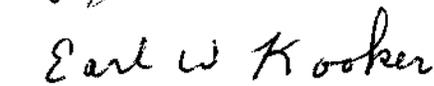


DIFFERENCES IN PERCEPTION OF THE COLLEGE
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ADVISORS

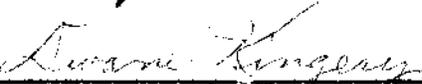
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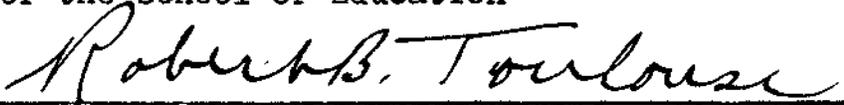
Graduate Committee:


Major Professor


Committee Member


Committee Member


Dean of the School of Education


Dean of the Graduate School

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DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of
DOCTOR OF EDUCATION

By

Walter Liston, B. S., M.Ed.

Denton, Texas

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INTRODUCTION

One of the problems which is currently salient in the minds of college educators is that of students who manifest emotional problems of such magnitude that it becomes necessary for them to drop out of school. "Mental health in a college has a great deal to do with the emotional blocks to learning and with how teacher and student interact (6, p. 14)."

The primary vehicle which institutions of higher education provide students as a means for resolving their personal, emotional, or academic problems is the Guidance Program or the College Advisory Program. If these programs operate efficiently, the student will be able to cope with his situation in a more realistic manner. Since some individuals have come to question the effectiveness of such services, this study was concerned with the students' perception of the College Advisory Program as an adequate tool for assisting the student in working through these kinds of problems.

Statement of the Problem

The primary purpose of this study was to investigate the students' perception of the College Advisory Program and its relation to his personality patterns. A secondary purpose was to investigate the Faculty

Advisors' perception of the College Advisory Program. An additional outgrowth of the study was an attempt to obtain descriptive data for improving or altering existing Advisory Programs.

Hypotheses

I. There will be a significant difference in the Friedenberg Questionnaire scores of students placed, as a result of their Minnesota Multiphasic Personality Inventory scores, in categories: A (anxiety), B (aggressiveness), C (apathy), or Even (those students who are within the normal range on all Minnesota Multiphasic Personality Inventory clinical scales). There will be four student groups: male students in Introduction to Education, female students in Introduction to Education, male student teachers and female student teachers.

II. A significant difference will be found to exist among total Friedenberg Questionnaire scores of faculty advisors, student teachers and students at the Introduction to Education level. The nature of the difference will be such that the two student groups will be significantly different from each other and both will be significantly different from the faculty.

Limitations of the Study

This study was an evaluation of the Advisory

Program as it now exists in state-supported public colleges in Louisiana. It was limited to (1) the seniors in the School of Education who were doing their student teaching; (2) a comparative group of beginning Education students who had recently formally entered the teacher training program; and (3) the members of the college faculty whose responsibilities included advising those students while they were attending the college and enrolled in the teacher training program. The results of this study are limited in application to colleges having similar Advisory Programs under similar conditions.

Background and Significance of the Study

The present generation in America is confronted with a peculiar paradox; there are more people than there are jobs available, yet there are many jobs available with far too few trained or qualified people to fill them. A 1958 government study (21), published by the Department of Health, Education, and Welfare, indicates that too many college students drop out before they have attained sufficient training for any specific job area. In this government study, one of the reasons for drop-out expressed by students of all types of colleges was poor counseling, guidance and orientation functions. An indication of the magnitude of the college drop-out situation is:

The first year of college is the most critical drop-out period...273 per 1,000 left school within the first year in comparison with 283 per 1,000 during the next three years. After a student has passed the first year hurdle, his chances of attaining a degree brightened considerably. Since 150 per 1,000 drop out during the second year, we might say that when a student has reached the rank of junior, he is a good graduation risk, about 685 chances per 1,000 (21, p. 100).

Many of these drop-outs are due to emotional conflicts, the psychodynamics of which are not satisfactorily understood. According to King (15), "dropping out of college is most often a symptom of some kind of an emotional conflict as well as the inefficient utilization of a social resource" (15, p. 328). Dropping out of college may or may not be related to the student's abilities.

Apathy, rebellion, neurosis, anxiety and even psychosis are often present in students whose intellectual capacities cannot be questioned. Farnsworth (7) states that psychiatrists who have worked extensively with college students agree that a considerable number of them are likely to need professional help each year because of emotional conflicts in as high as ten per cent (7, p. 362).

Anxiety is a primary problem for college students. Even when students know their subjects, anxiety can cause them to "blow up" during an examination. Lott (17) says that "fear of tests seems to afflict most students and is probably an occupational disease" (17, p. 188).

Funkenstein (9), however, states that "when examination-anxiety assumes panic proportions, it usually has its origin in unresolved personal problems of long standing" (9, p. 305). Examinations are only one of many anxiety-producing situations which students encounter.

Farnsworth (7) identifies apathy as another sign of emotional conflict in college students. The apathetic student unconsciously finds dozens of ways to postpone or avoid work. He is not particularly interested in learning, per se, but merely in obtaining its symbol, the college degree, to forward social or vocational goals (7, p. 361). While failure to take advantage of educational opportunities may not be particularly deleterious during the college years, it can become a problem later in life. Then, according to Funkenstein (9), the "now-it-is-too-late" syndrome sets in, with its consequences of bitterness, frustration and many other psychological difficulties.

Another problem suggested by Farnsworth (7) is that of aggression. The students who react to stress with hostility or aggression are the hardest of all to understand or tolerate. Although friendship may be the thing they most want or need, "they act in such a way as to provoke others to dislike them, they destroy property, they use alcohol quite inappropriately, they

criticize others, and, in general, they manage to lose most of their friends, actual or potential" (7, p. 362).

Studies (1, 7, 9, 15) indicate that the most common emotional disorders in college students are the psychoneuroses. The inclination is to consider these disorders as transient manifestations of adolescent instability. If, however, the college student's behavior is chronically adolescent and detrimental, then he is probably ill (18, p. 131). Blaine and McArthur express lack of adjustment by saying "...teenage fantasy soon withers and dies in the healthy upperclassman or graduate, but continues to flourish in the neurotic..." (1, p. viii).

Few studies have been made in the specific area of College Advisement Programs. Cummer (3) studied the relative interest of the advisors to the task of advising students. He determined that there is a significant difference in the effectiveness of the Advisory Program if the Advisor is personally interested in working with students in this capacity. If the Advisor is not interested in association with students in an advisory capacity, the program loses much of its effectiveness.

Hardee (11) defines the role of advising as the consideration of the learner while he is in the learning situation called college. The advisor is to assist the student in working through his problems, whatever they may be.

In evaluating the Advisory Program at Miami University, Cameron (2) found that students want more information about the program. They want more assistance from their Advisors, more time with them, and there is a need for greater coordination between the Advisory Program's personnel services and the faculty in order to obtain closer integration into the total academic program.

Goble (10) determined that students who drop out of college have a less desirable relationship with their Advisor than do those who graduate. The student in his study will frequently express the opinion that Advisors have so many Advisees that they do not have time for the necessary individual attention that students require. Klingelhofer (16) found that directive counseling and advisement were of value to the student, but that if the advisement is superficial, its effect will not be immediately manifest in improved grades. According to Tinsley (20), if the college experience is to center more around the student-faculty relationship and less around interest detached from learning, it is necessary to evaluate Advisement Programs in order to know what degree of communication exists between students and their Advisors.

The studies concerning Advisory Programs and the students for which they are designed are inconclusive.

Faculty Advisors have been studied but not in terms of their perception of the Advisory Program as compared to the students' perception of that same program. Students' attitudes of Advisory Programs have been investigated but not with reference to their personality patterns.

The significance of the present study is the analysis it makes of the degree of communication between the student and the Advisor. It also points out in what respects students see the Advisory Program as a tool for solving their personal and academic problems; it shows what relationship exists between students' personality patterns and their perception of an existing Advisory Program; and it also furnishes suggestions from students and Advisors for the improvement or modification of the Advisory Program.

Definition of Terms

For the purposes of this study, seven of the ten clinical scales of the Minnesota Multiphasic Personality Inventory were used and divided into four categories. The first of these categories was termed Anxiety, and consisted of high scores on each of the following: Hypochondriasis (Hs), Depression (D), and Hysteria (Hy), otherwise known as scales 1, 2, and 3 (10, p. 19). The second category was termed Aggression and consisted of high scores on each of the following scales: Psychopathic deviation (Pd), and Hypomania (Ma), otherwise known as

scales 4 and 9 (12, pp. 19-20; 14, pp. 64-66). The third category was termed Apathy and consisted of high scores on each of the following scales: Depression (D), Psychasthenia (Pt), and Schizophrenia (Sc), otherwise known as scales 2, 7, and 8 (12, pp. 19-20; 13, pp. 227-233). The fourth category was designated as Even and consisted of students whose scores fell within the normal range on the profile sheet of the Minnesota Multiphasic Personality Inventory on all ten clinical scales.

In addition to the above categories, the following definitions of terms were used:

1. Advisory Program: A system by which students are assigned arbitrarily to a faculty member for advisement when they enter college. During the students' tenure at college, they are to seek assistance from that faculty member when they are in need of counsel (19, pp. 78-79).

2. Advisor: A faculty member to whom students are arbitrarily assigned for the purpose of assistance in problematic situations.

3. Friedenberg Questionnaire (FQ): The Friedenberg Questionnaire was developed at the University of Chicago in 1950 for the purpose of measuring the students' concept of the role of a college advisory system. A revised form of the Questionnaire was used in this

study to determine the perception of students and Advisors of the College Advisory Program.

4. Minnesota Multiphasic Personality Inventory (MMPI): A paper and pencil personality test used in this study to obtain an objective evaluation of the personality patterns of the senior and beginning students in the School of Education.

5. "T" Scores: The raw scores on the MMPI are converted into standard scores. These standard scores are called "T" scores (12, p. 12).

6. High Scores on the MMPI: For a scale to be coded high, the "T" score must be fifty-five or higher (5, pp. 11; 13, pp. viii; 4, pp. 22-23).

Setting and Subjects

Subjects for this investigation consisted of two groups of students currently enrolled in the School of Education in coeducational, state-supported colleges in Louisiana, and the faculty members who have been the Advisors to those students. The colleges participating have been accredited by the National Council for Accreditation of Teacher Education (NCATE).

The first student group was composed of seniors who were engaged in the beginning course of the education curriculum. These students, therefore, only recently had committed themselves to the degree program in teacher education. This second group was, in effect, the

raw material of the Schools of Education.

Within the student groups, each student had been enrolled in the participating college for one or more semesters. Whether or not the student transferred from another college or department within the same college was not of primary consideration.

The third group was composed of those college faculty members to whom students in the Schools of Education were arbitrarily assigned for advisement during the students' tenure at the participating college. These Advisors are either members of the Education Faculty or taught in some related academic field in which teachers are trained, such as English, mathematics or languages.

Basic Assumptions

In the present investigation, it was assumed that all of the Advisors were interested in the students and did not resent acting in an advisory capacity. The students in this investigation were considered to be representative of students in other similar programs in other state-supported colleges. It was assumed that the revised form of the Friedenberq Questionnaire was valid because of the similarity found in the group for which it was originally developed and the groups with which it was used in this study.

Treatment of the Data

Data were analyzed for the following groups for

Hypothesis I: (1) senior male students; (2) senior female students; (3) male students beginning in Education; (4) and female students beginning in Education. The hypothesis was tested by the use of a simple analysis of variance for each of the four groups, i. e., senior males, senior females, beginning males, and beginning females, to determine significant differences that did exist between total Friedenberg Questionnaire scores for the four Minnesota Multiphasic Personality Inventory categories. If the F ratio was significant, individual t tests were used to determine the significance of the differences between means.

Data was analyzed for the following groups for Hypothesis II: (1) student teachers; (2) students at the Introduction to Education level; (3) and faculty advisors. The hypothesis was tested by the use of a simple analysis of variance for each of two student groups, i. e., student teachers, students at the Introduction to Education level, and faculty advisors, to determine significant differences that did exist among total Friedenberg Questionnaire scores of students in these two categories and total Friedenberg Questionnaire scores for the faculty advisors. If the F ratio was significant, individual t tests were used to determine the significance of the differences between means.

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CHAPTER II

RELATED LITERATURE

Evaluation of Advisory Programs

Certain aspects of college life and the behavior of both the students and the faculty are created and maintained for the purpose of administrative effectiveness and convenience. Generally these activities are accepted and used as administrative functions, and are therefore considered to be of value.

As stated in Chapter I, the present study was concerned with student attitudes toward the effectiveness of one of these administrative functions, the Advisory Program, as it is presently found in many colleges. The personality structure of students was considered to be of importance in assessing their attitudes toward a particular aspect of academic life. There are three areas in psychological-educational literature which are related to the present investigation: (1) studies having to do with faculty advisement, (2) studies having to do with students' attitudes toward faculty as effective communicators, and (3) studies having to do with the personality of students.

Faculty Advisement

Few studies are reported which evaluate the efficiency and the effectiveness of advisory programs. In a survey of 218 colleges, Hardee (14, pp. 43-44) compiled some of the following data: In all 218 colleges faculty members were used in the area of academic counseling; in 171 of these 218 institutions, faculty members did personal-social counseling, and in 153 of the reporting institutions, the faculty was used in vocational counseling. In ninety-eight colleges the faculty members did religious counseling, and in eighty-four institutions, the faculty members performed health counseling. In the 218 institutions the general consensus of opinion was that the faculty advisor did an adequate or above average job of effectively advising students.

Hardee (14, p. 43) differentiates the advisor from the counselor in the following manner:

...the designation faculty counselor and advisor are used somewhat interchangeably. In the opinion of the author (Hardee), the designation advisor is more apt in view of the functions performed by the faculty member. The use of the term counselor tends to imply a formal training or special experience in helping individuals to make wise choices or solve personal problems. While a few faculty members serving in a program of institution-wide counseling may have this combination of specialized training and experience, this is by no means the prevailing pattern.

Tinsley (29) suggests that the college experience should center around the student-faculty relationship and

less around interest detached from learning. In a survey of the advisory programs in nineteen Liberal Arts Colleges, Tinsley discovered that (1) the advisors' duties are mostly academic, i.e., registration of students, advising as to study habits, and four year academic programs, (2) only half the reporting schools had any training program for advisors, (3) student personnel data were not always available to the advisor, (4) in only half the schools surveyed was there any communication between the advisors and the student personnel officers, (5) only a third of the schools reporting required the student to meet with his advisor a specific number of times and there was seldom any record made of these meetings, (6) most schools surveyed did not compensate the advisor in any way for the additional responsibility of advising students, and (7) less than half the schools provided the advisor with a manual which outlined their responsibilities to the advisee.

Hardee (14, pp. 47-48) suggests a question which is common to advisory programs in general: "How can the all-knowing problem solver among the faculty advisors be curbed?" It seems that some faculty advisors do not hesitate to tackle any problem of any student and do not consider it necessary to refer the student to a specialist. On the other hand, there are other faculty members who

would nearly panic if a student confronted them with a personal problem or a serious social problem. Hardee (14, pp. 47-48) suggests that the answer to these problems lies in the careful selection of faculty members for the responsibility of advising students.

Cummer (8) studied the selection of faculty advisors with more intensity. He determined that there is a significant difference in the effectiveness of the Advisory Program if the advisor is personally interested in working with the students in this capacity. If the advisor is not interested in association with students in an advisory capacity, the program loses much of its effectiveness. Therefore, he concludes, advisors should be selected systematically and carefully.

Probably the most extensive study of an advisory system done in recent years is that of Friedenber (12). In summarizing the completed study Friedenber comments:

...while students feel that they need warmth and understanding and that the university is obligated to provide help with personal problems, they are not likely to misuse or overburden the source of such help. They will, in general, take as much as can be given of what they need. The more psychological insight which the advisors in a system possess, and the more clearly the system defines its scope to include service with personal problems, the more students will expect of it and use it. Some students, however, will become frightened and hostile, and most expect enough initiative to be left to them to permit them to feel respected rather than manipulated.

Cameron (5) also did an extensive evaluation of an advisory program and discovered that (1) students express

a need for more help and attention from advisors, (2) both students and faculty felt that lack of time on the part of the advisor inhibited the efficiency of the program, (3) lack of information regarding the advisory program, its variations in organization, philosophy, and operation of the program point to a need for a greater degree of coordination among advisors and student personnel services, and (4) there is a need for continual research and self-analysis on the part of advisors. Nelson (21) says that the reasons for such a dearth of research in the area of advisement is that faculty advisors have neither the time nor the money to pursue such research. As a result, they depend on the "straw-in-the-wind" technique and base their conclusions about the effectiveness of the Advisory Program on little or no empirical evidence.

Robertson (25) investigated the Advisory Programs in twenty colleges that he visited during a single year and concluded that the major shortcoming of nearly all advisory programs is that there is very little responsible involvement of the faculty.

Hendrix (15) conducted an experiment with freshman students with low predicted grades. He was somewhat directive in his advising of these students. All the students in his experimental group attended a special course in study skills which met one hour a day, four days a week, during the semester. None of the students

in his experimental group were allowed to take a heavy class load, and the advisor wrote progress reports to the parents of each experimental advisee. Hendrix's experimental group showed significant improvement over all three control groups. Southard (28) found that student-advisor rapport was not improved by letting the student select his own advisor. This suggests that the advisor is more influential than the student in determining the counseling relationship. Southard's findings lend empirical support to the findings of both Cummer (8) and Robertson (25) that selection of most interested faculty members to act as advisors is of vital importance.

To summarize the studies concerning the evaluation of advisory programs one might conclude that (1) students feel a need for advisory help from the faculty; (2) advisors generally are too busy to devote the necessary time to individual students; (3) the careful and systematic selection of faculty for the purpose of advising is of primary importance; (4) advisory programs need more administrative structure and organization; (5) the advisors' responsibilities need to be more clearly defined; (6) many administrators feel the faculty advisor does an adequate job; and (7) according to Robertson, (25) an effective advisory program can keep college teaching from becoming more mechanized and less of a personal experience of communication for the advisor

as well as the student.

College Teacher Effectiveness

The second area of literature related to the present study is the students' attitude toward faculty as effective communicators or teachers. It would seem that if the student sees the college teacher as being an effective instructor, he would also see him as an effective advisor. Barr (1, pp. 1447-1448) surveyed the studies which have to do with "Teaching Competencies." One of the points he makes is that finally, after years of guessing and trial and error,

...the findings of social psychology were utilized, and researchers studied classes of pupils as groups and analyzed the interaction of participants in this social milieu with particular attention to the role and function of both teacher and learners in the educational process.

The problem of student-teacher rapport and communication is difficult because of its complexity; Gage (13, pp. 1157-1158) describes some of the differences in teaching methods and says that it is encouraging to notice that when a faculty member is aware of the nature of the difference among his students that his teaching usually becomes more effective. That is to say that he compensates for these differences, and the students gain from his cognizance and efforts. Katz (26, pp. 389-390) says that on the basis of his research there is a gulf between the student and the professor that is bridged by a transference somewhat related to

the transference found in certain kinds of psychotherapy. This transference is either an important aid or an obstacle in learning, personality is developed and influenced by it, and the very quality of intellectuality is conditioned by it. Therefore, the effectiveness of the instructor's teaching is based on his ability to handle this dynamic force. A corollary to Katz' (26, pp. 390) position is,

...not only that attitude is intimately related to intellectual creativity, but also that subject matter and attitude to subject matter subtly shade into each other.

Katz (26, p. 392) also says that in certain instances the student's relationship with the teacher may be of far greater significance than the student's understanding or grasp of the subject matter. Sanford (27, pp. 273-274) explains the resistance which often exists on the part of the student in his relations with the faculty. This resistance can be either passive or active. In the case of passive resistance, students often take a form of systematic but unconscious misunderstanding, or selective perception, and gross distortion of the teacher's message. Sanford (27, pp. 106-107) states that,

"The students' individual evaluations of the entering teacher express a wide range of attitudes from seeing the teacher as a representative of unreality, with the corresponding attitudes to his subject matter and his way of presenting it...."

Rezler (24) sees the faculty-student relationship as being intensely complex; this relationship is based

on the student's needs, and these needs color his perception of the faculty member. For certain perceptual objects, particular needs come to play, but one could expect different needs to be influential if the perceptual object is of a different nature. It is not possible for any college instructor to be all things to all students, and it is necessary for the student to adapt himself somewhat to the classroom situation.

College students are almost ingenious in their ability to develop a pragmatic relationship toward the college and the college faculty. According to Sanford, (26, pp. 381-382) they adapt to the demands of the teacher and adjust to his particular idiosyncracies long enough to pass the course. Many times the subject matter is virtually alien to the process of passing a given course under a given instructor. Bower (2) found that at least half the students in his sample admittedly have engaged in academic dishonesty while in college. This is seemingly a manifestation of the pragmatism of many students; an attitude prevails of "pass the course honestly if you can, but if you can't pass the course honestly, pass the course." Bower also found that large schools have higher levels of cheating than small ones, which might be interpreted as an expression of the students' lack of identity in the large university.

Another aspect of college students' attitudes toward their professors can be illustrated in the

findings of Drayer (11). The men in an all male college think the most successful instructors are those who use effective teaching methods, who are familiar with acceptable evaluation and grading procedures, and who understand their students and the problems of students. It is interesting to observe that none of these characteristics have to do with knowledge of the subject matter, but rather with the process of presenting subject matter and of evaluating students. Corrigan (7) determined from his study that students formulate their attitudes toward the college experience in proportion to their degree of involvement in the learning situation, and Cynamon (9) found that students are quite consistent in their evaluation of the classroom situation.

There are more optimistic findings in a study by Lacognate (17). The extension students and the extension faculty are fairly well in tune among and between each other on what should be appropriate sets of academic behavior in the university setting. The area of highest agreement was on what the extension students perceive their academic role to be and what the faculty expect student academic roles should be. Levin (19) discovered that one of the factors in successful communications between students and teachers is that of friendliness.

To summarize these studies, it appears that there is sometimes a breakdown in communication between the student and the instructor. If the instructor is aware

of this, he can take steps to alleviate it. The student's attitude toward the professor may color his attitude toward the subject matter. If this attitude is negative and the resistance is passive, it may be difficult for the professor to communicate with the student effectively.

In addition, it appears that students as a group are not particularly conscientious in their efforts to gain a college education. At least half of them engage in some form of cheating, and appear to be looking for the easiest way to pass courses. Students are more interested in their professors' using effective methods than they are in the subject matter, and they want their professors to be friendly toward them.

If the academic experience is optimum and students become involved in it, they achieve on a higher level, and students and teachers agree on the appropriate roles for each other in the academic setting.

Studies of Student Personality

In the present study the MMPI was used for the purpose of identifying and assigning to described groups or categories those students who, according to a given criterion, manifest certain personality characteristics. Studies indicate that the MMPI is useful in academic settings for the purpose of identifying students who have particular kinds of emotional problems.

Braaten and Darling (4, pp. 691-692) used the MMPI to identify college students who have suicidal tendencies.

They found that

A suicidal impulse may stem from several different personality processes . . . elevation or depression and psychoasthenia, reflecting a combination of feelings of unworthiness, lack of hope for the future, and a self-blaming and depreciating tendency of major proportions.

Danet (10) found that by using the MMPI and the appropriate scales it is possible to pick out which students will have a need for mental health treatment easily and accurately, and that it is therefore useful as a screening instrument in colleges. In an effort to identify maladjusted college students, Kleinmuntz (16) did an item analysis of the MMPI for two criterion samples. He found that there are forty-three items which discriminate between the maladjusted and the adjusted students in his sample. The maladjusted college student appeared as an ineffectual, pessimistic, procrastinating, anxious and worried individual.

In a study of Cornell University students, Braaten and Darling (30) discovered that students become mental health patients on a selective, rather than a random, basis. According to their study, there is a very significant relationship between some characteristics of sociological position of college students and types of psychopathology as measured by the MMPI.

Modlin (30), p. 388, says that

While it may take very intensive, prolonged measures to improve the adjustment of a maladjusted

adult, it would likewise take almost catastrophic experiences to impair the firmly established adaptive processes of the healthy, effective adult.

Since the subjects in the present study consist of students from the schools of education of four colleges, it seemed particularly relevant to look at studies concerning the use of the MMPI with students in schools of education. Researchers, according to Gage (13, p. 534) have been unsuccessful in determining any significant differences in the basic personality structure between students majoring in different subject matter fields. Lough (13, p. 535) concurs with Gage and offers empirical evidence to support his position.

The MMPI also has been used successfully to gain insight into the cause of academic failure. Moore and Cole (19) while investigating the success or failure of student teachers,

. . . suggest that a wide variety of maladjustments may be involved in poor practice teaching performance. The solution for the candidate who is 'unsuccessful' in practice teaching may not be in finding a more suitable major, but rather in seeking counseling and psychotherapy, which may aid him in overcoming his emotional difficulties and hence in becoming more suitable for a wide variety of potential vocations.

Peck (23) has studied the personality structure of students in teacher education extensively; in the process of doing these studies he has found it necessary to develop personality tests specifically for students of education. In one of his studies Peck (23) discovered

that two thirds of his sample of students were in need of some kind of psychological counseling or therapy. Yeoman and Lundin (31) found that a definite relationship does exist between personality adjustment and academic achievement, i.e., the poorer students showing the greater degree of maladjustment. Cole (6) in a study concerning the prediction of teaching performance determined that when the personality test materials suggested more than ordinary difficulty in empathy, emotional control, or heightened rigidity or anxiety, the teacher in question is a poorer than average risk.

In summary, it has been demonstrated empirically that a clinical personality test is of value in an academic setting: (1) it identifies students who will need mental health treatment during their college years; (2) it indicates that college students with particular psychopathological problems manifest these problems on the MMPI in the form of elevated scales; (3) it points out that the maladjusted college students have a different personality structure than adjusted college students; (4) it emphasizes that the K scale is as valuable as a corrective factor for college students as it is for people in the general population; and (5) it shows that human personality structure is amazingly constant and stable.

In addition, the studies concerning the personality of students in teacher education, the MMPI and other personality tests have been used successfully to indicate what factors are operating in the success or failure of students in teacher education. Apparently personality tests are of considerable value in the detection of teachers in training who are in need of counseling or psychotherapy before they are sent into a classroom to teach. Teachers, as well as parents, can pass on their own personal maladjustments to children in a deleterious fashion.

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CHAPTER III

PROCEDURE

The purpose of the present study was to investigate whether a difference exists in the perception of the College Advisory Program by students who have outstanding differences in personality structure as measured by the MMPI. Another purpose of the study was to determine if a difference exists between the Faculty Advisors' perception of the College Advisory Program.

Subjects

The students in the study were drawn from the students enrolled in the Schools of Education in four of the state supported colleges in Louisiana. The total student population consisted of 438 student teachers and 464 students who were taking the Introduction to Education course. From this group of 902 students those students who met the specified criterion on the MMPI were divided into sixteen student groups. (See Table I.)

TABLE I
 NUMBER OF STUDENTS IN EACH CLINICAL CATEGORY
 FOR EACH STUDENT GROUP

Student Groups	Clinical Categories			
	Anxiety	Aggressive	Apathy	Normal
Female Intro. to Education	28	53	20	20
Male Intro. to Education	20	21	25	21
Female Student Teachers	26	41	26	51
Male Student Teachers	15	17	17	16

Of the (fifty) Faculty Advisors who were requested to answer the Friedenberg Questionnaire, only thirty-five filled it out and returned it; these thirty-five subjects comprise the faculty group. Those students or Faculty Advisors who did not complete the Friedenberg Questionnaire, and those students who did not complete the MMPI were not included in the sample population for the study.

Instruments Used

One of the purposes of the study was to identify students who possessed personality traits which would, according to the above described criterion, qualify them to be placed in one of the "clinical" groups or in the

"normal" group. The MMPI was used for the purpose of identifying students for these groups because it has been demonstrated, over a period of years and in many studies, to be effective for this purpose. According to Buros,

. . . In the whole history of modern psychology there has been no other personality inventory on which so much theoretical and practical work has been done (1, p. 86). . . . The MMPI has some fair degree of validity for distinguishing one kind of group from another . . . (1, p. 86).

The MMPI was administered to the student teachers during their student teaching seminar which meets weekly during the semester in which they do their student teaching.

The MMPI was administered to the Introduction to Education group during the regular class period in their Introduction to Education course. The MMPI has three validity scales (L, F, and K) and measures the following ten personality characteristics: (1) Hypochondriases; (2) Depression; (3) Hysteria; (4) Psychopathic Deviation; (5) Masculinity-Femininity; (6) Paranoia; (7) Psychasthenia; (8) Schizophrenia; (9) Hypomania; and (10) Social Introversion. These characteristics are described in the Appendix. Although the MMPI was administered on an answer sheet designed for machine scoring, both the MMPI and the Friedenberg Questionnaire were scored by hand and spot-checked for accuracy.

The Friedenberq Questionnaire was originally developed at the University of Chicago in 1950 for the purpose of measuring the students' conceptions of the role of the college advisory system. Comparison of original and the present population showed sufficient similarity to justify the use of a portion of the questionnaire. The portion of the questionnaire used in this investigation was published in the Journal of Educational and Psychological Measurements (4, pp. 545-568). The original Questionnaire was slightly revised for the purpose of this study. Overall test-retest reliability of the revised questionnaire was established at the .05 level of significance ($r = .87$). There was no significant difference between the means for the two administrations of the questionnaire. (Test I Mean = 109.85, S.D. = 10.31; Test II Mean = 110.49, S.D. = 10.57). Both the original, and the revised forms of the Friedenberq Questionnaire consist of three sections: section one is made up of problem situations encountered with varying degrees of frequency by college students; section two is made up of administrative aspects of the advisory program which might be considered limitations; and section three consists of five fictitious case studies. The student is asked to indicate what course of action an advisor should take in each situation.

The items and choices on the questionnaire are so arranged that a high score would indicate that the student could support the existing administrative position regarding the situation, and a low score would indicate a disagreement on the part of the student concerning the present administrative position regarding the situation. Both student groups and the faculty advisory group were asked to respond to the questionnaire. The students taking the questionnaire were also asked to make comments on the back of their answer sheets concerning methods of improving the advisory program, or criticism of the program as it presently exists.

Arrangements were made for the collection of data in private interviews between the author and the Deans of the Schools of Education for the four cooperating schools. Tests were generally administered to students by their regular classroom teachers; however, whenever it was possible, or practical, tests were administered by the author. All test scoring and the converting of the Minnesota Multiphasic Personality Inventory raw scores into "T" or standard scores were done in the author's office and under the author's direct supervision. Once the tests had been scored the scores were placed on data sheets, and numbers were assigned to the scores so that the identity of the students' MMPI test

scores would remain anonymous. This was done at the suggestion of one of the Deans of Education for the purpose of securing full cooperation from students. All data were recorded on IBM cards by the key punch process, and a program was written for the purpose of having an IBM 1620 computer identify those students who, on the basis of their MMPI "T" scores should be placed either in one of the three "clinical" groups, or in the "normal" group. In order for the student to qualify for a "clinical" group it was necessary for him to meet the following criterion: for the "anxiety" group "T" scores of sixty or above on scale one (Hypochondriasis), scale two (Depression), and scale three (Hysteria); for the "aggressive" group "T" scores of sixty or above on scale four (Psychopathic deviation), and scale nine (Hypomania); for the "apathy" group "T" scores of sixty or above on scale two (Depression), scale seven (Psychasthenia), and scale eight (Schizophrenia). In order for a student to be qualified for the "normal" group it was necessary for "T" scores on all ten clinical scales to be within one standard deviation of the mean. (Mean = 50, standard deviation = 10)

Organization and Treatment of the Data

Data were analyzed for the following groups: female students in Introduction to Education, for the "anxiety" group, the "aggressiveness" group, the "apathy" group, and for the "normal" group; the male students in Introduction to Education, for the "anxiety" group, the "aggressiveness" group, the "apathy" group, and for the "normal" group; the female student teachers, for the "anxiety" group, the "aggressiveness" group, the "apathy" group, and for the "normal" group; the male student teachers, for the "anxiety" group, the "aggressiveness" group, the "apathy" group and for the "normal" group. Data were also analyzed for all the students in Introduction to Education, all the students in student teaching and for the faculty advisors. Identification numbers were assigned to all subjects in order to expedite electronic data processing, and in order to keep all data confidential. Friedenberg Questionnaire scores, MMPI "T" scores, the student's identification number, the number of times he went to see his advisor, the length (estimated in minutes) of each visit, sex, classification, and the school he attended were punched on a single IBM card for each student subject. Faculty advisor subjects only had the Friedenberg Questionnaire scores

punched on their cards. Statistical tests were made using the IBM 1620 electronic data processor.

Data obtained from the "clinical" and "normal" student groups were used to determine whether significant differences exist between students who qualified for these categories on their Friedenberq Questionnaire scores. A simple analysis of variance technique (5) was used to test the first hypothesis concerning these differences.

Hypothesis II concerning differences that exist among the Friedenberq Questionnaire score for faculty advisors and students in Introduction to Education and student teaching was also treated by simple analysis of variance.

Analysis and Discussion of Data

Two hypotheses were tested in an effort to investigate the differences of the students' perception of the College Advisory Program based on personality differences as measured by the MMPI, and the differences in students' perception of the College Advisory Program and the perception of the faculty advisors. This section will report quantitative data and the statistical tests of those data. There will also be a section for the purpose of discussing the suggestions made by students and teachers concerning improvements and criticisms of the existing College Advisory Programs.

Analysis of Quantitative Data

In Hypothesis I it was stated that there would be a significant difference in the Friedenberq Questionnaire scores of students placed, as a result of their MMPI scores, A (anxiety), B (aggressiveness), C (apathy), or Even (those students who are within the normal range on all MMPI clinical scales). There will be four student groups: male students in Introduction to Education, male student teachers, and female student teachers. Table II summarizes the analysis of variance findings for each level and sex of students according to the several "clinical" or "normal" categories, as measured by the MMPI. Each student group is dealt with separately, i. e., female students in Introduction to Education, for all four variables.

The results of a simple analysis of variance of the total Friedenberq Questionnaire scores and the "clinical" categories "anxiety," "aggressiveness," "apathy" and "normal" for the female students in Introduction to Education, the male students in Introduction to Education, the female student teachers and the male student teachers are shown in Table II.

TABLE II

ANALYSIS OF VARIANCE OF TOTAL QUESTIONNAIRE
SCORES AND FOR FOUR PERSONALITY CATEGORIES

Source of Variation	Sum of Scores	df	Variance	F	P
Female Students in Introduction to Education:					
Friedenberg Questionnaire					
Between Groups	3860.9000	3	1286.9666	1.2745	>.05
Within Groups	141366.1000	140	1009.7578		
Total	145227.000	143			
Male Students in Introduction to Education:					
Friedenberg Questionnaire					
Between Groups	663.6000	3	221.2000	1.1926	>.05
Within Groups	9598.9000	83	115.6493		
Total	10262.5000	86			
Female Student Teachers:					
Friedenberg Questionnaire					
Between Groups	3860.9000	3	1286.9666	1.2745	>.05
Within Groups	141366.1000	140	1009.7578		
Total	145227.000	143			
Male Student Teachers:					
Friedenberg Questionnaire					
Between Groups	971.2600	3	323.7533	2.7869	<.05
Within Groups	7086.1900	61	116.1670		
Total	8057.4500	64			

An inspection of Table II indicates that there are no significant differences between the individual means on the Friedenberq Questionnaire for the female students in Introduction to Education, the male students in Introduction to Education, or for the female student teachers regardless of the MMPI category they might have been in. However, the results of the analysis shown in Table I do indicate that there were significant differences between at least two of the means of the Friedenberq Questionnaire for the male student teacher. Further investigation is therefore warranted to determine where these differences exist.

To compare individual means, a \underline{t} score was obtained for each combination of means of the four MMPI categories, i. e., "anxiety," "aggressiveness," "apathy," and "normal" for the students in the male student teacher group, as is shown in Table III. The obtained \underline{t} value was evaluated using Scheffe's method of comparing individual means (5, pp. 286-288).

Table III presents the means and resulting \underline{t} scores indicating that the Friedenberq Questionnaire scores of the male student teachers in the "clinical" group designated as "anxiety" are significantly higher than the Friedenberq Questionnaire scores of the "clinical" group designated as "apathy." The acceptance of the hypothesis for male students indicates that the

TABLE III

NUMBER OF SUBJECTS, MEAN, STANDARD DEVIATION, \underline{t} AND LEVEL OF SIGNIFICANCE FOR SCHEFFE'S METHOD OF COMPARISON OF INDIVIDUAL MEANS OF FRIEDENBERG QUESTIONNAIRE SCORES OF THE MALE STUDENT TEACHER GROUP

Variable	Friedenberg Questionnaire Scores				
	N	Mean	SD	\underline{t}^*	P
MMPI Categories					
A. Anxiety	15	115.13	9.83	A B 1.30	>.05
B. Aggressiveness	17	110.18	7.56	A C 2.47	<.02
C. Apathy	17	105.71	13.63	A E .08	>.05
D. Even	16	114.81	10.57	B C 1.21	>.05
				E B 1.23	>.05
				E C 2.43	<.05

*Significant K value: $(.05) = 2.04$, $(.02) = 2.46$. The K values corresponding to the \underline{t} value at which the null hypothesis could be rejected were derived using the Scheffe Method of comparing individual means.

male students in the group designated as "anxiety" have an attitude more favorable to the present status of the College Advisory Program than does the group of male student teachers in the group designated "apathy."

Table III also indicates that the male student teachers in the "clinical" group designated as "normal" have a significantly higher mean on the Friedenberq Questionnaire than the clinical group designated as "apathy." This indicates that the male student teachers in the "normal" group have an attitude more favorable to

the present status of the College Advisory Program than does the group of male student teachers in the "apathy" group.

One possible explanation for the significantly lower mean Friedenberq Questionnaire score for the male student teachers in the "apathy" group is that in our society the acceptable role for the male is that of aggressiveness, of actively pursuing the goals or objectives which he considers valuable. The criterion for selecting students for the "apathy" group was to identify those characteristics which are found in the apathetic individual, i. e., the individual who is easily depressed, has difficulty making decisions, and is somewhat suspicious of other people.

These characteristics are incongruous with the image of the aggressive, goal-oriented American male. Since the males in the "apathy" group manifest these characteristics it is not surprising that they are out of step with their peers. While there were no significant differences between any of the other student groups, the apathetic male student teachers stand alone in their negative attitude toward the present College Advisory Program.

The results of a simple analysis of variance of the total Friedenberq Questionnaire scores of the total group of students in the Introduction to Education

course, the total group of students in student teaching, and of the group of faculty advisors is shown in Table IV.

TABLE IV
ANALYSIS OF VARIANCE OF TOTAL QUESTIONNAIRE
SCORES FOR TWO STUDENT GROUPS
AND FACULTY ADVISORS

Source of Variation	Sum of Squares	df	Variance	F	P
Friedenberg Questionnaire					
Between Groups	626.0000	2	313.0000	1.0355	.05
Within Groups	282299.0000	934	302.2473		
Total	282925.0000	936			

An inspection of the results shown in Table IV indicates that no significant differences existed between the student in the Introduction to Education Class, the students in student teaching, and the faculty advisory group in their attitude toward the present status of the College Advisory Program.

The mean scores and the standard deviations for all student groups and the faculty group are shown in Tables V and VI.

TABLE V
 MEANS AND STANDARD DEVIATION FOR THE FRIEDENBERG QUESTIONNAIRE
 FOR STUDENT MMPI "CLINICAL" GROUPS

Student group	Clinical Groups							
	Anxiety		Appressive		Apathy		Normal	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Female Intro. to Education	114.39	8.47	111.28	10.27	114.30	8.28	114.77	10.02
Male Intro. to Education	117.05	11.91	113.48	7.38	109.40	11.85	113.67	10.32
Female Student Teachers	112.35	9.57	108.66	20.10	124.04	67.29	114.00	9.59
Male Student Teachers	115.13	8.83	110.18	7.56	105.71	13.63	114.81	10.57

TABLE VI
MEAN AND STANDARD DEVIATION FOR THE FRIEDENBERG
QUESTIONNAIRE FOR STUDENTS AND FACULTY

Name of Group	Mean	S.D.
Introduction to Education Students	113.40	11.01
Student Teachers	113.09	22.36
Faculty Advisors	117.48	14.19

Because of the manner in which the FriedenberG Questionnaire is constructed, the highest possible score, indicating a high level of agreement with the status quo of the present College Advisory Program, would be a score of 170. The lowest possible score, indicating a very low level of agreement with the status quo of the present College Advisory Program, would be a score of 34. An average score, indicating a neutral feeling concerning the College Advisory Program, would be a score of 102. Because of a cultural "halo effect" there is a tendency for rating scales such as the FriedenberG Questionnaire to be skewed a little bit in a positive or above average direction; the true average score is, therefore, considered to be a little above 102.

An inspection of Tables V and VI indicates that no group had a mean score of less than 105, and no group had a mean score higher than 124. Table VI also shows

that there is less than one point difference in the mean scores for the two student groups and less than five points difference between the two student groups and the faculty advisors' group. Since the faculty advisor group does not differ significantly from either of the student groups it can be assumed that they are not actively involved in the functions of the College Advisory Program, and therefore the program must of necessity be somewhat ineffective.

Student Responses to Case Studies

Section III of the Friedenberq Questionnaire consists of five case studies. The students in the present study were asked to read the cases and select one of five alternatives offered. Each alternative offers a course of action which might be taken by the students advisor in such a situation. If none of the alternatives were acceptable to the student or if one of the alternatives was acceptable but needed to be amplified in some way, the student was asked to express what he thought would be the best action for the advisor to take. A space was provided for the student's response.

The students' responses to the case studies will be discussed according to the sequence in which the case studies appeared on the questionnaire. In a later paragraph the student suggestions which are most closely

related, regardless of case studies, will be brought together and briefly discussed again.

In item number thirty, the case had to do with a boy who had gone to see his advisor because he was afraid he might fail two of his examinations; while talking with his advisor he revealed some of his problems. He said that when he tried to concentrate his mind wandered off into daydreams; he also explained a conflict that he was having with his parents over his playing in a small orchestra at social events, and that his parents devaluated him and his behavior in discussions in which they compared him with his brother. Even though the boy's entrance test scores indicated that he was quite bright, he expressed a low opinion of his academic abilities. (For complete case study information and the choices given in the questionnaire, see the Appendix.)

Forty-six students out of the entire sample of 902 students suggested some alternative other than the ones given in the questionnaire. There are five kinds of alternatives suggested: (1) Thirteen of the students wanted the advisor to tell the boy what to do and some were almost emphatic about it: "Point out that he has the ability to pass but needs more determination," or "Tell him that the decision must be his; this does not mean he should continue school, but he should honestly

evaluate his efforts." Responses such as these might indicate the kinds of relationships these students have had with their advisors. (2) Twelve students said that the advisor should in some way or other give the boy the self-confidence he needed to make decisions and progress academically. Such comments as, "The advisor should give the student encouragement to build self-confidence," and, ". . . point out his worth as a human being, then . . . encourage him to be responsible," indicate these kinds of students' feelings. (3) Ten students felt that the boy needed some kind of psychological help, medical or otherwise. Typical suggestions were, "The boy and his parents should talk to a psychiatrist and work out the problem together," and, "Provide a psychologist in the college." (4) Seven students wanted the advisor to intercede directly with the parents to get them to understand the boy better; one student suggested, "Encourage the boy to devote more time to his studies, and the advisor should consult his (the boy's) parents since they are responsible for his defeatist attitude." (5) Only four students wanted to let the decision rest with the boy himself, perhaps with aid or assistance from the advisor; one student expressed it this way, "The advisor should help the student make his decision," "The student turned to the advisor as a non-prejudiced person. . . ," "The student should be allowed to continue

his social activities on the terms that his school work improves."

In Item thirty-one the case concerned a first semester freshman girl who was failing two of her classes, and had stopped attending a third class. The advisor and two of her teachers were having a conference with the girl. One of the teachers was sympathetic towards her; the other was hostile. In the conference the girl appeared shy, nervous, and uncommunicative. Only fifteen students responded to this item; their responses are in three categories: (1) Eight students recommended some form of counseling, psychological or psychiatric help for this girl. Such statements as, "Express a wish to help her," "Refer her to a counselor or psychologist also," and, "Consult a psychiatrist--she needs the help of a good M.D.," indicate that these students were aware that this girl had more than superficial problems. (2) Six students felt that the advisor should make some effort to help the girl, for instance this statement, "The advisor along with the sympathetic teacher should try to help the girl solve her problem." (3) Only one student expressed the feeling that the student should be told what to do in a direct and arbitrary manner; that student states, "Tell her that if she doesn't improve she will be dropped from school,

also talk to the instructors to see what the trouble seems to be."

Item thirty-two is a case in which an error was made by an advisor during registration; the error had not inconvenienced the student, but it had annoyed him. The student had come to see his advisor, angry about the advisor's inefficiency in making such an error, even though the error had not hurt the student. Statements like, "Apologize for the error, but point out his (the student's) deficiency on the placement scores," and, "Apologize, but if the student is still unhappy, he and the advisor should go and talk to the Dean," show that the students wanted their advisors to make an overt effort to keep their advisees happy. One student even stated that, "The advisor's primary concern is to help the student." Another seven students felt that the boy should feel free to take the matter to the Dean either with or without the advisor. They expressed it this way, "Check the student's reasoning and take up the matter with the Dean," and, "The students should be able to take the matter to the Dean where he [sic] will be helped wisely and appropriately." Three students felt that the student should accept the changes as they were made, and that the advisor should explain how the changes were better for the student.

More students responded to Item thirty-three than to any other of the five case studies. The case had to do with a freshman boy who refused to attend his Physical Education class because it interfered with a private religious ritual which he had developed; he presented an uncompromising position to his advisor. Fifty-eight students commented on Item thirty-three. The comments indicated seven alternatives. (1) Sixteen students thought that the boy should simply drop the course and schedule it the following semester; they expressed it this way, "Delay the class until another semester when it can be arranged in the morning," and, "If the class cannot be changed without great difficulty he should suggest that the student drop the course and take it at a better time." (2) Fifteen students felt that the boy needed counseling, psychological, or psychiatric help of some kind; statements such as, "Refer him to a psychologist," and, "Refer him to the Counseling and Guidance Department," show that the students felt the boy was having emotional problems of some sort.

(3) Eleven students felt that the boy should learn to adapt to the situation, as expressed in these statements, "The college can sympathize with the student's position, but must nonetheless adhere to the policy of compulsory attendance . . . ," and, "Explain that he is asking too much to accommodate his particular habit, and

assure him that his stomach will adjust." (4) Six students suggested that the boy be referred to his clergyman, for counseling; one student said, "Refer the boy to a pastor and then a psychiatrist to clear his thinking." (5) Four students wanted the advisor to tell him what to do; "Tell the boy he is now in college and must observe its policies." (6) Two students simply recommended a schedule change, and surprisingly only (7) one student was concerned about insuring the student's religious freedom; that student suggested, "Try to schedule some class at another time or another semester to maintain the individual's freedom of religion." Another student's comment was in the form of a question, "Are there really people like that?"

Item thirty-four is a case study concerning a twenty year old sophomore who was passing all his class work; however, he only attended the classes he liked, regularly; the others he seldom attended. The advisor found out from the head of the boy's dormitory that the boy had some unusual behavior patterns. His social activity consisted of long philosophical discussions with two other boys; he did not participate in any of the dormitory functions, he dressed inappropriately, and in general gave the dormitory head the feeling that he was lacking in emotional adjustment.

Thirty-two students commented on this item; their comments suggest four kinds of student thinking: (1) eleven students felt that as long as the boy was passing his class work no college official should bother him. Statements such as "If he is academically stable, the college has no other responsibility, just because one is not with the norm, doesn't mean he is maladjusted," and, ". . . as long as the boy is successfully passing academically, his social behavior is his concern. . . he should be left alone," show that some students have strong feelings in such situations. (2) Seven students expressed feelings that the boy was obviously bright and that he might need some help with his social adjustment; they expressed themselves this way: "The boy is probably very bright but does need some social adjustment, some advisory work would help, I would not discourage his discussions," and, "Explain to the boy that education is more than just learning subject matter, but also learning to get along with people." (3) Six students suggested that the boy seek counseling, psychological or psychiatric help; one student said, "I don't think the advisor should try to persuade the boy that he should change his behavior and dress. He might suggest seeing a psychiatrist." (4) In this item only two students felt that the advisor should forcefully tell

the student what to do; one student said the advisor should tell the student to "Shape up or ship out."

Again it should be emphasized with reference to these items in Section III of the Friedenberq Questionnaire that students did not make comments unless they wished to amplify or reject the five choices already available to them in the instrument. Most of the students were able to accept one of the positions presented in the item.

In the five case studies of Section III of the Friedenberq Questionnaire, the response made most frequently by students was that the advisor should refer the student to some professional person in the area of counseling, psychology, or psychiatry. The students who responded to the case studies felt that students with these kinds of problems should have professional help, and that the advisor should not hesitate to refer them. It is interesting to note that these students are the products of high schools in a state which requires every high school to provide for its students a counselor, and in some colleges counselors are not available to the students except in the form of the college advisor.

Suggestions, Recommendations and Criticisms of the College Program Made by Students

In addition to the case studies in Section III of the Friedenberq Questionnaire, the students were offered

an opportunity to make suggestions relative to any changes they would like to see made in the advisory program. (See Appendix for the complete statement.) Even though this data cannot be dealt with statistically, it is of value to observe the feelings and attitudes of students as they express them.

Sixty-one of the one hundred seventy-eight students who made comments, students who took advantage of the opportunity to express themselves, indicated that the case load of advisors is too great at the present time and should be limited. Such statements as, "Smaller case loads and much more individual attention . . . ," "The most outstanding problem . . . is the overload of advisees," and, "The heavy case load of advisees cannot possibly permit effective function to all, they (advisors) need to have fewer students to advise, and more time needs to be devoted to those (students) he has." This was the most common single suggestion made by students.

Forty-five students felt that problems of communication and rapport were the greatest problems of the advisory program. Such statements as, "I feel that advisors, in most cases, do not know their advisees well enough to offer advice," and, "An improvement could be in the field of better understanding a student's situation, for all cases are different . . . sincerity and

good advice on the part of the advisor could be improved." This was the second most common suggestion. Twenty-nine felt that advisors should receive training in counseling or psychology; such suggestions as, "I believe professional qualifications of advisors should include courses in psychology . . . before they can offer advice they need to be familiar with these types of problems," and, "They (advisors) should have several courses in psychology or counseling, that would help them to understand students better and be able to make good suggestions to help them with their problems." Twenty-seven students expressed a feeling that advisors should be more friendly toward students, one student stated, "There should be a friendlier relationship between advisors and students so students would feel free to come to him (advisor) with his (student's) problems." Another student said, "Advisors should be more friendly and helpful. He [sic] should not feel that it (advising students) is a waste of his time."

Some students expressed feelings quite to the contrary of those mentioned above; twenty-two students said that they liked their advisor and they felt that the program was fine just as it was. One student expressed it this way, "I have been most fortunate, because my advisor has always been willing and anxious to help me." Another student states, "I am more than satisfied with

the job my advisor is doing; he and I get along very well, and have no trouble."

Eighteen students felt that advisors should be more friendly toward their advisees; a senior girl said, "The only thing that can make an effective advisory system is to have advisors who really are interested in students." Another student felt that "all my advisors have been indifferent, especially the one in Education." Seventeen students expressed feelings that advisors need to know more about the college curriculum and courses which are offered. Such statements as "advisors should be thoroughly familiar with the requirements of each department," and, "I would not trust my program planning to my advisor," were typical. Fourteen students expressed feelings that they had need for a counseling service on the campus. One student said, "Guidance counselors should be here to help students," and another student said that he thought a "Counselor should be appointed to help students with personal problems. From my own observation," he said, "I think a school psychiatrist would be of value." Many other comments and recommendations were made by students; eleven students suggested that advising and counseling be separated completely; eight felt that the degree of communication between advisors, dormitory directors, and student personnel officers should be improved; eight students

expressed the feeling that the philosophy, limits and purposes of the advisory program should be explained to incoming students more completely, and seven students felt that their advisor was far too preoccupied with routine, and "administrative" functions to be of any help to them.

This material indicates that students have some strong feelings about the services furnished them by the administration of a college, and that they well might be able to make some suggestions in the changing of some of these services.

Discussion of Results

An examination of the above data reveals that in most instances there is little difference in the attitudes of students toward the College Advisory Program regardless of their personality structure. It was found that a significant difference exists in only one of the four student groups. In the male student teachers, the students who had been placed in the "clinical" group designated "apathy" had significantly lower scores on the Friedenberg Questionnaire than those students in either the "anxiety" group or the "normal" group. This indicates that the students in the "anxiety" group and the "normal" group agree much more strongly with the present status of the College Advisory Program than do the students in the "apathy" group.

The "apathy" group was identified by high scores ("T" scores of 60 or above) on three of the MMPI clinical scales; these were scales two (Depression), seven (Psychasthenia), and eight (Schizophrenia). These students were considered to have less drive, and to have more difficulty making decisions than their peers. According to Farnsworth (3), apathetic students cannot seem to make themselves work; i. e., they find dozens of ways to avoid work. It was concluded that those male student teachers who manifest these kinds of traits were much less satisfied with the existing College Advisory Program than were those male student teachers in the "anxiety" or "normal" groups. One possible reason for this is that the advisor tries to push these students in order to see them improve academically, and the students dislike this effort on the part of the advisor, and want to be left alone.

In the male student teacher group there was no significant difference between "aggressiveness" students and any of the other "clinical" groups. There was no significant difference between any of the "clinical" groups for the males or the females on the Introduction to Education level, and there was no significant difference between any of the "clinical" groups for the female student teachers. This indicates that there is little difference in attitude toward the College Advisory

Program even among students who have wide personality differences as measured by the MMPI.

There was no significant difference between Friedenberq Questionnaire scores for the student teacher group as compared with the Introduction to Education group or the Faculty Advisor group. There was no significant difference between the Introduction to Education group and the student teacher group or the Faculty Advisor group. This indicates that attitudes as measured by the Friedenberq Questionnaire are not dependent upon the status of the individual, i.e., whether he is a student just entering the Teacher Education curriculum, or whether he is finishing the Teacher Education curriculum, or whether he is a faculty member, his attitude will not be significantly altered by his status.

As mentioned previously, Section III of the Friedenberq Questionnaire is made up of five case studies; students were asked to select one of five alternatives given for each item; a space was also provided so that if the student felt that none of the five alternatives were adequate he could write in what he felt would be the best course of action for the advisor to take in the case of that particular situation.

This survey of student opinion is interesting for several reasons: first, students are much more aware of

the need for counseling and professional psychological facilities than might be expected, and they evidently expect faculty advisors to refer students who appear to need help to these professional people. If adequate psychological facilities are not available the students expect the faculty advisors to do the best they can without them. If an advisor makes a mistake they want him to be cognizant of it and make an effort to correct it to the student's satisfaction. It is also evident that students are somewhat intolerant of careless, inconsiderate behavior on the part of their peers. If a student, however, happens to have behavior which is eccentric but not necessarily unwholesome, the students in this sample want the advisor and others to leave him alone.

Another area in which students made suggestions is that of the degree of interest the advisor has in his advisees, and how friendly he is in his relationship towards them. The students in the present study concur with Cummer (2), who says that advisors should be selected very carefully on the basis of their interest and ability in working with students in a close individual relationship.

In the area of the development of rapport, the students in this study agree with Roberson (6) when he says that the greatest problem with advisory programs is

the lack of involvement on the part of the faculty; this involvement is necessary in the establishment of rapport.

Apparently the limits and the philosophy of the advisory program should be more clearly spelled out so that both the students and the advisors know what the extent of the relationship should be. One of the most frequent comments by students had to do with either specialized training in the areas of counseling and psychology for advisors, or the establishment of a counseling service in the college which would be extensive enough to meet all the emotional, personality, and social problem needs of the student body. This sounds somewhat like Farnsworth's (3) description of a complete mental health program for a college or university. Students also feel that advisors should be better informed as to what is available on the college campus other than that in their own selected field. It is gratifying, however, to know what at least 1 per cent of the students felt that the College Advisory Program was adequate and meeting their needs as it presently exists, and that they like their advisors and enjoy their interaction with their advisors.

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CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The present study was an investigation of the attitudes of students and faculty towards the College Advisory Program in four state-supported colleges in Louisiana. Subjects for the investigation consisted of 902 students, and 35 faculty members from the Schools of Education of the 4 participating colleges. The students included 464 students who were taking Introduction to Education and 438 students who were student teachers. The faculty group was made up of 35 faculty members from the various colleges who had been assigned as advisors for students in the Schools of Education.

The Friedenberq Questionnaire was used to evaluate the attitudes which the various groups held towards the College Advisory Program. The MMPI was used to determine the personality structure of the students for the purpose of dividing them into "clinical" groups. The "clinical" groups consisted of "anxiety," "aggressiveness," "apathy" and "normal." Lott (4) and Funkenstein (2) explain how anxiety is a major problem among college students. According to Farnsworth (1), aggression and

apathy are also major problem areas for college students. The manual (2) for the MMPI was used to determine which scales on the MMPI would be used to select students for each of the "clinical" groups. The Friedenberg Questionnaire scores for each of these groups was compared with those of the other groups. Appropriate statistical tests were made utilizing the IBM-1620 electronic data processor. The students also provided comments and suggestions concerning their personal feeling toward the College Advisory Program.

In an effort to deal with the questions concerning student and faculty attitude toward the College Advisory Program, the following hypotheses were formulated:

1. There will be a significant difference in the Friedenberg Questionnaire scores of students placed, as a result of their MMPI scores, in categories A (anxiety), B (aggressiveness), C (apathy), or Even (those students who are within the normal range on all MMPI clinical scales). There will be four student groups: male students in Introduction to Education, female students in Introduction to Education, male student teachers, and female student teachers.

2. A significant difference will be found to exist among total Friedenberg Questionnaire scores of faculty advisors, student teachers, and students at the Introduction to Education level. The nature of the difference

will be such that the two student groups will be significantly different from each other, and both will be significantly different from the faculty.

There was no significant difference found among any of the "clinical" groups, for either sex, on the Introduction to Education level; neither was there any significant difference found to exist among any of the "clinical" group for the female student teachers. There was, however, a significant difference between the students in the "clinical" group designated "apathy" and the "clinical" groups designated as "anxiety" and as "normal" for the male student teachers, indicating that the male student teachers do not agree with the present status of the College Advisory Program as much as the male student teachers in the "anxiety" or the "normal" group. An analysis of the data for Hypothesis II showed that there was no significant difference between either of the student groups, or between either of the student groups, or between either of the student groups and the faculty group.

The descriptive data furnished by the students gave some interesting insight into student feelings. In response to the case studies in Section III of the Friedenberq Questionnaire, students most frequently indicated that there is a need for counseling and psychological facilities in the college other than the

College Advisory Program, and that advisors should not hesitate to refer students to counselors, psychologists, or psychiatrists if they feel that it is in the best interest of the student. Some students also indicated that the advisor should be careful to insure the students fair treatment and that as long as a student is academically successful, and his behavior is not radically bizarre he should be left alone.

Suggestions and comments made by the students concerning the College Advisory Program, per se, indicated that, in general, the students felt that the advisors were overloaded with advisees and teaching responsibilities, and that as a result of this overload, the advisor was never able to establish a close rapport with his advisees. Some also felt that advisors were not interested in them as individuals, and that the advisors were indifferent towards them or at least somewhat unfriendly. Other responses indicated that either advisors should have specialized training in counseling and psychology, or that the college should provide counseling and psychological facilities somewhere in the college. It was also gratifying to observe that some students felt that the College Advisory Program was adequate as it existed, and that these students liked their advisors and felt that their advisors liked them.

The students included in the study were enrolled in regular classes in the Schools of Education in four state-supported colleges in the State of Louisiana. The faculty advisor group was made up of college faculty members from the various participating colleges who advise students as part of their regular professional responsibility along with their full teaching load.

The experimental measures used in the present study were the Minnesota Multiphasic Personality Inventory, and the Friedenberg Questionnaire. The experimental measures were administered during the regular class sessions to the student groups, and the Friedenberg Questionnaire was sent to the faculty members individually.

The statistical data for both Hypothesis I and II were treated by use of a simple analysis of variance. The student suggestions concerning the case studies found in Section III of the questionnaire and their comments, suggestions and criticisms concerning the College Advisory Program, per se, were dealt with descriptively.

Conclusions

1. No significant differences were found to exist among the various "clinical" groups for either males or females on the Introduction to Education level, and no significant differences were found to exist among the

various "clinical" groups for the female student teachers. It may be concluded that students in these three student groups do not differ in their attitudes toward the College Advisory Program. The assumption that such attitude differences exist as a consequence of outstanding differences in personality structure as measured by the MMPI does not appear to be tenable in populations such as the one used in this study.

A significant difference was found to exist between the "clinical" group designated as "apathy" and the "clinical" groups designated as "anxiety" and "normal" for the students in the male student teacher group. It was concluded that male student teachers who manifest these kinds of traits were much less satisfied with the existing College Advisory Program than were those male student teachers in the "anxiety" or the "normal" groups. One possible reason for this would be that the advisor tried to push these students in order to see them improve academically, and the student disliked this effort on the part of the advisor, and wanted to be left alone. There was no significant differences between the "aggressiveness" group and any of the other groups for males in student teaching.

2. No significant differences were found to exist among the two student groups, i.e., the students in Introduction to Education or the students in student

teaching, and the Faculty Advisors group. It may be concluded that students and faculty advisors do not differ in their attitudes towards the College Advisory Program as their attitudes are measured by the Friedenberg Questionnaire. It may also be concluded that attitudes as measured by the Friedenberg Questionnaire are not dependent upon the status of the individual, i.e., whether he is a student just entering the Teacher Education curriculum, or whether he is a faculty member.

3. Because there were no significant differences between student groups and the faculty group it may be concluded that the advisory program would be more effective if there were a greater degree of interest and involvement on the part of the faculty.

4. According to the findings of the descriptive data furnished by the students, it can be concluded that (a) the students felt that their advisors were too heavily loaded with advisees and with teaching responsibilities, (b) rapport and communication between advisor and advisee was either poor or inadequate; (c) either their advisors should have specialized training so they could more adequately meet the needs of their advisees; or (d) for those cases in which the student had problems too complex to be adequately handled by the advisor, the college should provide professional personnel in the areas of counseling,

psychology, and psychiatry to whom the student could be referred by the advisor; (e) advisors should be more interested in the students and their problems, and that the advisor should be much more friendly towards the advisees; and (f) that the purposes, limits, and philosophy of the College Advisory Program should be explained to incoming students so they would know what kinds of aid are at their disposal in case they found themselves in need of assistance.

Recommendations

Research in the area of College Advisory Programs has been minimal. The recommendations presented are the results of the objective portion of the Friedenbergl Questionnaire and the comments made by the students on the descriptive portion of the questionnaire:

1. Because there were no significant differences between student groups and the faculty group it was concluded that the advisory program would be more effective if there were a greater degree of interest and involvement on the part of the faculty.

2. One method for creating conditions conducive to greater interest and involvement would be to provide some recognition or reward for their work with students in an advisory capacity, i.e., merit reward or reduction in teaching load.

Recommendations based on students' comments:

1. Advisors should be assigned fewer students as advisees and they should be encouraged to develop a close relationship with their advisees.

2. The purposes, limits, and philosophy of the College Advisory Program should be explained in the college catalog and the student handbook and other publications which are easily available to the students.

3. Complete mental health programs should be instituted in colleges so that students who have mental or emotional problems will have appropriate professional personnel and care available to them.

4. Studies having to do with the expressed needs of students and their attitudes toward facilities available to them to fulfill these needs should be made with college students in other parts of the country, and in other disciplines. These additional studies could include personal interviews with both students and faculty to supplement data obtained from a forced choice instrument such as the one used in this investigation.

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APPENDIX

QUESTIONNAIRE FOR THE EVALUATION OF A COLLEGE ADVISORY PROGRAM

SECTION I

Below you will find listed certain problem situations which are encountered with varying degrees of frequency among college students. Among the resources to which a student might turn for assistance with each of these situations is his college advisor. In considering each problem situation feel free to draw on your own experiences with the college advisory system, or other information which you believe to be valid, but try in every case to give a response, based on your conception of the advisory system as a whole. For each of the situations listed, on your answer sheet blacken space

- A. If the student should see the college advisor.
- B. If college advisor could help but a lawyer, medical doctor, or psychiatrist would be of more help.
- C. If the college advisor might be of some help but a Dean or other college official would be of more help.
- D. If some college official should help the student but not the college advisor.
- E. If it is not the responsibility of the college to help the student in this situation.

1. Student is fearful of failing his semester examinations, even though he has been working and has made passing grades in the two previous semesters.
2. Student must work to remain in school, and finds that in order to clear enough time to keep a job, he must request a schedule change to get into sections of classes that are listed as closed.
3. Student has stolen an automobile and later abandoned it. He has not been detected, but fears that he may be, and anxiety is disrupting his work and his life.
4. Student is making mostly C's, with an occasional D and still less frequent B. The death of his father makes it impossible for him to continue in school without substantial financial aid.
5. Student cannot bring himself to study. If he sits at his desk and attempts to do so, his mind wanders off into daydreams. If he attempts to write a required paper, or other written exercise, the blocking is particularly intense.
6. Student wishes to enter medical school in the shortest time, and wants help in planning his program of studies most efficiently.
7. Student has gotten into serious difficulty as a consequence of sexual relations, and is now in a state of panic at the prospect of having to choose between an undesired marriage or exposure and parental discipline.
8. Student, not living in a residence hall, has participated in a group which went to a John Birch meeting to break it up. Eggs were thrown, and the student is now being held by the police.
9. Student has a mild interest in becoming a lawyer, which is in accord with his parents' wishes. He is not certain that his interest is very real, or that he has the pattern of abilities which lead to success in this field, and is beginning to feel anxious.
10. Student is troubled with severe headaches, of undetermined origin, which are making it impossible for him to study and causing him to fail his work. He notices that they are followed by periods of listlessness and depression.

11. Student has purchased a portable typewriter from a store in the local community, and signed an installment contract to pay for it. He has found several mechanical defects in the machine, and wishes to return it and get his money back. The store, however, threatens to sue him for the balance of the money.
12. Student does not understand the process by which his placement has been made and wishes to have the meaning of his placement scores explained to him, as he feels he should have been excused from Mathematics 11 and should have been permitted to take Mathematics 12.
13. Student has developed a very strong emotional attachment to his roommate, who is now no longer willing to "pal around" with him as he did at first. The roommate has requested a change of room assignment, and the student is troubled by suicidal impulses, and terrifying dreams in which he is murdered by his former friend.

SECTION II

The college advisory system, as in every administrative structure, is limited by problems of facilities and procedures. Sometimes these limitations can be overcome by ingenuity and special techniques; often, however, they persist as sources of dissatisfaction to the staff and the students alike.

Below you will find listed a series of such limitations which you may or may not feel apply to the college advisory system. In considering each limitation, feel free to draw on your own experiences with the college advisory system or other information which you believe to be valid but try in every case to give a response, based on your conception of the college advisory system as a whole.

For each of these statements on your answer sheet blacken the space if, in your opinion,

- A. The statement is always correct.
 - B. The statement is usually correct.
 - C. The statement is seldom correct.
 - D. The statement is never correct.
 - E. No opinion.
14. Providing of enough time at each interview with an advisor to permit students to complete the business for which they sought an appointment.
15. Provide advisors who have been trained in the areas of psychology and counseling.

16. Finding persons to serve as advisors who are warmly interested in students and their problems, and who want to know their students as individuals.
17. Keeping the case load per advisor low enough to permit advisors to get really acquainted with their advisees and their problems.
18. Keeping student conference material confidential.
19. Providing advisors for assisting students only in academic problems.
20. Providing office facilities which insure as much privacy as students need in order to discuss their problems as they wish.
21. Assigning as advisors persons with sufficient insight into the emotional and developmental tasks of young people to really understand what's going on inside them.
22. Keeping records sufficiently up-to-date, accurate, and available so that advisors will not act on mis-information.
23. Conveying to students an attitude of respect for them as people, and conducting interviews with courtesy and genuine friendly feelings.
24. Getting advisors to shut up long enough to permit students to express their own feelings.
25. Providing counselors for assisting students only in personal problems.
26. Providing advisors sufficiently mature emotionally to listen to any problem students might wish to discuss with them without becoming "shocked," or attempting to impose standards of conduct which the student does not accept.
27. Providing advisors who understand how to communicate with students on a personal basis rather than being concerned with routine.
28. Providing advisors whose primary concern is the student's success and happiness.
29. Limiting advisors to activities which assure smooth operation of the college rather than trying to be concerned with individual student problems.

SECTION III

This section is intended to appraise the role which you think is appropriate for the advisor to fill. It is made up of five (5) fictitious case studies, each of which represents a rather serious student problem. Each case study is followed by a choice of five (5) courses of action which the advisor might take when confronted with such a situation. If none of the five (5) choices seems adequate, write in the spaces marked "other" on your answer sheet, what action the advisor might take which you think would be best for the student.

30. Student is afraid that he will fail final examinations in English I and Mathematics 7. In the course of his first interview with the advisor, he reproaches himself severely for his failure to study, but states that, as soon as he begins to try to do so, his mind wanders off into daydreams. He is a good jazz musician, and is in demand by many of his former high school friends to lead a small orchestra at their social events. When he agrees to do this, his parents attack him, pointing out that he has never been as smart as his elder brother, that he is wasting his time and their money, would probably have a hard time succeeding at Northeast Louisiana State College in any case, and must surely transfer to an easier school if he fails his examinations.

The boy, as he tells this story, seems hurt and uncertain, but is inclined to agree with the low estimate placed by his parents on his character and intelligence. Entrance aptitude test scores secured by the college place him well among the upper tenth of applicants admitted.

A good advisor would:

- A. sympathetically, but firmly, support the parents' demands on the boy, advising him

to give up the orchestra until he is more certain that he can carry his schoolwork.

- B. tell the boy, unemotionally, that the decisions must be his, but reiterate for him the precise requirements for continuing in the college.
 - C. say only enough to make it clear to the boy that his feelings of anxiety, rejection, and conflict are understood and accepted.
 - D. sympathetically point out that the boy has a right to make any decisions about his total program of activities which will best satisfy him, while making sure that he understands both the conditions under which he may continue in school and the real abilities he has been shown to possess.
 - E. point out that the key to the situation is probably the hostility his parents feel toward him, as shown by their desire to underrate him, and his resultant fear that, should he succeed, they will completely reject him.
31. A first semester freshman, eighteen years old, has been placed on probation because of failure to attend required physical education classes. She is also failing two of her subjects. The instructor in one of these has turned in a sympathetic report, indicating that he believes the girl to be intelligent and creative, but too burdened by her personality difficulties to accomplish much at this time. The other report is aggressively critical, describing the girl as unkempt and lazy, and declaring that she has no place in the college. At the conference to which she is summoned, the girl appears shy, nervous, and as far as possible, uncommunicative.

A good advisor would:

- A. point out to her in a kindly but resolute manner that she will surely be dropped from school if she does not make a better academic adjustment, and help her to schedule her week's work so that she can make effective use of her time.

- B. restate to her, in as neutral a tone as possible, the conditions under which her registration may be terminated, but emphasize that the decision must be hers.
 - C. let her know that he understands that she may be feeling threatened and unhappy, and express clearly a wish to help her understand her own feelings better, while pointing out calmly that they must also meet the practical situation in which she is involved.
 - D. suggest that she drop the course taught by the hostile instructor, and use the extra time to catch up on her other work.
 - E. point out that her unemptness, laziness, and uncooperative attitude are evidently ways of rebelling against authority and are almost certainly derived from feelings about her parents, rather than from any real aspects of her college situation.
32. A freshman student's program has been erroneously prepared by his registration advisor, who checked Mathematics 12 and 13 rather than Mathematics 7 and 8 as requirements for his degree. The error is noted shortly before the beginning of the student's second year in college, and the student is notified that the requirements have been changed and that he must now take the Mathematics 7 and 8. The student has not yet registered for either Mathematics 12 or 13, and could not have begun work on Mathematics 7 during the previous year because of poor mathematics placement scores, so that he has not, in fact, suffered as yet by the error. He is nevertheless quite upset by the change, as he wishes to enter the School of Education and believes that Mathematics 12 and 13 will serve him in better stead than Mathematics 7 and 8. He does not want to take any additional courses, and is angry about the inefficiency of the advisor in making such an error. He comes in to ask that the original statement of his degree requirements be kept in force.

A good advisor would:

- A. apologize for his carelessness in making the error, but point out that since it has

not yet affected the student's program, the requirement should stand as corrected.

- B. state firmly that error or no error, the degree requirements for freshmen students are uniform and must be consistently administered.
 - C. note carefully the student's reasons for wanting to keep the old requirements in force, then take the matter to the Dean of Education, admit that the original error was his, and ask the Dean to stand behind the old requirements.
 - D. himself prepare an amended program for the student, reaffirming the original requirement, and send a copy of it to the Registrar for recording.
 - E. point out to the student that it is irrational for him to be angry over an error which has, in fact, done him no harm, and try to help him to gain insight into the true sources of his annoyance.
33. A freshman student has a schedule which requires that he take Physical Education at 1:00 p.m. He schedules a conference with his advisor at which he complains, with some indignation, that his program is not acceptable to him, because it interferes with his freedom of worship. It has been his custom, since the age of ten, to read a chapter of a religious work daily after lunch; if he does not do so, his food disagrees with him, and he suffers from bloating and heartburn. He believes it to be dangerous to his health to take exercise while in this condition, but maintains stoutly, and unasked that this does not bother him at all, since he is prepared to meet his Maker at any time. He does, however, insist that, rather than risk the moral abuse thus involved, he will simply refuse to attend Physical Education classes. There is no way to arrange his schedule so that he can either lunch at 11:00 a.m. or take Physical Education then without either applying for admission to three closed class sections or getting the Physical Education Department to make an exception to its rule and let the student come two days a week at 11:00 a.m. and two days at 1:00 p.m.

A good advisor would:

- A. let the boy go ahead and apply, regardless of the improbability that three applications would be granted for such a reason, in the hopes that he might change his mind when finally confronted with so nearly impersonal a reality.
 - B. attempt to persuade the Physical Education Department that the boy's emotional need is important and real, and that it should make an exception in this case.
 - C. say neutrally and dispassionately to the boy that the college does not recognize that kind of fantasy as religious in character, and cannot accommodate itself to such diversity of need; tell him frankly that if he does not attend compulsory physical education classes, he will be removed from the college.
 - D. tell the student that it is pretty clear that some factor besides religious conviction is operating to produce symptoms of this kind that the responsibility of the college to him and his parents requires that it insist he report to the college infirmary for a complete medical and psychiatric examination, and that his program may more profitably be discussed in the light of the report which the college infirmary will make.
 - E. discuss with the student the religious meaning of his position, pointing out that it must derive from an unusual conception of God, and suggesting that he examine his own emotional needs as the source of the conflict.
34. A twenty-year-old student, who transferred to college at the sophomore level at the opening of the previous scholastic year, is making satisfactory grades in all of his academic work. Reports from his instructor in History of the United States and History of Western Civilization commend him for his brilliant contribution to discussion, and his evident capacity to integrate the material offered

into abstract generalizations. Reports from his instructors in Biology and Physical Sciences indicate that he has hardly ever attended classes in these courses, although he is passing with a grade of C.

The student's advisor, in an informal discussion with the head of the dormitory in which the student lives, learns that the student is regarded by the head as somewhat lacking in emotional adjustment. He has taken no interest in dormitory social activities, and, so far as is known, has few social interests of his own. His friendships within the dormitory are confined to two other boys, with whom he has discussions nearly every night centering on the Marxist interpretation of the motivations of contemporary politicians, the unity and structure of contemporary drama, or the nature of reality. He has twice been sent back to his room for coming to the dining hall for dinner without being properly dressed.

A good advisor would:

- A. do nothing about the situation, on the grounds that he has no right to interfere with the boy's free choice of behavior, so long as he is academically successful.
- B. summon the boy for a general discussion so that he could describe to the boy in detail the range of interesting activities available at the college.
- C. attempt to show the dormitory head that the behavior of the boy might indicate more complete achievement of the objectives of the college than that shown by nominally better adjusted students, and urge him to encourage the boy's present mode of self-expression.
- D. summon the boy for a conference in which he would cautiously attempt to estimate how happy the boy actually was, and, if considerable anxiety and unhappiness were indicated, try to get him to discuss the possibility of seeking help from the college counselor or a psychiatrist.

- E. summon the boy and explain to him that his present behavior shows serious maladjustment; is probably more the result of his need to rebel against the patterns of middle-class behavior established by his parents than of a serious interest in his studies; and suggest that he work the problem through with the advisor.

On the back of the answer sheet please suggest any specific changes in the College Advisory Program which you believe would increase its effectiveness. Feel free to suggest any that seem important to you. It is suggested that you center your thinking around such possible areas of change as:

1. Professional qualifications of advisors.
2. Case load of advisors.
3. Scope of advisory service, i.e., increasing or decreasing the range of kinds of problems with which advisors deal. Do you feel that advisors, as they now function, are a threat to freedom or privacy of students? Do you, on the other hand, feel that they are too much concerned with routine academic problems to offer you the help you need? What changes would you suggest?
4. Intercommunications between instructors, house heads, and advisors.
5. Means of establishing the working relationship between student and advisor as soon as possible.

Population Used in Establishing Reliability
of the Friedenberg Questionnaire

The students used in the Test-Retest reliability study were enrolled in regular classes in the School of Education of one of the four participating colleges. The group consisted of 100 students, the tests were given under normal classroom conditions, and there was a thirty-day period of time between the test and the retest ($r = .87$, significant at the .05 level). There was no significant difference between the means on the Test-Retest Reliability study.

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