

A STUDY OF THE STUDENT'S
RELATIONSHIP WITH HIS RESIDENT
ASSISTANT

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ABSTRACT

A STUDY OF THE STUDENT'S RELATIONSHIP WITH HIS RESIDENT ASSISTANT

By

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Problem

The rapid expansion of higher education in the last decade has produced an equally rapid expansion of on-campus housing facilities for students. Colleges and universities have most frequently relied on undergraduate students to serve as part-time staff members in these facilities. This study has been concerned with the relationship between these undergraduate resident assistants and the students for whom they are responsible.

The relationship of the resident assistant with his students was examined along three lines of inquiry. First, differences in four demographic variables were examined between the students the resident assistant knows best and other students selected randomly from the same floor. Secondly, differences in the student's perception of the resident assistant's areas of job responsibility were investigated. Finally, differences in the relationship between a student's perception of his resident assistant's

feelings toward him and the student's perception of himself were examined.

Methodology

The sample for this study was drawn from the eight residence halls of the South Campus of Michigan State University. First, two resident assistants were randomly selected from each of the eight halls. These resident assistants then furnished the identity of the ten students on the floor whom they felt they knew best. Thus a total of 160 students were designated to be in the experimental group. The next step was the random selection of another ten students from each of the same sixteen floors. Thus another 160 students were identified and assigned to the control group.

All 320 students were sent a packet of instruments during January of 1970. Utilizing personal telephone calls as a follow-up procedure 260 or 81 per cent of the questionnaires were returned.

Findings

The various aspects of the problem being investigated generated six directional hypotheses. The results of this investigation have supported three of the hypotheses and yielded the following findings:

1. Students in the experimental group tend to live significantly closer to the resident assistant than do students in the control group.

2. The resident assistant tends to know best those students whom he has known longer while other residents have been known by him for a shorter period of time.
3. The students in the experimental group tend to view the resident assistant as involving himself in their academic and personal concerns while the students in the control group do not perceive this involvement.

The results do not warrant accepting three of the hypotheses and thus have yielded the following findings:

1. The students in the experimental group appear to be no different in class standing than the students in the control group.
2. The students in the experimental group appear to be no older than the students in the control group.
3. The self-concept of the students in the experimental group is no more closely related to their perception of the resident assistant's feelings toward them than is the self-concept of the students in the control group related to their perception of the resident assistant's feelings toward them.

The data have also indicated that:

1. Among both the experimental and control groups, as the students grow older or progress in school, they tend to perceive less of a need for the resident assistant.
2. Among both the experimental and control groups the student's perception of the resident assistant as one who is concerned with their academic and personal problems is not as great as the perception of the resident assistant as an authority figure.

The data indicate that the resident assistant has a different relationship with the students he knows best than he does with other students on the floor. If it can be assumed that the relationship the resident assistant has with the students he knows best is ideal, then the structure of that relationship should be examined. The data provided by this study have helped to analyze that relationship and compare it with the relationship the resident assistant has with his other students.

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DEDICATION

To my wife Michele and our daughters

Nicole and Kristen

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CHAPTER I

THE PROBLEM

Introduction

In the last decade higher education has experienced a phenomenal growth rate. In 1960 there were three and one-half million college students, while currently there are more than six million students attending institutions of higher learning in the United States. Projected growth rates indicate that by 1975 there will be at least eight million college students and by 1980 as many as ten to twelve million students will be attending college classes (42).

The expansion of higher education generally has been accompanied by an equally great expansion of on campus housing facilities for students. According to the 1960 figures of the United States Office of Education, public institutions of higher education housed 33 per cent of their students in residence hall facilities. Overall, 66 per cent of the total number of institutions at that time (public and private) had housing facilities for men while 71 per cent had housing facilities for women (34). By

1963 only 13 per cent of the institutions of higher education in the United States provided no housing facilities whatever (3:133).

Since almost every college and university maintains some type of housing program for its students the demand for money and personnel to operate such programs is very great. In order to help implement the housing program and assist with its operation most schools tend to use upper class undergraduate students as part-time staff members (33:27).¹ Such a staffing program maximizes the potential for the building of relationships among peers while it is minimal in cost. Riker has stated that, " . . . part-time students are an indispensable adjunct of the housing staff --so indispensable they may assume most of its day-to-day duties while the professional staff concentrates on recruiting and training" (33:27). Feldman and Newcomb state that:

. . . colleges' impacts', insofar as they occur at all, are in one way or another mediated, enhanced, or counteracted by peer-group influence. Students' close association in residences and dining halls would seem, therefore, to provide a likely setting for influence upon one another (15:222).

Powell augments this statement with his thought that, "Students often perceive the needs of other students more clearly than do people in the personnel program who are farther removed from student life" (32:19).

¹Indiana University is a notable exception since they use graduate students (33:51).

The title given to such undergraduate assistants has varied over the years and among institutions. Currently Michigan State University uses the term resident assistants to describe these part-time staff members.

During the 1969-70 school year Michigan State University employed 346 resident assistants throughout its 36 undergraduate residence halls.² These 36 halls house approximately 18,000 students or 50 per cent of the total student population. More than 60 per cent of these students live in facilities built after 1960.

Resident assistants at Michigan State University receive a single room in addition to room and board for their services.³ The cost for maintaining this particular personnel program amounts to approximately \$680,000. By adding to this amount the salaries and operating expenses of an additional 100 personnel (head advisors, graduate advisors, area directors, and others) who have as a major part of their responsibility the coordination and training of resident assistants, the actual financial cost of the program comes closer to one million dollars. The cost in time and personnel is equally impressive.

Although few universities maintain a residence hall system as large as the one at Michigan State, similar

²A detailed description of the Michigan State University residence hall system can be found in Riker (33: 53-56).

³See Appendix A for the job description of the resident assistant at Michigan State University.

programs are in effect in most schools throughout the country. With the resident assistant staffing method being by far the most predominant, the amount of time, money, and personnel devoted to the maintenance of such personnel programs becomes readily apparent.

Traditionally one of the roles of the resident assistant as well as one of the roles of residence halls in general was that of control (44).⁴ The enforcement of "quiet hours" and the reporting of drinking in student rooms as well as other violations tended to be an important part of the resident assistant's role. "Keeping the lid on," was perceived by many resident assistants to be their primary function. The evolution of higher education and the changing perception about maturity and autonomy of students has very considerably reduced the emphasis on the control function of residence halls and their staffs. Indeed, the philosophical statements of Riker (33:5-9) and Powell (32:21-29) concerning residence halls and residence hall staff are typical of the current feelings of student personnel administrators. There is, however, the possibility of a "credibility gap." Although student personnel administrators profess that the role of the resident assistant has evolved to one of concern with "student development" some of the less glamorous duties still remain (32:10). It is likely also that despite the

⁴The historical development of residence halls can be found in Rudolph (35:96-101).

training efforts currently being made, some resident assistants and even some residence hall systems still operate with a control orientation.

According to Johnson the whole area of student personnel services, residence halls included, will, despite current changes toward the "student development" concept, maintain some of the control and containment responsibilities (22:11). Indeed, the evidence points to the fact that the responsibility for whatever controlling needs to be done will fall on the shoulders of the student personnel worker. However, a reluctance to give up a philosophical position of "influence by control" could mark the end of resident assistants specifically and student personnel services in general as they are evolved. The current trend of civil court decisions as well as student revolts, is toward the maximization of personal liberty and individuality (9:133). Such trends are incompatible with the controlling method of operation which has been typical of some residence hall programs in the past.

Movement from a position of influence by power and control to a position of influence based on close personal relationship and identification will entail much thought. Such a movement will not be made easily and yet, based on current trends in higher education and in society at large, it is a necessity. Before such a move can be made, however, an examination of the existing student-resident assistant relationship must be undertaken. The strength

of the relationship that resident assistants currently have with their students must be examined. By virtue of the resident assistant's existence it is expected that he will have some form of relationship with his students which will allow him to influence them. No one has to date, however, determined what type of relationship resident assistants have with their students nor the relative strength of their influence if, indeed, they have any.

Previous studies dealing with the resident assistant position have been concerned chiefly with an examination of the qualities that make an "effective RA." The examination of personality factors associated with effective and ineffective resident assistants has been the most common method of investigation. Such methods have, as described in Chapter II, yielded little in the way of productive results (9, 25, 31). Degree of effectiveness has been based on an evaluation of the resident assistant by either students and/or supervisors. Again, however, what such designations actually mean in terms of operationally defining the position of the resident assistant, have been neglected. In view of the significant costs in time, money, and personnel of maintaining a residence hall program an ongoing examination of the roles and functions of the resident assistant as seen by the students is a necessity.

The Problem and Purpose of the Study

An investigation of the resident assistant's relationship with his students has been neglected in previous research. Information regarding this important relationship is invaluable as a base from which to build effective evaluation and training programs for resident assistants.

It is the purpose of this study to examine the current relationship of the resident assistant with his students. First, this investigation will examine the demographic differences between the students the resident assistant feels he knows best and students selected randomly from the same floor. Secondly, the functions which the students perceive the resident assistant as performing will be examined. Thirdly, since one's self-concept has been shown to be an important determining factor in behavior (41), and since one's self-concept is formed by one's perception of others' feelings toward self (10) the relationship between a student's perception of himself and his perception of his resident assistant's feelings toward him will be investigated.

This investigation will be helpful in evaluating the resident assistant's relationship with his students as well as offering insight into alternative methods of structuring a residence hall program. Such alternative methods will hopefully come closer to realizing the goals

of higher education as well as more adequately meeting the diverse needs of the current college student population.

Hypotheses⁵

In light of the above comments the following broadly stated hypotheses will be investigated:

1. Those students whom the resident assistant designated as knowing best will tend to be: (a) older in years, (b) farther along in school, (c) live closer to, and (d) be known longer by, the resident assistant, than those students selected at random from the same floor.
2. Those students whom the resident assistant designates as knowing best will tend to perceive and utilize the total functioning of the resident assistant while the randomly selected students will not.
3. The correlation between the student's perception of himself and his perception of his resident assistant's feelings toward him will be higher for those students whom the resident assistant designates as knowing best.

Definitions

The terms listed below are defined in the way they are to be used for the purposes of this study.

Resident Assistant (RA).--This term refers to a male or female undergraduate student who is employed as a part-time staff member of the Residence Hall Programs Office at Michigan State University. Each resident

⁵These hypotheses are expanded and stated in research form in Chapter III.

assistant lives on one floor which houses approximately fifty students.

Residents.--This term refers to an undergraduate student at Michigan State University who lives on a floor with approximately fifty other students and a resident assistant.

Experimental Group.--This term refers to the ten residents on each of the sixteen selected floors whom the resident assistant of that floor designates as the people he feels he knows best.

Control Group.--This term refers to the ten people on each of the selected floors who, excluding the ten people already designated as experimental, were randomly selected.

Demographic.--This term refers to certain data relevant to this study which are specific to the residence hall living situation. These data are: room distance, classification, age, length of time the resident assistant has known the student.

Room Distance.--This term refers to the numerical distance away from the resident assistant that a given resident lives. Distance is computed in units of one room.

Age.--This term refers to the actual age of the resident at the time of the study. Age is computed in units of one year.

Classification.--This term refers to the actual classification of the resident at the time of the study. Classification is computed in the standard units of freshman = 1, sophomore = 2, junior = 3, and senior = 4.

Length of Time the Resident Assistant has Known the Student.--This item refers to the length of time that the resident assistant has actually been acquainted with the resident. Length of time is computed in units of one month.

Self-concept.--This term refers to the resident's perception of himself as recorded on an adjective check list composed of thirty pairs of adjectives commonly used in the description of personality characteristics.

Perception of Resident Assistant's Feelings Toward Self.--This item refers to the resident's perception of his resident assistant's feelings toward him as measured on the same adjective check list.

Job Responsibility.--This item refers to the eight specific areas of responsibility in which a resident assistant is expected to involve himself in his dealings

with the residents on his floor. These eight areas are described in more detail in the instrumentation section of Chapter III.

Theory

Cooley takes his original concept of the "looking glass self" from Alice In The Looking Glass:

Each to each a looking glass
reflect the other that doth pass (10:183-184).

This view of self-concept forms the theoretical base for virtually all self-concept studies. It is Cooley's contention that the feelings one has about himself are derived chiefly from the way he sees others reacting to him. Therefore, if one feels relatively content and happy with himself it is primarily because he views others as being happy and content with him. Conversely if one does not particularly like himself it is because he views others as not liking him. Stated simply, for one to be accepting of himself he must feel that he is accepted by others.

Subsequent to Cooley's work George Herbert Mead developed the concept of the "generalized other" (27). Mead theorizes that our feelings about ourselves are indeed gained through the way we perceive others reacting to us but not on an individual basis. It was Mead's view that the impact one specific person has on another is not as significant as the combined impact of the group. It is then, a conglomerate perception formed by the individual

perceptions of a number of people, which is actually most important.

Further refinement in the theory was made with the development of the idea of "significant others." The author of this term is generally thought to be Mead; however in reality, he made no mention of it. The term apparently was developed during the 1950's and has since been used quite freely although with little definition. Bertrand has defined the term "significant other" as " . . . persons considered worth emulating because of personal experience which indicates they are to be held in high esteem" (3:60). To Brookover emulation is not an all-important aspect of the term. He defines "significant other" as " . . . real or imagined persons who influence the individual's beliefs about himself and his world" (7:66). Brookover uses "significant other" to refer to the singular individual while the term "reference groups" is used to refer to a group of persons whose standards one uses to evaluate or judge himself (7:65).

Although an individual or group may be significant at one time they may not be significant for all time. In different areas or in different time periods separate individuals or groups influence the individual's behavior. Neither can this influence be expected to last forever. As one moves on in his life different persons and groups will move in and out of points of influence. Any

examination of such persons or groups is therefore limited to that one particular life space in which the subject finds himself at that particular time. Similarly, different expectations held by different but equally significant persons or groups also impose restrictions on the theory. Such dichotomous perceptions would tend, in most circumstances, to lead to role or identity conflict (7:66).

One's self-concept and the manner in which it is formed are closely related to one's actual behavior. Towne states one of the central aspects of the research on self-concept is that it is, " . . . an important variable for exploring the behavior of individuals" (41). Brookover, among others, has shown this to be true in regard to one's academic achievement (8). By enhancing a student's self-concept he found that the academic achievement of the student was improved. It remains to be seen whether similar kinds of self-concept enhancement in other behavioral areas will have equally encouraging results.

Man's relationship with his fellow man is becoming increasingly complicated and impersonal. A facilitation of such interpersonal relationships, directed toward personal growth, tends to be a stated purpose of most college residence hall programs (33:9). The stated purpose and the degree to which the purpose is fulfilled, however, are two separate entities. Evaluation of such fulfillment has,

as already mentioned been neglected. To the extent that the resident assistant can facilitate communication and foster the building of relationships he will be providing a valuable service. Before this problem can be adequately analyzed, however, the quality of the relationship between the resident assistant and his students must be determined. It is the purpose of this study to examine that relationship.

Assumptions

The following assumptions were made in the development of this study:

1. The students the resident assistant designates as knowing best (experimental group) personify the ideal student-resident assistant relationship.
2. It is legitimate to expect that every resident assistant has at least ten students whom he knows well.
3. Self-concept does exist and it is measurable.
4. Self-concept need not necessarily be broken down into separate parts but may instead be considered as a general overall feeling one has toward himself.
5. One's perception of reality is more important than reality itself in determining one's behavior.

Limitations

Self-concept is dynamic and very much dependent on one's current state of mind. Therefore, any attempt at determining self-concept is limited by the fact that the measure exists in only one specific time period and is thus static. To obtain a more realistic measure one should administer a given instrument many times to the same individual and average the results. Although this is the ideal, such elaborate and time consuming procedures were not considered feasible for the present study. It was assumed that by using a large sample such day-to-day fluctuations in one's perception of himself will be taken into account.

Overview

In Chapter II the literature which is relevant to the present study is reviewed. The first section of Chapter II deals with the literature related to the resident assistant while in the second section the literature relevant to self-concept is discussed. In the third section of the chapter the literature pertaining to the "impact of others" is presented. The chapter is concluded with a summary of all the literature related to the present study.

Chapter III includes a description of the population from which the sample for this study was drawn as well as the sampling procedures. The instruments used in

the study are discussed as are the methods used to obtain the data. The research hypotheses are stated in Chapter III in both written and symbolic form. The procedures used to analyze the data are also included.

Chapter IV includes a presentation of the data obtained in the study as well as its analysis. A summary of the findings concludes the chapter.

A summary of the entire study, conclusions, and discussion interpreting the results and drawing implications from them for further research and programming constitute the final chapter.

CHAPTER II

RELATED LITERATURE

The literature related to the present study will be discussed in two sections. The first section will be devoted to a discussion of articles and studies concerned with resident assistants while the second section will focus on research concerned with "self-concept" and the importance of "others" in self-concept formation.

Literature Pertaining to Resident Assistants

Articles and studies concerning resident assistants have typically discussed either selection and/or evaluation. Williamson (44), representing a traditional view towards selection, believes that resident assistants should possess high intellectual qualifications. To disregard this quality is to disregard the primary educational function of the university.

Sifferd (39) has stated that, " . . . a genuine interest in the problems of others," is the most important quality to look for in a resident assistant. Without this quality all others, no matter how outstanding they are, will never be put to use.

A sociometric method of analysis was used by Kidd (24) to determine qualities which residents felt to be most important in a resident assistant. The residents desired the resident assistant to be: (1) friendly, (2) responsible, (3) mature and respected, (4) intellectual and capable, (5) considerate, (6) moral, and (7) quiet. Conversely, the residents felt it least desirable for their resident assistant to be: (1) unfriendly, (2) carefree, (3) immature, (4) incapable, (5) inconsiderate, (6) immoral, (7) loud, (8) conceited, (9) deviant, and (10) unstable.

Attempts at determining an alternative and more effective selection process include those by Brady (6), who used free discussion, and Sheeder (38) who received favorable responses from both applicants and staff members when he used role playing. Such techniques have not, however, been generally adopted.

Enos (14), in surveying the resident assistant selection procedures of sixty institutions, found that the personal interview was considered the most important part of the selection process. He further found that concern for others, leadership ability, and maturity were considered to be the most important qualities found in resident assistants.

Powell has recently stated, "sensitivity, genuineness, empathy, flexibility, maturity and self confidence" as the qualities most desirable in a resident assistant (32:158).

Simons (40) attempted to determine the relationship between resident assistant job performance and selected personality characteristics. He found differences between resident assistants and residents at large as well as significant differences between high and low performance groups of resident assistants on the emotional stability scale of the Guilford Zimmerman Temperament Survey and on the Religion Value Scale and Theoretical Value Scale of the Allport Vernon Study of Values. Simons concludes,

Since many of these personality differences were not highly significant the conclusion which seems warranted is that the two groups were fairly homogeneous with respect to the personality characteristics as shown by the personality appraisal instruments (40:125).

The only positive finding, therefore, was that resident assistants as a whole tend to be a more select group than the residents at large.

Peterson (31) attempted to determine the relationship between success as resident assistant and scores on the Kuder Preference Record--Vocational, the Guilford Zimmerman Temperament Survey, the Minnesota Multiphasic Personality Inventory, and the Strong Vocational Interest Blank for Women. Resident assistants were divided into effective and ineffective categories, and correlational scores were computed between these groups and the scores on the test instruments. None of these scales provided any information which could be used effectively in the selection of resident assistants.

Murphy and Ortenzi (29) found that there was little correlation between the scores of resident assistants on the Strong Vocational Interest Blank, the Edwards Personal Preference Schedule, and the evaluations of these resident assistants by their students and their immediate supervisors. Since the correlations between the students and immediate supervisor's rankings of resident assistant's effectiveness were rather small ($-.121$ to $+.523$), it was inferred that students perceive the resident assistant in a "somewhat different way" than does the supervisor.

Hefke (19) also found that students and graduate level advisors differ as to their evaluation of resident assistant effectiveness. His research further revealed that no correlation existed between high and low authoritarian resident assistants, as measured by the Rokeach Dogmatism Scale, and resident assistant effectiveness, as determined by the head advisor.

It is important to emphasize that both Murphy and Ortenzi (29) and Hefke (19) detected differences between student's and supervisor's evaluations as to what is an effective resident assistant. Thus it appears that to some extent a form of role conflict may exist. If a resident assistant attempts to be effective under the criterion established by his supervisor, then he risks being ineffective as described by his students. Conversely, should he attempt to be effective under the criterion of his students, he risks incurring the condemnation of his

supervisors. Whose needs should the resident assistant strive to satisfy? It is probably true that the resident assistant's perception of conflict in role expectation on the part of his students and his supervisors is directly related to his performance. Thus a more realistic and flexible perception of what can be legitimately expected from a resident assistant, held by both students and supervisors, could reduce role conflict and improve performance.

In exploring the various ways of evaluating resident assistant effectiveness, Hoyt and Davidson (21) found that head advisors and house managers agreed quite closely in their evaluation of resident assistants. They further found that scores on the California F Scale, measuring authoritarianism, were negatively associated with effectiveness. In terms of playing different roles, the authors found that there were significant relationships between effectiveness and tendencies to play the "interest" role and/or the "competence" role. No significant relationships were found between effectiveness and a tendency to play the "buddy" role and/or the "authoritarian" role.

In another study of resident assistant effectiveness, Madison (25) found the Ohio State Psychological Test, accumulated grade point, length of time served as a resident assistant, and all but one set of comparisons in the College Student Questionnaire Part, ineffectual in determining resident assistant effectiveness. Madison did conclude that the

following description of an efficient resident assistant could be supported. The more effective resident assistants: (1) are more definite about their major field and vocational decision, (2) perceive their college teachers and student personnel deans in a more favorable manner, (3) are more satisfied with their academic standing in their major field, (4) own more books, and (5) are more concerned with achieving a sense of identity.

In 1967 Duncan (13) developed a questionnaire for the evaluation of resident assistants. The instrument consisted of ninety-six behavioral statements grouped into thirty-two triads. Each triad consisted of two statements which discriminated between effective and ineffective resident assistants and a third statement which did not discriminate. The behavioral statements were selected by "expert judges" from a total of over 400 submitted by students living in residence halls. Although Duncan used elaborate procedures to develop and evaluate his instrument, it is, nevertheless, the one used by Hefke (19) in his study in which it was found that students and staff differ as to their respective definitions of an effective resident assistant.

More recently, Schroeder and Douse concluded that, ". . . neither the Strong (Strong Vocational Inventory), the Edwards (Edwards Personal Preference Schedule) nor the CPI (California Personality Inventory) discriminate between the better and poorer RAs" (37:151). An additional finding

of their study was that students, head advisors, deans, and psychologists all differed as to their perception of the proper function of the resident assistant. Another important finding was the determination that, "The less experienced and less able students ask more of an (RA) and value her more highly" (37:151).

It is important to comment here on the way in which the question of resident assistant effectiveness or success is being approached. Virtually all the studies to date, Peterson, Simons, Hefke, Murphy and Ortenzi, Madison, Schroeder and Douse, Bodden and Walsh, have employed the same technique. Basically these researchers have designated effective and ineffective resident assistants, administered some form of instrument, then analyzed the results between groups. All have failed to produce any usable results.

The cause of this failure is that the instruments used are primarily psychological instruments developed to detect deviance from the norm. Enos found that the personal interview is the most commonly used method of resident assistant selection (14). It is reasonable to assume, therefore, that in the interview situation deviations from the norm, which would be detectable by the psychological test, are readily observable. Thus, those candidates who would deviate have been eliminated during the hiring process.

This explanation is supported by Simmons' conclusion that resident assistants did not differ among themselves but did differ from randomly selected students (40). Further, Bodden and Walsh (5), using an Adjective Check List measuring personality needs, The F Scale measuring authoritarianism and Overall Agreement Scale measuring acquiescence found only a .67 correlation between the twenty best predicting items in all the instruments and evaluation of resident assistant effectiveness.

It appears that there has been extended research in the area of resident assistants, but, unfortunately, little has been contributed to our knowledge about the position. Generally, this research has provided information on techniques which are not accurate predictors of success as a resident assistant. However, the indication that resident assistants are a more select group than students at large has been supported. It thus becomes evident, that whatever means have been used to select resident assistants in the past (generally interviewing), are as good as any of the testing techniques attempted recently. Perhaps the idea of examining the personality characteristics of a good resident assistant for the purpose of selecting people already possessing those qualities, and thereby increasing the chances of hiring resident assistants who will be successful is a fallacy? It is apparent that the past emphasis on testing should be eliminated and replaced by

an increased emphasis on training. Riker (33) has recommended that this emphasis on training be made and Powell's (32) recent book is indicative of such an effort.

Literature Pertaining to Self-Concept and the Importance of Others

The idea of self-concept has been studied and written about many times. A variety of terms have thus arisen to discuss the topic. The "self," the "real self," the "phenomenal self," "self image," "looking glass self," and the "social self" are just a few. It is not the purpose of this review to discuss all of these concepts but rather to mention a few generalizations derived from the literature in the area most relevant to this proposed study.

These generalizations are:¹

- A. Self-concept is an important variable for exploring the behavior of individuals.

Although Mead (27) and Cooley (10) developed most of the theoretical framework of "self-concept" in the 1920's and 30's, little research materialized to verify their theories. However, in 1949, Ernest Hilgard, then President of the American Psychological Association, made a plea to begin an investigation of the "self" and its impact on behavior and motivation (20). Hilgard suggested that special laboratories be set up for the purpose of examining "self-concept" and its impact on the individual.

¹The stated generalizations have been extracted from Towne (42).

Following Hilgard's statement, a great deal of research was conducted in the 1950's and has continued into the 1960's. One of the more significant of these efforts was Fitts' attempt to determine the effect of one's "self-concept" on his perception of the world around him (16). It was Fitts' theory that the way in which one sees himself provides a framework in which to view and evaluate others. This theory proved valid and Fitts concluded that, " . . . the study seems to provide considerable support for the phenomenological theory that the self-concept serves as a perceptual frame of reference in social perception."

Fitts' study takes on additional significance, since in conjunction with his study he developed an instrument to measure self-concept. The instrument is the Tennessee Self Concept Scale, and is a thoroughly validated and often used tool in research pertaining to self-concept.

Fitts makes the following statement as to the purpose of his scale:

The individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health. Those people who see themselves as undesirable, worthless or 'bad' tend to act accordingly. Those who have a highly unrealistic concept of self tend to approach life as other people in unrealistic ways. This knowledge of how an individual perceives himself is useful in attempting to help that individual or in making evaluations of him (17:1).

B. An individual's self rating is significantly related to "others" ratings of him.

The role of "others" in the formation of one's self-concept has been extremely well documented. Cooley was the first to describe this relationship when he developed the "looking glass self" (10:183-184):

Each to each a looking glass
Reflects the other that doth pass.

In describing his concept Cooley goes on to say:

A self-idea of this sort seems to have three principal elements: the imagination of our appearance to the other person, the imagination of his judgment of that appearance, and some sort of self-feeling, such as pride or mortification.

G. H. Mead contributed to Cooley's theory when he developed the concept of the "generalized other" (27). To Mead it is in the form of the "generalized other" that "the community exercises control over the conduct of its individual members," and "enters as a determining factor into the individual's thinking" (27:173).

Gordon and Gergen, in summarizing Mead's theory, state that:

. . . at the core . . . is the proposition that an individual (a) will conceive of himself much as he believes significant others conceive of him, and (b) will tend to act in accord with expectations he imputes to these significant others concerning the way "people like him" should act (18:34).

Combs and Snygg concur with Mead when, in discussing the "phenomenal self," they contend "the phenomenal self may include by identification, persons and objects entirely outside our physical selves" (11:44).

Although Mead speaks of the "generalized other" as a conglomerate force, he does not emphasize the part played by individual others. Recently, however, the idea of "significant others" has arisen and although the actual author of the term remains anonymous, many people have offered descriptions of it.

Bertrand defines "significant other" as, " . . . persons considered worth emulating because of personal experience which indicates they are to be held in high esteem" (3:60).

Wilson appears to agree with this view when he says, "One does not establish his identity without identifiers, and in this process the meaning of self is gradually revealed through the responses of others" (45:90).

Brookover does not place as much emphasis on the identification or emulation aspects of the term as do Wilson and Bertrand. He defines "significant other" simply as, " . . . real or imaginary persons who influence the individual's beliefs about himself and his world" (7:66).

The concept of the "generalized other" which Mead developed, coincides with the "reference group" which, according to Brookover, is a particular group whose standards individuals adopt so as to "evaluate or judge themselves." Such "reference groups" are quite distinct from "membership groups" which simply represent observable associations of people and may or may not necessarily be

the ones which most directly affect the individual's behavior (7:65-66).

It can thus be seen that an individual has both "significant others" and "reference groups" by which to model himself and judge his behavior. It has been established that one's immediate peer group tends to form a "reference group" (15) while both parents (23) and teachers (30) have thus far been proven to be "significant others."

The spatial relationship of "significant others" and "reference groups" deserves some comment. Brookover and Erickson have said, "In societies with extensive range of interaction such as we have in the United States, the significant group or persons may vary greatly from one situation to another" (7:70). Thus, one may not be a significant other for all time. An individual or group may be significant to a person in only one specific situation or time period and thereafter be relegated to "simple other" status.

Recently Anderson has stated,

Without significant people or without their pressures and assumptions and attitudes to cause the self-image to be formed and have content . . . the growing child, and later, the adult would have nothing to measure up to, to rebel against or to stop him (2:9).

She goes on to say that the self structure or self-image is composed of elements each of which is valued on the basis of "the acceptability of the trait to the significant

people" (2:12). She also comments that,

If there is any discrepancy between these values and those of the culture in which they live it will be the standards of the significant people, the child will structuralize, provided he derives a sense of security from these significant people (2:7).

C. The self-concept of an individual can change.

One's self-concept is not unalterable. According to Combs and Snygg:

A changing world requires changes in the organization of the self if it is to be maintained. Because we are aware of the future and must maintain ourselves, in the future as well as in the present, it is necessary to enhance the self against the exigencies of tomorrow.

To achieve this self-adequacy requires of man that he seek, not only to maintain his existing organization, but also that he build up and make more adequate the self of which he is aware. Man seeks both to maintain and enhance his perceived self (11:45).

The effort of an individual to maintain and enhance the self is evident. One is continually striving to achieve his "ideal" self while utilizing the existing self as a frame of reference. One utilizes the reactions of "significant others" and "reference groups" as the feedback by which to gauge his progress in achieving his "ideal self."

D. Change or stability, in the perceived evaluation of others, is associated with change or stability in self-concept.

Since self-concept is an important variable in behavior, and the formation of self-concept is dependent on the reaction of others, what happens when the reactions of others are manipulated?

Videbeck, in his study of self-concept, concluded that, "A person will rate himself closer to his ideal self rating if he receives approval from others and further away from it if he receives disapproval" (43:354).

Maehr, Mensing, and Nafzger attempted to verify Videbeck's conclusions by experimentally varying the reactions of physical education instructors toward the physical development of two groups of boys in a physical education class. The authors concluded that,

The disapproving reaction of the "significant others" resulted in a significant decrease in self regard in the case of those attributes referred to directly. Approval also brought about a significant amount of change in a positive direction (26:356).

Miyamoto and Dornbusch added significantly to the knowledge of self-concept formation when they determined that an individual's perception of reality was more important than reality (28). Therefore, how the "significant others" react is not as important as how the subject perceives the "significant others" as reacting to him.

The alteration of self-concept so as to modify behavior has been examined only slightly. The most noteworthy work in this area has been that of Brookover (8). In his study of self-concept of academic ability, Brookover theorized that by building the student's perception of himself as a student, an actual alteration in behavior may result; namely, higher academic achievement. Therefore, an attempt was made to encourage parents (verified significant others) to regard the student, academically, in a

higher regard than they had previously. Although originally the parents were hesitant and even hostile, they did cooperate. Brookover concludes the study by saying,

After a few months, when improvement was noted in the children the parents reversed their feelings and became quite enthusiastic about the meeting and sought further advice on strategies for eliciting change in their children's self-concept of academic ability (7:111).

Summary

In concluding this chapter of related literature, a few salient points are evident. All the studies involving resident assistants have been concerned with either selection or effectiveness as their main emphasis. All of them, however, attempt to draw correlations so as to better be able to select competent resident assistants in the future. Simon's study using the Minnesota Multiphasic Personality Inventory and the Allport Vernon Study of Values is representative of this effort and he concludes only that resident assistants are better adjusted than the average group of students. Thus far then, no known method has been found to examine students before hiring, so as to insure the future success as resident assistants.

Regarding self-concept, four important theoretical generalizations appear to be justified.

1. Self-concept is an important variable for explaining the behavior of individuals.
2. An individual's self rating is significantly related to other's ratings of him.

3. The self-concept of the individual can change.
4. Change or stability in the perceived evaluation of others is associated with change or stability in self-concept.

Finally, Brookover's study of enhancement of self-concept of academic achievement is extremely significant. It is the first study which indicates that by altering self-concept it may be possible to alter behavior. It remains to be seen whether or not the techniques used by Brookover and his associates are applicable in other realms of behavior. Certainly such techniques of behavior change need to be explored further.

CHAPTER III

PROCEDURES

Population

The South Campus of Michigan State University is the largest of seven residence hall complexes on campus. The eight residence halls in this group represent the finest single grouping of on-campus housing facilities that Michigan State has to offer its students.

The eight halls in the complex are grouped into four living-learning centers. Each of the four centers consists of two halls which are similar in their structure, population, and staffing arrangement. The structural arrangement of each center consists of two wings, one for men and one for women, separated by a central common facility. Incorporated into the common facility is a cafeteria, snack shop, lounges, study and game rooms, television rooms, office space, and classrooms.

The population of each center varies between 1,000 and 1,200 students with the total divided equally between men and women.

The staff of each hall consists of one head advisor, two graduate advisors, and twelve resident assistants.¹ Each resident assistant or RA is responsible for one floor of approximately forty-five students. The total staff of the complex consists of eight head advisors, sixteen graduate advisors, and ninety-five resident assistants.

During the 1969-70 academic year the student population of the South Campus totaled 4,280 students. This student population consisted of 2,090 women and 2,190 men with a proportional breakdown of 44 per cent freshmen, 34 per cent sophomores, 18 per cent juniors, and 3 per cent seniors.²

Sample

Two resident assistants were selected from each of the eight halls of the South Campus using a pre-established table of random numbers. Resident assistants hired at the beginning of the winter term were excluded from the selection process. Since the study was conducted soon after the beginning of the winter term, inclusion of these resident assistants in the sample would contaminate the findings.

¹North and South Case Hall are the exception. Due to additional demands for space in these two halls, South Case has only ten resident assistants while North Case has eleven.

²Information based on Fall Housing Report issued by the Office of the Registrar, Michigan State University.

Thus for the sake of control, all the resident assistants in the sample had fall term and four weeks of winter term (fourteen weeks total) to form a relationship with their residents. The floors on which these sixteen resident assistants lived were then used as the sampling area.

Prior to the selection of the students, the sample size was determined. The number twenty--ten students in the experimental group and ten in the control group--appeared to be sufficiently large and yet still manageable when examined across sixteen floors. This figure represents a selection of roughly one-half of the total population of each of the selected floors.³ The total of 320 students in the sample represents approximately 8 per cent of the total student population of the South Campus.

The students in the experimental group were selected by having the resident assistant of the floor indicate the ten students on the floor whom he felt he knew best.⁴ At the same time the resident assistant indicated the room number, classification, age, and length of time he had personally known the student. All 160 subjects were selected for the experimental group in this manner.

Once the ten students in the experimental group of each floor were determined, the selection of the ten

³The total number of students on each of the sixteen floors varied from thirty-two to forty-five.

⁴See Appendix B.

students in the control group was undertaken. Using the housing lists of the head advisor, the first step was to eliminate all those subjects who could not be considered. Therefore, in addition to the ten persons already designated for inclusion in the experimental group, foreign students and residents who had just recently moved onto the floor were also excluded. Foreign students compose a very limited percentage of the students in the overall population of the South Campus. This fact, plus the chance that cultural differences may affect the responses of a foreign student, suggested their elimination from the sample. Students who had just recently moved onto the selected floors were also excluded, since the resident assistant had not had an equal opportunity to form a relationship with them. Thus only American students who had lived on the particular floor since the beginning of fall term were included in the sampling process. Again using the pre-established table of random numbers, ten students were selected from each of the participating floors in the sample. Thus, a total of 160 students representing sixteen floors were identified as members of the control group.

Instrumentation

Two different instruments were used to collect the data needed for the study. The first instrument was a sociometric questionnaire based on areas of responsibility

extracted from the resident assistant's job description.⁵ In order to develop this instrument, a determination was made of exactly what the job of the resident assistant at Michigan State entailed. Although almost everyone in the area of residence hall programming has his own perception of the position, it was decided that the job description of the resident assistant as published by the Residence Hall Programs Office at Michigan State would be used. After consultation with the Area Director of the South Campus and the Assistant Director of Residence Hall Programs responsible for staff selection, the eight specific areas of responsibility were selected. These areas were: (1) dissemination of information, (2) counseling, (3) rule enforcement, (4) administrative duties, (5) managerial liaison, (6) providing leadership, (7) handling of crises, and (8) providing academic assistance. Although each area of responsibility needed to be represented, not all areas needed the same number of questions. Through consultation with the Dean of Students, the Area Director of the South Campus, and the Assistant Director for Staff Selection, the total number of questions was finally reduced to seventeen. Each of these questions represented a particular area of responsibility or an important variation of it.

It was felt that the utilization of a sociometric approach in gathering the data was superior to other more

⁵See Appendix C, Section 1.

direct methods. By asking the students to list those persons to whom they would go for specific kinds of help, objective responses were elicited which were unencumbered by the suggestion of certain specific people. To suggest to the student a list of names from which he is to choose, or to ask the question in a declarative manner, predisposes the student to consider only certain responses rather than objectively considering all possible responses. The suggestion of certain responses would thus have contaminated the results.

The second instrument used in the study was a modified form of the Davidson-Lang Adjective Check List (12).⁶ This instrument was originally used to determine the relationship between a student's self-concept and his perception of his teacher's feelings toward him. Since the students examined, however, were sixth grade elementary school pupils, some modifications in the the instrument were required. These modifications consisted of changing fifteen of the thirty pairs of terms so that they were more compatible with the educational level of college students. Some alterations in the instructions were also made.

⁶See Appendix C, Section 2. An explanation of the adjective check list method of examining self-concept as well as other methods appears in Sarbin (36).

Two different forms of the revised Davidson-Lang Adjective Check List were used in the study (12). The only difference in form, however, was in the manner in which the subject was asked to respond. In the first instance the subject was asked to indicate how he felt about himself, while in the second instance he was asked to indicate how he thought his resident assistant felt about him.⁷

No instrumentation was needed for obtaining the demographic data since that information was provided by the resident assistant.

The validity of the sociometric portion of the test instrument (Appendix B, Section 1) was not verified. Such a verification is impossible due to the changes which necessarily would occur if the subjects were different. There are no other instruments which could be used in a validity check of the instrument used in this study.

✓ The reliability of the sociometric portion of the instrument cannot be determined since due to the nature of the investigation the responses a subject might make could vary over a very short time period.

The validity of the adjective check list (Appendix B, Sections 2 and 3) was not verified. Such cross checking would, by necessity, entail the use of another instrument which is also used to determine self-concept.

⁷See Appendix C, Sections 2 and 3 respectively.

Such a procedure would thus incorporate the weaknesses in validity of that instrument and, therefore, would only substantiate the check list with another device for obtaining the same information. Since self-concept is abstract and subject to many variables, a totally valid determination of it is extremely difficult and cumbersome. Anastasi states that,

It is only as a measure of a specifically defined criterion that a test can be objectively validated at all. . . . To claim that a test measures anything over and above its criterion is pure speculation (1:67).

Thus, the instrument used in this study to measure self-concept can be expected to be valid only as a measure of the subject's evaluation of himself using the pairs of dichotomous terms provided.

The reliability of the adjective check list was determined by readministering the check list (Sections 2 and 3) to the fifteen respondents in the original pilot study. A ten-week time period elapsed between the two administrations. Reliability coefficients of .79 and .75 were obtained for Sections 2 and 3 respectively. These coefficients are acceptable given the small number of observations utilized in the computation.

Data Collection

Pilot Study

In order to insure accurate collection of the data, a small pilot study was conducted prior to the sample

study. The pilot was run in a residence hall of another complex so as not to contaminate the actual research area.

All of the procedures which were used in the main study were incorporated in the pilot study. One floor was selected from the hall at random. After asking the resident assistant of the floor to indicate the ten people on the floor whom he knew best, the ten members of the control group were selected using a table of random numbers. Those people previously designated to be in the experimental group were excluded. Thus one floor was sampled in the same way that each of the sixteen floors in the actual study were sampled.

All twenty participants, ten in the experimental group and ten in the control group, were sent the packet of instruments through campus mail during the first week of January, 1970. At the end of five days, 65 per cent of the participants in the pilot study had responded. At the end of the seventh day, no additional responses were received. The follow-up, therefore, began on the eighth day.

Four of the seven non-respondents were contacted by telephone during the next three days. These participants were asked if they were having any problems with the questionnaire and to please return the completed questionnaire as soon as possible. If they indicated that they had "misplaced" the instrument, they were sent another. The remaining three non-respondents could not be contacted

during the week of the follow-up. They were, however, sent messages requesting that they please respond as soon as possible.

At the end of the second week, a total of seventeen, or 85 per cent of the participants had returned their questionnaires. Of these responses fifteen, or 75 per cent were usable. (The two non-usable questionnaires were simply not completed.) The follow-up was discontinued at the end of the second week.

During the third week, a sample of the participants in the pilot study was contacted both by telephone and in person. The purpose of these contacts was to discuss the feelings of the participants regarding the questionnaire and the procedures used to obtain the data. Seven of the fifteen participants who returned usable questionnaires were contacted personally by telephone. These participants were asked the following questions:

1. Why did you answer the questionnaire and return it?
2. Were you aware of the intent of the study?
3. Did you encounter any difficulty with any of the sections of the test instrument?
4. Was there anything in the instrument or the procedure which alienated or upset you?

The two individuals who returned the non-usable questionnaires were contacted in person. This was done

because these two people both returned blank questionnaires, but with attached notes describing why they did not participate. Since these two people took the effort to respond by way of writing their reasons for not participating, it was felt that they should be personally interviewed so as to more adequately examine their reasoning. One of the three non-respondents was contacted by phone and he too was questioned about his failure to respond.

A number of respondents and non-respondents in the pilot group were concerned about the purpose of the study. As a result, a revision of the cover letter was made to minimize this problem in the actual study. Primarily the revisions which were made were: (1) a clear statement of the intent of the study, and (2) the assurance that the responses of individual subjects would be kept confidential. A total explanation of the purpose of the study was impossible, however, due to the aforementioned rationale for using a sociometric method to obtain some of the data. Any explanation mentioning the resident assistant specifically would suggest responses rather than eliciting true feelings. Thus the explanation in the cover letter had to exclude any mention of the resident assistant. Information was, therefore, sacrificed so as to minimize contamination.

To further minimize contamination, subjects were instructed to answer each part of the instrument separately and in sequence. Thus when the respondent finally saw a

specific reference to the resident assistant (necessary in Section 3 of the instrument) he had already made his responses to the sociometric questions (Section 1).

None of the participants contacted in the pilot study encountered any difficulty with the instruments to be used. According to the subjects contacted, the instructions were clear and the instruments understandable. Thus no revisions were made in the instruments. Some criticisms were made which indicated the subject's personal rejection of the goals and intent of the study. The possibility of such rejection is understandably heightened in situations where the respondent is asked to reveal something personal about himself. A study of self-concept which asks the subject to describe how he feels about himself has definite psychological overtones. Such an emphasis is objectionable to some people and therefore is a possible contributory cause of non-response.

Sample Study

Following the revision of the procedures based on the evaluation of the pilot study, the 320 questionnaires for the sample study were distributed. After ten days 163 or 54 per cent of the questionnaires had been returned. Since the return had fallen off to almost zero, the first telephone follow-up was begun. Allowing additional time for students to take mid-term exams, two weeks elapsed before the second follow-up was begun. At this time 231

or 72 per cent of the participants in the sample had responded. By the ninth week of the term responses per day were again down to zero but exams were to start the next week and the plans for a third follow-up were discarded. At the end of the term 260 questionnaires had been returned for a response of 81 per cent. Six of the returned questionnaires were non-usable due to incomplete second or third sections. The total usable response was therefore 254 or 79 per cent.

Once it became apparent that no more returns could be expected, a second letter was sent to the resident assistants of the participating floors.⁸ The purpose of this second letter was to secure the demographic data pertaining to the members of the control group. Such data had already been furnished on the members of the experimental group when they were selected. Until this time, the resident assistants had no knowledge as to the identity of the members of their floor included in the control group. Thus there was no chance for contamination through unusual resident assistant-student contact. The subjects in the experimental group were known by the resident assistants since they had provided their names. However, the resident assistants had been encouraged not to mention to these people that they were to be involved in a study and further to make no unusual contacts with them. This

⁸See Appendix D.

too was an effort to avoid any contamination on the socio-metric portion of the test instrument.

Hypotheses

The six research hypotheses which were tested are listed below. In each case the directional hypothesis is stated first, followed by the appropriate symbolic statement.

1. The mean room distance of students from the resident assistant will be less in the experimental group than it will be in the control group.

$$H_{\Delta 1}: M_1 < M_2$$

2. The mean age of students in the experimental group will be greater than the mean age of students in the control group.

$$H_{\Delta 2}: M_1 > M_2$$

3. The mean classification of students in the experimental group will be greater than the mean classification of students in the control group.

$$H_{\Delta 3}: M_1 > M_2$$

4. The mean number of months the resident assistants have known their students will be greater for the experimental group than it will be for the control group.

$$H_{\Delta 4}: M_1 > M_2$$

5. The mean number of times the resident assistant is mentioned in the sociometric scale by the experimental group will be greater than the number of times he is mentioned by the control group.

$$H_{\Delta 5}: M_1 > M_2$$

6. The correlation between the student's perception of his resident assistant's feelings toward him and the student's perception of himself will be higher for the experimental group than it will be for the control group.

$$H_{\Delta 6}: r_1 > r_2$$

Analyses

Section 1 of the instrument used in the study consists of seventeen sociometric questions based on the published job description of the resident assistant at Michigan State University. In this section the subjects were asked to list at least two but not more than five persons in response to each question.⁹ A response that included the resident assistant indicated that the subject viewed the resident assistant as an approachable source for the resolution of the problem as posed in the question. Although subjects were asked to list at least two persons, questions were not eliminated if the subject did not respond or made only one response. The questions were designed to determine if the subject listed the resident assistant as a resource person. By asking for two responses

⁹See Appendix C, Section 1.

it was felt that the subject would go beyond an immediate response to the question. Thus, the chances of the resident assistant being listed as a secondary source were increased. However, if the respondent left the question blank or made only one response and the resident assistant was not listed, the data were still considered usable.

Questions were scored using a scale of 1 through 0. If the resident assistant was listed the score was 1, if he was not listed the score was 0. No consideration was given as to which place the resident assistant occupied in the student's listing. By totaling the scores for each question among students in the experimental group and students in the control group data were obtained which indicated the proportion of subjects in each group who viewed the resident assistant as an approachable resource person for the resolution of the conflict posed in that question. By grouping the questions into their respective areas of responsibility, differences between the experimental and control group in each area were determined. One-tailed t-tests were computed using the .05 level to determine significance in each of the eight areas of resident assistant job responsibility.

The second and third sections of the instrument consisted of the thirty pairs of terms composing the adjective check list. The two sections were identical in structure, the difference being in the way the subjects

were asked to respond. In Section 2 the subjects were asked to respond according to how they felt about themselves, while in Section 3 they were asked to respond according to how they perceived their resident assistant as feeling about them.¹⁰

The scoring of Sections 2 and 3 was accomplished by attributing points to subject responses. The range of points ran from 1 (least positive) to 5 (most positive) for each pair of terms in the check list. The total score was then computed for each section by adding the individual scores across all thirty pairs of terms. The totals for each of the two sections were then divided by 30 so as to yield a mean self-concept score for Section 2 and a score indicating the student's perception of his resident assistant's feelings toward him for Section 3.

Within both the experimental and control groups correlations were computed between the scores for Sections 2 and 3 of the test instrument. The result was two correlation figures, the difference between which could be tested for significance. A one-tailed t-test of difference between r_1 and r_2 was computed using the .05 level to determine significance.

In addition to the simple correlation of mean scores between groups a "canonical correlation" was also computed. This technique reweights the scores on

¹⁰See Appendix C, Sections 2 and 3 respectively.

individual pairs of terms based on their relative importance within the instrument. Thus, a more accurate indication of the actual correlation between the variables could be gained.

The demographic data obtained from the resident assistants on their students was split according to the two group designations, i.e., experimental and control. Mean scores for room distance, age, classification, and length of time the student had been known by the resident assistant were all computed by using one-tailed t-tests to determine significance. Again the .05 level was used to determine significance.

CHAPTER IV

ANALYSIS OF RESULTS

It will be recalled that the problem statement of Chapter I generated six research hypotheses which were presented in Chapter III. The present chapter reports the data resulting from the implementation of the procedures which were also described in Chapter III. The data are presented by hypothesis and each is accompanied by a brief discussion of the findings. In each case these findings are analyzed in terms of differences between the students the resident assistant knows best, the experimental group, and the students selected randomly from the same floor, the control group. Written comments which were voluntarily made by some of the respondents are also presented.

Hypothesis 1

The first hypothesis states that the students the resident assistant knows best (experimental group) will live closer to the resident assistant than the students selected randomly (control group). As Table 1 indicates the mean room distance for all members of the experimental

TABLE 1.--Mean room distance of students from resident assistants by floor and between combined groups.^a

| Floor | Experimental Group | Control Group | Difference |
|---------|--------------------|---------------|------------------|
| 1 | 4.0 | 2.6 | -1.4 |
| 2 | 3.0 | 3.4 | .4 |
| 3 | 4.0 | 3.9 | - .1 |
| 4 | 3.3 | 4.4 | 1.1 |
| 5 | 2.8 | 3.5 | .7 |
| 6 | 3.7 | 3.3 | - .4 |
| 7 | 2.6 | 4.6 | 2.0 |
| 8 | 2.5 | 4.5 | 2.0 |
| 9 | 2.6 | 4.7 | 2.1 |
| 10 | 3.7 | 4.8 | 1.1 |
| 11 | 4.2 | 5.1 | .9 |
| 12 | 4.6 | 4.2 | - .4 |
| 13 | 4.1 | 5.3 | 1.2 |
| 14 | 3.8 | 5.6 | 1.8 |
| 15 | 4.0 | 5.4 | 1.4 |
| 16 | 6.0 | 4.5 | -1.5 |
| Overall | 3.72 N=133 | 4.31 N=120 | .59 ^b |

^aRoom distance is measured in units of one room.

^bSignificant at <.05 level using a one-tailed test.

group was 3.72 rooms while the mean room distance for all members of the control group was 4.31 rooms. The difference between the two mean scores, .59 rooms, was found to be significant at the $<.05$ level of confidence. These results indicate that generally the students the resident assistant knows best live significantly closer to him than students selected randomly from the same floor. Thus, Hypothesis 1 ($H_{\Delta 1}$) was accepted.

Table 1 presents additional data indicating the differences between the mean room distance scores of the experimental and control groups in individual floors. It can be seen that the differences between the mean scores of the two groups on some of the floors was as high as 2.1 rooms. Similarly, on some floors, the mean room distance for the experimental group was as low as 2.5 rooms. These data indicate that the ten members of the experimental group on these floors were clustered quite contiguously to the resident assistant while the members of the control group lived further away. Indeed, there were enough such situations so as to give significance to the difference between the overall mean scores.

A review of Table 1 also indicates that the mean room distance scores for both groups on floors #1 and #16 are contrary to the scores of all the other floors. Not only do the control group members on these two floors live closer to the resident assistant than the members of the experimental group, but also the differences between the

two scores are quite large. Although there is no apparent cause for this phenomenon there are a variety of possible explanations. Such possibilities include differences in the philosophies of the head advisors, differences in the way in which resident assistants are assigned floors and even differences in the number of years the resident assistant has held his position.

Hypothesis 2

The second hypothesis states that the students the resident assistant knows best (experimental group) have a higher classification in school than the students selected randomly from the same floors (control group).¹ As Table 2 indicates the overall mean classification of the students in the experimental group was 1.92 while the overall mean classification of the students in the control group was 1.83. The difference between the mean scores of .09 was not found to be significant at the .05 level of confidence. These data indicate that the students the resident assistant knows best are no different in class standing than are the students selected randomly. Thus Hypothesis 2 ($H_{\Delta 2}$) was not accepted.

Table 2 presents additional data indicating the differences between the mean classification scores of the experimental and control groups on individual floors. It

¹As stated in Chapter III classification refers to year in school. Freshman = 1, Sophomore = 2, Junior = 3, and Senior = 4.

TABLE 2.--Mean classification of students by floor^a and between combined groups.

| Floor | Experimental Group | Control Group | Difference |
|---------|--------------------|---------------|------------|
| 1 | 1.6 | 1.90 | - .30 |
| 2 | 1.2 | 1.30 | - .10 |
| 3 | 1.2 | 1.50 | - .30 |
| 4 | 1.4 | 1.50 | - .10 |
| 5 | 1.6 | 1.55 | .05 |
| 6 | 2.0 | 1.60 | .40 |
| 7 | 1.7 | 2.10 | - .40 |
| 8 | 2.1 | 1.90 | .20 |
| 9 | 2.8 | 1.70 | 1.10 |
| 10 | 2.5 | 1.70 | .80 |
| 11 | 1.8 | 1.90 | - .10 |
| 12 | 2.0 | 2.00 | 0.00 |
| 13 | 2.8 | 2.10 | .70 |
| 14 | 1.9 | 2.00 | - .10 |
| 15 | 2.2 | 2.40 | - .20 |
| 16 | 2.0 | 2.10 | - .10 |
| Overall | 1.92 N=133 | 1.83 N=120 | .09 |

^aFreshman = 1, Sophomore = 2, Junior = 3,
Senior = 4.

will be noticed that the differences between the mean classification scores of the two groups on some floors was as high as 1.10. However, it will be noticed also that, in general, the differences between the groups for all the floors was minimal. Indeed, many of the differences which were reported were negative. In other words the students the resident assistants knew best were not as far along in school as were the students selected randomly.

Some indication of why only a minimal difference in classification was found between the experimental and control groups can be found in Table 3. By comparing the

TABLE 3.--Percentage distribution of students in residence halls by classification.

| | Freshmen | Sophomore | Junior | Senior |
|-----------------------------|----------|-----------|--------|--------|
| Experimental Group N=133 | 37% | 38% | 21% | 4% |
| Control Group N=120 | 39% | 42% | 17% | 2% |
| South Campus N=4,280 | 44% | 34% | 18% | 3% |
| All Campus N=16,600 | 48% | 30% | 16% | 6% |

classification breakdown of the experimental group, the control group, and the total population of South Campus it can be seen that all classes are represented fairly equally in the three designated groups. It can also be seen that

these percentage figures are not unlike those for the all-campus residence hall population which are also present in Table 3. Such information is helpful in expanding the results of the study to all the residence halls at Michigan State.

Hypothesis 3

The third hypothesis states that the students the resident assistant knows best (experimental group) will be older in chronological age than the students selected randomly from the same floors (control group). As Table 4 indicates the mean age for the experimental group was 18.94 years while the mean age of the control group was 19.06. The difference of $-.12$ years was not found to be significant at the $.05$ level. These data indicate that the age of the students the resident assistant knows best is no different than the age of the students selected randomly. Thus, Hypothesis 3 ($H_{\Delta 3}$) was not accepted.

Table 4 also presents additional data indicating the differences between the mean ages of the experimental and control groups on each of the sampled floors. It can be seen that the differences between the mean ages of the two groups on some floors was as high as 1.7 years, while on other floors the mean ages of the two groups were identical. On seven of the sixteen floors the mean age of the control group was higher than the mean age of the experimental group. In one instance this negative

TABLE 4.--Mean chronological age of students by floor and between combined groups.

| Floor | Experimental Group | Control Group | Difference |
|---------|--------------------|----------------|------------|
| 1 | 18.1 | 18.1 | 0 |
| 2 | 18.2 | 18.6 | - .40 |
| 3 | 18.2 | 18.5 | - .30 |
| 4 | 18.4 | 18.6 | - .20 |
| 5 | 18.6 | 19.4 | - .80 |
| 6 | 19.0 | 18.6 | .40 |
| 7 | 18.7 | 18.5 | .20 |
| 8 | 19.1 | 18.9 | .20 |
| 9 | 19.8 | 19.7 | .10 |
| 10 | 19.7 | 18.7 | 1.00 |
| 11 | 18.9 | 17.2 | 1.70 |
| 12 | 19.0 | 19.1 | .10 |
| 13 | 19.8 | 19.1 | .70 |
| 14 | 19.0 | 19.9 | - .90 |
| 15 | 19.4 | 19.9 | - .50 |
| 16 | 19.0 | 19.4 | - .40 |
| Overall | 18.94 N=133 | 19.06 N=120 | - .12 |

difference was almost one full year. Generally, the data show no consistency while at the same time there is a wide range of differences between the mean age scores of the two groups on the sixteen sampled floors. Due to the high correlation between age and classification it is not unexpected that since Hypothesis 2 was not accepted neither was Hypothesis 3.

Hypothesis 4

The fourth hypothesis states that the students the resident assistant knows best (experimental group) will have been known longer by the resident assistant than will the students selected randomly from the same floors (control group). As Table 5 indicates the mean number of months the resident assistant had known the students in the experimental group was 8.3 while the mean number of months the resident assistant had known the students in the control group was 6.3. The difference of 2.0 months was found to be significant at the .001 level. These results indicate that the students the resident assistant knows best have also been known by the resident assistant for a longer period of time than have other students on the floor. Thus, Hypothesis 4 ($H_{\Delta 4}$) was accepted.

Since the resident assistant could have known new students only since the beginning of the year (five months) the mean scores for the two groups indicate that fewer new students were in the experimental group than in the control

TABLE 5.--Mean length of time the resident assistant has known students by floor and between combined groups.

| Floor | Experimental Group | Control Group | Difference |
|---------|--------------------|---------------|------------------|
| 1 | 10.2 | 9.8 | .4 |
| 2 | 7.4 | 6.3 | 1.1 |
| 3 | 5.0 | 5.0 | 0.0 |
| 4 | 9.8 | 6.2 | 3.6 |
| 5 | 5.0 | 5.0 | 0.0 |
| 6 | 15.8 | 6.2 | 9.0 |
| 7 | 7.4 | 5.3 | 2.1 |
| 8 | 5.0 | 5.0 | 0.0 |
| 9 | 9.5 | 6.2 | 3.3 |
| 10 | 12.6 | 6.3 | 6.3 |
| 11 | 5.9 | 5.0 | .9 |
| 12 | 6.8 | 5.0 | 1.8 |
| 13 | 6.4 | 5.0 | 1.4 |
| 14 | 13.2 | 10.8 | 2.4 |
| 15 | 7.8 | 5.8 | 2.0 |
| 16 | 10.5 | 8.8 | 1.7 |
| Overall | 8.3 N=133 | 6.3 N=120 | 2.0 ^a |

^aSignificant at the .05 level using one-tailed test.

group. These results are not necessarily reflected in the classification data of Table 3 since the new student designation can mean, in addition to freshmen, transfer students, and new hall or even new floor residents. Thus, the students the resident assistant knows best tend to be known by the resident assistant prior to the beginning of the school year. The number of new students included in the experimental group is therefore reduced. It would appear, therefore, that resident assistants are not expending much of an effort to get to know those individuals who are new to their floor. Furthermore, it is also likely that it is the new residents who have need of the resident assistant's abilities and services the most.

Hypothesis 5

The fifth hypothesis states that the students the resident assistant knows best (experimental group) will perceive more of the resident assistant's total functioning than will the students selected randomly from the same floor (control group). It will be recalled that scores were computed indicating the mean number of times the members of the two groups listed the resident assistant as one to whom they would go for help in resolving the conflicts posed in the seventeen sociometric questions. As Table 6 indicates the mean number of times the resident assistant was listed by the students in the experimental group was 10.07 while the mean number of times the resident

TABLE 6.--Mean scores for each of the sociometric questions between experimental and control groups.

| Question | Experimental Group N=133 | Control Group N=120 | Difference |
|----------|--------------------------------|---------------------------|-------------------|
| 1 | .35 | .11 | .24 ^c |
| 2 | .95 | .95 | .0 |
| 3 | .68 | .87 | -.19 ^c |
| 4 | .51 | .21 | .30 ^c |
| 5 | .26 | .13 | .13 ^b |
| 6 | .21 | .06 | .15 ^c |
| 7 | .33 | .12 | .21 ^c |
| 8 | .29 | .15 | .14 ^b |
| 9 | .72 | .79 | -.07 |
| 10 | .30 | .16 | .14 ^a |
| 11 | .77 | .65 | .12 ^a |
| 12 | .91 | .90 | .01 |
| 13 | .91 | .91 | .0 |
| 14 | .84 | .79 | .05 |
| 15 | .89 | .90 | -.01 |
| 16 | .48 | .57 | -.09 |
| 17 | .66 | .72 | -.06 |
| Overall | 10.07 | 9.0 | 1.07 ^b |

^aSignificant at .05.^bSignificant at .01.^cSignificant at .001.

assistant was listed by the students in the control group was 9.0. The difference in mean scores of 1.07 was found to be significant at the .01 level. The results indicate that generally the students the resident assistant knows best perceive themselves as utilizing the resident assistant in a wider variety of situations than do the students selected at random from the same floors. Hypothesis 5 ($H_{\Delta 5}$) was therefore accepted.

In order to examine which of the questions accounted for the difference between the mean scores of the two groups, one-tailed t-tests were computed on the differences between the mean scores for each of the seventeen questions in the test instrument. As Table 6 indicates the difference between the overall mean scores of the two groups is attributable to particular questions. Questions 1, 4, 5, 6, 7, 8, 10, and 11 all yielded significant differences between the mean scores of the experimental and control groups. Question 3 yielded a significant difference also, however, the difference was in a negative direction.

It is also important to determine the areas of job responsibility in which the questions yielding significant differences between their mean scores are grouped. By dividing the total number of responses for all of the questions in a given area by the product of the number of questions in that area and the number of respondents, a

percentage figure for each area was obtained.² One-tailed t-tests were then computed on the differences between these percentage figures for the experimental and control groups. The results of this investigation are provided in Table 7.

As Table 7 indicates seven of the nine questions which had significant differences between their means are grouped in two areas of resident assistant job responsibility: academic and counseling. It can also be seen that these seven questions encompass the totality of these two areas. Thus the findings indicate that the students the resident assistant knows best tend to view him as operating in the areas of academic and counseling responsibility to a significant degree beyond that perceived by the students selected randomly.

It is important to note that in the academic and counseling areas of job responsibility the percentage scores for both the experimental and control groups were quite low. As can be seen in Table 7 the percentage scores for both groups in these areas were the lowest of all the area scores. Table 6 shows similar findings for the individual questions composing these two areas. Here it can be seen that the scores for the questions in the academic and counseling areas are lower than the scores for any of the questions in the other areas. It appears, therefore, that although the students whom the resident

²This formula is stated again at the bottom of Table 7.

TABLE 7.--Scores by area of job description between groups.

| Area | Experimental N=133 | | Control N=120 | | Difference % |
|-----------------------------------|-----------------------|-------------------------------------|-----------------------|-------------------------------------|-----------------|
| | Total of RA Responses | % of 2,261 Total Possible Responses | Total of RA Responses | % of 2,040 Total Possible Responses | |
| Academic ^a (1,5,10) | 121 | 31% | 51 | 14% | 17 ^b |
| Counseling (4,6,7,8) | 179 | 33% | 64 | 13% | 20 ^b |
| Information (2,3,11) | 320 | 80% | 296 | 82% | 2 |
| Crises (14) | 113 | 85% | 95 | 79% | 6 |
| Behavior (12,13,15) | 361 | 90% | 326 | 90% | 0 |
| Management (16) | 64 | 48% | 68 | 56% | - 8 |
| Leadership (9) | 96 | 72% | 95 | 79% | -7 |
| Administration (17) | 88 | 66% | 87 | 72% | -7 |
| Total | 1,339 | 59% | 1,080 | 51% | 8 ^b |

^aNumbers in parentheses indicate the respective numbers of the questions in that specific area.

^bSignificant at .001 level using one-tailed t-test.

$$\% = \frac{\text{Total number of responses in area}}{\text{Number of questions} \times \frac{\text{Total number of respondents}}{\text{in the area}}}$$

assistant knows best perceive him as working in the areas of academic and counseling responsibility to a greater degree than do the students selected randomly, neither group perceives these areas on an equal basis with the other areas of job responsibility. As Table 7 shows both the experimental and control groups view the resident assistant as working in the areas of counseling and academic achievement to a much less degree than they do the areas of information, crises, behavior, management, leadership, and administration.

This particular finding has important implications for the so-called "student development" point of view mentioned in Chapter I. Those who espouse this view regard it primarily as a philosophy built on interpersonal relationships; a warm close relationship which then yields an effective base for communication, understanding, and impact.

The results of the sociometric portion of the test instrument are, however, discouraging to student developmentalist philosophy. The data indicate that, as mentioned above, although there are significant differences between the responses of the control and experimental groups in the areas of counseling and academic involvement, the actual percentage scores in these areas are quite low. A review of the individual questions which compose the academic (1,5,10) and the counseling (4,6,7,8) areas provides a possible explanation for such low scores. A review

of these questions suggests that only if the student had a very close relationship with his resident assistant could he be expected to list the resident assistant in response to these questions. The fact that the students in the experimental group were selected because they had a closer relationship with the resident assistant than did the members of the control group is indicated by the differences between their respective scores on these questions. However, since the scores for both groups are lower for the questions in the academic and counseling areas it is apparent that neither the students in the experimental nor the control group visualized the resident assistant as involving himself in these areas to the degree to which he involves himself in the other areas of job responsibility.

A review of the percentage scores for the information, crises, behavior, management, leadership, and administration areas of job responsibility and the questions which compose these areas, provides data which are helpful in understanding the students' perception of the resident assistant's position. As can be seen in Table 7 all of these areas show differences between the percentage scores of the experimental and control groups which are minimal while the actual scores are quite high. Generally the data indicate that the members of both groups would agree as to the extent of the resident assistant's functioning in these areas. It is conceivable that the responses of the students regarding their perception of the resident assistant's

involvement in these areas represents their picture of the resident assistant as an authority figure.

It is noteworthy to examine the relationship between the overall tendency to list the resident assistant in response to the seventeen sociometric questions of Section 1 of the test instrument and the demographic variables discussed earlier. Table 8 shows that both classification and age are negatively correlated with total scores in the experimental group. Thus as one gets older or progresses in school he tends to perceive less

TABLE 8.--Product moment correlations between mean number of times the resident assistant was listed in Section 1 and selected demographic variables.

| | Room Distance | Classifi- cation | Age | Length of Time Known by RA |
|-----------------------------|------------------|---------------------|------|----------------------------------|
| Experimental Group N=133 | -.04 | -.31 | -.30 | -.27 |
| Control Group N=120 | -.17 | -.26 | -.17 | -.02 |

of a need for the resident assistant. Furthermore, it would appear that as one knows the resident assistant for a longer period of time he also perceives less of a need for his services. In the control group none of the correlations are as strongly negative as those in the experimental group. However, room distance, age, and classification are all negatively correlated with the total scores

of Section 1. It would appear that, for the members of the control group, as one lives farther away from the resident assistant, as one gets older, and as one progresses through school there is a tendency to perceive less of a need for the services which the resident assistant is hired to provide.

Hypothesis 6

The sixth, and last hypothesis states that the correlation between the student's perception of himself and his perception of his resident assistant's feelings toward him will be higher for the students in the experimental group than it will be for the students in the control group. As Table 9 shows, the product-moment correlation of the two mean scores for the experimental group was .70 while the correlation of the two mean scores for the control group was also .70.

Table 9 also shows that the canonical correlation technique of re-weighting individual scores based on their significance within the adjective check list yielded a .90 correlation coefficient for the experimental group and a .91 correlation coefficient for the control group. It can be seen, therefore, that neither computation provided a difference which was statistically significant. These results indicate that the self-concept of the students in the experimental group is no more closely related to their perception of the resident assistant's feelings toward

TABLE 9.--Relationship of student's perception of his resident assistant's feelings toward him and student's self-concept between the experimental and control groups.

| | Overall Mean Self-Concept | Overall Mean Perception of RA's Feelings | Product-Moment Correlation of Means | Canonical Correlation |
|-----------------------------|------------------------------|--|---|--------------------------|
| Experimental Group N=133 | 3.96 | 3.88 | .701 | .909 |
| Control Group N=120 | 3.83 | 3.65 | .699 | .915 |

them than is the self-concept of the students in the control group related to their perception of the resident assistant's feelings toward them.

A determination of the relationship between an individual's self-concept and his perception of others' feelings toward him was used in the Davidson and Lang study described in Chapter III. These authors found a product-moment correlation of .75 between elementary school students' self-concept and their perception of their teacher's feelings toward them. The authors concluded that this correlation was significant. The present study attempted to examine experimentally this same relationship between college students and their resident assistants. Although this relationship, as indicated by the correlation coefficients in Table 9, is very strong, the similarity of these coefficients raises the possibility that they may not be indicative of the actual relationship between the variables. The similarity of the mean scores as reported in Table 9 support this possibility also.

Brookover has found in his research on self-concept of academic ability that both a student's teachers and parents have an impact on his perception of himself as a student. However, when the impact of the parent is statistically partialled out, the effect of the teacher alone remains as minimal. This does not mean that the teacher does not have an impact on some students. Indeed, teachers many times have a very great impact on their

students. It does mean, however, that in this type of investigation the student may attribute to other individuals the perception of himself which he feels is held by certain significant others or perhaps his own reference group. Thus, the resident assistant may, indeed, have a more profound impact on the self-concept of some students than on others. However, the procedures employed in this section of the study have allowed a student who does not know how his resident assistant feels about him to attribute to his resident assistant feelings about himself which are held by the student's reference group. Thus the actual impact of the resident assistant in the present study may not have been determined. It would appear, therefore, that the methodology utilized in this study, although previously employed, contains some deficiencies which possibly negate the results. Davidson and Lang perhaps would have arrived at the same conclusions had they, too, utilized an experimental approach rather than one of simply establishing relationships. In any event, more sophisticated techniques must be developed if this particular aspect of the resident assistant's relationship with his students is to be accurately examined.

Comments

Although the format of the test instrument did not provide an opportunity for the students to make open-ended written statements, nevertheless some students did

make such comments. It was felt that these comments provide additional insight into the feelings of some of the participants and thus warrant inclusion in the text of this chapter. All of the written comments made by the subjects in the study are reproduced below under the subtitles of their respective group.

Comments from Experimental Group

I feel this particular survey leaves no room for particular situations and that this is an irrelevant survey. The real problem lies in the fact that the structure of this dorm is not conducive to human sanity. A much more meaningful study could be done linking the physical structure to student actions and problems. RA's and the structure of this dorm are frustrating and the best way to avoid this frustration is to by-pass the system or change it. If not, accept it and laugh.

Random guesses; actually I have no idea on most of these statements.

Note, your scale is somewhat confusing. Most people are used to the like & dislike 5 step scale.

You wrote that we all have impressions of how others look at us. I think that we all have impressions of how significant others see us. My RA is a member of a different social group than I am and has a background very different from mine. As such he is a significant other for very few of the characteristics in your questionnaire. I don't know exactly how you plan to use this data, but I think you had better be very careful about assuming that the dimensions of personality you use are significant to people's self-images, much less their perceptions of others' opinions. I know that I could not give immediate impressions for many of these items because I had never before thought about the dimensions you imposed.

How would I know he's not on the floor very often!

Note in passing--my RA and I get along famously; and I think she's one of the best on this campus.

Haven't had enough personal interplay to make a truly valid judgment.

I feel all these traits to various degrees at different times, therefore, I cannot check the appropriate columns. I cannot judge my RA because I do not know her that well.

I really don't give a damn about my RA and vice versa.

I really have absolutely no idea how my RA feels about me.

Comments from Control Group

She (RA) doesn't really know me.

I'm sure my RA knows me very little. This section thus indicates the same.

I dislike having to say who I would approach for this and that for first I would seek an answer on myself and then go to physical references then last of all to a person. This part of the questionnaire concerning the RA for me should be invalid for I hardly expect her to be able to evaluate me for she doesn't really know me.

My RA and I don't know each other very well.

I really don't feel my RA knows (nor should she need to know) me well enough to have formed such extensive judgments!

I've tried to indicate that my RA has no idea of my character to my knowledge. I never see her or talk to her.

Honestly have no idea how my RA feels about me concerning the majority of these questions, therefore, could not fill out this part, without it being completely meaningless.

I feel she has a neutral opinion of me.

My RA is only a bare acquaintance of mine and I have absolutely no idea what she knows of me. Therefore, I have no basis upon which to answer these questions.

I really couldn't answer the above questions truthfully because the only time I see my RA is at the hall meetings or if I accidentally run into her.

I don't have any idea how my RA feels toward me!!

I barely know my RA!! at least not personally.

I feel that I can't answer for my RA.

A review of the above comments of both groups indicates some striking similarities. Although there were a few more negative comments from the control group than there were from the experimental group, both have primarily a negative connotation. Since the experimental group is supposed to have a closer relationship with the resident assistant than the control group it is surprising that such comments were made by subjects in that group. It may be that the original assumption that a resident assistant should have at least ten people on his floor whom he knows well, was incorrect. It is conceivable, though disappointing, that ten students are perhaps too many for a resident assistant to know well.

Summary

The results of the present study have supported certain hypotheses and yielded the following findings:

1. Students whom the resident assistant knows best tend to live closer to him than do other residents on the floor.

2. The resident assistant tends to know best those students whom he has known longer while other residents have been known by him for a shorter period of time.
3. The students the resident assistant knows best tend to view him as involving himself in their academic and personal concerns, while other residents on the floor tend not to perceive this involvement.

The results do not warrant accepting certain hypotheses and thus have yielded the following findings:

1. The students the resident assistant knows best appear to be no different in class standing than other students on the floor.
2. The students the resident assistant knows best appear to be no older than other residents on his floor.
3. The self-concept of the students the resident assistant knows best is no more closely related to their perception of his feelings toward them than is the self-concept of other students on the floor related to their perception of the resident assistant's feelings toward them.

The data have also indicated that:

1. Among both the experimental and control groups, as the students grow older or progress in

school, they tend to perceive less of a need for the resident assistant.

2. Among both the experimental and control groups the perception of the resident assistant as one who is concerned with the student's academic and personal problems is not as great as the perception of the resident assistant as an authority figure.

From the data it would seem that the resident assistant has a different relationship with the students he knows best than he does with other students on the floor. If it can be assumed that the relationship the resident assistant has with the students he knows best is ideal, then the structure of that relationship should be examined. The data provided by this study have helped to analyze that relationship and compare it with the relationship the resident assistant has with his other students. The implications of the similarities and differences in this comparison will be discussed in the following chapter.

CHAPTER V

SUMMARY AND CONCLUSIONS

Problem and Purpose of the Study

The phenomenal growth of higher education has precipitated an equally impressive expansion of on-campus housing facilities for students. Most campuses currently provide some type of residential housing plan for their students. Although the staffing structure of these residential units varies from campus to campus, undergraduate assistants are frequently employed to assist in the hall programming.

Virtually all of the research involving resident assistants in the past has been concerned with either their selection or evaluation. Most of these studies have had, as their primary purpose, the development of a selection procedure which would insure a high probability of resident assistant job success in the future. Generally these studies have contributed relatively little to the knowledge about resident assistants and what makes them effective or ineffective. Those research efforts which have attempted to determine the effectiveness of resident assistants have been hindered by differing evaluations of

effectiveness by students and staff. Thus, depending on whose criteria are used, a resident assistant could be considered either effective or ineffective. Previous research has shown no definite correlation between the mutual evaluations of resident assistant job performance by students and staff (19, 29).

The present study has been concerned solely with the relationship between the undergraduate resident assistant and his students. Two primary assumptions were necessarily made regarding the resident assistant's relationship with his students, prior to the beginning of the study. First, the relationship between the resident assistant and the students on his floor whom he knows best was assumed to personify the ideal resident assistant-student relationship. Secondly, it was assumed that all resident assistants had at least ten students on their floor whom they knew well and with whom they had good relationships. Given these assumptions a comparison was then made between (1) the ideal relationship of the resident assistant and the students he knows best, and (2) the relationship which the resident assistant has with the other students on his floor.

There were three primary lines of inquiry along which the relationship of the resident assistant with his students, was examined. First, differences in four demographic variables were examined between the students the resident assistant knows best and other students selected

randomly from the same floor. These demographic variables were: (1) room distance from the resident assistant, (2) classification, (3) age, and (4) the length of time the resident assistant has known the student. Secondly, differences in the perception of the resident assistant's areas of job responsibility were investigated. Finally, differences in the relationship between a student's perception of his resident assistant's feelings toward him and the student's perception of himself were examined.

Methodology

The determination of which resident assistants and students were to be included in the sample began with the selection of sixteen resident assistants from a population of ninety-five in the South Campus of Michigan State University. This sample consisted of two resident assistants selected at random from each of eight residence halls in the South Campus. Eight men and eight women resident assistants were included in the sample. The floors on which these resident assistants lived then became the sampling area from which the students in the study were selected.

The previously designated resident assistants were asked to indicate the ten students on their floor whom they felt they knew best. These individuals composed the experimental group. An additional ten students were selected randomly from each floor to create a control

group. The sample, therefore, consisted of 160 students in the experimental group and 160 students in the control group.

All of the students in the sample were sent a packet of instruments consisting of: (1) seventeen sociometric questions extracted from the job description of the resident assistant, (2) an adjective check list designed to measure an individual's perception of himself, and (3) a second copy of the same adjective check list used this time to determine the student's perception of his resident assistant's feelings toward him. Utilizing telephone calls as a follow-up procedure, 260 questionnaires or 81 per cent were ultimately returned.

Findings

The various aspects of the problem discussed in Chapter I were stated in terms of directional hypotheses in Chapter III. While these hypotheses are not restated here the findings which emanated from them are summarized below.

1. The students the resident assistant knows best live closer to him in room distance than do students selected at random from the same floor.
2. There is no difference in classification between the students the resident assistant

knows best and students selected at random from the same floor.

3. There is no difference in age between the students the resident assistant knows best and the students selected at random from the same floor.
4. The resident assistant tends to have known the students he knows best for a longer period of time than he has known the students selected at random from the same floor.
5. The students the resident assistant knows best tend to perceive more of the total functioning of the resident assistant than do the students selected at random.
6. The students the resident assistant knows best tend to perceive the resident assistant as working more in the areas of academic and personal problems than do students selected at random.
7. Generally the students perceive the resident assistant as involving himself in their academic and personal problems to a lesser degree than they perceive him involving himself in other areas of job responsibility.
8. Generally as students grow older and proceed through school they tend to perceive less of a need for the resident assistant.

9. The self-concept of the students the resident assistant knows best is no more closely related to their perception of the resident assistant's feelings toward them than is the self-concept of the students selected at random related to their perception of the resident assistant's feelings toward them.

Discussion

One aspect of Kidd's 1955 study was the determination of the qualities which students felt resident assistants should possess (24). The three most important of these were: (1) friendliness, (2) responsibility, and (3) maturity and respectability. The three least desirable qualities in a resident assistant were felt to be: (1) unfriendliness, (2) irresponsibility, and (3) immaturity. It is doubtful if anyone could take issue with the three qualities which Kidd found to be most important in a resident assistant. Even those who contend the resident assistant's job has changed over the years would have to admit that these qualities, stated fifteen years ago, are pertinent today.

However, among all the desirable qualities which Kidd discussed no mention was made of compassion, concern for, or even interest in, people. Evidently concern for people was assumed to be a part of one's personality if he was friendly, responsible, and mature.

Enos's study, nine years later, showed that concern for others, leadership ability, and maturity were considered to be the most important qualities in a resident assistant (14). Here it can be seen that concern for others was felt by residence halls staff to be one of the most desirable qualities in a resident assistant. Thus, the relationship between the resident assistant and his students had evidently become important enough to warrant special consideration. No longer was simply being "friendly" enough. It was now felt that one actually had to be concerned for other people and have compassion for them in order to be a good resident assistant.

The student development point of view is one which relies heavily on the feelings of mutual concern and compassion among people. It is the contention of the student developmentalists that behavior change can best occur in situations where strong interpersonal relationships exist. These relationships are indeed strengthened when a mutual concern for one another is evident. By hiring student personnel staff who are concerned and willing to involve themselves with their students, the chances of achieving strong interpersonal relationships between students and staff are increased. If this can be accomplished the impact of the staff member on the student is greatly enhanced.

The results of this study appear to be a logical continuation of the findings of Kidd and Enos as well as supporting the student developmentalist point of view. The present study determined that the students the resident assistant knows best perceive a need for the resident assistant in a wider variety of situations than students selected randomly. The ideal student-resident assistant relationship is therefore one which is more comprehensive in terms of the resident assistant's job responsibilities. Thus the strength of the resident assistant-student relationship is to some extent associated with a greater perceived need for the resident assistant.

It is entirely possible that the ideal relationship as it has been used in this study is really not resident assistant-student in nature but rather a relationship among friends. Friendship does denote mutual concern and caring for one another. A review of the type of questions which accounted for the differences between the experimental and control groups in Section 1 of the test instrument supports the existence of a possible friendship relationship. However, whatever the cause, it is evident that more of the students whom the resident assistant knows best perceive him as functioning in the academic and counseling areas of job responsibility than do students in general. Such areas are highly personal in nature and the dependency of a student on someone to help him with problems in these areas would indicate a strong

interpersonal relationship built on trust. This relationship is further supported by the fact that even though significantly more of the experimental group members than the control group members have this relationship with their resident assistant, fewer members of both groups visualize their resident assistant involving himself in their academic and personal concerns than in any of the other areas of job responsibility.

The analysis of the demographic variables between the experimental and control groups showed that the students the resident assistant knew best lived significantly closer to the resident assistant than the other students on the floor. There are two possible explanations for this finding. First, the resident assistant will have had increased contact with those immediately around him and thus may get to know them best. Secondly, the resident assistant who knows he will be a resident assistant on a specific floor the following year (common practice in some residence halls) clusters his friends around him during room reservation time in the spring. Most likely in any given situation both explanations are to some degree valid.

The analysis of the demographic variables also revealed that the students whom the resident assistant knew best had been known by him for a longer period of time than students selected randomly. Since these time periods were 8.2 and 6.2 months for the experimental and control groups respectively, it would appear that the resident

assistant tended to know the students he knew best before the beginning of the year since that was only five months prior to the study. Thus students new to the resident assistant's acquaintance were more prevalent in the control group than they were in the experimental group.

The age and classification of students evidently are in no way related to the designations resident assistants make as to whom they feel they know best. Thus these variables are not a significant area of concern for those who have the responsibility of training and evaluating resident assistants.

Theoretically the hypothesis may still be valid which states that the self-concept of the students the resident assistant knows best is more closely related to their perception of the resident assistant's feelings toward them than is the self-concept of the students selected randomly related to their perception of the resident assistant's feelings toward them. This is certainly possible if, as mentioned earlier, the relationship between the resident assistant and the students he knows best is one based on friendship. However, the failure of the instruments to report a significant difference between the correlations as well as the strength of the correlations, indicates the possibility of a methodological failure. Had there been a difference in the correlations, or if both correlations had been similar but low, the results would have been informative. However, the equally high

strength of both correlations indicates that the data possibly did not reflect the actual relationship.

The methodological procedures used in collecting the data in order to test the sixth hypothesis had been used previously by Davidson and Lang to establish simple relationships. However, the procedure had not been tested experimentally. The results of this experimental investigation bring into question the results of all previous investigations using simple relationship methodology. Had this study hypothesized a simple relationship between a student's self-concept and his perception of his resident assistant's feelings toward him, very impressive results could have been reported. However, the insertion of experimental and control factors failed to bring about any meaningful distinctions. Therefore, although Hypothesis 6 could not be accepted additional factors appear to be operating which qualify the results. A more sophisticated approach to the examination of this aspect of the study is therefore needed.

Implications

The present study provides information which can serve as an important base from which to launch further research efforts. This study has also produced information which can be helpful in current efforts in residence hall programming.

Implications for Research

The problem of experimentally altering variables has always proved to be a significant problem in residence hall research. The experimental design of the present study provides a research methodology which can be helpful in future residence hall research efforts.

The evaluation of resident assistants can now be approached in a new and different way. Utilizing the students the resident assistant knows best as an experimental group and randomly selected students as a control group, differences in role definition and evaluation could be analyzed. The comparison of experimental and control group membership to a sociometric analysis of floor relationships could not only verify group membership but also indicate the extent of intergroup communication. It is possible that the entire experimental group is a small social system functioning around the resident assistant. Such information could be helpful in both the evaluation and training of resident assistants.

It is important for this study to be replicated. The findings which are significant in some of the areas of investigation need to be substantiated. There are also some changes in design which, if made, could provide interesting information. First, if the number of students in the experimental group were reduced to five, or expanded to fifteen, with an accompanying number in the control group, the distinctions between the groups may become

clearer. Admittedly, such an alteration increases or decreases respectively the chances of finding a greater distinction between the two groups. However, the strength of the distinctions relative to the number of students in the groups could provide valuable information.

Secondly, it is possible that the resident assistant's designation of students whom he knows best may not be indicative of those students with whom he has the closest relationship. A preliminary sociometric study of interpersonal relationships of floor members could furnish such information. A replication of the present study using this method of selecting the members of the experimental group could furnish important supportive data. It could also negate some of the present study's findings. In either case the implementation of such methodology would be an important addition to the central theme of this research effort.

The use of in-depth interviews with both students and resident assistants could also provide valuable data. Such interviews could be used in place of some of the instruments used in this study or in addition to them. The results of this study have raised certain questions which only interviews could have resolved. Although these questions were not an integral part of the study, the answers to them could have provided important explanatory information. Such a procedure is thus recommended in any future study of this type.

Implications for Programming

The training of resident assistants is the most important programming area to which this research effort can contribute. Since the students the resident assistant knows best live closer to him than other residents on the floor, training sessions can concentrate on encouraging the resident assistants to move about more and not confine themselves to one single area or peer group. Furthermore, the evidence indicates that the students the resident assistant knows best have been known by the resident assistant for a longer period of time than have other students. Resident assistants should, therefore, be encouraged to form relationships with the newer residents on their floor and concentrate their efforts on them rather than on their older acquaintances. By encouraging the resident assistants to seek out and develop relationships with individuals whom they do not know, it may also be possible to increase numerically the number of students who have a more complete relationship with the resident assistant.

One programming plan which could be implemented is one which provides for the movement of the resident assistant within his floor. This plan would allow for the placement of the resident assistant in a different room each term. Such placement would allow the resident assistant to be physically close to all his students at one time or another during the year. The increased

communication and understanding which could result from such movement might be worth the effort needed to implement such a potentially confusing plan.

Another alternative staffing arrangement would be to increase the number of resident assistants on a floor, from one to three. This increase in resident assistants would reduce the resident assistant-student ratio from 1-45 to 1-15. Under this plan the training of the resident assistants would proceed in the form of educating the resident assistants to be counselor-helpers, a role which this research has shown to be a deficiency in the resident assistant's functioning. In this capacity the purpose of the resident assistant would be primarily one of establishing close relationships with the men around him and serving as a role model. Since resident assistants already tend to be upper-classmen they do serve, to some extent, as one who has "made it."

The important factor in this new arrangement would be the resident assistant's relationship with his fifteen men. The reduced resident assistant-student ratio would provide increased social modeling, an increased chance of working with individual students, and lastly, increased staff coverage and staff availability for the floor and hall. Thus, while the area of resident assistant functioning which previously has been deficient is being enhanced, the other areas of functioning, perceived by the residents as being important are not reduced.

The important factor to de-emphasize, however, is that these resident assistants are not an expression of the administration's desire to control students, but rather an expression of their interest in students and their desire to have as much personal contact with students as possible. If this public relations point can be made it may be possible to revise the residence hall system with an increased benefit for all concerned.

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APPENDICES

APPENDIX A

THE RESIDENT ASSISTANT
MICHIGAN STATE UNIVERSITY

The Resident Assistant (RA) is a part-time member of the Residence Hall staff. He has some degree of responsibility for the entire residence program with specific emphasis being given to the approximately fifty students in his "house." He is a full-time student and may carry a full schedule of courses depending upon his ability and past performance. It is sometimes recommended that during fall term he carry three credits less than his normal load. Students majoring in a variety of academic areas have been selected for these positions but course work in education, sociology, psychology, and related areas is particularly helpful. Some evidence of leadership capability is important and juniors, seniors, or first year graduate students are preferred. Since the RA position is reserved for those who can maintain a satisfactory level of scholastic achievement and still fulfill the responsibilities of the position, a minimum 2.6 grade point average is suggested.

Each RA is expected to participate in a Pre-School Workshop fall term, enroll in the three credit Education 416 course during the first fall term in the position, remain on the job through the last day of exams every term, and give priority to this position over all other areas of activity with the exception of his academic work. The RA receives remuneration of room and board as payment for the services rendered.

I. GENERAL STATEMENT

- A. As a land-grant institution, Michigan State University is committed to an educational program which will enable each individual to maximize his unique potential and contribute economically, socially, morally, and politically to his society. The RA and the residence halls contribute to the realization of these objectives by the programs and facilities provided and by the relationships developed.

- B. The RA position is viewed not only as a means of supporting one's education but as an educational opportunity in itself. Few other student positions on the MSU staff afford a better opportunity for leadership development or experience in human relations while still providing the opportunity to participate in the education of other students.
- C. The RA fills many roles on his floor. For many students, he will be the most important link with the University administration. He must be helpful, sympathetic, and show interest and concern for each student while at the same time translating into practice the objectives of MSU and the residence hall program. He should, by his attitude and influence, gender a spirit of cooperation among the residents of this community. As an example for all students, he has the responsibility of maintaining his integrity and good character. He should show an air of confidence and respectability.
- D. It is necessary for the RA to recognize from the outset that he will encounter difficulty in measuring success or failure! Evaluation of the administrative part of the position is not difficult. It is difficult, however, to know whether any change the RA observes in individuals and in the group is due to his effort, or is due to maturation of students or the efforts of another student or staff member.

II. STAFF RELATIONSHIPS

- A. The RA works closely with the Graduate Resident Advisors and other Resident Assistants in program planning but is directly responsible to the Head Resident Advisor in his hall. The Head Advisor, in turn, is responsible to the Office of Student Affairs and it is his responsibility to administer and direct the entire student personnel program of the hall. It is the RA who implements the objectives of Michigan State University and the principles and procedures of the Head Resident Advisor as they work toward common educational goals. He is also accountable to the Head Resident Advisor for explanation and enforcement of the rules, regulations, and policies of Michigan State University and the residence hall program.

- B. The Head Resident Advisor enjoys a unique cooperative relationship with the hall manager who is responsible for administering, coordinating, and directing the feeding and housing arrangements for students and for the financial and business details of the hall. It is important to note that the business operation and the provision of a good physical facility is under the jurisdiction of the Manager and the provision of a student personnel program is primarily the responsibility of the Head Resident Advisor, but that both will assume responsibility for the entire residence hall program. Though each is responsible to separate administrative channels, certain specific responsibilities to each other will also be realized in any successful hall operation. The RA obviously becomes involved in this two-part venture, and many of the specific duties outlined by the Head Resident Advisor relate to this housing and feeding operation. The Manager will review and approve RA applicants before appointments are made.
- C. The RA will have occasion to work with campus agencies and academic departments as he advises students. The Head Resident Advisor will determine whether the RA is to communicate directly with the department or if he is to channel the referral through the Head Resident Advisor.

III. RESPONSIBILITIES AND FUNCTIONS

- A. The RA is available to advise and counsel students, within the limits of training and capability, on academic, personal, social, and financial matters.
- B. He advises the house government, provides leadership and helps organize educational, social, and cultural activities among, and for the benefit of, the house members.
- C. He is responsible for recognizing those students in need of specialized help and referring them to the appropriate University agencies (Counseling Clinic, Health Center, Placement Bureau, academic department, etc.). In most cases, the Head Resident Advisor or the Graduate Resident Advisor will be the chief referral agent for the RA.
- D. He will assist the house in the maintenance of good study conditions, provide personal stimulus to good academic work, and assist students in the development of good study procedures.

- E. He is responsible for supervising student conduct in the house and within the residence hall as a whole. Emphasis will be placed upon the assistance the RA can give to the student conduct program.
- F. He is responsible for certain administrative tasks as outlined by the Head Resident Advisor.
 - 1. Evaluation of students.
 - 2. Routine and clerical tasks.
 - 3. Participate in hall policy-making decisions as requested by the Head Resident Advisor.
 - 4. Performing the many specific responsibilities which relate to the housing and feeding operation as illustrated by the following.
 - a. Acting as a two-way pipeline for students and management by passing out information and bulletins while at the same time feeding back student suggestions and desires to the Head Resident Advisor.
 - b. Supporting, enforcing, and participating in improvement of Residence Hall policies developed by the advisory staff and Manager and outlined in the student room folder.
 - c. Assisting in supervision of the dining room and public areas and assuming primary responsibility for his "house" so as to insure proper care and prohibit unauthorized personnel from use of the facility or equipment without permission.
 - d. Insuring room cleanliness by setting an example in cleanliness and care, by setting the proper tone in house meetings, expressing concern for room cleanliness, enforcing established standards, and referring students who continually violate policies of cleanliness to the Head Resident Advisor.

APPENDIX B

January, 1970

Miss Donna L. McFadden
Room 268
North Case Hall

Dear Donna,

We are asking your cooperation in a sociological study involving residence halls at Michigan State University. If you wish you may feel free to verify the authenticity of this study through your Head Advisor, Miss Jennie Loudermilk.

Please list below the ten residents on your floor whom you feel you know best. These may be close personal friends, people with whom you have formed relationships due to your position as an RA, or people whom you feel you know well for any reason. We ask also that you please fill out the accompanying information (room number, class, age, and length of time you have known them in months).

Naturally strict confidentiality will be maintained and the information will be used for statistical purposes only. If you have any questions please feel free to call me at 3-6440. Please return this completed form to me in the enclosed envelope through the campus mail. Your immediate response would be greatly appreciated.

Sincerely,

Dennis Rittenmeyer

| | <u>Name</u> | <u>Rm #</u> | <u>Age</u> | <u>Class</u> | <u>Length of time you have known them in months</u> |
|-----|-------------|-------------|------------|--------------|---|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |

APPENDIX C

January 1970

Dear

We are asking for your cooperation in a sociological study involving residence halls at Michigan State University. Due to the nature of the study if it were completely explained to you, your responses to some of the questions might be affected. Therefore, we ask your indulgence now since most of your questions will be answered as you complete the questionnaire.

We ask that you please not look ahead. Complete each section as you come to it and do not go back once you have finished it. The three sections will take you approximately 10 minutes to complete. Be sure to answer all the questions and return the completed questionnaire through campus mail in the enclosed envelope.

Your answers will be kept strictly confidential and used for statistical purposes only. Everyone participating in the study will receive an explanation of both the study and the results as soon as it is available. Thank you in advance for your cooperation.

Sincerely,

Dennis Rittenmeyer

the following:

1. The first step is to identify the problem or question that needs to be answered.
2. The second step is to collect data relevant to the problem.
3. The third step is to analyze the data to identify patterns and trends.
4. The fourth step is to interpret the results of the analysis.
5. The fifth step is to communicate the findings of the study.
6. The sixth step is to evaluate the effectiveness of the study.
7. The seventh step is to draw conclusions from the study.
8. The eighth step is to recommend actions based on the findings.
9. The ninth step is to monitor the results of the actions.
10. The tenth step is to report on the progress of the study.

The following are the steps in the research process:

1. Identify the problem or question that needs to be answered.
2. Collect data relevant to the problem.
3. Analyze the data to identify patterns and trends.
4. Interpret the results of the analysis.
5. Communicate the findings of the study.
6. Evaluate the effectiveness of the study.
7. Draw conclusions from the study.
8. Recommend actions based on the findings.
9. Monitor the results of the actions.
10. Report on the progress of the study.

10/10

10/10

PART I

You are asked to indicate below by relationship to you the role (i.e. professor, counselor, friend in Room 115, etc.) of those persons who you would seek out or you would expect to seek you out in specific situations.

EXAMPLE: Please indicate by role those people who you would seek out if you needed a loan.

a. _____ b. _____ c. _____

d. _____ e. _____

Please answer all the questions and list at least two people but not more than five. Do not spend too much time on any one question. List those people who immediately enter your mind.

Please indicate by role those people who:

1. ...you would seek out if you needed help in the selection of courses.

(a) _____ (b) _____ (c) _____ (d) _____

(e) _____

2. ...you would seek out if you needed information about hall regulations.

(a) _____ (b) _____ (c) _____ (d) _____

(e) _____

3. ...you would seek out if you needed information about hall government.

(a) _____ (b) _____ (c) _____ (d) _____

(e) _____

4. ...you would seek out if you wanted to discuss a personal matter involving a problem that you were having with your parents.

(a) _____ (b) _____ (c) _____ (d) _____

(e) _____

5. ...you would seek out if you were having some difficulty with your courses.

(a) _____ (b) _____ (c) _____ (d) _____

(e) _____

[illegible]

_____ (b) _____ (c) _____ (d) _____ (e)

Measure top flag directly, not based on below
 _____ (a) _____ (b) _____ (c) _____

proposed by the following formula: a deposit of 100 dollars in the first year, 110 in the second, 121 in the third, and so on, so that the deposit grows at the rate of 10% per year. The present value of this deposit stream is

6. ...you would seek out if you wished to talk with someone about your future.
(a) _____ (b) _____ (c) _____ (d) _____
(e) _____
7. ...you would seek out if you wanted to discuss a personal matter involving a member of the opposite sex.
(a) _____ (b) _____ (c) _____ (d) _____
(e) _____
8. ...you would seek out if you needed some assistance on a personal matter regarding finances.
(a) _____ (b) _____ (c) _____ (d) _____
(e) _____
9. ...you expect to exhibit some leadership on the floor in regards to the planning of activities for your house.
(a) _____ (b) _____ (c) _____ (d) _____
(e) _____
10. ...you would expect to confront you with the fact that you are not doing so well in your courses.
(a) _____ (b) _____ (c) _____ (d) _____
(e) _____
11. ...you would seek help from if you wanted to know the location or function of a certain university agency.
(a) _____ (b) _____ (c) _____ (d) _____
(e) _____
12. ...you feel would approach you if your behavior was not in keeping with the educational atmosphere of your hall.
(a) _____ (b) _____ (c) _____ (d) _____
(e) _____

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

...you would not be able to do this. You would not be able to do this. You would not be able to do this.

(b) ... (b) ... (b) ...

(c) ...

13. ...you feel would approach you if you were encroaching on the freedoms of other in your hall.

(a) _____ (b) _____ (c) _____ (d) _____
(e) _____

14. ...you would seek help from if you found a member of your house seriously ill or injured, i.e. unconscious, broken leg, epileptic seizure, etc.

(a) _____ (b) _____ (c) _____ (d) _____
(e) _____

15. ...you feel would approach you if you were responsible for some damage in the hall.

(a) _____ (b) _____ (c) _____ (d) _____
(e) _____

16. ...you would approach if you wished to make some suggestions as to the improvement of the hall facilities and services, i.e. food service, study areas, cleanliness, etc.

(a) _____ (b) _____ (c) _____ (d) _____
(e) _____

17. ...you expect to inform you of events in the hall, issues on campus, and actions which require either your assistance or compliance.

(a) _____ (b) _____ (c) _____ (d) _____
(e) _____

BEFORE YOU GO ON PLEASE GO BACK AND MAKE SURE YOU HAVE ANSWERED ALL THE QUESTIONS.
PLEASE DO NOT COME BACK TO THIS SECTION AFTER YOU HAVE COMPLETED IT.

THANK YOU

ambassador said he would "work hard" to get the U.S. to "blog" for him... 11

2000 年 12 月 1 日

(a)

Received 10 November 2003; accepted 10 November 2003

Journal of Interpersonal Violence 26(10) 1987–2000

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1. *Journal of the American Statistical Association*, 84 (1989), 1039-1042.

value of α is 0.05, the probability of rejecting the null hypothesis is 0.05, and the probability of rejecting the null hypothesis is 0.05.

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performance. The results of this study suggest that the use of a single, high-intensity interval training protocol can be an effective means of improving aerobic performance in healthy, young adults.

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ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED DATE 02-28-2002 BY 60322 UCBAW

PART II

This part of the study deals with how you feel about yourself.

Please read the following:

Below are pairs of terms. In each pair, one is the opposite of the other. There are five spaces between each pair as shown below.

If you judge yourself to be very much like the term on the left put an "X" in the "A" column. If you judge yourself to be very much like the term on the right, put an "X" in the "E" column. If you judge yourself to be more like the term on the left but somewhat like the term on the right, put an "X" in the "B" column. If you judge yourself to be more like the term on the right but somewhat like the term on the left, put an "X" in the "D" column. If you judge yourself to be more or less an equal combination of the two terms, put an "X" in the "C" column.

Be sure to place an "X" in the middle of the space which describes most nearly how you feel about yourself. Do not spend too much time on any one term. It is your immediate feeling that we need. Do not omit any pair of terms. Be as honest as you can. No one else will see your responses.

| | Very Much | Some- what | combi- nation | Some- what | Very much | |
|-------------|--------------|---------------|------------------|---------------|--------------|---------------|
| | A | B | C | D | E | |
| Selfish | | | | | | Unselfish |
| Sincere | | | | | | Insincere |
| Intelligent | | | | | | Unintelligent |
| Trusting | | | | | | Suspicious |
| Unhappy | | | | | | Happy |
| Slow | | | | | | Quick |
| Clean | | | | | | Dirty |
| Strong | | | | | | Weak |
| Submissive | | | | | | Assertive |
| Honest | | | | | | Dishonest |
| Calm | | | | | | Nervous |
| Unfair | | | | | | Fair |
| Sensitive | | | | | | Insensitive |

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. It is a very important document, as it sets out the President's policy for the new year. The President states that he is pleased to see the Congress assembled, and that he is confident that the country is in a good position to meet the challenges of the future. He also mentions the recent election of Abraham Lincoln as President, and expresses his confidence in the new administration.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 1, 1861. It provides a detailed account of the financial state of the country at the beginning of the year. The report shows that the country is in a sound financial position, with a strong treasury and a healthy economy. It also mentions the recent election of Abraham Lincoln as President, and expresses confidence in the new administration.

3. The third part of the document is a report from the Secretary of the Interior, dated January 1, 1861. It provides a detailed account of the state of the country's natural resources and land. The report shows that the country has a vast amount of land and natural resources, and that these resources are being used in a responsible and sustainable manner. It also mentions the recent election of Abraham Lincoln as President, and expresses confidence in the new administration.

4. The fourth part of the document is a report from the Secretary of the Navy, dated January 1, 1861. It provides a detailed account of the state of the country's naval forces. The report shows that the country has a strong and modern navy, and that it is well-equipped to meet the challenges of the future. It also mentions the recent election of Abraham Lincoln as President, and expresses confidence in the new administration.

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| 1861 | 1862 | 1863 | 1864 | 1865 | 1866 | 1867 | 1868 | 1869 | 1870 | 1871 | 1872 | 1873 | 1874 | 1875 | 1876 | 1877 | 1878 | 1879 | 1880 | 1881 | 1882 | 1883 | 1884 | 1885 | 1886 | 1887 | 1888 | 1889 | 1890 | 1891 | 1892 | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 | 1900 | 1901 | 1902 | 1903 | 1904 | 1905 | 1906 | 1907 | 1908 | 1909 | 1910 | 1911 | 1912 | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | 1928 | 1929 | 1930 | 1931 | 1932 | 1933 | 1934 | 1935 | 1936 | 1937 | 1938 | 1939 | 1940 | 1941 | 1942 | 1943 | 1944 | 1945 | 1946 | 1947 | 1948 | 1949 | 1950 | 1951 | 1952 | 1953 | 1954 | 1955 | 1956 | 1957 | 1958 | 1959 | 1960 | 1961 | 1962 | 1963 | 1964 | 1965 | 1966 | 1967 | 1968 | 1969 | 1970 | 1971 | 1972 | 1973 | 1974 | 1975 | 1976 | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 | 1983 | 1984 | 1985 | 1986 | 1987 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 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| 2147 | 2148 | 2149 | 2150 | 2151 | 2152 | 2153 | 2154 | 2155 | 2156 | 2157 | 2158 | 2159 | 2160 | 2161 | 2162 | 2163 | 2164 | 2165 | 2166 | 2167 | 2168 | 2169 | 2170 | 2171 | 2172 | 2173 | 2174 | 2175 | 2176 | 2177 | 2178 | 2179 | 2180 | 2181 | 2182 | 2183 | 2184 | 2185 | 2186 | 2187 | 2188 | 2189 | 2190 | 2191 | 2192 | 2193 | 2194 | 2195 | 2196 | 2197 | 2198 | 2199 | 2200 | 2201 | 2202 | 2203 | 2204 | 2205 | 2206 | 2207 | 2208 | 2209 | 2210 | 2211 | 2212 | 2213 | 2214 | 2215 | 2216 | 2217 | 2218 | 2219 | 2220 | 2221 | 2222 | 2223 | 2224 | 2225 | 2226 | 2227 | 2228 | 2229 | 2230 | 2231 | 2232 | 2233 | 2234 | 2235 | 2236 | 2237 | 2238 | 2239 | 2240 | 2241 | 2242 | 2243 | 2244 | 2245 | 2246 | 2247 | 2248 | 2249 | 2250 | 2251 | 2252 | 2253 | 2254 | 2255 | 2256 | 2257 | 2258 | 2259 | 2260 | 2261 | 2262 | 2263 | 2264 | 2265 | 2266 | 2267 | 2268 | 2269 | 2270 | 2271 | 2272 | 2273 | 2274 | 2275 | 2276 | 2277 | 2278 | 2279 | 2280 | 2281 | 2282 | 2283 | 2284 | 2285 | 2286 | 2287 | 2288 | 2289 | 2290 | 2291 | 2292 | 2293 | 2294 | 2295 | 2296 | 2297 | 2298 | 2299 | 2300 | 2301 | 2302 | 2303 | 2304 | 2305 | 2306 | 2307 | 2308 | 2309 | 2310 | 2311 | 2312 | 2313 | 2314 | 2315 | 2316 | 2317 | 2318 | 2319 | 2320 | 2321 | 2322 | 2323 | 2324 | 2325 | 2326 | 2327 | 2328 | 2329 | 2330 | 2331 | 2332 | 2333 | 2334 | 2335 | 2336 | 2337 | 2338 | 2339 | 2340 | 2341 | 2342 | 2343 | 2344 | 2345 | 2346 | 2347 | 2348 | 2349 | 2350 | 2351 | 2352 | 2353 | 2354 | 2355 | 2356 | 2357 | 2358 | 2359 | 2360 | 2361 | 2362 | 2363 | 2364 | 2365 | 2366 | 2367 | 2368 | 2369 | 2370 | 2371 | 2372 | 2373 | 2374 | 2375 | 2376 | 2377 | 2378 | 2379 | 2380 | 2381 | 2382 | 2383 | 2384 | 2385 | 2386 | 2387 | 2388 | 2389 | 2390 | 2391 | 2392 | 2393 | 2394 | 2395 | 2396 | 2397 | 2398 | 2399 | 2400 | 2401 | 2402 | 2403 | 2404 | 2405 | 2406 | 2407 | 2408 | 2409 | 2410 | 2411 | 2412 | 2413 | 2414 | 2415 | 2416 | 2417 | 2418 | 2419 | 2420 | 2421 | 2422 | 2423 | 2424 | 2425 | 2426 | 2427 | 2428 | 2429 | 2430 | 2431 | 2432 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| 2576 | 2577 | 2578 | 2579 | 2580 | 2581 | 2582 | 2583 | 2584 | 2585 | 2586 | 2587 | 2588 | 2589 | 2590 | 2591 | 2592 | 2593 | 2594 | 2595 | 2596 | 2597 | 2598 | 2599 | 2600 | 2601 | 2602 | 2603 | 2604 | 2605 | 2606 | 2607 | 2608 | 2609 | 2610 | 2611 | 2612 | 2613 | 2614 | 2615 | 2616 | 2617 | 2618 | 2619 | 2620 | 2621 | 2622 | 2623 | 2624 | 2625 | 2626 | 2627 | 2628 | 2629 | 2630 | 2631 | 2632 | 2633 | 2634 | 2635 | 2636 | 2637 | 2638 | 2639 | 2640 | 2641 | 2642 | 2643 | 2644 | 2645 | 2646 | 2647 | 2648 | 2649 | 2650 | 2651 | 2652 | 2653 | 2654 | 2655 | 2656 | 2657 | 2658 | 2659 | 2660 | 2661 | 2662 | 2663 | 2664 | 2665 | 2666 | 2667 | 2668 | 2669 | 2670 | 2671 | 2672 | 2673 | 2674 | 2675 | 2676 | 2677 | 2678 | 2679 | 2680 | 2681 | 2682 | 2683 | 2684 | 2685 | 2686 | 2687 | 2688 | 2689 | 2690 | 2691 | 2692 | 2693 | 2694 | 2695 | 2696 | 2697 | 2698 | 2699 | 2700 | 2701 | 2702 | 2703 | 2704 | 2705 | 2706 | 2707 | 2708 | 2709 | 2710 | 2711 | 2712 | 2713 | 2714 | 2715 | 2716 | 2717 | 2718 | 2719 | 2720 | 2721 | 2722 | 2723 | 2724 | 2725 | 2726 | 2727 | 2728 | 2729 | 2730 | 2731 | 2732 | 2733 | 2734 | 2735 | 2736 | 2737 | 2738 | 2739 | 2740 | 2741 | 2742 | 2743 | 2744 | 2745 | 2746 | 2747 | 2748 | 2749 | 2750 | 2751 | 2752 | 2753 | 2754 | 2755 | 2756 | 2757 | 2758 | 2759 | 2760 | 2761 | 2762 | 2763 | 2764 | 2765 | 2766 | 2767 | 2768 | 2769 | 2770 | 2771 | 2772 | 2773 | 2774 | 2775 | 2776 | 2777 | 2778 | 2779 | 2780 | 2781 | 2782 | 2783 | 2784 | 2785 | 2786 | 2787 | 2788 | 2789 | 2790 | 2791 | 2792 | 2793 | 2794 | 2795 | 2796 | 2797 | 2798 | 2799 | 2800 | 2801 | 2802 | 2803 | 2804 | 2805 | 2806 | 2807 | 2808 | 2809 | 2810 | 2811 | 2812 | 2813 | 2814 | 2815 | 2816 | 2817 | 2818 | 2819 | 2820 | 2821 | 2822 | 2823 | 2824 | 2825 | 2826 | 2827 | 2828 | 2829 | 2830 | 2831 | 2832 | 2833 | 2834 | 2835 | 2836 | 2837 | 2838 | 2839 | 2840 | 2841 | 2842 | 2843 | 2844 | 2845 | 2846 | 2847 | 2848 | 2849 | 2850 | 2851 | 2852 | 2853 | 2854 | 2855 | 2856 | 2857 | 2858 | 2859 | 2860 | 2861 | 2862 | 2863 | 2864 | 2865 | 2866 | 2867 | 2868 | 2869 | 2870 | 2871 | 2872 | 2873 | 2874 | 2875 | 2876 | 2877 | 2878 | 2879 | 2880 | 2881 | 2882 | 2883 | 2884 | 2885 | 2886 | 2887 | 2888 | 2889 | 2890 | 2891 | 2892 | 2893 | 2894 | 2895 | 2896 | 2897 | 2898 | 2899 | 2900 | 2901 | 2902 | 2903 | 2904 | 2905 | 2906 | 2907 | 2908 | 2909 | 2910 | 2911 | 2912 | 2913 | 2914 | 2915 | 2916 | 2917 | 2918 | 2919 | 2920 | 2921 | 2922 | 2923 | 2924 | 2925 | 2926 | 2927 | 2928 | 2929 | 2930 | 2931 | 2932 | 2933 | 2934 | 2935 | 2936 | 2937 | 2938 | 2939 | 2940 | 2941 | 2942 | 2943 | 2944 | 2945 | 2946 | 2947 | 2948 | 2949 | 2950 | 2951 | 2952 | 2953 | 2954 | 2955 | 2956 | 2957 | 2958 | 2959 | 2960 | 2961 | 2962 | 2963 | 2964 | 2965 | 2966 | 2967 | 2968 | 2969 | 2970 | 2971 | 2972 | 2973 | 2974 | 2975 | 2976 | 2977 | 2978 | 2979 | 2980 | 2981 | 2982 | 2983 | 2984 | 2985 | 2986 | 2987 | 2988 | 2989 | 2990 | 2991 | 2992 | 2993 | 2994 | 2995 | 2996 | 2997 | 2998 | 2999 | 3000 | 3001 | 3002 | 3003 | 3004 | 3005 | 3006 | 3007 | 3008 | 3009 | 3010 | 3011 | 3012 | 3013 | 3014 | 3015 | 3016 | 3017 | 3018 | 3019 | 3020 | 3021 | 3022 | 3023 | 3024 | 3025 | 3026 | 3027 | 3028 | 3029 | 3030 | 3031 | 3032 | 3033 | 3034 | 3035 | 3036 | 3037 | 3038 | 3039 | 3040 | 3041 | 3042 | 3043 | 3044 | 3045 | 3046 | 3047 | 3048 | 3049 | 3050 | 3051 | 3052 | 3053 | 3054 | 3055 | 3056 | 3057 | 3058 | 3059 | 3060 | 3061 | 3062 | 3063 | 3064 | 3065 | 3066 | 3067 | 3068 | 3069 | 3070 | 3071 | 3072 | 3073 | 3074 | 3075 | 3076 | 3077 | 3078 | 3079 | 3080 | 3081 | 3082 | 3083 | 3084 | 3085 | 3086 | 3087 | 3088 | 3089 | 3090 | 3091 | 3092 | 3093 | 3094 | 3095 | 3096 | 3097 | 3098 | 3099 | 3100 | 3101 | 3102 | 3103 | 3104 | 3105 | 3106 | 3107 | 3108</ |
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| | Very much | Some- what | Combi- nation | Some- what | Very much | |
|--------------|--------------|---------------|------------------|---------------|--------------|---------------|
| | A | B | C | D | E | |
| Kind | | | | | | Cruel |
| Unfriendly | | | | | | Friendly |
| Wise | | | | | | Foolish |
| Rude | | | | | | Polite |
| Alert | | | | | | Oblivious |
| Passive | | | | | | Active |
| Reliable | | | | | | Unreliable |
| Tolerant | | | | | | Intolerant |
| Unpopular | | | | | | Popular |
| Concerned | | | | | | Indifferent |
| Careless | | | | | | Careful |
| Sympathetic | | | | | | Unsympathetic |
| Immature | | | | | | Mature |
| Aware | | | | | | Unaware |
| Disorganized | | | | | | Organized |
| Ungrateful | | | | | | Grateful |
| Respectful | | | | | | Disrespectful |

BEFORE YOU GO ON PLEASE CHECK AND MAKE SURE YOU HAVE ANSWERED ALL THE QUESTIONS.

PLEASE DO NOT COME BACK TO THIS SECTION AFTER YOU HAVE COMPLETED IT.

This part of the study deals with the way you think your RA feels toward you.

Please read the following:

Below are pairs of terms. In each pair, one is the opposite of the other. There are five spaces between each pair as shown below.

If you feel your RA judges you to be very much like the term on the left put an "X" in the "A" column. If you feel your RA judges you to be very much like the term on the right, put an "X" in the "E" column. If you feel your RA judges you to be more like the term on the left but somewhat like the term on the right, put an "X" in the "B" column. If you feel your RA judges you to be more like the term on the right but somewhat like the term on the left, put an "X" in the "D" column. If you feel your RA judges you to be more or less an equal combination of the two terms, put an "X" in the "C" column.

Be sure to place an "X" in the middle of the space which describes most nearly how your RA feels about you. Do not spend too much time on any one term. It is your immediate feeling that we need. Do not omit any pair of terms. Be as honest as you can. Neither your RA nor anyone else related to him will see your response.

| | Very much | Some- what | Combi- nation | Some- what | Very much | |
|-------------|--------------|---------------|------------------|---------------|--------------|---------------|
| | A | B | C | D | E | |
| Selfish | | | | | | Unselfish |
| Sincere | | | | | | Insincere |
| Intelligent | | | | | | Unintelligent |
| Trusting | | | | | | Suspicious |
| Unhappy | | | | | | Happy |
| Slow | | | | | | Quick |
| Clean | | | | | | Dirty |
| Strong | | | | | | Weak |
| Submissive | | | | | | Assertive |
| Honest | | | | | | Dishonest |
| Calm | | | | | | Nervous |
| Unfair | | | | | | Fair |
| Sensitive | | | | | | Insensitive |

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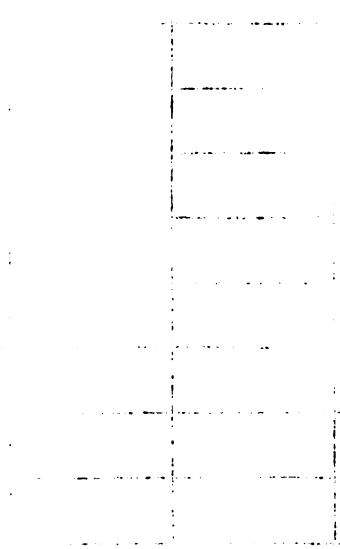
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| | Very much | Some- what | Combi- nation | Some- what | Very much | |
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| | A | B | C | D | E | |
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| Rude | | | | | | Polite |
| Alert | | | | | | Oblivious |
| Passive | | | | | | Active |
| Reliable | | | | | | Unreliable |
| Tolerant | | | | | | Intolerant |
| Unpopular | | | | | | Popular |
| Concerned | | | | | | Indifferent |
| Careless | | | | | | Careful |
| Sympathetic | | | | | | Unsympathetic |
| Immature | | | | | | Mature |
| Aware | | | | | | Unaware |
| Disorganized | | | | | | Organized |
| Ungrateful | | | | | | Grateful |
| Respectful | | | | | | Disrespectful |

PLEASE! DO NOT GO BACK TO ANY PREVIOUS PART OF THE QUESTIONNAIRE. WHEN YOU ARE FINISHED RETURN THE COMPLETED QUESTIONNAIRE THROUGH CAMPUS MAIL IN THE ATTACHED ENVELOPE.

P.S. CAMPUS MAIL IS PICKED UP FROM BOTH YOUR RECEPTIONIST AND YOUR MANAGERS OFFICE.

The following information is provided for your reference:

1. The first section of the document contains a list of items.

2. The second section contains a table of data.

3. The third section contains a summary of the findings.

4. The fourth section contains a list of recommendations.

5. The fifth section contains a list of references.

6. The sixth section contains a list of appendices.

7. The seventh section contains a list of figures.

8. The eighth section contains a list of tables.

9. The ninth section contains a list of footnotes.

10. The tenth section contains a list of endnotes.

APPENDIX D

March 1970

Miss Donna L. McFadden
Room 268
North Case Hall

Dear Donna,

As you will remember I requested from you the names of ten people on your floor whom you felt you knew best. Subsequent to you furnishing me with that information I then randomly selected another ten students from your house. All twenty students were sent questionnaires in late January.

I have now received all the questionnaires which I can expect to be returned. The involvement of your residents, therefore, is finished. I do need your cooperation, however, on one more item. Would you please furnish the same information for the students listed below that you originally furnished concerning those students whom you felt you knew best? You can return this sheet to me in the enclosed envelope. Thank you again for your cooperation.

Sincerely,

Dennis Rittenmeyer

| | <u>Name</u> | <u>Rm #</u> | <u>Age</u> | <u>Class</u> | <u>Length of time you have known them in months</u> |
|-----|-------------|-------------|------------|--------------|---|
| 1. | | | | | |
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