refer to "Self-Actualization" below.

<sup>2</sup>Refer to Appendix B for a description of the ten secondary scales.

<sup>3</sup>Shostrom, Personal Orientation Inventory, p. 5.

<sup>4</sup>Ibid.

Shostrom reported significant relationships between the POI and many other personality measurements, for example, the Minnesota Multiphasic Personality Inventory, the California F-Scale, and the Guilford-Zimmerman Temperament Survey; and test-retest reliability for Tc of .71 and for I of .77.<sup>1</sup>

Proposing that the POI did not adequately measure self-actualization, in 1974 Jones developed the Jones Self-Actualization Scale, and reported a .67 test-retest reliability and a non-significant correlation with the POI.<sup>2</sup> Since the Shostrom and Jones scales have been the only instruments developed to measure self-actualization, since the POI has been widely used and proven effective while the Jones Self-Actualization Scale has not, the Personal Orientation Inventory has been selected for this study.

#### Use of the Personal Orientation Inventory in Counseling Settings

In addition to residence hall staff selection, the Personal Orientation Inventory has had many uses, including the measurement of helping relationships in counseling and residence hall sittings. A review of the literature

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<sup>1</sup>Ibid., pp. 25, 32.

<sup>2</sup>Kenneth M. Jones, "The Construction and Validation of an Instrument to Measure Self-Actualization as Defined by Abraham Maslow" (Ph.D. dissertation, University of Southern Mississippi, 1975), p. 10.

indicated that effects of marathon growth groups were often evaluated by using the POI. Kimball and Gelso found that weekend marathon growth groups positively affect college student self-actualization as measured by the POI. While both low self-actualized and high self-actualized groups exhibited significant changes, the high self-actualized group manifested higher levels of self-actualization than the low self-actualized group following the growth group. Kimball and Gelso also reported that some marathon group effects endure for at least four weeks, with three POI subscales emerging as significantly related to the marathon at the delayed post test but not appearing on the immediate post test.<sup>1</sup> Foulds and Hannigan, investigating the effect of continuous 24-hour Gestalt workshops and the stability of resulting changes over a six-month period, found that ten of twelve POI subscales reflected significant improvement immediately following the marathon group, and that three of twelve POI subscales reflected continued significant improvement six months after the workshop.<sup>2</sup> Knapp and

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<sup>1</sup>Ronald Kimball and Charles J. Gelso, "Self-Actualization in a Marathon Growth Group: Do the Stronger Get Stronger?" Journal of Counseling Psychology 21 (January 1974): 38, 41.

<sup>2</sup>Melvin L. Foulds and Patricia S. Hannigan, "Effects of Gestalt Marathon Workshops on Measured Self-Actualization: A Replicating and Follow-up Study," Journal of Counseling Psychology 23 (January 1976):61, 63.

Fitzgerald found that five POI subscales, including Inner Direction, significantly increased as a result of a 72-hour weekend encounter group.<sup>1</sup> Walton found significant increases on the POI Inner Direction scale following a growth group and non-significant increases on seven of 24 comparisons.<sup>2</sup> White reported that subjects completing a "Human Potential Laboratory" averaged non-significantly higher ( $P > .05$ ) than a control group didactically taught self-actualization concepts on ten of twelve POI subscales. The only significant difference ( $P < .01$ ) found by White was on the Self-Actualizing Value scale.<sup>3</sup> Culbert, Clark, and Bobele found that college students who fell within a "self-actualized" range based on a POI administration prior to sensitivity training, did not experience significant increases or decreases on a post sensitivity training administration, while a group of "normal" students based on a pretest, did show significant increases on four

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<sup>1</sup>Robert R. Knapp and O. Ray Fitzgerald, "Comparative Validity of the Logically Developed Versus 'Purified' Research Scales for the Personal Orientation Inventory," Educational and Psychological Measurement 33 (Winter 1973):973.

<sup>2</sup>Dan R. Walton, "Effects of Personal Growth Groups on Self-Actualization and Creative Personality," Journal of College Student Personnel 14 (November 1973):493.

<sup>3</sup>John White, "The Human Potential Laboratory in the Community College," Journal of College Student Personnel 15 (March 1974):99.

of twelve POI scales, including I ( $p < .01$ ).<sup>1</sup>

In addition to change that takes place as a result of marathon growth groups and sensitivity training, change that results from individual therapy has also been measured by the Personal Orientation Inventory. Shostrom and Knapp found that all twelve POI subscales significantly differentiated ( $p < .01$ ) between patients entering therapy with a group of patients in "advanced states of psychotherapeutic process," with a mean of 27 months in therapy, and that all differences were in favor of "advanced" patients.<sup>2</sup> Hekmat and Theiss found that high self-actualized college students were more resistant to social conditioning than low self-actualized college students as measured by the POI, and that high self-actualized college students were "significantly more resistant to extinction," than other college students.<sup>3</sup> Utilizing the

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<sup>1</sup>Samuel A. Culbert, James V. Clark and H. Kenneth Bobele, "Measures of Change Toward Self-Actualization in Two Sensitivity Training Groups," Journal of Counseling Psychology 15 (January 1968):54, 55.

<sup>2</sup>Everett L. Shostrom and Robert R. Knapp, "The Relationship of a Measure of Self-Actualization (POI) to a Measure of Pathology (MMPI) and to Therapeutic Growth," American Journal of Psychotherapy 20 (January 1966):195.

<sup>3</sup>Hamid Hekmat and Michael Theiss, "Self-Actualization and Modification of Affective Self-Disclosure During a Social Conditioning Interview," Journal of Counseling Psychology 18 (March 1971):104.

P0I and rating excerpts from counseling sessions, Foulds measured the relationship between counselor mental health and counselor ability to communicate and facilitate conditions of understanding, genuineness and positive regard.<sup>1</sup> Foulds found that six of twelve P0I subscales were positively related to counselor level of communicating empathetic understanding, that ten of twelve subscales positively related to counselor level of communicating facilitative genuineness, and that no P0I subscale related positively to counselor level of communicating positive regard.<sup>2</sup> Foulds also reported that combined Tc and I scores differentiated high and low levels of facilitative genuineness.<sup>3</sup>

Winborn and Row replicated Foulds' research but reported that

The findings of this study make suspect Foulds' interpretation that there is a direct relationship between counselor self-actualization and ability to provide facilitative conditions. His suggestion that counselors would benefit from experiences intended to bolster their psychic

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<sup>1</sup>Melvin L. Foulds, "Self-Actualization and Level of Counselor Interpersonal Functioning," Journal of Humanistic Psychology 9 (Spring 1969):88.

<sup>2</sup>Idem, "Self-Actualization and the Communication of Facilitative Conditions During Counseling," Journal of Counseling Psychology 16 (March 1969):133, 134.

<sup>3</sup>Idem, "Positive Mental Health and Facilitative Genuineness During Counseling," Personnel and Guidance Journal 47 (April 1969):764.

integration, appears unwarranted.<sup>1</sup>

While Foulds reported 22 significant correlations between POI scale scores and facilitative conditions, Winborn and Rowe found only one significant relationship during the replication, that being between the POI scale of Synergy and facilitative genuineness. Additionally, while Foulds reported that the summed scores of Tc and I proved the most accurate measurement of self-actualization, originally proposed by Shostrom in the POI manual, Winborn and Row's replication resulted in 0.00 correlation coefficient between summed Tc and I scores and facilitative conditions.

Differences between the two studies may be procedural matters. While Foulds sampled 30 beginning counseling students with an age range of 21-44 years, and a mean age of 27.7 years, Winborn and Rowe sampled 50 beginning counseling students with an age range of 22-65 years, and a mean age of 29.1 years.<sup>2</sup> Foulds tested practicum students during the final month of a tri-semester, thus following two months of practicum experience; while Winborn and Rowe gathered data during the second and fourth weeks of a five

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<sup>1</sup>Bob B. Winborn and Wayne Rowe, "Self-Actualization and the Communication of Facilitative Conditions--A Replication," Journal of Counseling Psychology 19 (January 1972):19, 28.

<sup>2</sup>Foulds, "Self-Actualization and the Communication...", p. 133; and Winborn and Rowe, "Self-Actualization...", p. 27.

week summer term.<sup>1</sup> Differences between Foulds' younger, full-time counseling students (students enrolled in a regular semester versus enrollment in a summer session), and older, summer counseling students utilized by Winborn and Rowe, point to replication weaknesses and may account for discrepancies between the two studies, as well as point out the need for future replications.

With the exception of the Winborn and Rowe study, the Personal Orientation Inventory has been successfully utilized in counseling settings to measure both counselor and counseling success.

#### Use of the Personal Orientation Inventory in Residence Hall Settings

In addition to counseling settings, the POI has been utilized to measure the effects of residence hall programs, to include resident advisors. Frankenberg reported that residents living in a "traditional" residence hall scored higher on eleven of twelve POI pretested scales than residents in an experimental "living-learning" residence hall, while post test scores indicated that "living-learning" students scored higher on eight of twelve POI scales.<sup>2</sup> Scott found that male resident advisors scored significantly

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<sup>1</sup> Ibid.

<sup>2</sup> Frankenberg, "Self-Actualization and Environment...", pp. 61, 63.

higher than upper class male residents on the Inner Direction and Self-Actualizing Value scales of the POI both at the beginning of the academic year and again at the completion of the second semester. Female resident advisors scored significantly higher than upper class female residents on the Time Competent, Inner Direction, and Capacity for Intimate Contact scales at the beginning of the first semester; and on the Tc, I, Self-Actualizing Value, Spontaneity, Self-Regard, Nature of Man, and Capacity for Intimate Contact scales at the completion of the academic year. Scott reported that semester increases in POI scores occurred more often among residence hall students than among off-campus or commuting students.<sup>1</sup> Schroeder and LeMay found that students residing in co-educational residence halls, defined as residence halls housing different sexes on alternating floors, sharing common lounges, scored significantly higher on POI pretests and post tests than residents of traditional single-sex residence halls, and that co-ed residents grew more in terms of self-actualization during the year long investigation.<sup>2</sup>

While the Personal Orientation Inventory has been often successfully utilized to measure levels of self-

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<sup>1</sup>Scott, "Impact of Residence Hall Living...", p. 218.

<sup>2</sup>Charles C. Schroeder and Morris L. LaMay, "The Impact of Co-ed Residence Halls on Self-Actualization," Journal of College Student Personnel 14 (March 1973):106, 109.

actualization and growth resulting from counseling and residence hall environments, its use in residence hall selection has yet to be justified. The following section deals with self-actualization, the construct underlying the POI.

### Self-Actualization

Self-actualization, the apex of the basic needs theory of human motivation initially postulated by Abraham Maslow in 1954, represents the state of individuals who have passed through four lower need levels, have relatively realized them, and have progressed up the psychological ladder toward self-fulfillment. As soon as lower needs are satisfied, other needs emerge to dominate one's motivations. The basic needs in ascending order, are (1) physiological, (2) safety, (3) belongingness and love, (4) esteem, and (5) self-actualization. Physiological needs, both primary motivators and the most demanding needs, are independent of each other and of other motivations. Examples of these basic needs are hunger, thirst, sexual desire, activity and exercise, and fatigue. Security, stability, order, law and protection characterize safety needs. In order to feel safe, individuals require a peaceful, predictable, smooth running world. Representative of belongingness and love are affection and the need to belong to a neighborhood, class, gang, club, or association. Esteem needs, characterized by self-respect and respect

for others, are divided into two auxiliary areas: (1) desire for strength, accomplishment, proficiency, and autonomy, and (2) desire for prestige, distinction, dignity, and attention. The relative satisfaction of the four lower needs stimulates man to seek potentiality.<sup>1</sup>

"Self-actualization," a term coined by Kurt Goldstein in 1939, characterizes the need to achieve self-fulfillment. It signifies the desire "...to become everything that one is capable of becoming," to actualize whatever one is potentially.<sup>2</sup> Self-actualization represents a dynamic process, a process that brings an individual toward ultimate fulfillment.<sup>3</sup> Individuals who have satisfied their basic needs throughout life, develop inner strength that reduces the intensity of these needs.<sup>4</sup> In the first printing of Motivation and Personality, Maslow described self-actualized individuals, compared to "normal" people, as being challenged by the unknown; without guilt; able to perceive reality clearly; without defenses; spontaneous, aware of their

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<sup>1</sup>Abraham H. Maslow, Motivation and Personality (New York: Harper and Brothers, 1954), pp. 80-92.

<sup>2</sup>Idem, Motivation and Personality (New York: Harper and Row, 1970), pp. 35-46.

<sup>3</sup>Idem, Toward a Psychology of Being (New York: D. Van Nostrand, 1968), p. 26.

<sup>4</sup>Idem, Motivation and Personality (1954), p. 99.

own impulses, desires, and opinions; problem centered rather than self-centered; motivated in terms of growth rather than deficiency; self-sufficient; desirous of helping mankind; respectful of others as humans; unhostilely humorous; and as being creative, resistant to enculturation, and autonomous. Self-actualized people prefer privacy, have experienced a "mystical" experience, live in the "here and now," and involve themselves in meaningful interpersonal relations.<sup>1</sup> Shostrom, the author of the Personal Orientation Inventory, described a self-actualizing person as one "...who is more fully functioning and [who] lives a more enriched life than does the average person."<sup>2</sup> According to Shostrom, the self-actualized individual is less pressured by society than the average person, is less burdened by guilts, regrets, and expectations, and is more self-reliant, yet receptive of approval and affection.<sup>3</sup>

Abraham Lincoln in his latter years, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Addams, William James, and Spinoza were listed by Maslow as being self-actualized.<sup>4</sup> In 1970, because he reported screening

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<sup>1</sup>Ibid., pp. 205-227.

<sup>2</sup>Everett L. Shostrom, "An Inventory for the Measurement of Self-Actualization," Educational and Psychological Measurement 24 (Summer 1964):207.

<sup>3</sup>Ibid., pp. 212-214.

<sup>4</sup>Maslow, Motivation and Personality (1954), p. 202.

3,000 college students and locating only one self-actualized individual and twenty-five possible future subjects "growing well," Maslow decided to seek "...relatively healthy college students" for his investigation.<sup>1</sup> Ultimate fulfillment occurs most often in older individuals, with college age individuals more often progressing toward, rather than realizing, self-actualization.

#### Impact of Environment on Self-Actualization

Maslow proposed that the environment was necessarily related to progress toward self-actualization, and in fact necessary for psychological potentials to actualize, a sine qua non for self-actualization. The healthy, growth producing environment must gratify basic needs and make growth choices attractive, in order to enable individuals to seek the unknown and to progress toward self-actualization.<sup>2</sup> Maslow pointed out that even though a positive environment fostered progress toward self-actualization, individuals may progress over and above the potentials of the environment. This is possible because self-actualized individuals are able to detach themselves from the culture and to be self-sufficient.<sup>3</sup> Maslow described a growth producing

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<sup>1</sup> Idem, Motivation and Personality (1970), p. 150.

<sup>2</sup> Idem, Toward a Psychology of Being, pp. 59, 161, 211.

<sup>3</sup> Idem, Motivation and Personality (1970), pp. 278-279.

environment as

...one that offers all necessary raw materials and then gets out of the way and stands aside to let the organism itself utter its wishes and demands and makes its choices (always remembering that it often chooses delay, renunciation, in favor of others, etc., and that other people also have demands and wishes).<sup>1</sup>

Within this environmental setting, the resident advisor, having a significant impact on community members, "...is, if not all-important, certainly one of the crucial considerations" for human growth and development.<sup>2</sup> These facilitators for the self-actualization process must be able to enter into warm, positive relationships, to be positive toward life, and ought "...to be having a good time."<sup>3</sup> Hekmat and Theiss found high self-actualized college students more resistant to enculturation than low self-actualized students during social conditioning exercises. They suggested that additional research be conducted in order to explore their conclusions that

...the high self-actualized individual responds more favorably to the therapist as a model rather than a dispenser of reinforcement. Furthermore, therapists with high levels of genuineness, authenticity, and self-disclosure may achieve the most effective behavior modification with the high self-actualized client.<sup>4</sup>

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<sup>1</sup>Idem, Motivation and Personality (1954), p. 349.

<sup>2</sup>Ibid, p. 319.

<sup>3</sup>Ibid., p. 320.

<sup>4</sup>Hekmat and Theiss, "Self-Actualization and Modification...", p. 104.

Maslow made the following comment regarding one individual's impact upon another:

Let people realize clearly that every time they threaten someone or humiliate or hurt unnecessarily or dominate or reject another human being, they become forces for the creation of psychopathology, even if these be small forces. Let them recognize also that every man who is kind, helpful, decent, psychologically democratic, affectionate and warm, is a psychotherapeutic force even though a small one.<sup>1</sup>

Changes that students experienced between their freshmen and senior years, reported by Dressel and Lehmann, are reflective of Maslow's motivation scheme, and of the satisfaction of lower needs and the emergence of higher needs.<sup>2</sup> Reported results of a survey conducted at a college of liberal arts of a southern university indicated that the purpose of higher education was to facilitate individual growth toward self-fulfillment and therefore self-actualization.<sup>3</sup> Probably this institution was not graduating self-actualized individuals, but rather individuals whose lower needs were somewhat satisfied, enabling them to devote more energy to their higher needs. These graduates were probably living more in the present than typical freshmen students, and were relying more on themselves than they

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<sup>1</sup>Maslow, Motivation and Personality (1954), p. 321.

<sup>2</sup>Dressel and Lehman, "The Impact of Higher Education...", pp. 249, 255.

<sup>3</sup>Cangemi, "Perceptions of Students...", p. 76.

did as freshmen. Koile and Hays reported that these student staff members were able to advance the emotional maturity of residents.<sup>1</sup>

It would appear that residence halls, where residents spend most of their on-campus time, and that provide for those lower needs, permit residents the opportunity to progress toward self-fulfillment and provide avenues for significant interpersonal growth, while resident advisors serve as catalysts. Resident advisor applicants, who have been able to satisfy their own lower needs and devote more energy to their higher order needs, whose characteristics indicate a high level of self-actualization, are better equipped to have positive impact on residents.

Progressing from impact, roles, characteristics, and selection of residence hall staff, this review will proceed to a discussion concerning resident advisor evaluation.

#### Evaluation of Resident Advisors

Evaluation of residence hall staff is a recent phenomenon; formal appraisal was initially reported in 1949 by Sifferd. In 1948 Sifferd mailed 500 questionnaires to institutions of higher learning and found that only 49 colleges and universities, out of 74 responding institutions,

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<sup>1</sup>Earl A. Koile and Lou Dora Hays, "Do Head Residents Advance Student Development?" Journal of College Student Personnel 4 (December 1962):94.

evaluated their graduate and undergraduate resident advisor programs. Fifteen of these institutions based their evaluations on resident reaction to RAs, while fifteen others judged the appraisal on resident behavior, for example: grades, study habits, and program participation. Twelve other evaluative techniques were mentioned by reporting institutions, primarily based upon supervisor observation. Also during 1948, the University of Illinois developed a resident advisor evaluation questionnaire distributed to residents. It was found that students were overwhelmingly satisfied with services provided by their RAs.<sup>1</sup>

Graduate and undergraduate residence hall staff members have been evaluated both by residents and by supervisors: directors of housing, deans of students/men/women, and by head residents. Resident advisors have been evaluated in terms of loyalty and leadership ability, in terms of ability to maintain order, to identify problems, to set an example, to promote spirit, to counsel, to refer, and to promote programs and self-responsibility. While these constructs are difficult to define operationally and subsequently measure, three evaluation standards may be defined and measured: (1) resident and supervisor ratings

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<sup>1</sup>Calvin S. Sifferd, "Evaluating a Residence-Hall Counseling Program," School and Society 69 (June 25, 1949): 453, 454.

of resident advisors, (2) resident academic achievement, and (3) resident level of self-actualization. Since RA evaluation standards are most often related to RA selection, the reader is asked to refer above to "Selection of Resident Advisors" and to Tables 1 (page 37) and 2 (page 42). In addition to a review of these criteria, this review will also include effects of experience and gender on resident advisor success.

#### Resident and Supervisor Ratings of Resident Advisors

Residents, targets of resident advisor programs, and resident advisor supervisors, have been most often called upon to evaluate resident advisors. This process has taken on many forms, including the development of instruments to standardize and quantify evaluations. Two such instruments of wide usage are the University of Iowa Resident Advisor Rating Scale, here and after known as the Iowa Scale, and the Duncan Residence Hall Counselor Evaluation Scale, here and after known as the Duncan Scale.

#### Iowa Resident Advisor Rating Scale

Table 4 indicates that all five articles reviewed found significant relationships between Iowa scale scores and RA personality measures.

TABLE 4

OBJECTIVE PERSONALITY MEASURES SIGNIFICANTLY RELATED  
TO THE IOWA RESIDENT ADVISOR RATING SCALE

<u>SUPERVISOR COMPLETED</u>	<u>RESIDENT COMPLETED</u>
1) Authoritarian attitudes on the California "F" Scale - Hoyt and Davidson (1967)	1) Inner-Directed, Self Actualizing Value, Spontaneity, and Acceptance of Aggression Scales of the POI-Graff and Bradshaw (1970) and Graff et al (1970)
2) Adjective Check List, Authoritarian F-Scale and Overall Agreement Scale - Bodden and Walsh (1968)	2) Self-Regard Subscale of the POI-Hayes (1971)
3) Inner-Directed, Self-Actualizing Value, Spontaneity, Self-Acceptance of Aggression, and Capacity for Intimate Contact Scales of the POI-Graff and Bradshaw (1970)	

The University of Iowa Resident Advisor Rating Scale has progressed through many refinements culminating with the Hayes (1971) version. During the 1962-63 academic year, the University of Iowa developed a five-point rating scale to be used by supervisors, the business representative of the housing office, and residents to evaluate undergraduate resident advisors. The semantic differential rating scale contained seven topics: (1) leadership, (2) loyalty and cooperation, (3) maintenance of order and discipline, (4) effectiveness in dealing with individual students, (5) problem

identification and follow-up, (6) progress and development, and (7) desirability for rehiring.<sup>1</sup> Ohio State University officials successfully utilized supervisor completed Iowa rating scales in an attempt to improve RA selection.<sup>2</sup> At Southern Illinois University, Graff and Bradshaw, and Graff et al, adapted the semantic differential questionnaire of Hoyt and Davidson by dropping the "desirability of rehiring" scale, and evaluated undergraduate RAs based on resident and supervisor ratings.<sup>3</sup> Hayes related RA self-actualization to RA success in terms of resident ratings of the following six concepts: (1) order and discipline, (2) quasi-counseling and guidance, (3) role model, (4) referral agent, (5) leadership in educational and social activities, and (6) identification of problems.<sup>4</sup> It is evident that criteria utilized to evaluate success of the Iowa scale have proceeded from supervisor ratings, to supervisor and resident ratings, to resident ratings.

Two adaptations of the Iowa scale have been developed,

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<sup>1</sup>Hoyt and Davidson, "Evaluating Residence Hall Advisors," p. 251.

<sup>2</sup>Bodden and Walsh, "Increasing the Effectiveness...", p. 193.

<sup>3</sup>Graff and Bradshaw, "Relationships of a Measure...", p. 502; and Graff et al., "The POI...", p. 429.

<sup>4</sup>Hayes, "A Study of the Relationships...", pp. 83-84.

one at Moorhead State College and another at Ohio Dominican College. The housing director and RA supervisors developed a six concept semantic differential evaluation questionnaire to be completed by residents at Moorhead State College in 1971. The six concepts utilized to evaluate undergraduate resident advisors were: (1) promoter of self-responsibility among residents, (2) promoter of educational and social growth experiences, (3) promoter of community spirit, (4) referral agent, (5) counselor, and (6) example to residents.<sup>1</sup> A residence hall staff evaluation instrument was developed by Harshman and Harshman at Ohio Dominican College during 1972 that was designed to provide specific feedback to RAs concerning their performance, and to assess staff effectiveness at a small college. Harshman and Harshman developed twenty-four items grouped into six subscales that isolated undergraduate RA expectations: (1) possess knowledge of and maintain contact with students, (2) inform students about and encourage participation in programs, (3) provide maintenance, (4) enforce institutional and residence hall rules, (5) facilitate interpersonal relationships between residents and staff members and among residents, and (6) demonstrate professional characteristics and behavior patterns. The Resident Counselor Evaluation Scale, presented to six randomly selected residents per residence

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<sup>1</sup>Atkinson, Williams, and Garb, "The Evaluation of Undergraduate...", pp. 326-327.

hall, was found to be significantly related to the director of housing's ratings, but not significantly related to supervisors' ratings.<sup>1</sup>

While the Moorhead State College and Ohio Dominican College scales closely resemble the Hayes development of the Iowa scale, a search of the literature does not result in the location of studies utilizing these scales. It is apparent, however, that the six performance concepts proposed by Hayes do reflect the functions deemed important by researchers, as measured by their continued use and success as criteria.

#### Duncan Residence Hall Counselor Evaluation Scale

The Duncan Residence Hall Counselor Evaluation Scale (1967) was developed in an attempt to evaluate the performance of residence hall advisors that was less subject to rater leniency, rater bias, and halo effects than other RA rating methods. Duncan developed the 96 item forced-choice rating scale, arranged into 32 triads of three statements each, and reported split-half reliabilities of .70 and .74.<sup>2</sup> Adaptations of the Duncan scale have been in terms of subject instruction and semantic alterations. A review of Table 5

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<sup>1</sup>Harshman and Harshman, "The Evaluation of Undergraduate...", pp. 126-127.

<sup>2</sup>James P. Duncan, "A Rating Scale for Student Evaluation of Residence Hall Counselors," Personnel and Guidance Journal 45 (January 1967):452-454.

indicates that in four of eight articles resident completed Duncan Residence Hall Counselor Evaluations were significantly related to resident advisor personality measures, and that two other articles reported non-significant relationships ( $p > .05$ ) between supervisor completed Duncan scale scores and RA personality measures, while in four articles resident completed Duncan evaluations were not related to RA personality measures.

TABLE 5

OBJECTIVE PERSONALITY MEASURES AND THE DUNCAN  
RESIDENCE HALL COUNSELOR EVALUATION SCALE

SIGNIFICANT RELATIONSHIPS FOUND	
<u>SUPERVISOR COMPLETED</u>	<u>RESIDENT COMPLETED</u>
None	1) Achievement via Conformity subscale of the CPI for males and females combined and for males only, and the Dominance and Responsibility subscales of the CPI for females only - Ingram (1968) 2) Edward's Personal Preference Record - Van Pelt (1968) 3) Truax Warmth scale - Wyrick (1969) 4) Truax Warmth scale for males and females combined, and Truax Accurate Empathy Scale for females - Wyrick and Mitchell (1971)
SIGNIFICANT RELATIONSHIPS NOT FOUND	
<u>SUPERVISOR COMPLETED</u>	<u>RESIDENT COMPLETED</u>
1) Rokeach Dogmatism Scale - Helke (n.d.) 2) Empathy, Warmth, and Genuineness scales of Truax - Wyrick (1969)	1) California Psychological Inventory - Ingram (1967) - Barnes (1972) 2) Rokeach Dogmatism Scale - Hefke (n.d.) 3) Schultz's Fundamental Interpersonal Relations Orientation-Behavior - Kager (1969) 4) Truax Empathy and Genuineness scale - Wyrick (1969)

Rodgers and Goodman Residence-HallCounselor Evaluation Scale

In 1975 Rodgers and Goodman reported that the Duncan and Iowa rating scales were used most often to determine resident evaluation of resident advisors and were the instruments most often used when significant relationships between variables were found. They criticized the Iowa rating scale's use of a six-item subscale definition of RA effectiveness, and the Duncan rating scale since its usefulness has not been established. Rodgers and Goodman subsequently developed a 24-item attitude scale to evaluate RA effectiveness.<sup>1</sup> This scale's usefulness has not been clearly established and, therefore, was not selected for this study.

This review indicates that while all five Iowa scale articles reported significant relationships, only one-half of the Duncan scale articles reported significance. It appears that resident ratings via the Duncan scale and recent resident ratings via the Iowa scale have been utilized most often to evaluate resident advisors, and that an evaluation of RAs using resident Iowa scale scores might be fruitful.

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<sup>1</sup>Robert F. Rodgers and Jay Goodman, "The Development of a Residence-Hall Counselor Evaluation Scale," Journal of College Student Personnel 16 (September 1975):400.

### Resident Academic Achievement and Mental Health

This discussion has been restricted to resident advisor performance ratings as a measure of RA success. Resident advisor effectiveness may also be determined by measuring resident academic achievement and mental health.

#### Resident Academic Achievement

Wyrick reported that resident grade point averages were significantly related to supervisors' ratings of graduate and undergraduate RAs but were not significantly related to resident ratings of resident advisors utilizing the Duncan scale.<sup>1</sup> La Camera employed resident grade point averages as a dependent variable and found that residents of experienced graduate and undergraduate RAs achieved higher grades than residents of inexperienced RAs.<sup>2</sup> Newton and Krauss surveyed five or six randomly selected residents from each of 32 residence halls and found that freshmen whose undergraduate RAs were rated low in their ability to promote mental health, as evaluated by the Alsbrook Health-Engenderingness Scale, attained significantly lower grade point averages than freshmen assigned to a

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<sup>1</sup>Wyrick, "A Study of Resident Advisor Effectiveness...", p. 58.

<sup>2</sup>La Camera, "Effectiveness of Selected...", p. 138.

high or medium health promoting RA.<sup>1</sup> Zirkle and Hudson reported that freshmen with counselor oriented resident advisors had significantly higher grade point averages than freshmen with administrator oriented RAs.<sup>2</sup>

In conclusion, resident advisor orientation, mental health, length of experience, and supervisors' ratings related significantly to resident academic achievement while resident ratings did not.

### Resident Mental Health

Frankenberg found that students residing in experimental residence halls where personal involvement with other residents was encouraged scored higher on eight of twelve POI subscales than residents in traditional residence halls.<sup>3</sup> Recently investigators have attempted to relate resident mental health to residence hall living and to resident advisor performance. Newton and Krauss reported in 1973 that undergraduate RAs ability to stimulate mental health, as measured by the Alsobrook Health-Engenderingness Scale, was not related to freshmen emotional adjust-

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<sup>1</sup>Marsha Newton and Herbert H. Krauss, "The Health-Engenderingness of Resident Assistants as Related to Student Achievement and Adjustment," Journal of College Student Personnel 14 (July 1973):322, 323.

<sup>2</sup>Zirkle and Hudson, "The Effect of Residence Hall Staff Members...", p. 32.

<sup>3</sup>Frankenberg, "Self-Actualization...", p. 63.

ment as estimated by the Kleinmuntz Mt. Scale.<sup>1</sup> Conversely, Zirkle and Hudson found that resident advisor behavior was related to resident maturity. Residents with counselor-oriented RAs, performing as student advocates, had significantly higher maturity levels than residents from administrator-oriented residence halls, where RAs maintained order, and residents from residence halls with no resident advisor.<sup>2</sup>

While student mental health was related to residence, and resident advisor behavior was related to resident mental health, RA ability to stimulate mental health was not related to resident emotional adjustment. This review indicates that a conclusive relationship between resident advisor performance and resident mental health has not been identified.

#### Resident Advisor Length of Experience and Gender

In addition to resident ratings of RAs, resident grade point averages, and resident mental health, researchers have attempted to isolate relationships between RA performance and RA length of experience and gender.

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<sup>1</sup>Newton and Krauss, "The Health-Engenderingness...", p. 323.

<sup>2</sup>Zirkle and Hudson, "The Effect of Residence Hall Staff Members...", pp. 31-32.

### Resident Advisor Length of Experience

Utilization of the Duncan scale resulted in the following findings by Barnes related to graduate and undergraduate resident advisor length of experience: (1) experienced RAs scored higher, but non-significantly ( $p > .05$ ), on the Duncan scale than inexperienced RAs, (2) supervisors rated experienced RAs significantly higher than inexperienced RAs, (3) resident ratings of RAs were significantly related to supervisors' ratings for experienced RAs only, and (4) for inexperienced RAs inventoried personality variables did not relate to ratings as measured by the Duncan scale.<sup>1</sup> Hayes, utilizing an adaptation of the Iowa scale, found that experienced undergraduate resident advisors were rated higher than beginning RAs by residents.<sup>2</sup>

La Camera reported that experienced graduate and undergraduate applicants for RA positions were more dominant than inexperienced applicants, who were more willing to help less fortunate residents and to treat others with kindness.<sup>3</sup> Gonyea and Warman reported that while experienced graduate and undergraduate RAs were more con-

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<sup>1</sup>Barnes, "Resident Assistants' Personality...", pp. 48-50, 54, 73.

<sup>2</sup>Hayes, "A Study of the Relationship...", p. 51.

<sup>3</sup>La Camera, "The Effectiveness of Selected...", p. 148.

fidant than residents in the ability of resident advisors to deal with problem situations, inexperienced RAs held a neutral position. They also found that inexperienced RAs, insecure with their new roles, did not regard autonomy as a characteristic possessed by successful residence hall staff members.<sup>1</sup> A review of the literature indicates that experienced residence hall staff are evaluated by residents and supervisors as more successful than beginning staff members.

#### Resident Advisor Gender

Relationships between resident advisor gender and performance have not been established. Hipple, Weston, and Harris indicated that only a minimal number of authors have investigated the differences between male and female RAs; most studies used only male resident advisors. They found that the sexes of undergraduate resident advisors did not differ in terms of interpersonal relationships, personality characteristics, adjustments, or acceptance of self and others.<sup>2</sup>

#### Utilizing the California Psychological Inventory

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<sup>1</sup>George G. Gonyea and Roy E. Warman, "Differential Perceptions of the Student Dormitory Counselor's Role," Personnel and Guidance Journal 41 (December 1962):351.

<sup>2</sup>John L. Hipple, Delmer Weston, and Michael Harris, "Sex Differences in Residence Hall Advisor Training Programs," Journal of College Student Personnel 16 (January 1975): 34, 37.

and Duncan scales, Ingram found that male resident ratings were significantly related to the Achievement via Conformity scale of the CPI, and for females the Duncan scale was related to the Dominance and Responsibility subscale of the CPI. Utilization of supervisors' ratings indicated a relationship between male performance and the Socialization and Commonality subscale of the CPI.<sup>1</sup> Van Pelt found that effectiveness was related to undergraduate resident advisor sex, with females achieving a higher mean score on the Duncan scale than males.<sup>2</sup> Wyrick, Wyrick and Mitchell, and Barnes also found sex differences with the Duncan scale. Wyrick reported that interpersonal skills were more important to female residents in evaluating graduate and undergraduate RA effectiveness and speculated that it was difficult to determine what males were responding to when they rated their resident advisors.<sup>3</sup> Wyrick and Mitchell reported that RA empathy and warmth were significantly related to female graduate and undergraduate RAs' effectiveness as measured by residents' ratings.<sup>4</sup> Barnes stated that female graduate

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<sup>1</sup>Ingram, "Evaluation and Selection...", Addendum, p. 5.

<sup>2</sup>Van Pelt, "A Study of the Edward's...", p. 3.

<sup>3</sup>Wyrick, "A Study of Resident Advisor Effectiveness...", p. 67.

<sup>4</sup>Wyrick and Mitchell, "Relationship Between...", p. 39.

and undergraduate RAs received significantly higher ratings than males based on residents' evaluations utilizing the Duncan scale and based on supervisors' ratings.<sup>1</sup> However, Hefke found no significant relationships between undergraduate RA gender and RA authoritarian scores as measured by the Rokeach Dogmatism Scale; between RA gender and supervisor or resident Duncan ratings; and between RA gender, RA Dogmatism Scale scores, and RA Duncan scores.<sup>2</sup>

Using an adaptation of the Iowa scale, Hayes found no significant performance differences between male and female undergraduate resident advisors.<sup>3</sup> In contradiction, Atkinson, Williams, and Garb, also using the Iowa scale, reported that male undergraduate RAs were rated higher than female undergraduate resident advisors both by residents and supervisors.<sup>4</sup>

Contradictive results point out that for Duncan evaluations, females are often more effective than males; while for Iowa evaluations, males were proved as more effective in one investigation and no significant differences

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<sup>1</sup>Barnes, "Resident Assistants' Personality...", pp. 46, 49.

<sup>2</sup>Hefke, "A Study of the Relationship...", p. 3.

<sup>3</sup>Hayes, "A Study of the Relationship...", p. 51.

<sup>4</sup>Atkinson, Williams, and Garb, "The Personal Orientation Inventory...", p. 329.

were found in the second study.

In conclusion, a literature review indicates that resident advisor ratings by residents, resident academic achievement, and resident mental health have been utilized with limited success to measure RA performance; that the combined effect of these comprehensive criteria have not been investigated; and that the majority of resident advisor evaluation studies utilized a large number of resident advisors and residents. This review also points out that an investigation of the relationships between RA experience and gender and RA performance is in order.

#### Justification for the Study

The literature review reveals that a great number of methods have been utilized with limited success to select residence hall student staff members; that resident advisor level of self-actualization, resident advisor gender, and resident advisor length of experience have been used with promising success as independent variables; that revisions of the Iowa RA rating scale have successfully related to resident advisor performance; that resident mental health has been rarely utilized to measure RA effectiveness; and that resident level of self-actualization has not been utilized to measure resident advisor success.

This study was deemed important because a conclusive investigation of the above variables had not been undertaken, and because the above variables have not

consistently added to the resident advisor selection process. This study was unique in that the three experimental variables most often found to be related to resident advisor effectiveness, were used as independent variables: RA level of self-actualization, RA gender, and RA level of experience; while the unique variable of resident level of self-actualization were utilized with resident academic achievement and resident ratings of resident advisors to comprise the dependent variables under investigation. The concept of self-actualization has been accepted by many as reflective of positive mental health, as well as a goal of institutions of higher learning and their residence halls. It was, therefore, appropriate to utilize a valid, reliable measure of self-actualization in the selection and evaluation of resident advisors.

### Summary

Institutions of higher learning, residence halls, and resident advisors attempt to contribute significantly to the growth and development of residents. The literature indicates that students who reside in residence halls and established a close association with student staff members and other residents are better adjusted and more independent, confident, mature and self-actualized, and become more reflective, opened to ideas and individuals, and more realistic than peers who do not attend college or do not reside in residence halls. Resident advisors

serve as catalysts in the growth and development process. They can support, challenge, and encourage their residents in the educational process; they can make education a natural learning experience. Resident advisor mental health, above all other considerations including the academic atmosphere and physical plant of the institution, is most significantly related to resident change.

In order to evaluate the resident advisor selection process, institutions have relied on a number of assessment techniques. Resident academic achievement and ratings of RAs, as well as ratings by peers and supervisors, have been often utilized to evaluate the end product of the selection process: growth and development of residents. A number of instruments have been developed to rate the effectiveness of student staff members. The Duncan Residence Hall Counselor Evaluation Scale and developments of the University of Iowa Semantic Differential Rating Scale have been most often used to evaluate RAs, with recent adaptations of the Iowa scale providing greater discriminating power than the Duncan scale. Resident academic achievement has inconsistently related to RA performance, while resident mental health has rarely been utilized to investigate the success of the selection process. Recent investigations have indicated that resident advisor behavior and mental health is significantly related to resident maturity and level of self-actualization.

Administrators responsible for resident advisor selection have used many methods to facilitate the process. In addition to such subjective techniques as the leaderless group discussion and role playing, many personality inventories have been used to select RAs. An overwhelming majority of these instruments have been unsuccessful. A measure of self-actualization, the Personal Orientation Inventory, may be a useful aid in resident advisor selection. Investigations utilizing RA gender and length of experience have been conflicting but promising.

A review of the literature indicates that resident level of self-actualization has not been investigated in relation to resident advisor performance and that such a study might be fruitful. This study attempted to relate RA level of self-actualization, RA gender, and RA length of experience to resident level of self-actualization, resident academic achievement, and resident ratings of resident advisors.

Chapter III will be devoted to the design of the investigation.

## CHAPTER III

### DESIGN OF THE STUDY

#### Introduction

Success of resident advisor selection methods has been inconsistent. The Personal Orientation Inventory has shown promise in RA selection but has not been utilized to evaluate resident advisors. The major areas of concern generated by Chapters I and II were the following: are there significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to resident self-actualization, to resident ratings of RAs, to resident academic achievement, or to the combined three criteria? The minor questions generated were the following: (1) are there significant differences between male resident advisors and female resident advisors when compared to resident self-actualization, to resident ratings of RAs, to resident academic achievement, or to the combined three criteria; and (2) are there significant differences between experienced resident advisors and inexperienced resident advisors when

compared to resident self-actualization, to resident ratings of RAs, to resident academic achievement, or to the combined three criteria?

### Hypotheses

- Ho<sub>1</sub> There are no significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to resident self-actualization as measured by the Personal Orientation Inventory.
- Ho<sub>2</sub> There are no significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to resident ratings of resident advisors as measured by the Iowa scale.
- Ho<sub>3</sub> There are no significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to resident academic achievement as measured by grade point averages.
- Ho<sub>4</sub> There are no significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to the combined criteria of resident self-actualization, ratings of

resident advisors, and academic achievement.

- Ho<sub>5</sub> There are no significant differences between experienced resident advisors and inexperienced resident advisors when compared to resident self-actualization as measured by the Personal Orientation Inventory.
- Ho<sub>6</sub> There are no significant differences between experienced resident advisors and inexperienced resident advisors when compared to resident ratings of resident advisors as measured by the Iowa scale.
- Ho<sub>7</sub> There are no significant differences between experienced resident advisors and inexperienced resident advisors when compared to resident academic achievement as measured by grade point averages.
- Ho<sub>8</sub> There are no significant differences between experienced resident advisors and inexperienced resident advisors when compared to the combined criteria of resident self-actualization, ratings of resident advisors, and academic achievement.
- Ho<sub>9</sub> There are no significant differences between male resident advisors and female resident advisors when compared to resident self-actualization as measured by the Personal Orientation Inventory.
- Ho<sub>10</sub> There are no significant differences between male resident advisors and female resident advisors when compared to resident ratings of resident advisors as measured by the Iowa scale.

- Ho<sub>11</sub> There are no significant differences between male resident advisors and female resident advisors when compared to resident academic achievement as measured by grade point averages.
- Ho<sub>12</sub> There are no significant differences between male resident advisors and female resident advisors when compared to the combined criteria of resident self-actualization, ratings of resident advisors, and academic achievement.

### Definition of Terms

Residence Halls--Facilities made available by institutions of higher education providing living and learning accommodations for students.

Resident--A student enrolled in an institution of higher education, residing in a residence hall.

Resident Advisors--Graduate and undergraduate student staff members residing in residence halls whose responsibility it is to facilitate student growth and development, specifically in terms of self-actualization and academic achievement. Resident advisors, often referred to as counselors or advisors, are undergraduates responsible for approximately 50 students in the institution under investigation.

Resident Advisor Effectiveness--The impact that resident advisors have on their residents' self-actualization, academic achievement, and ratings of their resident advisors.

Self-Actualization--Score on the Time-Competent and Inner-

Direction Scales of the Personal Orientation Inventory, reflective of the individual's level of self-fulfillment.

**Personal Orientation Inventory (POI)**--An inventory for the measurement of self-actualization, which consists of 150 two-choice comparative value and behavior judgments, providing an objective measure of the individual's mental health and progress toward self-fulfillment (Shostrom, 1963).

**Time Competent Scale of the POI (Tc)**--The degree to which the individual lives in the present rather than the past or future. Time competent individuals live with full awareness, contact, and feeling while time incompetent individuals live primarily with guilts and regrets of the past and/or with idealized plans, expectations and fears of the future.

**Inner-Direction Scale of the POI (I)**--The degree to which an individual's behavior orientation is characteristically self-oriented or other-oriented. Inner directed individuals are motivated by internalized principles, while outer directed individuals are motivated by peer groups and other external forces.

**Academic Achievement**--Grade point average achieved for the 1976 Fall semester.

**Resident Advisor Rating**--Score on the Iowa Resident Advisor Evaluation Scale completed by residents.

### Instrumentation

This section will explore resources utilized to collect data for this investigation: Personal Orientation Inventory scores, resident advisor rating scale scores, and grade point averages.

#### Personal Orientation Inventory

The Personal Orientation Inventory consists of 150 two-choice comparative value judgments selected on the basis that ". . . they reflect value orientations which are commonly held, and which are held to be significant to one's approach to living."<sup>1</sup> The 1972 edition of the POI Manual indicated that the scale had "broad personal and social relevance" and, therefore, could be used in a variety of settings.<sup>2</sup> This non-threatening test fulfilled the need for an instrument that measured mental health.

The following will be devoted to POI research concerning reliability, validity, standardization, gender differences, and use of the Time Competent and Inner Direction subscales.

#### Reliability

The Personal Orientation Inventory Manual reported stability coefficients of .71 for the Time Competent scale, .77 for the Inner Direction scale,

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<sup>1</sup>Shostrom, "An Inventory for the Measurement...", p. 208.

<sup>2</sup>Shostrom, Personal Orientation Inventory Manual, p. 5.

and concluded that ". . . the correlations obtained in this study are at a level commensurate with other personality inventories."<sup>1</sup> Shostrom reported test-retest reliability coefficients of .91 and .93 for the Tc and I scales respectively.<sup>2</sup> Klavetter and Mogar reported test-retest reliabilities of .71 and .77 for the Tc and I scales respectively when testing San Francisco State College students.<sup>3</sup> Murray found correlation coefficients of .91 and .93 respectively for the Tc and I scales with high school students.<sup>4</sup> These studies are reflective of the literature and are indicative of the reliability of the POI.

### Validity

Using Cronbach's conceptualization, validation studies will be subdivided as follows: (1) content validation: the POI provides a "fair measure of performance;" (2) predictive validation: the POI foretells future performance; (3) concurrent validation: the POI estimates present performance; and

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<sup>1</sup>Ibid., p. 32.

<sup>2</sup>Idem, "An Inventory for the Measurement...", p. 210.

<sup>3</sup>Robert E. Klavetter and Robert E. Mogar, "Stability and Internal Consistency of a Measure of Self-Actualization," Psychological Reports 21 (October 1967):423.

<sup>4</sup>Eloise Murray, "Students' Perceptions of Self-Actualizing and Non-Self Actualizing Teachers," Journal of Teacher Education 23 (Fall 1972):384.

(4) construct validation: POI scores are explained psychologically.<sup>1</sup>

#### Content Validation

Bloxom's review of the POI indicated "good" content validity, assessed variables as "broadly defined," and reported that the item content was "appropriately quite varied."<sup>2</sup>

#### Predictive Validation

The literature review indicated that the POI successfully predicted personality changes resulting from individual therapy and marathon growth groups, counselor and Peace Corps success, and resident advisor performance.

#### Concurrent Validation

Concurrent validity of the POI may be investigated in terms of relationships with other well established instruments. Shostrom and Knapp found that therapy resulted in decreases in pathology as measured by the MMPI and increases in mental health as measured by the POI.<sup>3</sup> Knapp reported that self-actualization, as measured by the POI, was significantly

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<sup>1</sup>Lee J. Cronbach, Essentials of Psychological Testing (New York: Harper and Brothers, 1960), p. 106.

<sup>2</sup>Bruce Bloxom, Review of the Personal Orientation Inventory. in Oscar K. Buros, The Seventh Mental Measurement Yearbook, vol. I. (Highland Park, New Jersey: Gryphon Press, 1972), p. 291.

<sup>3</sup>Shostrom and Knapp, "The Relationship of a Measure...", p. 201.

related to mental health, as measured by the Eysenck Personality Inventory.<sup>1</sup> Wills reported that the POI discriminated between self-concept levels as measured by the Tennessee Self-Concept Scale.<sup>2</sup> Knapp and Comrey further related self-actualization to mental health as they found significant relationships between the POI and the Comrey Personality Inventory.<sup>3</sup>

#### Construct Validation

Construct validity of the POI may be investigated by relating "known-groups" to POI profiles.<sup>4</sup> Shostrom found that POI scores discriminated between "self-actualized, normal, and non-self-actualized" individuals.<sup>5</sup> Fox, Knapp, and Michael found that hospitalized psychiatric patients scored significantly lower on the POI than a "relatively self-actualized

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<sup>1</sup>Robert R. Knapp, "Relationship of a Measure of Self-Actualization to Neuroticism and Extraversion," Journal of Consulting Psychology 29 (April 1965):170.

<sup>2</sup>Byron S. Wills, "Personality Variables which Discriminate Between Groups Differing in Level of Self-Actualization," Journal of Counseling Psychology 21 (May 1974):226.

<sup>3</sup>Robert R. Knapp and Andrew L. Comrey, "Further Construct Validation of a Measure of Self-Actualization," Educational and Psychological Measurement (Summer 1973): 421 and 423.

<sup>4</sup>Fred N. Kerlinger, Foundations of Behavioral Research: Educational and Psychological Inquiry (New York: Holt, Rinehart and Winston, 1964), p. 453.

<sup>5</sup>Shostrom, "An Inventory for the Measurement...", p. 217.

group and a normal adult group."<sup>1</sup>

The review indicated that POI validity has been copiously measured, and that the POI successfully measures self-actualization.

#### Standardization

The POI test manual provides norms for entering college freshmen and for male college juniors and seniors, in addition to other norm groups.<sup>2</sup> Since a majority of reliability and validity investigations have utilized college populations, use of the POI is appropriate for this study.

#### Gender

The POI Manual reviewed two studies reporting that entering female college students achieved significantly higher on the Time Competent scale than entering male college students.<sup>3</sup>

#### Time Competent and Inner Direction Scales

Knapp and Willis reported that Inner Directed scores of the Personal Orientation Inventory represented the most accurate single estimate of self-actualization since 123 of

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<sup>1</sup>Jack Fox, Robert R. Knapp, and William B. Michael. "Assessment of Self-Actualization of Psychiatric Patients: Validity of the Personal Orientation Inventory," Educational and Psychological Measurement 18 (Summer 1968):566, 567.

<sup>2</sup>Shostrom, Manual. pp. 9-14.

<sup>3</sup>Ibid., p. 8.

the 150 total items on the POI are scored for I.<sup>1</sup> Fox, Knapp, and Michael reported that Inner Direction and Time Competence Scale scores more clearly differentiated between self-actualized and non self-actualized individuals than did other POI subscales.<sup>2</sup> Damm's 1969 study concluded that the best estimate of self-actualization resulted from a combination of Tc and I scales, and that the correlation between the combined raw scores of Tc and I and the combined standard scores of Tc and I was .96.<sup>3</sup> Damm reported that

No significant increase in predictability is obtained by converting raw<sup>4</sup> score data to standard scores for combining scales.

A correlation coefficient of .96 indicates that the converse is also feasible: use of Tc and I combined standard scores does not significantly reduce predictability.

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<sup>1</sup>Knapp, "Relationships of a Measure of Self-Actualization...", p. 171; and Wills, "Personality Variables...", p. 223.

<sup>2</sup>Fox, Knapp, and Michael, "Assessment of Self-Actualization...", p. 569.

<sup>3</sup>Vernon J. Dammn, "Overall Measures of Self-Actualization Derived from the Personal Orientation Inventory," Educational and Psychological Measurement 29 (Winter 1969):980; and Idem, "Overall Measures of Self-Actualization Derived from the Personal Orientation Inventory: A Replication and Refinement," Educational and Psychological Measurement 32 (Summer 1972):487.

<sup>4</sup>Dammn, "Overall Measures of Self-Actualization...", 1969, p. 981.

### Rating Scales

In view of the preceding discussion concerning resident advisor ratings and the development of Iowa scale adaptations, this section will deal with a technical discussion of rating scales.

The summated rating scale was judged by Kerlinger to be the most useful attitude scale in behavioral research.<sup>1</sup> Guilford listed the following advantages of rating scales:

1. Ratings require much less time than either pair comparisons or ranking methods.
2. The procedure is far more interesting to observers.
3. Rating scale methods have a much wider range of application.
4. They can be used with psychologically naive raters who have had a minimum of training.
5. They can be used with large numbers of stimuli.
6. Some investigators in experimental aesthetics maintain that the best judgments are made when stimuli are presented singly, that comparative judgments destroy the aesthetic attitude.<sup>2</sup>

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<sup>1</sup>Kerlinger, Foundations of Behavioral Research, p. 487.

<sup>2</sup>J. P. Guilford, Psychometric Methods (New York: McGraw-Hill, 1954), p. 297.

### Rating Scale Coarseness

How coarse a scale is optimal? Symonds suggested in 1971 that seven intervals be utilized.<sup>1</sup> Guilford stated that seven scale divisions were "usually lower than optimal" and suggested that as many as 25 be utilized in "some favorable situations."<sup>2</sup> Miller reported that the "magical number seven" may be "nothing more than a coincidence."<sup>3</sup> Finn reported that he supported the hypothesis of Symond and the "intuition" of Miller when he found that seven was the "optimum number" of scale levels, taking both reliability and validity into account.<sup>4</sup> Although discussions continue, many researchers agree that seven intervals are optimal.

### Academic Achievement

The literature indicates that academic achievement has been utilized to measure the success of residence halls and resident advisors. The following represents attempts to

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<sup>1</sup>Percival M. Symonds, "On the Loss of Reliability in Ratings Due to Coarseness of the Scale," Journal of Experimental Psychology 7 (December 1924):460.

<sup>2</sup>Guilford, Psychometric Methods, p. 291.

<sup>3</sup>George A. Miller, "The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information," The Psychological Review 63 (March 1956):90.

<sup>4</sup>R. H. Finn, "Effects of Some Variations in Rating Scale Characteristics on the Means and Reliabilities of Ratings," Educational and Psychological Measurement 32 (Summer 1972):264.

relate self-actualization to academic achievement. Leib and Snyder compared POI scores of Ohio University introductory psychology students to their academic achievement. They concluded that self-actualization and grade point averages were not directly related but were related ". . . secondarily through separate relationships with other variables."<sup>1</sup> LeMay supported the conclusion of Leib and Snyder. Based on Scholastic Aptitude Test scores, LeMay partitioned undergraduates into high, middle, and low ability subgroups and found that the relationship between the POI I scale and academic achievement was not significant for either high or low ability subgroups but was significant for middle ability groups. LeMay found that middle ability subgroup I scale scores and grade point averages correlated  $-.25$  ( $p \leq .05$ ) for males and  $-.30$  ( $p \leq .01$ ) for females. LeMay found that grade point averages negatively correlated with I scale scores for all men taking part in the study ( $p \leq .01$ ), and non-significantly ( $p \geq .05$ ) and negatively related for the total group of women.<sup>2</sup> McClain and Andrews also reported that the POI did not successfully differentiate superior college students from average education and liberal arts seniors at the University

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<sup>1</sup>Jere W. Leib and William U. Snyder, "Achievement and Positive Mental Health: A Supplementary Report," Journal of Counseling Psychology 15 (July 1968):388.

<sup>2</sup>Morris L. LeMay, "Self-Actualization and College Achievement at Three Ability Levels," Journal of Counseling Psychology 16 (November 1969):582, 583.

of Tennessee, with the exception of the Self Regard scale.<sup>1</sup>

For purposes of this investigation, the Personal Orientation Inventory was utilized to measure resident advisor and resident self-actualization, the Iowa Resident Advisor Rating Scale measured resident ratings of resident advisors, and 1976 Fall semester grade point averages measured resident academic achievement.

### Data Collection Procedures

Data for this investigation consist of resident advisor POI scores, gender, and length of experience; and resident POI scores, grade point averages, and ratings of RAs.

### Resident Advisor Population

Seventy-one graduate and undergraduate resident advisors are appointed each semester at the University of Oklahoma. Resident advisors completed the POI prior to functioning as RAs beginning with the 1975 Spring semester.<sup>2</sup> The POI was hand scored. Thirty-one RAs were assigned to freshmen non-special interest residence halls for the 1976 Fall semester. An analysis of their POI scores resulted in a mean of 103.34, placing fifteen RAs above and sixteen RAs below the mean. Seventeen RAs had not served as resident

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<sup>1</sup>Edwin W. McClain and Henry B. Andrews, "Self-Actualization Among Extremely Superior Students," Journal of College Student Personnel 13 (November 1973):508.

<sup>2</sup>See Appendix C: Instructions to Resident Advisors; and Fig. 1: Chart of Resident Advisor Data.

advisors prior to the 1976 Fall semester, while fourteen had previous experience. Fourteen of the initial thirty-one RAs were male and seventeen were female.

#### Resident Advisor Sample

Equal cell size for the data analysis was achieved by appropriately assigning the thirty-one RAs to cells based on their POI scores, gender, and length of experience and computing the following non-centrality formula<sup>1</sup> adopted from Scheffé:

$$\phi = \sqrt{\frac{IKL \xi_{\alpha j}^2}{J\sigma_e^2}}$$

I = cell size

J, K, L = 2 (number of levels of 3 factors)

j = treatment effect for j<sup>th</sup> level of factor r

with  $df_1 = J-1 = 1$

$df_2 = 8 (I-1)$

Setting Type I error rate at .05 and accepting a mean difference of 1.0 standard deviation units, a non-centrality parameter of 2.83, from a cell size of eight, resulted in a power of .974. Fewer subjects per cell would result in a power that would be too small, while more subjects would increase the likelihood of the detection of small differences not practically worthwhile, and therefore insignificant differences between selected and unselected RA applicants might be detected with more subjects.

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<sup>1</sup>Henry Scheffé, The Analysis of Variance (New York: John Wiley and Sons, 1959), pp. 309, 310.

Viewing resident representativeness more important than RA representativeness, one resident advisor was randomly selected per cell from the 3+ RAs initially placed into each cell.<sup>1</sup> Resident advisors for this investigation, therefore, were eight stratified randomly selected undergraduate students employed by the University of Oklahoma and assigned to freshman non-special interest residence halls for the 1976 Fall semester.

### Resident Population

Approximately 3,500 graduates and undergraduates resided in residence halls at the University of Oklahoma, a state institution located in Norman, Oklahoma, during the 1976 Fall semester. Residence hall students were offered a number of special interest options: honors; human relations; Navy ROTC; freshman, upperclass, or mixed; and a variety of co-educational visiting policies. A total of 2,025 students resided in forty special interest freshman, upperclass, and mixed residence halls during the 1976 Fall semester, while 1,475 students resided in thirty-one non-special interest freshmen residence halls.

### Resident Sample

In order to account for subject attrition, twelve residents were randomly selected from each of the eight halls, corresponding to the eight stratified randomly selected resident advisors. To reduce effects of extraneous variables, residents for

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<sup>1</sup>See Fig. 1: Chart of Resident Advisor Data.

Fig. 1

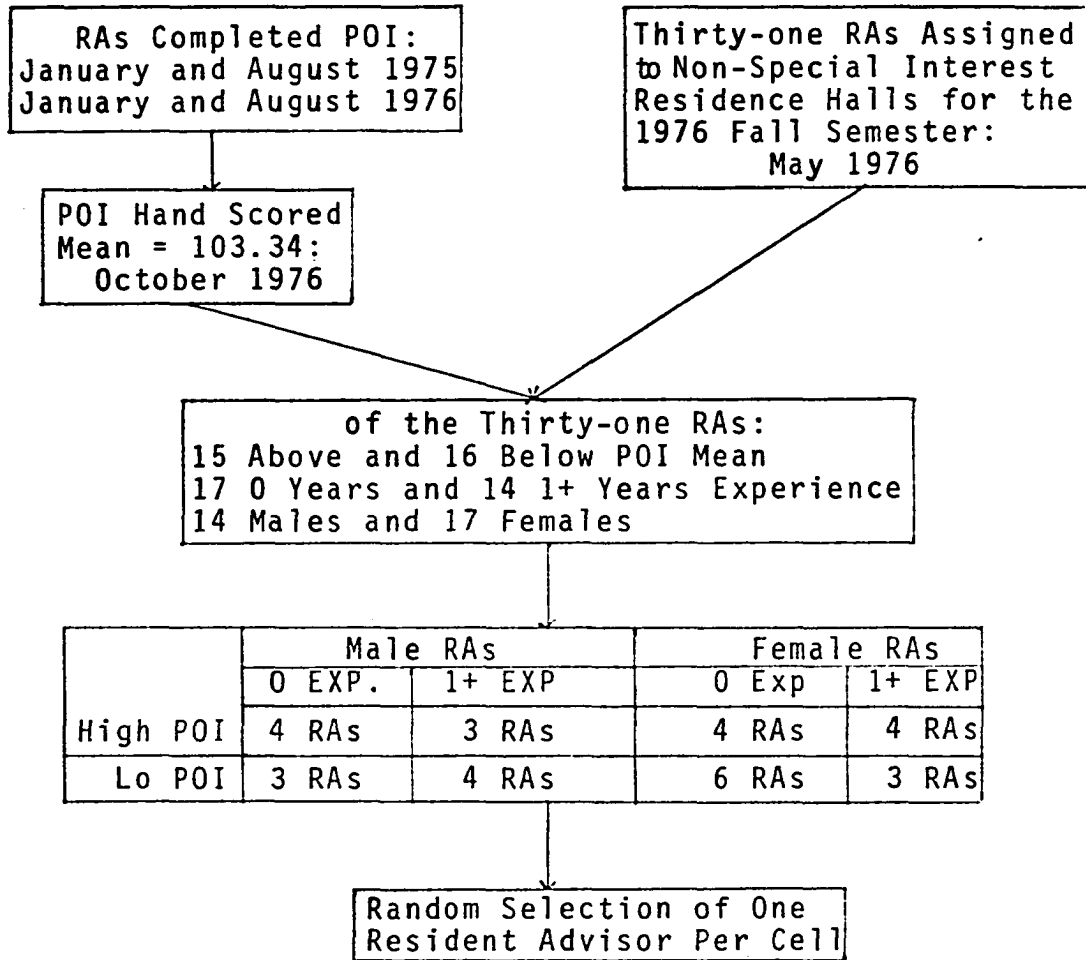


Fig. 1. Chart of Resident Advisor Data

the investigation were ninety-six stratified randomly selected University of Oklahoma freshmen students residing in eight non-special interest residence halls, with the same resident advisor for the entire 1976 Fall semester.<sup>1</sup> The ninety-six residents were randomly selected from among 382 students residing in the eight randomly selected residence halls.

During the final month of the 1976 Fall semester, stratified randomly selected residents were invited to evaluate their resident advisors in a residence hall lounge by means of a letter placed in their residence hall mail boxes three days prior to the evaluation meeting.<sup>2</sup> At the meeting, residents were asked to complete POI and RA rating forms.<sup>3</sup> Non-participating residents received a second letter inviting them to a second evaluation meeting.<sup>4</sup> In order to maximize participation, residents unable to attend either meetings were urged, by means of telephone invitations, to evaluate their RAs individually.<sup>5</sup> Personal Orientation Inventories and RA ratings were hand scored.

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<sup>1</sup>See Fig. 2: Chart of Resident Data.

<sup>2</sup>See Appendix D: Initial Letter to Residents.

<sup>3</sup>See Appendix E: Instructions to Residents.

<sup>4</sup>See Appendix F: Follow-Up Letter to Residents.

<sup>5</sup>See Table 6: Number of Residents Participating in Investigation by Residence Hall and Occasion.

Fig. 2.

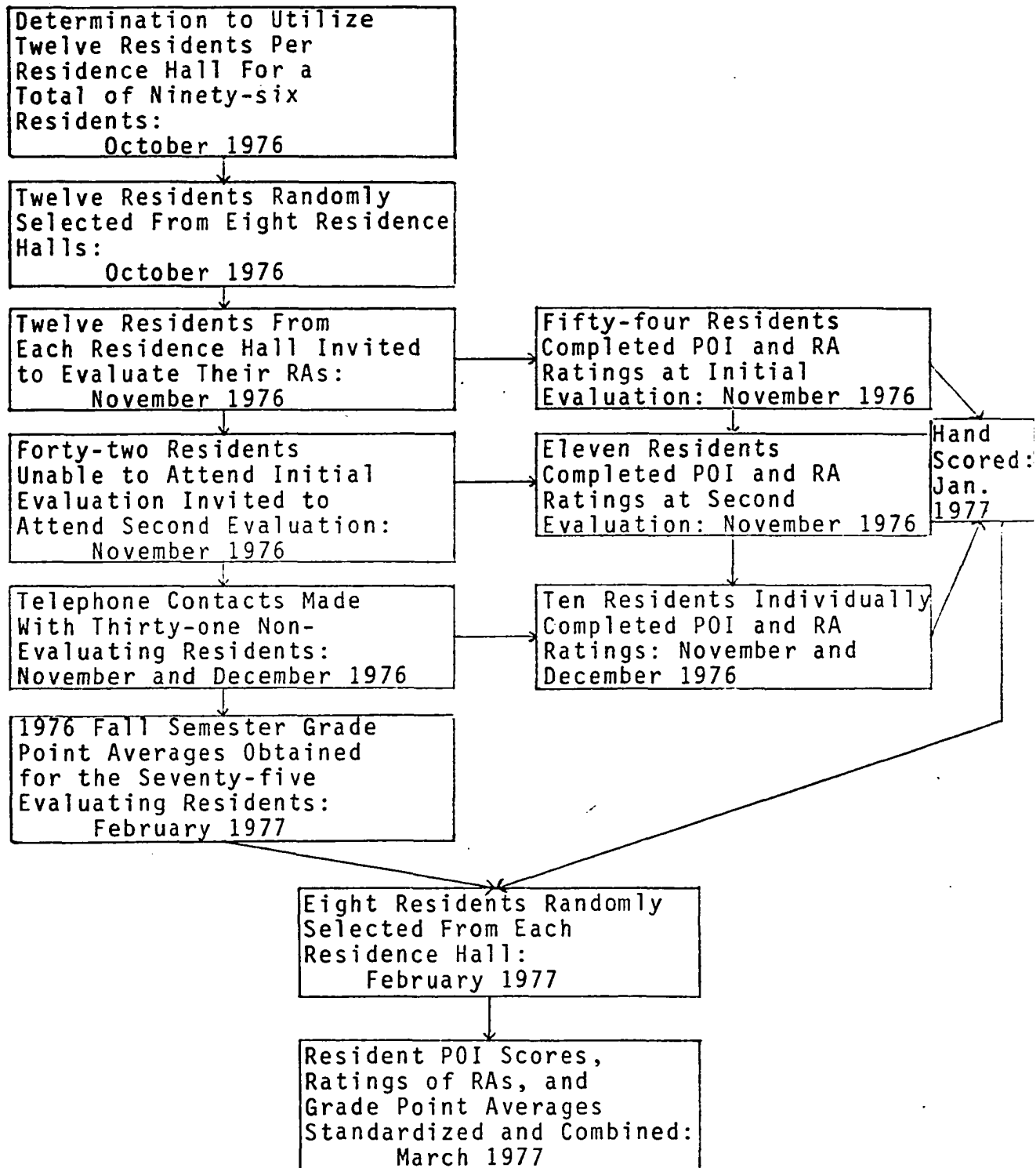


Fig. 2. Chart of Resident Data.

TABLE 6  
NUMBER OF RESIDENTS PARTICIPATING IN INVESTIGATION  
BY RESIDENCE HALL AND OCCASION\*

Residence Hall	Initial Evaluation	Second Evaluation	Individual Evaluation	Total Evaluations
1	3	5	0	8
2	10	0	0	10
3	9	1	1	11
4	12	0	0	12
5	4	1	3	8
6	7	0	2	9
7	5	2	2	9
8	4	2	2	8
Total by Occasion:	54	11	10	75

\*Twelve residents were randomly selected to participate from each residence hall.

Following completion of the 1976 Fall semester the Cumulative Grade Point Average Roster published by the Office of Admissions and Records at the University of Oklahoma was utilized to determine academic achievements for the 75 residents under investigation following subject attrition. Eight residents were randomly selected from each of the eight residence halls for the data analysis.

Variable measurements (resident POI scores, ratings, and grade point averages) were reduced to a common scale to permit variable comparisons. Analyses were performed following data standardization and computer generation of combined Z scores from raw scores.

#### Data Analysis

Four three-way Analyses of Variance ( $2 \times 2 \times 2$ ) were executed to test the hypotheses, utilizing the ANVMD (Analysis of Variance with Multiple Dependent Variables) computer program, part of the USERF (User Furnished) library maintained by the University of Oklahoma as an amendment to the EDSTAT (Educational Statistics) Package. The following schemata was used.

	$b_1$	$b_1$	$b_2$	$b_2$	$a_1 = \text{RA Hi POI}$
	$c_1$	$c_2$	$c_1$	$c_2$	$a_2 = \text{RA Lo POI}$
$a_1$					$b_1 = \text{RA Gender Male}$
$a_2$					$b_2 = \text{RA Gender Female}$
					$c_1 = \text{RA Experience 0}$
					$c_2 = \text{RA Experience 1+ Years}$

### Assumptions

The following assumptions were made: first, self-actualization represents resident advisor and resident mental health. Second, the Personal Orientation Inventory measures self-actualization. Third, resident POI, ratings of RAs, and grade point averages measure resident advisor success. Fourth, attitude and value changes take place during college, resulting from background and environment.

### Limitations

The study is limited by the design in two areas. First, by resident advisor sample size: while randomly selected, the one resident advisor per cell may not be representative of the cell, and therefore, analyses of subsequent data may be erroneous. Second, by resident advisor classification: only undergraduate resident advisors were utilized in the investigation; results may not be generalizable graduate resident advisors.

### Summary

This investigation was designed to study effects of resident advisor self-actualization, gender, and length of experience upon resident self-actualization, ratings of RAs, and academic achievement. The Personal Orientation Inventory was utilized to measure self-actualization. The Hayes version of the Iowa Resident Advisor Rating Scale was used to measure RA success in terms of resident ratings of resident

advisors, and grade point averages were obtained to measure academic achievement. Following the selection of hypotheses, the design indicated that eight resident advisors were to be utilized, while the computation of a non-centrality formula indicated use of eight residents per resident advisor. The ANVMD computer program was utilized to analyze the standardized data.

Chapter IV will be devoted to results of this investigation.

## CHAPTER IV

### FINDINGS

#### Introduction

Chapter IV is devoted to reporting the tests of hypotheses. The purpose of this study was to investigate differences between the performance of RAs who scored high on a measure of self-actualization and RAs who scored low on a measure of self-actualization, between the performance of experienced and inexperienced resident advisors, and between the performance of male and female RAs. Resident advisor performance was measured in terms of resident level of self-actualization, ratings of resident advisors, academic achievement, and by a linear combination of these dependent variables. The discussion is sectioned as follows: (1) resident advisor level of self-actualization; (2) resident advisor length of experience; and (3) resident advisor gender. The data were analyzed via 2x2x2 Analyses of Variance, utilizing a Type I error rate of .05, and pairwise comparisons via Tukey's Wholly Significant Difference (WSD) method of error rate control:<sup>1</sup>

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<sup>1</sup>Paul A. Games, "Multiple Comparisons of Means," American Educational Research Journal 8 (May 1971):554.

$$\text{Critical Value} = \frac{q_{.05, k, df_e}}{\sqrt{2}}$$

q = Studentized Range Value

k = Number of Cell Means

df<sub>e</sub> = Degrees of Freedom Error Term

Tukey's WSD method resulted in a critical value of 2.68, and was selected to control error rate rather than the Scheffé or Dunn methods which provided larger critical values.

Tukey's test was therefore more powerful than either Scheffé's or Dunn's method of error rate control.

In order to test differences between paired cell means, the t-test was utilized:<sup>1</sup>

$$t = \frac{|x_i - x_j|}{\sqrt{2ms_e/n}}$$

|x<sub>i</sub> - x<sub>j</sub>| = Absolute Difference Between Cell Means

ms<sub>e</sub> = Mean Square Error

n = Combined Subjects Per cell

### Hypotheses

#### Resident Advisor Level of Self-Actualization

Hypotheses one through four dealt with resident advisor level of self-actualization. It was postulated that resident advisors who scored high on a measure of self-actualization would be evaluated more positively than resident advisors who scored low on a measure of self-actualization as measured by resident self-actualization, ratings, and grade point averages.

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<sup>1</sup>Ibid., p. 543.

### Hypothesis 1

There are no significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to resident self-actualization as measured by the Personal Orientation Inventory.

Table 7 indicates that Hypothesis 1 may not be rejected on the basis of this data. No significance was found for resident advisor level of self-actualization as a main effect ( $p \geq .89$ ), for the interaction of RA self-actualization and gender ( $p \geq .10$ ), for the interaction of RA self-actualization and length of experience ( $p \geq .63$ ), or for the second order interaction of resident advisor self-actualization, length of experience, and gender ( $p \geq .90$ ), utilizing resident level of self-actualization as the dependent variable.

### Hypothesis 2

There are no significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to resident ratings of resident advisors as measured by the Iowa scale.

Table 8 indicates that Hypothesis 2 may not be rejected on the basis of this data. No significance was found for resident advisor level of self-actualization as a main effect ( $p \geq .94$ ), for the interaction of resident advisor self-actualization and gender ( $p \geq .87$ ), or for the second order interaction of resident advisor self-actualization, gender, and length of experience ( $p \geq .11$ ) when resident ratings of resident advisors served as the criterion. Table 8, however, indicates

TABLE 7  
2x2x2 ANALYSIS OF VARIANCE SUMMARY TABLE WITH  
RESIDENT LEVEL OF SELF-ACTUALIZATION  
AS DEPENDENT VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F-Ratio	Probability
SX	1	0.48	0.48	0.51	0.51
HL	1	0.01	0.01	0.01	0.89
EX	1	0.40	0.40	0.42	0.52
SX HL	1	2.46	2.46	2.61	0.10
SX EX	1	5.86	5.86	6.21	0.01*
HL EX	1	0.80	0.80	0.84	0.63
SX HL EX	1	0.01	0.01	0.01	0.90
ERROR	56	52.87	0.94		

\*Significant

SX=Resident Advisor Gender

HL=Resident Advisor Level of Self-Actualization

EX=Resident Advisor Length of Experience

TABLE 8  
2x2x2 ANALYSIS OF VARIANCE SUMMARY TABLE WITH  
RESIDENT RATINGS OF RESIDENT ADVISORS  
AS DEPENDENT VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F-Ratio	Probability
SX	1	7.05	7.05	8.31	0.005*
HL	1	0.01	0.01	0.01	0.94
EX	1	1.25	1.25	1.14	0.22
SX HL	1	0.02	0.02	0.02	0.87
SX EX	1	0.56	0.56	0.66	0.57
HL EX	1	4.54	4.54	5.35	0.02*
SX HL EX	1	2.07	2.07	2.44	0.11
ERROR	56	47.49	0.84		

\*Significant

SX=Resident Advisor Gender

HL=Resident Advisor Level of Self-Actualization

EX=Resident Advisor Length of Experience

that RA self-actualization significantly interacts with resident advisor length of experience ( $p \leq .02$ ), utilizing RA ratings as the dependent variable. While Tukey's WSD tests failed to identify significant cell means utilizing pairwise comparison, visual inspection of the data (see Fig. 3) indicates that experienced resident advisors who scored high on a measure on self-actualization received higher ratings than inexperienced resident advisors who scored low on a measure of self-actualization, and that inexperienced RAs who scored high on the POI received higher ratings than any other combination of resident advisor self-actualization and experience.

### Hypothesis 3

There are no significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to resident achievement as measured by grade point averages.

Table 9 indicates that Hypothesis 3 may not be rejected on the basis of this data. No significance was found for resident advisor level of self-actualization as a main effect ( $p \geq .78$ ), for the interaction of resident advisor self-actualization and gender ( $p \geq .67$ ), for the interaction of RA self-actualization and length of experience ( $p \geq .91$ ), or for the second order interaction of resident advisor self-actualization, gender, and length of experience ( $p \geq .67$ ), when resident grade point averages functioned as the dependent variable.

Fig. 3

		Resident Advisor Level of Self-Actualization	
		High	Low
Resident Advisor Length of Experience	0 Years	.39	-.12
	1+ Years	-.41	.14

Fig. 3. The Interaction of Resident Advisor Level of Self-Actualization and Length of Resident Advisor Experience Utilizing Resident Ratings, in Terms of Cell Mean Z Scores, as the Dependent Variable.

TABLE 9  
2x2x2 ANALYSIS OF VARIANCE SUMMARY TABLE WITH  
RESIDENT GRADE POINT AVERAGES AS  
DEPENDENT VARIABLE

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F-Ratio	Probability
SX	1	4.25	4.25	4.19	0.04*
HL	1	0.07	0.07	0.07	0.78
EX	1	0.32	0.32	0.32	0.57
SX HL	1	0.99	0.99	0.97	0.67
SX EX	1	0.34	0.34	0.33	0.56
HL EX	1	0.01	0.01	0.01	0.91
SX HL EX	1	0.18	0.18	0.17	0.67
ERROR	56	56.85	1.01		

\*Significant

SX=Resident Advisor Gender

HL=Resident Advisor Level of Self-Actualization

EX=Resident Advisor Length of Experience

#### Hypothesis 4

There are no significant differences between resident advisors who score high on a measure of self-actualization and resident advisors who score low on a measure of self-actualization when compared to the combined criteria of resident self-actualization, ratings of resident advisors, and academic achievement.

Table 10 indicates that Hypothesis 4 may not be rejected on the basis of this data. No significance was found for resident advisor level of self-actualization as a main effect ( $p \geq .82$ ), for the interaction of resident advisor self-actualization and gender ( $p \geq .66$ ), for the interaction of RA self-actualization and length of experience ( $p \geq .07$ ), or for the second order interaction of resident advisor self-actualization, gender, and length of experience ( $p \geq .22$ ), when the three dependent variables were equally weighted and combined.

#### Resident Advisor Length of Experience

Hypotheses five through eight dealt with resident advisor length of experience. It was postulated that experienced resident advisors would be evaluated more positively than inexperienced resident advisors in terms of resident self-actualization, ratings, and grade point averages.

#### Hypothesis 5

There are no significant differences between experienced resident advisors and inexperienced resident advisors when compared to resident self-actualization as measured by the Personal Orientation Inventory.

Table 7 indicates that Hypothesis 5 may not be re-

TABLE 10  
2x2x2 ANALYSIS OF VARIANCE SUMMARY TABLE OF  
COMBINED DEPENDENT VARIABLES

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F-Ratio	Probability
SX	1	0.01	0.01	0.01	0.94
HL	1	0.12	0.12	0.04	0.82
EX	1	1.38	1.38	0.53	0.52
SX HL	1	0.51	0.51	0.19	0.66
SX EX	1	14.11	14.11	5.44	0.02*
HL EX	1	8.52	8.52	3.28	0.07
SX HL EX	1	3.89	3.89	1.50	0.22
ERROR	56	145.22	2.59		

\*Significant

SX=Resident Advisor Gender

HL=Resident Advisor Level of Self-Actualization

EX=Resident Advisor Length of Experience

jected on the basis of this data. No significance was found for resident advisor length of experience as a main effect ( $p \geq .52$ ), for the interaction of RA length of experience and self-actualization ( $p \geq .63$ ), or for the second order interaction of RA length of experience, gender and self-actualization ( $p \geq .90$ ), when resident level of self-actualization served as the dependent variable. Table 7, however, indicates that RA length of experience significantly interacts with resident advisor gender ( $p \leq .01$ ), utilizing resident level of self-actualization as the dependent variable. While Tukey's WSD tests failed to identify significant cell means utilizing pairwise comparisons, visual inspection of the data (see Fig. 4) indicates that levels of self-actualization were higher, but not significantly higher ( $p \geq .05$ ), for residents of experienced male resident advisors than for residents of inexperienced male resident advisors; and that levels of self-actualization were higher, but not significantly higher ( $p \geq .05$ ), for residents of inexperienced female RAs than for residents of experienced female RAs and residents of male experienced and inexperienced resident advisors.

#### Hypothesis 6

There are no significant differences between experienced resident advisors and inexperienced resident advisors when compared to resident ratings of resident advisors as measured by the Iowa scale.

Table 8 indicates that Hypothesis 6 may not be rejected on the basis of this data. No significance was found for

Fig. 4

		Resident Advisor Gender	
		Male	Female
Resident Advisor Length of Experience	0 Years	-.31	.49
	1+ Years	.14	-.29

Fig. 4. The Interaction of Resident Advisor Gender and Length of Resident Advisor Experience Utilizing Resident Level of Self-Actualization, in Terms of Cell Mean Z Scores, as the Dependent Variable.

resident advisor length of experience as a main effect ( $p \geq .22$ ), for the interaction of RA experience and self-actualization ( $p \geq .57$ ), or for the second order interaction of resident advisor length of experience, self-actualization, and gender ( $p \geq .11$ ), when resident ratings of RAs served as the criteria. Table 8, however, indicates that RA length of experience significantly interacts with RA self-actualization ( $p \leq .02$ ), utilizing resident ratings of resident advisors as the dependent variable. Tukey's WSD tests failed to identify significant cell means utilizing pairwise comparisons.

#### Hypothesis 7

There are no significant differences between experienced resident advisors and inexperienced resident advisors when compared to resident academic achievement as measured by grade point averages.

Table 9 indicates that Hypothesis 7 may not be rejected on the basis of this data. No significance was found for resident advisor length of experience as a main effect ( $p \geq .57$ ), for the interaction of RA experience and gender ( $p \geq .56$ ), for the interaction of resident advisor experience and self-actualization ( $p \geq .91$ ), or for the second order interaction of resident advisor length of experience, gender, and self-actualization ( $p \geq .67$ ), when resident grade point averages served as the dependent variable.

#### Hypothesis 8

There are no significant differences between experienced resident advisors and inexperienced resident advisors when compared to the combined criteria of resident self-actualization, ratings of resident advisors, and academic achievement.

Table 10 indicates that Hypothesis 8 may not be rejected on the basis of this data. No significance was found for resident advisor length of experience as a main effect ( $p \geq .52$ ), for the interaction of resident advisor experience and self-actualization ( $p \geq .07$ ), or for the second order interaction of RA experience, self-actualization, and gender ( $p \geq .22$ ), when the three dependent variables were equally weighted and combined. Table 10, however, indicates that resident advisor length of experience significantly interacts with resident advisor gender ( $p \leq .02$ ), utilizing resident combined criteria. While Tukey's WSD tests failed to identify significant cell means utilizing pairwise comparisons, visual inspection of the data (see Fig. 5) indicates that combined criteria for residents of experienced male resident advisors was higher, but not significantly higher ( $p \geq .05$ ), than for residents of inexperienced male RAs; and that combined performance ratings for residents of inexperienced female resident advisors were higher, but not significantly higher ( $p \geq .05$ ), than for residents of experienced female RAs and residents of male experienced and inexperienced resident advisors.

#### Resident Advisor Gender

Hypotheses nine through twelve dealt with resident advisor gender. It was postulated that female resident advisors would be more positively evaluated than male resident

Fig. 5

		Resident Advisor Gender	
		Male	Female
Resident Advisor Length of Experience	0 Years	-.34	.63
	1+ Years	.31	-.60

Fig. 5. The Interaction of Resident Advisor Gender and Length of Resident Advisor Experience Utilizing Combined Resident Dependent Variables, in Terms of Cell Mean Z Scores.

advisors in terms of resident self-actualization, ratings of RAs, and grade point averages. These analyses were confounded by the direct relationship between resident advisor and resident gender.

#### Hypothesis 9

There are no significant differences between male resident advisors and female resident advisors when compared to resident self-actualization as measured by the Personal Orientation Inventory.

Table 7 indicates that Hypothesis 9 may not be rejected on the basis of this data. No significance was found for resident advisor gender as a main effect ( $P \geq .51$ ), for the interaction of RA gender and level of self-actualization ( $p \geq .10$ ), or for the second order interaction of RA gender, self-actualization, and length of experience ( $p \geq .90$ ), when resident level of self-actualization functioned as the dependent variable. Table 7, however, indicates that RA gender significantly interacts with resident advisor length of experience ( $p \leq .01$ ), utilizing resident level of self-actualization as the dependent variable. Tukey's WSD tests failed to identify significant cell means utilizing pairwise comparisons.

#### Hypothesis 10

There are no significant differences between male resident advisors and female resident advisors when compared to resident ratings of resident advisors as measured by the Iowa scale.

Table 8 indicates that Hypothesis 10 may be rejected on the basis of the data ( $p \leq .005$ ), with male RAs receiving

significantly higher resident ratings than female RAs. No significance, however, was found for the interaction of resident advisor gender and self-actualization ( $p \geq .87$ ), for the interaction of RA gender and length of experience ( $p \geq .57$ ), or for the second order interaction of resident advisor gender, experience, and self-actualization ( $p \geq .11$ ), utilizing RA ratings as the dependent variable.

### Hypothesis 11

There are no significant differences between male resident advisors and female resident advisors when compared to resident academic achievement as measured by grade point averages.

Table 9 indicates that Hypothesis 11 may be rejected on the basis of the data ( $p \leq .04$ ), with residents of female RAs achieving significantly higher grades than males. No significance, however, was found for the interaction of resident advisor gender and level of self-actualization ( $p \geq .67$ ), for the interaction of RA gender and level of experience ( $p \geq .56$ ), or for the second order interaction of resident advisor gender, self-actualization, and experience ( $p \geq .67$ ), utilizing resident grade point averages as the dependent variable.

### Hypothesis 12

There are no significant differences between male resident advisors and female resident advisors when compared to the combined criteria of resident self-actualization, ratings of resident advisors, and academic achievement.

Table 10 indicates that Hypothesis 12 may not be rejected on the basis of this data. No significance was

found for resident advisor gender as a main effect ( $p \geq .94$ ), for the interaction of RA gender and level of self-actualization ( $p \geq .66$ ), or for the second order interaction of resident advisor gender, self-actualization, and experience ( $p \geq .22$ ), when the three dependent variables were equally weighted and combined. Table 10, however, indicates that resident advisor length of experience significantly interacts with resident advisor gender ( $p \leq .02$ ), utilizing resident combined criteria. While Tukey's WSD tests failed to identify significant cell means utilizing pairwise comparisons, visual inspection of the data (see Fig. 5) indicates that combined criteria for residents of experienced male resident advisors was higher, but not significantly higher ( $p \geq .05$ ), than for residents of inexperienced male RAs; and that combined performance ratings for residents of inexperienced female resident advisors were higher, but not significantly higher ( $p \geq .05$ ), than for residents of experienced female RAs and residents of male experienced and inexperienced resident advisors.

### Summary

Results of this investigation indicate that the performance of undergraduate resident advisors who scored high on the measure of self-actualization was not significantly higher than the performance of resident advisors who scored low on the measure of self-actualization, in terms of resident self-

actualization, grade point averages, or ratings of RAs. Although resident advisor level of self-actualization significantly interacted with RA length of experience utilizing resident ratings of RAs as the performance measure, post-hoc comparisons failed to identify significant cell means. Inspection of the data, however, indicated that experienced resident advisors who scored low on the measure of self-actualization received higher ratings, but not significantly higher ( $p \geq .05$ ), than inexperienced RAs who scored low on the POI; and that inexperienced resident advisors who scored high on the POI received higher ratings, but not significantly higher ( $P \geq .05$ ), than any other combination of resident advisor self-actualization and experience. Both non-significant differences could have occurred by chance alone.

Performance of experienced resident advisors was not significantly more positive than the performance of inexperienced resident advisors, in terms of resident self-actualization, grade point averages, or ratings of resident advisors. Although resident advisor length of experience significantly interacted with RA gender utilizing resident level of self-actualization and combined variables as performance measures, post-hoc comparisons failed to identify significant cell means. Inspection of the data, however, indicates that levels of self-actualization and combined dependent variables were higher, but not significantly higher ( $p \geq .05$ ), for residents of experienced male resident

advisors than for residents of inexperienced male RAs, and that levels of self-actualization and combined dependent variables were higher, but not significantly higher ( $p \geq .05$ ), for residents of inexperienced female RAs than for residents of experienced female RAs and for residents of male experienced and male inexperienced resident advisors. The non-significant differences may be attributed to chance alone.

While female residents of female resident advisors achieved significantly higher grade point averages than male residents of male RAs, male resident advisors received significantly higher resident ratings than female resident advisors. Utilizing resident levels of self-actualization and combined dependent variables did not result in the detection of resident advisor performance gender differences.

Chapter V will be devoted to findings, conclusions, limitations, and recommendations.

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, LIMITATIONS, AND RECOMMENDATIONS

#### Summary

The present study investigated the value of the Personal Orientation Inventory, a measure of self-actualization, in resident advisor selection by determining if the POI differentiated between effective and ineffective resident advisors, in terms of resident self-actualization as measured by the POI, in terms of resident academic achievement as measured by grade point averages, and in terms of resident ratings of resident advisors as measured by the Iowa Resident Advisor Rating Scale. The study also investigated effects of resident advisor length of experience and gender on resident advisor performance.

Resident advisors employed by the University of Oklahoma during the 1976 Fall semester, as well as students residing in their respective residence halls, were utilized for the study. Resident advisors completed the POI prior to functioning as RAs, while residents completed the POI and rated their resident advisors during the 1976 Fall

semester. Twelve hypotheses were tested via 2x2x2 Analyses of Variance resulting in two rejections.

### Findings

The findings of the present study:

#### Resident Advisor Level of Self-Actualization

Resident advisor level of self-actualization, as measured by the Personal Orientation Inventory, did not discriminate between effective and ineffective resident advisors in terms of resident POI scores, resident grade point averages, or resident ratings of resident advisors. While the test of the interaction between RA self-actualization and experience was significant, ( $p \leq .02$ ), as measured by resident ratings, post-hoc comparisons failed to identify differences among pairs of cell means. Resident advisor self-actualization and experience did not interact as measured by resident POI scores or grade point averages. Resident advisor self-actualization did not interact with resident advisor gender as measured by resident self-actualization, grade point averages, or resident ratings of resident advisors.

#### Resident Advisor Length of Experience

Resident advisor length of experience did not discriminate between effective and ineffective resident advisors in terms of resident POI scores, resident grade

point averages, or resident ratings of RAs. While resident advisor experience and gender interacted ( $p \leq .01$ ), as measured by resident level of self-actualization via the POI, post-hoc comparisons failed to identify differences among pairs of cell means. Resident advisor experience and gender did not interact as measured by resident grade point averages or ratings of resident advisors. While the test of the interaction between RA experience and self-actualization was significant ( $p \leq .02$ ), as measured by resident ratings of resident advisors, post-hoc comparisons failed to identify differences among pairs of cell means. Resident advisor experience did not interact with resident advisor self-actualization as measured by resident self-actualization or grade point averages.

#### Resident Advisor Gender

While resident advisor gender discriminated between effective and ineffective resident advisors in terms of resident grade point averages and resident ratings of resident advisors, RA gender did not discriminate in terms of resident self-actualization. Female residents of female resident advisors achieved significantly higher grade point averages ( $p \leq .04$ ) than male residents of male resident advisors. Male resident advisors received significantly higher resident ratings ( $p \leq .005$ ) than female resident advisors. While the test of the interaction of RA gender and experience was significant, as measured by resident

level of self-actualization ( $p \leq .01$ ), and as measured by combined dependent variables ( $p \leq .02$ ), post-hoc comparisons failed to identify differences among pairs of cell means. Resident advisor gender and experience did not interact as measured by resident grade point averages or ratings of resident advisors. Resident advisor gender did not interact with resident advisor self-actualization as measured by resident self-actualization, grade point averages, or resident ratings of RAs.

### Conclusions

The findings of this study supported the following conclusions:

#### Resident Advisor Level of Self-Actualization

Since the Personal Orientation Inventory did not differentiate between successful and unsuccessful resident advisors as measured by resident POI scores, grade point averages, or resident ratings of resident advisors, use of the POI in resident advisor selection is suspect. Although a number of studies supported use of the POI in resident advisor selection, Graff and Bradshaw (1971), Graff et al. (1970), and Hayes (1971), the present study supports conclusions of Mullozzi and Spees (1971), and Atkinson, Williams, and Garb (1973) that the POI does not contribute to the RA selection process. Although resident advisor POI scores interacted with resident advisor experience in terms

of resident ratings of resident advisors, significant combinations of resident advisor self-actualization and experience were not identified. While the literature reports utility of the POI in residence hall and counseling settings, Frankenberg (1972), Kimball and Kelso (1974), and Foulds and Harrigan (1976), results of the present study indicate that the impact of resident advisors who score high on the POI as measure of resident self-actualization, grade point averages, and ratings of resident advisors, does not differ from the impact of resident advisors who score low on the POI, and therefore use of the Personal Orientation Inventory in resident advisor selection may be unwarranted.

#### Resident Advisor Length of Experience

Resident advisor length of experience did not differentiate between successful and unsuccessful resident advisors as measured by resident POI scores, grade point averages, or ratings of resident advisors. Although resident advisor experience interacted with resident advisor gender when resident self-actualization and combined criteria were used as dependent variables, and with resident advisor self-actualization when resident ratings of resident advisors were used as dependent variables, significant combinations of resident advisor length of experience and gender, and resident advisor length of experience and self-actualization, were not identified. Based on this study, the impact of experienced RAs does not differ from the impact

of inexperienced RAs as measured by resident self-actualization, academic achievement, and ratings of resident advisors, and conclusions concerning the retention of experienced resident advisors over the selection of inexperienced RA applicants are unwarranted.

#### Resident Advisor Gender

Resident advisor gender differentiated between successful and unsuccessful resident advisors in terms of resident grade point averages and ratings of RAs, with female residents of female resident advisors achieving significantly higher grade point averages than male residents of male resident advisors, and with male residents rating male resident advisors significantly higher than female residents of female resident advisors. Although resident advisor gender interacted with resident advisor experience when resident self-actualization and combined criteria was used as dependent variables, significant combinations of resident advisor gender and experience were not identified. Based on this study, conclusions concerning the impact of male and female resident advisors in resident advisor selection are unwarranted.

#### Limitations

The present study is limited by the following: although RAs were randomly selected from one of eight combinations of resident advisor POI score, gender, and

length of experience, RAs selected may not have represented the range of POI scores in general, and subsequent analyses may be suspect. Generalization to graduate resident advisors is dubious since only undergraduate resident advisors were included in the sample. Limitations surround the direct relationships between resident advisor and resident gender: male students resided with male RAs, and female students resided with female resident advisors.

### Recommendations

Based on the results of the present study, use of the Personal Orientation Inventory in resident advisor selection, and use of resident levels of self-actualization, grade point averages, and ratings of resident advisors in resident advisor evaluation, are unwarranted.

The following recommendations are developed for future research:

1. Improve resident advisor sampling procedures, in order to increase resident advisor representativeness.
2. Include both graduate and undergraduate resident advisors in the resident advisor selection sample, and analyze classification differences.
3. Utilize all available subjects, resident advisors and residents, by use of regression techniques.
4. Develop regression techniques in order to predict performance of resident advisor applicants, and cross-validate resulting prediction equations.

5. Investigate discrepancies between significant interactions of independent variables and non-significant post-hoc individual comparisons of cell means involving the independent variables.

6. Investigate use of other resident advisor performance measures.

7. Evaluate the impact of male resident advisors of female residents and the impact of female resident advisors on male residents.

8. Identify other objective resident advisor selection instruments.

9. Replicate the study at other institutions.

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APPENDIX A

SOURCE OF TABLE 3, CHARACTERISTICS OF RESIDENT ADVISORS

## SOURCE OF TABLE 3, CHARACTERISTICS OF RESIDENT ADVISORS

Preston B. Albright, "The Place of Residence Hall Organization in the Student Personnel Program," Educational and Psychological Measurement 11 (Winter 1951):703.

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APPENDIX B

PERSONAL ORIENTATION INVENTORY SECONDARY SCALES

## PERSONAL ORIENTATION INVENTORY SECONDARY SCALES

SELF-ACTUALIZING VALUE--Measures affirmation of a primary value of self-actualizing people.

EXISTENTIALITY--Measures ability to situationally or existentially react without rigid adherence to principles.

FEELING REACTIVITY--Measures sensitivity of responsiveness to one's own needs and feelings.

SPONTANIETY--Measures freedom to react spontaneously or to be oneself.

SELF-REGARD--Measures affirmation of self because of worth or strength.

SELF-ACCEPTANCE--Measures affirmation or acceptance of self in spite of weaknesses or deficiencies.

NATURE OF MAN--Measures degree of the constructive view of the nature of man, masculinity, femininity.

SYNERGY--Measures ability to be synergistic, to transcend dichotomies.

ACCEPTANCE OF AGGRESSION--Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression.

CAPACITY FOR INTIMATE CONTACT--Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations.

SOURCE: Everett L. Shostrom, Personal Orientation Inventory Manual (San Diego: Educational and Industrial Testing Service, 1972), p. 6.

APPENDIX C

INSTRUCTIONS TO RESIDENT ADVISORS

## INSTRUCTIONS TO RESIDENT ADVISORS

We are gathering data concerning resident advisor selection and evaluation. Please be assured that your responses to this test will be held confidential. Please place your name on the answer sheet and read the instructions on the test booklet. As you complete the instructions, please open the booklet and begin. There is no time limit. Please proceed at a comfortable rate. Please begin.

APPENDIX D

INITIAL LETTER TO RESIDENTS

November 9, 1976

A select group of 100 residents have been randomly chosen to help us evaluate the resident advisor program. You, along with 11 others from your House, have been selected from the more than 3500 residents of university housing to participate in the evaluation, which will consist of your responding to 2 evaluation forms. I urge you to consider the importance of such an evaluation of the RA program.

Only 8 resident advisors have been randomly selected to participate in this study. In order for us to accurately evaluate the effectiveness of the RA program, your input is vital. Please be assured that your evaluation will be kept confidential.

Please help us by attending a brief (45 minute) meeting on Monday, November 15 at 9:00pm in McCasland Tower Basement of Adams Center.

If you are unable to attend this meeting, please call me at 5-3152 and we will arrange for a more suitable time for you to complete the evaluation.

Let me thank you in advance for your interest and participation.

See you at 9:00 pm on Monday, November 15.

Sincerely,

/s/ David F. Schrage

David F. Schrage  
Director  
Residential Programs

APPENDIX E

INSTRUCTIONS TO RESIDENTS

## INSTRUCTIONS TO RESIDENTS

Thank you for taking time out of your busy schedule to help us evaluate our resident advisor program. As the letter indicated, you have been randomly selected to evaluate your resident advisor. Please be assured that your ratings will be kept confidential as I will be the only member of Residential Programs to view them. When this evaluation is reported, no means of identification will be included. Please use the pencil that I am providing you (hand out pencils) and erase stray marks and changed answers.

This evaluation will take place in 2 parts. The first part will consist of your responding to 6 scales (hand out RA Evaluation Forms). On the top of this form, please place ONLY your student ID number and the house in which you reside. Please do not write your name on this or on any other form here tonight. After you have read the directions, please rate your RA on each of the 6 functions, by circling one number, 1 through 7. If you rate your RA low on a function, circle a low number. If you rate your RA high on a function, circle a high number. As you complete this form, please raise your hand and I will collect the rating form. Please begin.

(As everyone completes part 1, distribute POI test booklets and answer sheets).

On the top of this answer sheet, please place your student ID number to the right of the word "NAME" in the identification box, and your house to the right of the word "OCCUPATION." Again, please do not place your name on this form. Please read the directions on the test booklet. It asks that you read each paired statement and then to mark "A" on the test answer sheet if the first statement is true or mostly true as it applies to you. Please mark "B" if the second statement is true or mostly true as it applies to you. If neither statement applies to you, make no mark on the answer sheet for that paired statement. Attempt to respond to each paired statement and do not leave a blank space if you can avoid it. Try to make an answer to each paired statement. Please remember to use only pencil and completely erase stray marks or changed answers.

As you complete this form, please bring it to me as you will have completed the evaluation. Thank you again for your participation. Please begin.

APPENDIX F

FOLLOW-UP LETTER TO RESIDENTS

November 16, 1976

I am sorry that we were not able to meet on Monday, November 15 in order for you to provide information concerning the performance of your resident advisor.

While a number of residents have evaluated their RA, we are concerned that you have not been able to contribute to the evaluation of our resident advisor program and that your input has not been included.

In order for you to have input, we have scheduled a second brief meeting tonight, Tuesday, November 16 at 10:00 pm in the Walker Tower First Floor Study Lounge.

If this time is also inconvenient for you, please feel free to call me at 5-3152 in order for us to arrange for a more convenient time for you to evaluate your RA.

Please be assured that the information will remain confidential.

Your input is vital. Please help us evaluate your RA.

Sincerely,

/s/ David F. Schrage

David F. Schrage  
Director  
Residential Programs