

INFLUENCE OF PROFESSORS, PEERS AND FAMILY
ON PROFESSIONAL SOCIALIZATION OF GRADUATE STUDENTS

by

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CHAPTER I

INTRODUCTION

PROBLEM STATEMENT

This research investigates the influence of the informal relationships of graduate students with professors, students, and family on the socialization of those students. Full socialization is defined as active participation in professional activities, internalized professional attitudes, and quantity and quality of informal relationships with professors, with consistent financial support from the department viewed as the proper avenue toward achieving access to professors. It is possible to graduate without being fully socialized; it is also possible to be fully socialized and yet fail to complete the degree for other reasons. Attention is focused on informal relationships with professors, since the literature suggests that such associations are the primary mechanism of achieving professional socialization. Other factors, with the exception of those biological and social characteristics affecting access, are considered of somewhat less importance.

SURVEY OF LITERATURE

Arnold Rose was among the first of sociologists to advance the concept of incomplete socialization, defining it as a situation where

" . . . a significant proportion of people . . . grow up, perhaps get a very adequate formal education and still [do] not learn all of the things that are generally expected to be characteristic of a fully participating adult in a society." (Rose, 1960:244)

Rose approaches incomplete socialization relative to the society as a whole. He states that "industrialization . . . has made relatively complete socialization almost impossible" (Rose, 1960:245). In other words, society has become so complex that it is no longer possible to

socialize its members through informal interaction within such existing institutions as the family and the community. These imbue the individual only with a generalized orientation to his society, insufficient for the person who must function in an industrialized society; he must acquire specialized knowledge or skills which will enable him to operate effectively in the economic sector of his society. As the traditional socializing agents lack the capacity for specialized socialization, it becomes necessary for the society to institute other agents or mechanisms to train the individual for specific roles relative to specific statuses, in addition to the generalized roles and statuses which he occupies in the general society.

Graduate school is one form of training by means of which novices are socialized into academic professions.

"Organizations preparing young adults for entry into specialized occupations are among the most important of the broad class of organizations centrally engaged in adult socialization. . . . An agency specifically devoted to training young adults to perform professional roles [is] the American Graduate School."
(Rosen and Bates, 1967:71)

There is general agreement that graduate training is the process through which the student acquires both the technical knowledge and skills required of the professional within his chosen discipline and, as importantly, the attitudes and values deemed necessary for his commitment to that profession. Western (1963:64) finds high congruence with the goals of one's chosen field to be linked with high acquisition of the occupational culture (full socialization). Western and Anderson have suggested attitudes and values are acquired first, followed by the acquisition of specialized knowledge (Western and Anderson, 1968:96-98).

Reissman and Platou (1960:174) say that there is differential acquisition of values and knowledge as related to different teachers and differing degrees of student motivation, because there are differences between those who are primarily teachers and those who are primarily socializers. Rosen and Bates (1967:73-74) discuss the importance of the professor as a socializing agent.

Researchers look at professional socialization from somewhat different perspectives, but there is consensus at several points. There is agreement that attitudes and values as well as the mastery of technical skills and the acquisition of substantive knowledge are essential to the process of socialization. Researchers differ on when and how attitudes and values are acquired. The area of greatest difference of opinion concerns which agent of socialization is deemed more important by the researcher: Rosen and Bates (1967:73-74) see the professor as more important, while Wallace (1964:304) advances the concept of peer-group socialization, at least for college freshmen.

Irving Rosow explicitly argues that socialization must refer both to the acquisition of attitudes and values and a set of behaviors. He speaks in terms of adult socialization, which he defines as "the process of inculcating new values and behavior appropriate to adult positions and group memberships." When Rosow's orientation is applied to graduate training, acquisition of the necessary technical knowledge for admission into the profession is not the focus of concern. Rather, the emphasis is on acquiring necessary professional values and attitudes with an emphasis upon how these are translated into appropriate professional behavior. Rosow states that

". . . socialization always has the same objectives: to inculcate in the novice both values and behavior, or beliefs and action. Our basic premise is that conformity is invariably sought on both dimensions; all socialization processes are directed to these twin ends. In any context, the fully socialized person internalizes the correct beliefs and displays the appropriate behavior." (Rosow, 1965:35)

Rosow constructs a typology of persons with varying degrees of achieved socialization in terms of both values and behavior. As stated previously, one must assume that the student will acquire the necessary technical knowledge, since failure to do so will result in rejection from the program. It is, however, possible for the student to function to some degree under the onus of incomplete socialization by lacking either the proper attitudinal orientation or the necessary behavioral requirements.

It is argued here that graduate training is the primary means by which students acquire the necessary skills, knowledge, attitudes and values for professional status. It is further argued that knowledge and attitudes must be demonstrated in terms of appropriate behavior if the student is to achieve the professional status he seeks.

One may identify two categories of people who are significant others for graduate students in the course of their training and who participate in significant ways in professional socialization. One category includes professors and fellow students who are significant to the graduate student in the specific context of graduate training. The other category includes those who are significant to him in other contexts that are separate but not necessarily isolated from the graduate school context; e.g., his spouse, relatives, friends. It is possible to

make further distinctions between those who are significant to the student in the context of graduate school. There are those persons who are significant to him insofar as they comprise his peer group by shared status; while they can seldom exercise any appreciable degree of formal power over him, he is desirous of their good will and thus open to their socializing influences. The other group of persons significant to him by virtue of their presence in the professional context is composed of his teachers; this group has considerable degree of formal power over him, and he is consequently open to their socializing influences by virtue of the necessity of remaining in their good graces and ingratiating himself as much as possible.

In other words, the salient totality of the student's school environment is made up of his interactions with persons from these two groups. The student is receiving interactional input from three directions: (1) his professors and peer group; and (2) others who are significant to him outside the context of his professional training.

The interaction in which the student is engaged differs not only in terms of the identities of the significant others, but also in terms of the specific situation in which the interaction occurs. The student is experiencing formal interaction in the classroom with his professors and peer group; it will be assumed that the amount of formal interaction taking place between the student and his contextual significant others is relatively constant in temporal terms and varies little from one student to the next.

Informal interaction, on the other hand, implies something more than institutionalized or routinized social relationships. Western (1963)

argues that there is a qualitative difference between information transmitted in formal interaction and that passed on in informal interaction: direct learning results from formal training, while the result of informal interaction is indirect learning (or learning acquired without explicit communication from the professor).

Research by John Pease (1967) indicates that there are further ramifications to be considered in the qualitative differences between formal and informal interaction. Pease stresses the importance of the student's informal interaction with the faculty and states that "the socializer (professor) teaches, serves as a model, and invites participating" (1967:63). The evidence indicates that the greater the amount of informal interaction between faculty members and the student, the greater is the amount of encouragement which the student receives from the faculty. Pease (1967:69) finds a correlation between the amount of encouragement the student receives from faculty and the amount and kind of student participation in such professional activities as attendance at professional meetings, presentation of papers at such meetings, publication of papers and attempts to make contact with established professionals. Pease concludes that informal contacts between students and faculty comprise the major processes of professional socialization (1967:70).

Pease's comments assume further importance in view of Blau's writings on social exchange:

" . . . social exchange entails unspecified obligations. . . . [it] involves the principle that one person does another a favor, and while there is a general expectation of some future return, its exact nature is definitely not stipulated in advance . . . [it] involves favors that create diffuse future obligations, not precisely specified ones, and the nature

of the return cannot be bargained about but must be left to the discretion of the one who makes it."
(Blau, 1964:93)

The situation is that of mentor-protegeé. The professor-mentor has someone to help him with the present research, transmit his ideas to others in the field, and perhaps one day cover him with glory. The protegeé has gained orientation, someone of standing who will back his work and help him over the rough spots in his quest for professional status. This type of relationship is displayed very clearly in White's (1970:413) discussion of the semiformal network as a process by which the student becomes socialized into his field through informal interaction with established professionals.

There is some evidence that certain types of students have less access to the mentor-protegeé relationship. Professors may hesitate to make professional overtures to students of certain racial and cultural minorities, most notably women. Both White (1970) and Freeman (n.d.) deal with the question of limited access to these informal channels of socialization in discussing the additional barriers to a woman's achieving professional status. Freeman (n.d.:10) sees it in terms of the woman student suffering more from being ignored by her professors than the man student when both are ignored equally; her thesis is that the woman student needs more attention from her professors to overcome the barriers in her way. She refers to the situation where students of both sexes lack informal relationships with their professors as "the hypothesis of the null environment."

In any case, there is consensus that the student who interacts informally with his professors is generally more successful than are his

non-interacting peers. In addition, there is research that indicates what factors do not affect success or failure of graduate students. Charles R. Wright (1964:73) conducted a study in which he hypothesized that success in graduate school was a function of such indicators as high intelligence, high motivation, accommodation to graduate school, and certain non-academic statuses (similar to those in this study). All hypotheses proved incorrect; this study will be discussed in the section on respondent socialization in Chapter V.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter will develop the theoretical framework illustrated in Figure 1. The following discussion provides the rationale for each relationship examined. There are, of course, numerous relationships left unexamined because of the need for a topic of manageable size.

IMPACT OF CONTACT WITH PROFESSORS ON SOCIALIZATION

Formal contact between student and faculty and between students in the context of graduate school takes place predominantly in the classroom. That contact is limited to a few hours of any given day. Class time is used to transmit from teacher to student the technical knowledge necessary to perform the duties of the profession for which the student is training. Its constancy is a result of the fact that all students, including those destined to fail to complete training, are required to spend a certain amount of time in formal classwork. The very constancy of formal interaction between faculty and students means that whatever its importance in determining the socialization of the student, it will not be a source of variation in professional socialization.

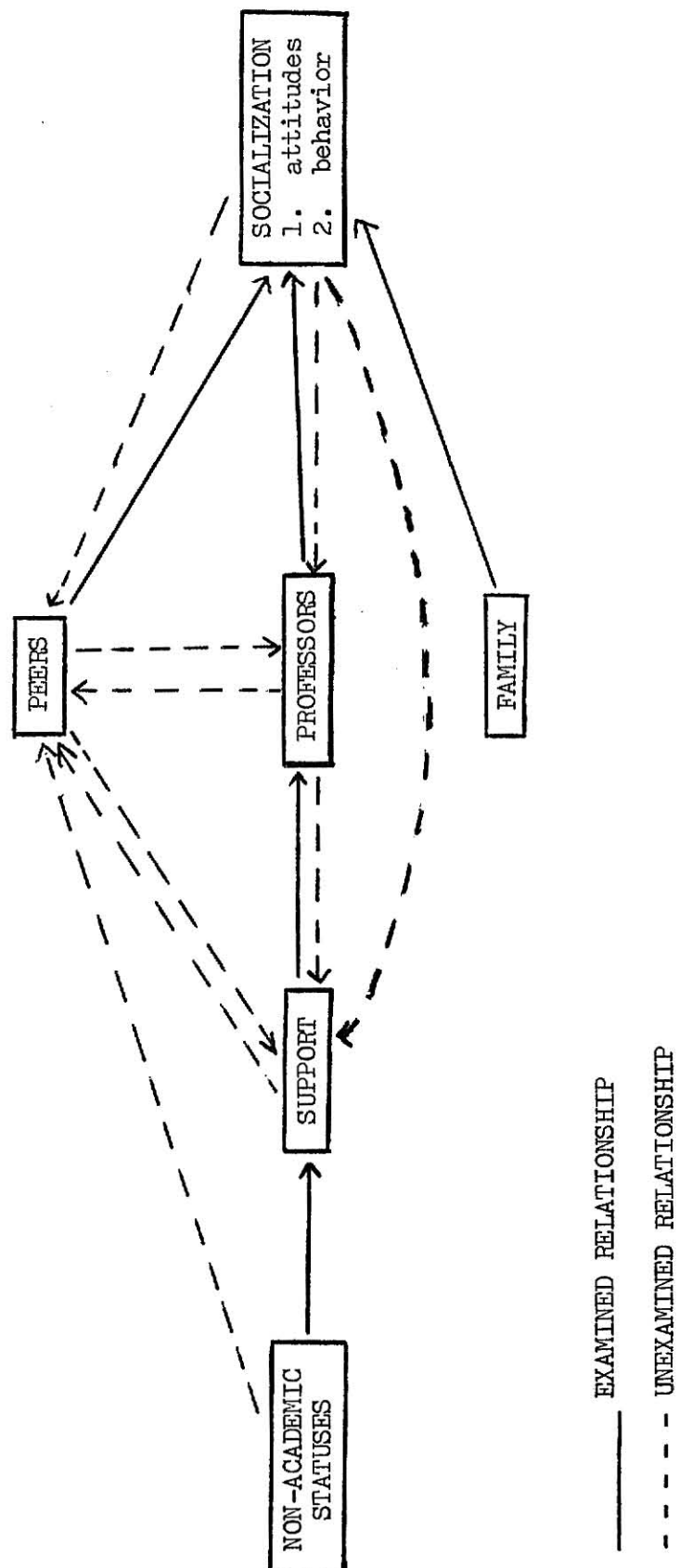
Informal contact outside the classroom between faculty and student and between students is open to far more variation: its limits are set by the time available and the desires of both parties and range from daily contact to total lack of contact. Past research suggests, furthermore, that informal contact, subject as it is to variation, is a major factor in the student's ultimate success or failure (Pease, 1967:64).

Pease's research indicates that informal interaction is of far greater significance to the process of socializing students into a profession and a career line than formal training (1967:64). It is at

**THIS BOOK
CONTAINS
NUMEROUS PAGES
WITH DIAGRAMS
THAT ARE CROOKED
COMPARED TO THE
REST OF THE
INFORMATION ON
THE PAGE.**

**THIS IS AS
RECEIVED FROM
CUSTOMER.**

FIGURE 1



the informal level that students become acquainted with faculty and peers, establish relationships that frequently have lasting value, learn appropriate professional attitudes, expectations and thus lay the foundation for the students' entry into the profession.

White (1970:414) discusses the importance of the informal network for introducing the student into the mainstream of professional activity; the development of a professor-protegeé relationship is of vital importance to the student in his quest for admission to professional status. It is through informal interaction with his professors that the student is encouraged to engage in activities beyond the demands of classwork: attending professional conferences, preparing papers for presentation at such conferences, publishing papers, gaining access to authorities in the field (Pease, 1967:65).

Of importance to the student is the need to know where he stands and whether his work is measuring up to the expectations of his professors. In graduate school (and contrary to the popular proverb), no news is bad news. Feedback is absolutely essential to the student's attempts to make progress toward the goal of full professional status; this feedback must of necessity come from those who are most significant to him in his role as student.

Freeman (n.d.:10) defines an academic situation where the student is neither encouraged nor discouraged by his significant others, i.e., his professors. Her data show "that less than half of the students of both sexes felt that the faculty was very favorable to their going to or being in graduate or professional school." Her implication is that where there is insufficient informal interaction with faculty, students

are unable to develop relationships with professors which are crucial to their continued striving toward professional status.

IMPACT OF NON-ACADEMIC STATUSES ON SUPPORT AND CONTACT WITH PROFESSORS

There are, of course, variables which affect the likelihood of the student's cultivating a relationship with a professor. The professor makes a preliminary decision with respect to the student: he can remain in the formal status of professor only or he can take a more personal interest in the student's progress and become his mentor. Characteristics which vary from one student to the next operate to facilitate or hinder the student's "protégé appeal" in the eyes of professors. The professor's decision is affected directly or indirectly by such student attributes as sex, marital status, whether or not children are present, age, and the student's phase of career upon entering graduate school. Such factors influence the professor's perception of the student's professional promise, performance potential and likelihood to finish the program; good performance on the part of the student ensures a certain aura of professional fame, some of which accrues to the professor.

A number of studies (e.g., Bernard, 1964; Davis, 1969; Flora, 1972; Graham, 1970; Harris, 1970; Huber, 1973; Rossi, 1970a; Simon et al., 1967; Simon et al., 1966; White, 1970) on the status of academic women suggest that maleness is a preferred attribute in academic as well as in other professional areas. Because of the behavioral and attitudinal stereotypes applied to females, female graduate students are often the victims of subtle as well as overt discrimination that has significant and negative results for gaining access to professors necessary to ensure

their acceptance in the profession. Discrimination may present itself not only in the student/professor relationship but also in the female student's access to financial support in the form of assistantships and fellowships.

There are other circumstances outside the immediate school situation where sex role behavior (whether real or expected) is a mitigating factor in the perceived ability of the female student to perform. Research indicates, for example, that marriage is beneficial to males since it projects an aura of greater responsibility and dependability on the married male. There are endless examples of this expected stabilizing effect of marriage on males: witness the lowered automobile insurance premiums which accompany the marriage of the young male; if such a differential is applied to the young woman at all, its effects are much more limited.

For the woman, marriage frequently has (or is assumed to have) a detrimental effect on her ability to perform. That is most likely a function of the widely-held view that marriage for women is a career commitment per se. There is a tendency to assume that for a woman, the family is her overwhelming concern and other pursuits (including higher education) have lower priorities.

The presence of children in the family also tends to enhance the father's image in terms of his expected heightened desire to achieve. Children may improve the woman's image as "mother," but they further depreciate her image as student.

Having a family not only has an unfavorable effect on the woman student in terms of stereotyped expectations; in most cases, her family

does often operate to limit her ability to perform well as a student. In short, the popular stereotypes are correct to a certain degree. Male efficiency does tend to improve on marriage simply because, as tradition dictates, his wife takes over many maintenance activities which he performed himself prior to marriage. His position as husband is greatly enhanced by virtue of the fact that sex role expectations for husbands are far less detailed than those for wives: husbands are seen simply as breadwinners (and often escape even that role while in school); wives are expected to "help," in other words to do everything else, including that which is necessary to further their husbands' careers. Child care, in particular, is traditionally relegated to the wife.

In summary, the student husband is accorded full cooperation by his family in his pursuit of a career, up to and including the delegation of breadwinning role behavior to his wife if necessary. His status roles of husband, father, and even breadwinner are allowed to lapse temporarily while he studies; his status as student takes precedence over all else. His wife supports the family, maintains the household, and cares for the children.

In contrast, when the wife is a student, her status as student is added to her other statuses such as wife and mother; she continues to perform all roles and adds another when she becomes a student. It is from this sort of situation that the professor may conclude that a married female with children can easily "overload" and thus be unable to perform adequately in her student role.

In conclusion, the system is more flexible for the husband insofar as his role partner is expected to take an active part in enhancing his

role in his occupational status; if necessary, she can assume much of his role behavior with the approbation of the society. The wife as student carries an increased burden because the role shift is, at best, only partially reciprocal. All of these factors have historically obtained to such a degree that the stereotypes they foster continue to exist; thus, professors may, even unconsciously, tend to avoid encouraging informal relationships with female students of all marital statuses, with or without children, because they generalize traditional feminine role behavior and limitations to those specific women who enter graduate school.

All of these characteristics can have an effect on the professor's perception of the student. If the student has attributes to which the professor attaches negative value, he will avoid making any overtures which the devalued student might apprehend as an invitation to an informal relationship. On the other hand, if the professor favors the superficial attributes which the student displays, he is more likely to make an attempt to know the student better and thus lay the foundation for the formation of a mentor/protegé relationship.

The major importance of these variables is that the characteristics are superficial at best; they have no true value as indicators of academic success per se. They are in fact important primarily because they determine which students will find favor with the faculty and thus be given a more favorable environment for academic success. It is argued that it is indeed possible for a student to be defined a failure before he ever starts, simply because he has certain biological or social characteristics which are valued negatively by those whose

support he needs if he is to succeed. In a situation where his chances of success are greatly enhanced by the presence of a professor who takes a personal interest in his success, his ability to succeed can be seriously impeded by the mere absence of a professor who is willing to take that interest.

PEER CONTACTS

The student's peer relations have some importance in determining his success or failure insofar as his peers are also a socializing influence, although not as important as the faculty. "Peer group" as used here refers to fellow graduate students. The student requires professional socialization from both professors and peers as regards both technical knowledge and proper attitudes and behavior. Recognition of this fact is seen in the faculty cliché to the effect that "you learn more from your fellow graduate students than from the faculty." While this may be true, the author suspects it is more a function of the length of time spent in the company of other graduate students than of any concerted desire to learn from or teach one's peers. In any case, the peer group as a socializing influence must be examined.

It is argued that complete socialization comes from two sources--faculty and students--although they are not of equal importance to the student's success. The student must establish a rapport with the faculty to ensure his success. Rapport with fellow students is highly desirable, but not crucial in the same sense; in a situation where one or the other is lacking, the result is less than optimal socialization. In a situation such as the one described by Freeman, where the students

feel more or less ignored by the faculty, the peer group probably functions as a surrogate source of support. It is possible that the generalized esprit de corps found to varying degrees in graduate student groups could generate a sense of camaraderie sufficient to keep the student functioning in that role. The analogy of a car running on gasoline fumes suggests itself; the student may seldom experience the real stuff of which graduate education is made, but he may be able to use the experience of others vicariously to fuel his own endeavors.

SOCIALIZATION AS A VARIABLE

This section is concerned with further explication of socialization and its components, attitudes, and behavior. Rosow (1965:34-45) states that the fully socialized person has both the expected attitudes and the preferred behavior patterns. The person who lacks one or the other is incompletely socialized, whereas the person who lacks both values and behavior is unsocialized in terms of the specific context.

Research indicates that participation in professional activities on the student level is a function of informal interaction with one or more faculty members, as it is through informal interaction that the student is encouraged to participate in such activity (Pease, 1967:64). My thesis is that such informal interaction with faculty members which fosters the development of socialized values and behavior. One's mentor is a significant other of the greatest magnitude in addition to being a role model. The student expresses his gratitude for the professor's patronage in the only way available to him under the system: he adopts his values and emulates him as nearly as possible. The student trusts

the professor to guide his progress toward full professional status; the professor trusts the student to make the best of the opportunities afforded him by their special relationship. The student who has no special relationship with a professor suffers for lack of it; he muddles through on his own. He may develop the proper value orientation by osmosis; he is much more likely to fail to develop in that direction.

Pease (1967) shows that informal interaction with faculty is directly related to the amount and type of student participation in professional activities. The faculty encourages participation; participation is an important indicator of internalizing the proper value orientation, although not a conclusive indicator. In any case, a student is unlikely to independently attend professional meetings, present papers, establish contacts with established professionals, and publish in professional journals. He does these things because his professors have encouraged him to do so, partly for his personal edification and partly for the purpose of pleasing his professors, thereby ensuring the continuation of the special relationship that enhances his chances of professional success.

In short, the socialization process as regards the graduate student is twofold under optimal conditions. He internalizes values recommended to him by his mentor. He realizes that to do so operates to his own advantage in terms of preparing him for professional status; moreover, he is dependent on his professor's good will and the preservation of the relationship in which his professor accords his preferential treatment. Second, he engages in those activities necessary to an aspiring professional; thus, he gives evidence of having internalized professional

values by engaging in professional behavior. He must do both if he is completely socialized to help ensure his ultimate success in attaining professional status.

FAMILY RELATIONS

Rosow acknowledges other circumstances which may enhance or hinder socialized behavior even in cases where values are fully socialized. The student may fail to perform adequately for several reasons: for example, he may lack the intellectual capacity, or he may be hindered by extraneous circumstances.

One such variable is family attitude toward the student's choice of an academic career. He is dependent to a great degree on their cooperation in terms of the time he needs to write, study, and reflect. If his spouse begrudges the time or fails to cooperate in other ways (breadwinning, child care, etc.), his performance will suffer for it. As discussed earlier under non-academic statuses, this particular problem is one that is more likely to be both chronic and acute in the case of the married female student.

SUMMARY

Incomplete socialization is a fact of life in a complex industrial social system. Rose (1960) sets forth the reasons for incomplete socialization as the following: (1) rapid technological and social change; (2) a more pluralistic and varied world; (3) geographic and vertical social mobility; and (4) fragmentation and specialization of socializing influences. These conditions are recognizable in our society and more specifically in the context of the graduate school.

Graduate education is an instrument of adult socialization--a process made necessary by a social system in which knowledge is so extensive and complex that special mechanisms are required to disseminate that knowledge. Graduate education is one means by which adults are socialized to function in the face of "rapid technological and social changes . . . fragmentation and specialization of socializing influences" and pluralism. Graduate training ideally provides students equal opportunities to achieve within the limitations of their individual capabilities. In reality, many fail to complete their course of study for a number of reasons, including unequal opportunity.

I propose that the student must deal effectively with two distinct operating but interlocking sets of circumstances: those peculiar to the context of graduate school itself, and those emanating from his personal life aside from the graduate school context. The most important variable is informal contact with a professor in the form of a special mentor-protégé relationship; the major professor acts in the capacity of an intermediary between the student and the profession itself. It is through the major professor that the student makes the easiest transition from the status of student to the status of professional. Next in importance is the student's freedom to make the best of the opportunity afforded by this special relationship; this freedom is a function of factors affecting all facets of his personal life, especially those extraneous to the immediate context of the graduate school. Both the "professor" variable and the "personal" variable act on and are acted on by other factors; the result of the interaction runs the continuum from failure to various degrees of success. My

position is that the difference between becoming fully socialized or only partly so in the graduate school context is largely a function of different sets of circumstances operating on the student to determine his ability to make contact with a personal socializer.

The factors affecting the establishment of an informal relationship between professor and student are numerous and varied. They range from such subjective considerations as compatability of personalities to other considerations generally perceived as less subjective, such as intelligence, motivation, past performance. These factors are so complex that no universally accepted measurement for them exists; often these characteristics are assumed to be correlated to a greater or lesser degree with other characteristics that are easily measured.

It is argued here that such non-academic statuses as sex, marital status, and age are perceived as salient, because they are commonly assumed to affect motivation, performance, and even intelligence. Therefore, these non-academic statuses have negative or positive impact upon the professor's desire to work closely with a student.

Non-academic statuses are the point of departure in the theoretical framework, because they are antecedent variables which affect the student's likelihood to establish informal relationships with professors; they are those characteristics which have positive or negative impact upon the professor's decision to work more closely with a student than his role as professor demands. The non-academic statuses of particular interest here are sex, age, and marital status, as explained previously.

Maleness is expected to be interpreted more favorably than femaleness, youth more favorably than greater age. More specifically, students

are expected to be favorably evaluated in the following order: (1) married males; (2) single males; (3) single females; and (4) married females. Students under thirty are expected to be more favorably received than those over thirty.

Consistent departmental support is used as the indicator of favorable evaluation, as it entails an assistantship of some sort and consequently the opportunity to associate with a professor on a one-to-one basis. While the relationship between professor and assistant is a formal one, such a relationship provides the most fertile ground for the development of an informal one (the basis of a mentor-protégé relationship). Departmental support would then expose the student to formal contact with individual professors and increase his chances of developing an informal relationship with one or more of them. It is assumed that the professor's preferences affect the distribution of assistantship funds and hypothesized that professors prefer males and younger students. An underlying assumption, then, is that professors exercise some control over which students will gain access to them.

Family variables are those external to the graduate school context which nevertheless have a bearing on professional socialization, in that they affect the quantity and quality of the resources which the student brings to bear on his education. It is hypothesized that female respondents will perceive less support from their families than will male respondents, in view of the tendency to question the "seriousness" of the female student; Freeman (n.d.:1) cites that attitude as existing among professors, but there is no reason to suppose that it is limited to professors.

An additional variable concerned the presence of a same-sex role model for female students, as suggested by Simpson and Simpson (1961). Testing of the hypothesis that females would be better socialized in departments with same-sex role models was short-circuited by the fact that only one department with female respondents lacked female professors, and the effects were indiscernible in that department. In the other two departments lacking female faculty, no female students returned the questionnaire (one of these departments had no female students).

The relationships between these variables can be seen in Figure 1. Non-academic statuses are seen as influencing the likelihood of a graduate student's receiving consistent departmental support. The departmental support, in turn, improves the student's chance of gaining access to the professors in his department by affording him the opportunity to work closely with them in research and teaching. It is assumed that informal relationships are often the result of this type of formal contact, although the mechanisms through which they are formed are beyond the scope of this study. This contact with professors is crucial, as it is hypothesized that the professor is the primary agent of professional socialization, defined for the purposes of this study as both socialized attitudes and behaviors. At the same time, of course, the student is also open to socializing influences from his peers through his contact with them both inside and outside of class. The last variable perceived as having an effect on the student's socialization is the attitudes of his friends and family (especially the latter) toward his being in graduate school, in terms of supporting him in his endeavor.

CHAPTER III

METHODOLOGY

This chapter discusses the procedures adopted, the rationale for them, and some unanticipated changes in strategy.

THE POPULATION

The population was selected by several criteria dictated by the hypotheses. The population was restricted to all doctoral students in Arts and Sciences at Kansas State University. Restriction of the study to doctoral students was based on the author's feeling that doctoral study is the strongest indicator of commitment to the discipline that a student can make, and that professors and students share that conviction. It would, therefore, be at the doctoral level that the student and professor would perceive the need for forming the strong informal relationship which this study investigates.

The study was restricted to students in Arts and Sciences for other reasons. The significance of the Ph.D. varies from one discipline to the next, especially in terms of the professional commitment of the student. The author feels that, for the purposes of this study, it is helpful to draw a distinction between disciplines which train academicians and disciplines which train technicians-professionals.

In the case of the latter, the student who earns a bachelor's degree is regarded as a professional. The acquisition of an advanced degree may become necessary to the furtherance of his career in later years, but the lack of an advanced degree does not bar him from the practice of his profession.

For the student of the discipline which trains academicians, the situation is vastly different. The professional significance of having

earned a bachelor's degree in such a discipline is virtually non-existent. The degree is regarded as a general one, with little specific knowledge expected of the person who holds it. The distinction between the two types of disciplines is made even semantically: the student with a technical-professional degree has a profession, while the student with an academic degree has a "major." The effect of this often implicit distinction is that the Ph.D. is a virtual necessity for the student who seeks to make his career in an academic discipline.

Other differences between academic and technical-professional disciplines necessitated choosing one rather than the other for research. The first difference is that the technical-professional disciplines tend to have concentrations of males in their student bodies. This study required replies from as many females as possible in order to test one of the hypotheses; in most cases, even academic disciplines tend to be heavily dominated by males. Consequently, it was difficult enough to test female responses without doing research on disciplines where females are often not represented.

In addition, the author felt that there were distinct qualitative differences of philosophy and approach between academic and technical disciplines, based on the dissimilarity of the substantive issues with which they deal. This seemed likely to increase the tendency to confound true differences between disciplines with differences resulting from dissimilarity in types of disciplines. Inclusion of technical-professional disciplines was also likely to affect the nature of student-professor relationships for reasons outside the scope of this study and so introduce further confusion, as such disciplines may have different expectations for interaction between student and professor.

Another advantage of limiting the study to students within Arts and Sciences was that the number of students available at the time was quite suitable for the research to be done. There were nearly two hundred persons, most of whom were on campus. The number was felt to be large enough to be representative and small enough to be managed financially and organizationally.

In general, the population was felt to be well-suited to the nature of the research. It was heterogeneous internally, being composed of both sexes, a wide age range and foreign as well as American students. This quality allowed for ease in discovering differences between students where they might exist. At the same time, it was homogeneous in terms of the academic nature of the disciplines represented, which made it possible to compare departments in order to acquire an understanding of differences between them.

THE INSTRUMENT

The questionnaire that was mailed to the respondents had, after several revisions, few defects that are not inherent in all such instruments. The questionnaire is inevitably an instrument of limited utility when used alone, because it circumscribes personal interaction between researcher and subject. It elicits information in an inhibited and impersonal manner, and the responses are generally as inhibited and impersonal. The respondent can fill in the blanks with a minimum of effort, commitment, and insight. The result is that the research suffers for lack of these qualities to a large degree.

The questionnaire was finalized after several revisions were made in an attempt to eliminate ambiguous and non-essential questions. The

final version had five sections, each of which dealt with a specific hypothetical component: (1) "Personal Data," which formed what were termed non-academic statuses; (2) "Professional Data," which asked for details of professional activities and values, used in analyzing socialization; (3) "Professors," which asked for details of the respondent's relationships with his professors; (4) "Graduate Students," where the socializing influences of other graduate students were studied; and (5) "Family Life," where influences outside the academic context were described. The complete questionnaire is reproduced in Appendix I.

Questions asked in the "Personal Data" section of the questionnaire dealt with primarily superficial characteristics of the respondent that were important because it was hypothesized that these are the things that first impressions are based on, especially where a student's qualifications are reduced to paper. The questions asked in this section dealt with the respondent's sex, age, educational attainments, interruptions in graduate education, present marital status, number of children and when they were born, and recent occupational experiences of both respondent and spouse. It was felt that each of these things was important in shaping early perceptions of the student by professors, as they are the types of characteristics that are inquired about initially in starting formal or informal relationships between individuals. There are certain stereotyped perceptions that accrue to any of these statuses upon which initial judgments are based.

Questions asked in the "Professional Data" section of the questionnaire were inquiries into such subjects as how the respondents were supporting themselves while in graduate school and their progress in

graduate school in terms of progress on their dissertation, the feelings of their professors toward their progress and an evaluation of the feedback received from them, as well as specific questions about their professional activities and attitudes designed to evaluate their progress toward professional socialization. The latter questions were presented in chart form with a listing of specific types of professional activities and his evaluation of the value of performing each of them in enhancing his professional career. The specific activities detailed came from two sources: most of them were suggested by past research done by John Pease (1967), while others were thought to be significant professional experiences by the author's thesis advisors.

The first question in this section dealt with the financial support the student had received from his or her department as opposed to academic sources outside the department. There was something of an ulterior motive in this question, as the author is inclined to view departmental awards of financial assistance as implicit encouragement of the student's professional ambitions on the part of the department. By the same token, withholding of such awards is subject to various interpretations except in cases where it is likely that the student never applied for such an award because he had no financial need. There are, for example, departments in which the consensus of the faculty seems to be that every student deserves such an award by virtue of having been promising enough to admit in the first place. In situations where a student is admitted to such a department without an award, general knowledge of that situation leads to raised eyebrows on the part of both faculty and graduate students. In larger departments where there are

not enough resources to fund all students, awards are made on the basis of competition among students. In either case, intra-departmental politics often play a part in such awards, and the student may need the backing of a powerful professor to obtain an award. In a few cases, respondents obviously recognized this process at work and commented on it.

Another question intended for use in evaluation of professional socialization in this section of the questionnaire inquired what the student would like to be doing in ten years. It was expected that unusual answers would be indicators of problems in professional socialization, with any response other than teaching, research, or consultation in the field considered unusual.

In the section of the questionnaire entitled "Professors," a series of questions was asked dealing with the quantity and quality of the respondent's relationships with his professors outside of class. He was asked to name professors with whom he had most contact outside of class, how often he had contact with each and what activities were engaged in, whether those activities included the families of each, who initiated the relationship, and whether the respondent identified with his professors professionally and personally. The answers to these questions were used to gauge whether the respondent had developed an informal relationship with a professor and how that relationship was expressed by each on a regular basis; a high degree of identification, both professional and personal, was expected as a result of that relationship.

Similar questions regarding other graduate students were asked in the section entitled "Graduate Students." The respondent was asked to

name other graduate students with whom he associated, what activities were engaged in, and whether families were included. He was asked whether he asked other students to make constructive criticisms of his work. Questions dealing with identification were omitted as it was felt that, among peers, association per se was sufficient proof of identification.

The section entitled "Family Life" dealt with the attitudes of the respondent and his friends and relatives toward his being in graduate school, as well as his evaluation of how greatly his studies were hindered by the need to devote time to family and social activities. He was also asked to comment on the fairness of the family division of labor as perceived by his spouse, family, and friends.

There was one serious shortcoming to the questionnaire; unfortunately, it could not be remedied without sacrificing the ability of the questionnaire to test all hypotheses. The problem lay in the length of the finalized instrument. It was approximately $4\frac{1}{2}$ pages long on legal-sized paper, being composed of 23 questions, most of which had clarifying questions as well. There were, in fact, approximately 130 questions to be considered by the respondent. As a result, the questionnaire was extremely long and tedious to complete.

Subjects were selected from the nine departments in the College of Arts and Sciences which had Ph.D. programs. Names and addresses of doctoral students were obtained from the departments, with the help of a letter from Dr. Cornelia Flora explaining that the information was needed for research. One department misunderstood the intent of the request at first, but cooperated upon receipt of a letter of further

explanation from the author and a call from Dr. Flora. Another department was unable to provide full names and addresses of the students, necessitating a bit of back-tracking to ascertain the sex of the students in that department. Once a list of students had been received from each department, each student was assigned a number as part of a procedure to assure his anonymity.

On October 25, 1974, the questionnaire was sent to the 192 students whose names were provided by their departments. The packet included a letter (Appendix I) that explained the research and assured respondents that they would remain anonymous, the questionnaire itself, and a self-addressed stamped envelope for the return of the completed questionnaire. Initial response was good with approximately 45 questionnaires returned within the first two weeks after mailing. Another ten were returned in the following week, and it was decided that the time had come for another mailing.

The second mailing on November 20, 1974, contained the same material as the first with the exception of a different cover letter (Appendix I). This questionnaire was sent to the student's department rather than his home for two reasons: (1) the first questionnaire was sent to the respondent's home, and the procedure was changed in order to make sure no one had been missed inadvertently; and (2) campus mail is free. The students in the department that was unable to supply home addresses received both mailings at the department. The final response was 98 questionnaires.

ANALYSIS

The process of analyzing the data provided by the respondents has gone through profound strategic and conceptual changes since the research began. These changes were dictated by the nature of the data, as they did not at all conform to the author's expectations.

It had originally been envisioned that the data would be subjected to path analysis. This idea was formulated prior to the actual data collection and had become of sufficient interest that a causal model had been discussed in a very tentative manner by Dr. Robert Harris and the author. It had become quite obvious that much detailed research into the methods and implications of path analysis would be necessary before it could be determined whether that analytical tool was appropriate for the research and within the statistical capabilities of the author.

It was, at the inception, assumed that many of the data collected would yield the capability of interval measurement. Many of the questions which were included in the questionnaire were set up originally in chart form to facilitate coding for interval measurement. In the final analysis, some of the questions did yield interval data, as originally hoped, but unforeseen problems operated to make the use of interval measurement and path analysis undesirable if not unattainable.

It became apparent when replies began to be received that there would be problems with the data because there were so many incomplete returns. It was, for example, not uncommon for a respondent to fail to complete a whole section of the questionnaire or leave blank several questions in a row. In doing so, in most cases, they made it impossible to test whole hypotheses fully. In other cases, even where respondents

filled in all the questions, they did so in a manner that rendered part of the data unusable. For example, many respondents refused to name either their professors or fellow graduate students, preferring to use alphabetic or numeric designations. This in itself was less of a handicap than their subsequent failure to keep the designations in proper order, either changing designations in the middle of a section or inserting additional designations randomly. One respondent used three different designations within one section and failed to answer several questions in the same section; he was notable for his creativity, obviously, but his response serves as a good illustration of the problems of analysis encountered.

Another characteristic of the data which made statistical analysis inappropriate was the prevalence of clarifying statements and comments which were uncodable. In most cases, strictly speaking, answers could have been coded. To have done so, however, would have resulted in a great loss of data provided in these comments. The loss would have been far more qualitative than quantitative, as many respondents gave straightforward answers to specific questions and then proceeded to make comments which belied the answers they had given previously.

The process of coding answers was virtually completed before it became apparent that the data were simply too diverse and rich to risk diminishing through the application of relatively complex statistical analysis. As a result of considering the consequences of using a statistical approach, it was decided that the data would be better reflected by non-statistical analysis supplemented with tabulated results where appropriate.

CHAPTER IV

DESCRIPTION OF THE RESPONDENTS, NON-ACADEMIC STATUSES, CONSISTENT DEPARTMENTAL SUPPORT, CONTACT WITH PROFESSORS

This chapter deals with the first half of the model. Non-academic statuses (sex, age, and marital status) are those assumed to be most salient in affecting the student's likelihood to receive consistent departmental support. Consistent support, as the reader will recall, is assumed to be the easiest means for the student to gain access to his professors and thus to socialization.

RESPONSE RATE

The original sample consisted of 192 doctoral students, 159 males and 33 females, from the nine departments in Arts and Sciences which offered the doctorate at the time of the research. The total number of responses was 98, yielding an overall percentage of return of 51 percent.

However, it would be unrealistic to fail to adjust the figures for both total sample and total return in the light of new knowledge about them. For example, fifteen respondents could not be reached by mail at all, even though there were as many as three attempts to do so for some of them. This problem alone operated to reduce the original sample by nearly eight percent to 177.

Another problem which had not been anticipated was the presence of non-doctoral students among the original sample. Some of these students were working on master's degrees, while others had started as doctoral students and decided later that they wanted only a master's degree. There were seven respondents who fell into these categories, and an additional respondent whose wife returned the questionnaire with an explanation that he was out of the country. This problem reduced the original population by at least another four percent as there is no way

of knowing how many more fell into these categories and simply failed to respond.

The final problem had been anticipated; there were four respondents who refused to answer the questionnaire on the grounds that they were an invasion of privacy or other similar reasons. One respondent stated that this was the fifth such questionnaire he had received during his doctoral study, and that he resented the constant intrusion from persons soliciting data for advanced degrees and would never think of bothering other people to collect data for his dissertation. Another respondent stated, in effect, that he had better things to do than fill out questionnaires. It was interesting to note that all such refusals came from respondents in non-social science disciplines.

The total number of respondents in all categories described above is 27, yielding a figure of 14 percent of the original sample who could not be reached or whose responses could not be used. This reduction yields an effective population size of 165. Adjustment to the total number of responses for those that could not be used decreases the number from 98 to 86. Using both of these adjusted figures, the percentage of return could be 52 percent. (Table I displays these figures and separates them by sex and department of respondent.)

REPRESENTATIVENESS

The original population of 192 was composed of 33 females and 159 males. After the adjustments described above were made, the numbers were reduced to 165, composed of thirty females and 135 males. The adjustment resulted in a slightly increased representation of

TABLE I
QUESTIONNAIRE RESPONSE BY SEX AND DEPARTMENT OF RESPONDENT

Department	Original Population	Undelivered Questionnaires	Not Returned	Unusable Returns	Usable Returns	Adjusted Population	Percent
I. Total	15	1	6	2	6	12	50.0%
Female	3	0	1	0	2	3	66.6%
Male	12	1	5	2	4	9	44.4%
II. Total	24	1	11	4	8	19	42.1%
Female	2	0	1	0	1	2	50.0%
Male	22	1	10	4	7	17	41.2%
III. Total	29	2	15	0	12	27	44.4%
Female	2	0	2	0	0	2	0
Male	27	2	13	0	12	25	48.0%
IV. Total	29	1	8	1	19	27	70.4%
Female	12	0	2	1	9	11	81.8%
Male	17	1	6	0	10	16	62.5%
V. Total	36	1	16	2	17	33	51.5%
Female	4	0	4	0	0	4	0
Male	32	1	12	2	17	29	58.6%
VI. Total	10	2	5	0	3	8	37.5%
Female	1	1	0	0	0	0	0
Male	9	1	5	0	3	8	37.5%
VII. Total	12	2	5	0	5	10	50.0%
Female	0	0	0	0	0	0	0
Male	12	2	5	0	5	10	50.0%
VIII. Total	17	0	6	2	9	15	60.0%
Female	3	0	2	0	1	3	33.3%
Male	14	0	4	2	8	12	66.6%
IX. Total	20	5	7	1	7	14	50.0%
Female	6	0	2	1	3	5	60.0%
Male	14	5	5	0	4	9	44.4%
TOTAL FOR ALL DEPARTMENTS	192	15	79	12	86	165	52.1%

females, changing the percentage of representation from 17 percent in the original population to 18 percent in the adjusted population. Representation of females was nearly unchanged in terms of usable questionnaires received: nearly 19 percent of the usable total return was from females. This is, unfortunately, the only instance where it is possible to assess with certainty the degree of representativeness of those who responded.

There are two other characteristics which can be compared in a similar fashion to test representativeness of those who responded; however, such comparisons are less accurate, as the figures for those who failed to answer are based primarily on guesswork. Attempts to get concrete information on nationality of student and ABD ("All But Dissertation") status met with little success for several reasons: (1) lack of ability or willingness on the part of the departments to divulge such information; and (2) lack of time and authorization to obtain that information from other sources.

NON-ACADEMIC STATUSES

Females

The original population contained 33 females, three of whom were eliminated in the adjusted population; one could not be reached, another was no longer a doctoral student, and the third had never been a doctoral student. Of the remaining thirty females in the population, sixteen returned usable questionnaires to set response at more than 53 percent of the available females in the adjusted population. There was female representation in seven of the nine departments in the

adjusted population; usable responses came from five departments.

Of the sixteen female respondents, seven were single and had never been married. Of the nine married females, one had been divorced and remarried, while another was separated from her husband; two of the female respondents had children, with the total number of children present for all female respondents being three.

Female respondents ranged in age from 21 to 39 (compare Tables II and II-A); the average age varied by marital status, with single females having an average age of 27.7 (median 27) as compared to an average age of 31.2 (median 31) for married females (Table II-A). The two youngest female respondents were the only ones who had not received a master's degree, and both were single. Two of the respondents had two master's degrees; both of these respondents were married, and one had children (Tables III and III-A). Average age for those with no master's degree was 22.5; the average age for those having an advanced degree was 30.7. The average age of all female respondents was 29.7 (median 30).

Slightly over half of the female respondents reported interruptions in their academic careers. Comparisons by marital status made a difference of less than two percentage points, although it indicated that single females were slightly more likely to experience such interruptions than were married females. The reason most often cited for such interruptions was the financial need to work (nearly 67 percent). Two respondents were forced to stop by illness, and another took time off for travel. Financial reasons were stated equally often by married and unmarried respondents, although one married respondent cited family

TABLE II
AGE OF RESPONDENTS BY DEPARTMENT

Department	21-25	26-30	31-35	36-40	41-45	46-50	51-55	TOTAL	%
I	1	4	1	-	-	-	-	6	7%
II	6	2	-	-	-	-	-	8	9%
III	2	3	5	2	-	-	-	12	14%
IV	-	10	7	2	-	-	-	19	22%
V	-	2	6	5	1	-	3	17	20%
VI	1	1	1	-	-	-	-	3	1%
VII	1	2	2	-	-	-	-	5	6%
VIII	2	6	1	-	-	-	-	9	10%
IX	2	4	1	-	-	-	-	7	8%
TOTAL	15	34	24	9	1	-	3	86	100%
Percentage	17.4%	39.5%	27.9%	10.5%	1.2%	-	3.5%	100%	

TABLE II-A
AGE OF FEMALE RESPONDENTS BY DEPARTMENT

Department	21-25	26-30	31-35	36-40	41-45	46-50	51-55	TOTAL	%
I	1	1	-	-	-	-	-	2	12.5%
II	1	-	-	-	-	-	-	1	6.3%
III	-	-	-	-	-	-	-	0	0
IV	-	3	4	2	-	-	-	9	56.2%
V	-	-	-	-	-	-	-	0	0
VI	-	-	-	-	-	-	-	0	0
VII	-	-	-	-	-	-	-	0	0
VIII	1	-	-	-	-	-	-	1	6.3%
IX	-	2	1	-	-	-	-	3	18.7%
TOTAL	3	6	5	2	-	-	-	16	100%
Percentage	18.7%	37.5%	31.3%	12.5%	-	-	-	100%	

TABLE III

MARITAL STATUS BY SEX AND DEPARTMENT

Department	Single Females	Married Females	Single Males	Married Males	Single Total	Married Total	TOTAL
I	2	0	0	4	2	4	6
II	1	0	4	3	5	3	8
III	0	0	0	12	0	12	12
IV	2	7	2	8	4	15	19
V	0	0	4	13	4	13	17
VI	0	0	0	3	0	3	3
VII	0	0	2	3	2	3	5
VIII	0	1	3	5	3	6	9
IX	2	1	1	3	3	4	7
TOTAL	7	9	16	54	23	63	86
Percentage	8.1%	10.5%	18.6%	62.8%	26.7%	73.3%	100%

TABLE III-A
PRESENCE OF AND NUMBER OF CHILDREN BY SEX AND DEPARTMENT OF RESPONDENT

Department	Females	Number of Children	Males	Number of Children	TOTAL	TOTAL Number of Children
I	0	0	2	4	2	4
II	0	0	1	1	1	1
III	0	0	9	19	9	19
IV	2	3	5	7	7	10
V	0	0	12	23	12	23
VI	0	0	1	2	1	2
VII	0	0	1	1	1	1
VIII	0	0	2	2	2	2
IX	0	0	0	0	0	0
TOTAL	2	3	33	59	35	62
Percentage	5.7%	5.0%	94.3%	95.0%	100%	100%

responsibilities as an additional reason for interruption.

Seventy-five percent (12) of the responses to the question of last previous occupation cited academic-related activities: i.e., either teaching or attending classes. Nearly 44 percent of the respondents (seven) had been teaching at all levels from elementary school to college, while 31 percent of the respondents (five) had been taking classes. Other occupations named were technical writing, social work, and laboratory research. One of the respondents had most recently been employed as a secretary. Responses to questioning about spouse's most recent occupation and present occupation were somewhat similar to that of the respondents: 37 percent of the husbands were in teaching; 25 percent were in school themselves; and the remaining occupations named were technical writing and the ministry.

Males

The original population contained 159 males, seventy of whom returned usable questionnaires. The adjusted population contained 135 males, 65 of whom did not respond to the questionnaire. Ten respondents returned unusable questionnaires, and fourteen could not be reached by mail. Nearly 52 percent of the available males responded to the questionnaire. Males were represented in all departments and returned usable questionnaires from all departments.

Male respondents had a far wider age range than did females: the youngest respondent was 23, while the oldest was 54 (Table II-B). Average age for the total number of male respondents was 30.9 years (median 29); there was a difference of three years between the average

TABLE II-B
AGE OF MALE RESPONDENTS BY DEPARTMENT

Department	21-25	26-30	31-35	36-40	41-45	46-50	51-55	TOTAL	%
I	-	3	1	-	-	-	-	4	5.7%
II	5	2	-	-	-	-	-	7	10.0%
III	2	3	5	2	-	-	-	12	17.1%
IV	-	7	3	-	-	-	-	10	14.3%
V	-	2	6	5	1	-	3	17	24.3%
VI	1	1	1	-	-	-	-	3	4.3%
VII	1	2	2	-	-	-	-	5	7.1%
VIII	1	6	1	-	-	-	-	8	11.4%
IX	2	2	-	-	-	-	-	4	5.7%
TOTAL	12	28	19	7	1	-	3	70	99.9%*
Percentage	17.1%	40.0%	27.1%	10.0%	1.4%	-	4.3%	99.9%*	

*Inconsistencies due to rounding error

ages for single males (28.1 years) and married males (31.8 years). The median ages were 27 and 30, respectively.

Among males who returned usable questionnaires, nearly 23 percent were single; one of these had been divorced, while none of the others had ever been married (Tables III and III-A). Among single males, 81 percent had received a master's degree. Married males comprised 77 percent of those who returned usable questionnaires; nearly 91 percent of these males had received master's degrees. The percentage of male respondents with master's degrees shifts to nearly 89 percent when not compared by marital status.

Thirty-three males had children. There were 59 children in all, averaging to 1.9 per male respondent with children. Nearly 52 percent of male respondents with children had only one child; 36 percent had two children. The largest number of children in a family was seven. One of the respondents was a widower with children whose second spouse also had children. Nearly 94 percent of respondents with children had received master's degrees.

Married males were twice as likely to experience interruptions in their academic careers as single males (52 percent and 25 percent, respectively). None of the single males cited economic need as a reason for interruptions; most of the single males went on active duty in the military, while the remaining single respondents cited personal reasons and the desire to travel as the reasons for interruptions. By contrast, more than half of the married males who had experienced interruptions in their academic careers cited economic need as the reason. A quarter of the married males went on active military duty, while the

remainder cited loss of interest--or more properly, increased interest in other activities. Joining the Peace Corps was one such example; another was the desire to travel.

Male respondents enumerated a wide list of recent occupations for themselves and recent and present occupations for their wives. Fifteen fields of endeavor were listed by the respondents as their most recent occupations. Several of these were academic in nature or related to academic pursuits: students, teachers, librarians and archivists, research and professions otherwise directly related to a specific academic discipline. More than half of the respondents gave their previous occupations as academic-related. Nearly a tenth of the respondents were in similar professional or managerial positions in government and the private sector. Another quarter of the respondents had been in the military; five respondents were career officers. One of the respondents was a priest. The remaining respondents named construction work, selling, bartending, and cab driving as their most recent occupations.

Occupations listed for spouses were even more diverse in range of activities engaged in, and showed a large degree of internal change. Recent and present occupations listed included twenty-eight types of work. Fifty-three women were described; 25 of them changed types of jobs (and often statuses) when their husbands entered graduate school. Job switching took place most often among housewives, students, and teachers; many wives had held all three of these statuses. Other occupations named were bank teller, day care worker, factory worker, social worker, waitress, military officer, librarian, copy editor, designer, and insurance underwriter.

DEPARTMENTAL CHARACTERISTICS

As stated previously, doctoral students were selected for the population from all nine Arts and Sciences departments offering the Ph.D. Although nothing in the questionnaire requested direct information about the nature of the departments themselves, it was often possible to make inferences based on comments by respondents and cumulative results from comparing questionnaires.

There was a large range in size of departments. The smallest department had ten students, while the largest had 36, based on the original population. This yielded an average of 21 students per department, which dropped to an average of 18 for the adjusted population.

Departmental characteristics gleaned from comparing questionnaires ranged greatly in substantive nature. For example, in comparing financial assistance to different students within a department, it was often possible to infer departmental differences in policies for providing such assistance. Faculty attitudes toward graduate students also seemed to vary somewhat by department, and such differences could often be inferred in the absence of direct testimony from respondents. These subjects will be dealt with in more detail in analysis of the data.

There are many cases where respondents made specific statements regarding departmental philosophies, interaction with specific faculty members, and intradepartmental politics. Such particularistic statements usually came from respondents who admitted dissatisfaction with certain aspects of their departments; there was a distinct vocal minority of respondents who felt that graduate students in their

departments were routinely victimized by the faculty or certain factions of the faculty. These comments were in a few cases lengthy and detailed and were extremely helpful to the author in interpreting and evaluating differences between departments, although they obviously should be taken with a grain of salt.

The full impact of such comments cannot be appreciated without divulging the substance of the comments in some detail. Such information cannot be made available in this study, for to do so would violate personal and departmental anonymity. It was, however, made abundantly clear to the author by several respondents that there are departments where intradepartmental conflicts and politics frequently operate to cause hard feelings between faculty and graduate students. There was no instance where one respondent cited this kind of problem without corroboration from at least one other respondent in the same department. Perhaps the best non-specific summary came from a respondent who advanced the thesis that the faculty in his department had been recruited from the set of "Who's Afraid of Virginia Woolf?" In any case, it should be remembered that resentful respondents were in the minority.

FINANCIAL SUPPORT

Departments display a great divergence in their attitudes toward and ability to award financial support to students in the form of assistantships, fellowships, and other types of grants. The data suggest that these differences may be, to a certain degree, a function of the number of graduate students the department can accommodate. As stated previously, there are departments, usually relatively small,

where students can assume that support from the department will be forthcoming for the duration of their classwork. Four of the nine departments surveyed seemed to answer this description, as they were all relatively small and all respondents had received consistent financial support. It should perhaps be noted here that non-support was unrelated to dissatisfaction with one's department.

For the purpose of analysis, certain distinctions were made both between types of departments and between types of respondents. "Consistent" financial support was defined as a student's having received departmental support 75 percent of the time he had been in the program; the units used were semester or years, depending on the respondent's designation. Departments were divided on the basis of whether responses appeared to indicate that a given department did or did not grant consistent support to all graduate students. Many of the following tables reflect this distinction, with respondents in departments which granted consistent support to all respondents excluded from the analysis. In addition, there were five respondents who were career military officers; none of these had received consistent support. The author suspects that none of them had requested such support because they were receiving military pay while in school. In short, responses from these two groups were of little help in ascertaining intradepartmental variations in student support; consequently, these responses were excluded in many of the tables dealing with the subject of departmental support. Doing so dropped the number of usable responses from eighty-six to fifty-seven; nearly 38 percent of the female respondents and 33 percent of the male respondents were excluded.

Some interesting patterns emerge when degree of departmental support is compared to sex of the respondent (Tables IV and IV-A), although none of the figures based on departmental support were significant. When no adjustments are made, it appears that females are slightly less likely to receive consistent support than males and nearly twice as likely to receive inconsistent support. However, the picture changes when the two groups of respondents described previously are excluded. Females remain twice as likely to receive inconsistent support, but become half as likely as males to receive consistent support. In other words, the data appear to indicate that the female student in a department that does not grant support to all students is half as likely to receive consistent support as her male peer. Nine female respondents received consistent support; however, six of them were in departments where all respondents received consistent support.

Interestingly enough, excluding the two groups of respondents from comparisons by marital status operates to reconcile great differences between married and single respondents. Without the adjustment, it appears that single students are more likely to receive consistent support than married ones. In Table IV-B, the greatest range of difference within any category is 14 percent; the adjustment in Table IV-C reduces the greatest range to seven percent. There is a difference of only three percent between single and married students receiving consistent support when the adjustment for career military and respondents in consistent-support departments is made.

Tables IV-D and IV-E show the effects of sex and marital status together. The apparent relative insignificance of the effects of

TABLE IV
DEGREE OF DEPARTMENTAL SUPPORT BY SEX OF RESPONDENT

Support	Female	Male	TOTAL
Consistent	56% (9)	66% (46)	64% (55)
Inconsistent	31% (5)	17% (12)	20% (17)
None	13% (2)	17% (12)	16% (14)
TOTAL	100% (16)	100% (70)	100% (86)

TABLE IV-A
DEGREE OF DEPARTMENTAL SUPPORT BY SEX OF RESPONDENT
EXCLUDING CAREER MILITARY MALES AND RESPONDENTS
IN DEPARTMENTS GRANTING SUPPORT TO ALL RESPONDENTS

Support	Female	Male	TOTAL
Consistent	30% (3)	62% (29)	56% (32)
Inconsistent	50% (5)	21% (10)	26% (15)
None	20% (2)	17% (8)	18% (10)
TOTAL	100% (10)	100% (47)	100% (57)

TABLE IV-B

DEGREE OF DEPARTMENTAL SUPPORT BY MARITAL STATUS OF RESPONDENT

Support	Single	Married	TOTAL
Consistent	74% (17)	60% (38)	64% (55)
Inconsistent	13% (3)	22% (14)	20% (17)
None	13% (3)	18% (11)	16% (14)
TOTAL	100% (23)	100% (63)	100% (86)

TABLE IV-C

 DEGREE OF DEPARTMENTAL SUPPORT BY MARITAL STATUS OF RESPONDENT
 EXCLUDING CAREER MILITARY MALES AND RESPONDENTS
 IN DEPARTMENTS GRANTING SUPPORT TO ALL RESPONDENTS

Support	Single	Married	TOTAL
Consistent	54% (7)	57% (25)	57% (32)
Inconsistent	23% (3)	27% (12)	26% (15)
None	23% (3)	16% (7)	18% (10)
TOTAL	100% (13)	100% (44)	100% (57)

TABLE IV-D

DEGREE OF DEPARTMENTAL SUPPORT BY SEX AND MARITAL STATUS OF RESPONDENT

Support	Single Females	Married Females	Single Males	Married Males	TOTAL
Consistent	71% (5)	44% (4)	75% (12)	63% (34)	64% (55)
Inconsistent	14% (1)	44% (4)	12% (2)	18% (10)	20% (17)
None	14% (1)	11% (1)	12% (2)	18% (10)	16% (14)
TOTAL	99%* (7)	99%* (9)	99%* (16)	99%* (54)	100% (86)

*Inconsistencies due to rounding error

TABLE IV-E

DEGREE OF DEPARTMENTAL SUPPORT BY SEX AND MARITAL STATUS OF RESPONDENT
EXCLUDING CAREER MILITARY MALES AND RESPONDENTS
IN DEPARTMENTS GRANTING SUPPORT TO ALL RESPONDENTS

Support	Single Females	Married Females	Single Males	Married Males	TOTAL
Consistent	0	38% (3)	64% (7)	61% (22)	56% (32)
Inconsistent	50% (1)	50% (4)	18% (2)	22% (8)	26% (15)
None	50% (1)	12% (1)	18% (2)	17% (6)	18% (10)
TOTAL	100% (2)	100% (8)	100% (11)	100% (36)	100% (57)

marital status as discussed previously would suggest that much of the variation in these two tables is a function of the sexual variable. It is interesting to note that 71 percent of the single females received consistent support--all from departments where everyone did. Of even greater interest is the fact that married males were nearly unaffected by adjusting the data for consistent support. It appears that males are distinctly more likely to receive consistent support than are females (regardless of marital status in either case). The pattern of preference as seen in Table IV-E is as follows: (1) single males; (2) married males; (3) married females; and (4) single females. It should be noted, however, that the differences effected by marital status appear negligible as compared to differences between the sexes.

The effects of age on the previous findings can be seen in Tables IV-F and IV-G, both of which exclude career military people and respondents from departments granting consistent support to all respondents. When no distinctions are made between sex and marital status, respondents aged twenty to thirty are far more likely to receive consistent support than are older respondents. However, when the figures are compared by age and sex, it becomes clear that young males are the group most likely to receive consistent support; 79 percent of the young males received consistent support (Table IV-H).

In summary, the most important predictor of degree of departmental support appears to be sex, followed by age and marital status: maleness is preferred to femaleness; youth is preferred to greater age; and singleness is the preferred status when simple dichotomies are formed (Figure 2). Figure 3 shows that some variation occurs when two

TABLE IV-F

DEGREE OF DEPARTMENTAL SUPPORT BY AGE OF RESPONDENT
 EXCLUDING CAREER MILITARY MALES AND RESPONDENTS
 IN DEPARTMENTS GRANTING SUPPORT TO ALL RESPONDENTS

Support	20-30	Over 30	TOTAL
Consistent	71% (20)	41% (12)	56% (32)
Inconsistent	7% (2)	45% (13)	26% (15)
None	21% (6)	14% (4)	18% (10)
TOTAL	99%* (28)	100% (29)	100% (57)

*Inconsistencies due to rounding error

TABLE IV-G

DEGREE OF DEPARTMENTAL SUPPORT BY AGE, SEX, AND MARITAL STATUS OF RESPONDENT
EXCLUDING CAREER MILITARY MALES AND RESPONDENTS
IN DEPARTMENTS GRANTING SUPPORT TO ALL RESPONDENTS

Support	Young Single Females	Older Single Females	Young Married Females	Older Married Females	Young Single Males	Older Single Males	Young Married Males	Older Married Males	TOTAL
Consistent	- (0)	- (0)	33% (1)	40% (2)	67% (4)	60% (3)	83% (15)	39% (7)	56% (32)
Inconsistent	- (0)	100% (1)	33% (1)	60% (3)	- (0)	40% (2)	6% (1)	39% (7)	26% (15)
None	100% (1)	- (0)	33% (1)	- (0)	33% (2)	- (0)	11% (2)	22% (4)	18% (10)
TOTAL	100% (1)	100% (1)	99%* (3)	100% (5)	100% (6)	100% (5)	100% (18)	100% (18)	100% (57)

*Inconsistencies due to rounding error

TABLE IV-H

DEGREE OF DEPARTMENTAL SUPPORT BY SEX AND AGE OF RESPONDENT
 EXCLUDING CAREER MILITARY MALES AND RESPONDENTS
 IN DEPARTMENTS GRANTING SUPPORT TO ALL RESPONDENTS

Support	Young Females	Older Females	Young Males	Older Males	TOTAL
Consistent	25% (1)	33% (2)	79% (19)	44% (10)	56% (32)
Inconsistent	25% (1)	67% (4)	4% (1)	39% (9)	26% (15)
None	50% (2)	- (0)	17% (4)	17% (4)	18% (10)
TOTAL	100% (4)	100% (6)	100% (24)	100% (23)	100% (57)

FIGURE 2. RANKING ON CONSISTENT DEPARTMENTAL SUPPORT

Ranking by Sex Only

1. Male
2. Female

Ranking by Marital Status Only

1. Single
2. Married

Ranking by Age Only

1. 20-30
2. Older than 30

FIGURE 3. RANKING ON CONSISTENT DEPARTMENTAL SUPPORT

Ranking by Sex and Age

1. Young Males
2. Older Males
3. Older Females
4. Young Females

Ranking by Sex and Marital Status

1. Single Males
2. Single Females
3. Married Females
4. Married Males

Ranking by Age and Marital Status

1. Young Married
2. Older Married
3. Young Single
4. Older Single

FIGURE 4. RANKING ON CONSISTENT DEPARTMENTAL SUPPORT

Ranking by Age, Marital Status, Sex

1. Young married male
2. Young single male
3. Older single male
4. Older married female
5. Older married male
6. Young married female
7. Older single female
8. Young single female

characteristics are compared for consistent departmental support. In any case, Figure 4 shows the result of ranking by all three characteristics; males are in the first three positions, and two of those rankings are for young males and single males. Where consistent departmental support is seen as an important factor in professional socialization, it is apparent that males (especially young ones) operate at a considerable advantage. It appears, therefore, that non-academic statuses do in fact have a bearing on the student's likelihood of receiving consistent departmental support.

CONTACT WITH PROFESSORS

The number of professors with whom a respondent had contact outside of class varied enormously between and within departments. For the total sample, the range extended from contact with no professors at all to contact with as many as five; this same wide range was reflected in one of the departments. There were several cases where the respondents indicated that their major contacts among the faculty were either outside the university or outside the department; these contacts were included in the count where it appeared that these professors were performing a socializing function in spite of their absence from the respondent's department.

As can be seen in Table V, there were only seventeen respondents who had had no informal contact with any professor. This fact did not appear to be a result of recent matriculation, as students who had been in the program for less than a year reported as many contacts on the average as others. It should be noted here that the figures in Table V

TABLE V
NUMBER OF PROFESSORS NAMED AS INFORMAL CONTACTS, BY DEPARTMENT

Dept.	0	1	2	3	4	5	TOTAL RESPONDENTS	AVERAGE
I	0	0	1 (16.7%)	4 (66.6%)	0	1 (16.7%)	6 (100%)	3.2
II	3 (37.5%)	0	1 (12.5%)	4 (50.0%)	0	0	8 (100%)	1.8
III	3 (25.0%)	1 (8.3%)	1 (8.3%)	7 (58.3%)	0	0	12 (99.9%)	2.0
IV	6 (31.6%)	3 (15.8%)	2 (10.5%)	6 (31.6%)	2 (10.5%)	0	19 (100%)	1.7
V	2 (11.8%)	3 (17.6%)	4 (23.5%)	6 (35.3%)	2 (11.8%)	0	17 (100%)	2.2
VI	0	1 (33.3%)	1 (33.3%)	1 (33.3%)	0	0	3 (99.9%)	2.0
VII	0	0	0	5 (100%)	0	0	5 (100%)	3.0
VIII	1 (11.1%)	0	2 (22.2%)	5 (55.5%)	0	1 (11.1%)	9 (99.9%)	2.7
IX	2 (28.6%)	1 (14.3%)	1 (14.3%)	3 (42.8%)	0	0	7 (100%)	1.7
TOTAL	17 (19.8%)	9 (10.5%)	13 (15.1%)	41 (47.7%)	4 (4.6%)	2 (2.3%)	86 (100%)	2.1

show only the quantitative aspects of these relationships. Furthermore, data supplied in later parts of the questionnaire tended to suggest a tendency on the part of respondents to name professors with whom they had little contact, simply because there were many other professors with whom they had none. This consideration alone rendered suspect many of the answers, in the author's opinion: of the forty-seven respondents who claimed contact with three or more professors, only thirty-eight (not quite 81 percent) appeared to confirm that contact with any of them was more than superficial. In addition, the same situation held true for many respondents naming fewer than three professors.

The average number of contacts for all respondents was 2.1. The average number of contacts by department ranged from 1.7 to 3.2, a difference of 1.5 or 53 percent. There seemed to be little correlation between this factor and any other discussed previously, with the only exception being a pattern of positive correlation between size of department and number of contacts in large departments (those with twenty or more students) coupled with an inconsistent tendency toward an inverse relationship in smaller departments. The positive relationship became more pronounced when suspect responses were deleted from the figures, but the inverse relationship remained unclear. In any case, the author was inclined to think that the responses to this question reflected departmental differences primarily.

Another factor of interest was the intradepartmental range of difference in number of contacts. Four of the nine departments had an internal range of three, and all of these were in the middle range of departmental size. An additional middle-sized department had the

highest internal range of five. The other four departments were at the extremes of both departmental size and range: one small department had no internal difference at all; another had a range of only two; and the two largest departments had an internal range of four.

Quantity of contact between respondents and professors has been dealt with primarily in terms of ascertaining whether respondents had in fact had informal contact with any of their professors. Additional questions were asked in order to clarify the quality of contact between respondents and their professors, as well as to elicit further data on quantity through a different approach. The responses to eight questions in the "Professors" section of the questionnaire were analyzed together, forming an index of activity-related indicators of socialization. Identification-related indicators will be discussed in the following pages.

Respondents were asked how often they had contact with the professors they had named. A minimum value of one professor at least "once a week" was set as a level of significant contact for all respondents except those who were ABD. Most ABD respondents indicated that they had contact with their professors "a few times a year" either in person, by phone, or by correspondence, and this level was felt to be sufficient.

The next question in the unit consisted of a list of topics of conversation between respondent and professor. There were seven suggested topics, and a minimum value of four discussed with at least one professor was felt to be significant.

The next part of the unit consisted of a series of four questions dealing with contacts between the families of respondents and professors.

A minimum level of interaction was set at two of the four questions, except in cases where respondents indicated that they had no families (a common response from single males), and one of the four was considered sufficient.

The last part of the unit consisted of two questions dealing with the respondent's perceived freedom to discuss personal matters with his professors and their reciprocation. Positive answers to each were deemed further evidence of the quality of the mentor-protégé relationship.

A cumulative score was thus derived whereby individual respondents were categorized either as having or not having contact with professors based on their responses to the five components of the unit: (1) contact with professors; (2) topics of discussion; (3) family involvement; (4) perceived freedom to discuss personal matters with professor; and (5) professor's reciprocation. The resulting evaluations were made as follows: respondents meeting at least four of the five criteria were designated as having contact with professors; those respondents meeting three or fewer criteria were designated as having no significant contact. It was interesting to note that a chi square test for difference in means showed no significant difference between departments (based on an assumption of equal predicted frequencies in each cell).

The criteria most frequently unmet were the last two, those pertaining to the respondent's perceived freedom to discuss personal matters with his professors and the professors' reciprocation. Three respondents stated that this high level of informal interaction seldom occurred in their departments, and one regretted the lack of it. Of

the fifty-eight respondents categorized as having no significant contact with professors, only twenty-four felt free to discuss personal matters with their professors (41 percent), and only fourteen had professors who felt free to reciprocate (24 percent). Twenty-six respondents who were not socialized failed to meet the family interaction criterion (45 percent). Thirty-one respondents did not interact with any professors as often as once a week (53 percent), and forty respondents (69 percent) did not discuss a wide range of topics with any professor.

As stated previously, a low level of socialization cannot be attributed to recent matriculation. Three respondents who had been in the Ph.D. program less than a year had significant contact with professors. Furthermore, four respondents, none of whom was ABD, had no significant contact, although they had been in the department more than two years.

OTHER FACETS OF THE STUDENT-PROFESSOR RELATIONSHIP

Thirty respondents failed to answer the question asking who initiated the relationship between themselves and their professors (35 percent). Of those who did answer, many answered for only one of the professors they named or gave the same answer for all the professors they had named. Perhaps the most interesting point brought out by this question was the large proportion of respondents (nearly 63 percent) who stated that their relationships with professors had been initiated by both respondent and professor. Fewer than 16 percent said that they had initiated the relationship, while 22 percent said that the professor had.

The author questioned these responses on both theoretical and

methodological grounds. There is nothing in the literature to suggest that either students or professors regard graduate school as a democratic milieu; even under the most informal conditions, it is an oligarchical hierarchy and is universally recognized as such. The balance of power is held by the professor and, consequently, initiation of an informal relationship is his prerogative. While the student may make the first overture, the option to initiate an informal relationship remains with the professor.

In short, the author would suggest that there is some confounding of reality with the equalitarian ethic in these responses. Several respondents who checked "both equally" on this question went on to express (tacitly, in some cases) feelings of frustration resulting from their perceived lack of efficacy in their dealings with specific professors or "the graduate school system" in general. In one specific case, a respondent suffered two successive failures in his attempts to initiate informal relationships with different professors; he suggested the analogy of a patriarchal system which, on the one hand, demands that a woman marry and, on the other, proscribes her making the first overture.

The unexpectedly large number of responses of "both equally" suggests a lack of clarity in the presentation of the question. The author believes that the purposes of that question would have been better served by asking the respondent to relate the specific circumstances surrounding the initiation, or by some means calculated to encourage the respondent to consider those circumstances. In retrospect, the author suspects that respondents interpreted the word

"initiated" more loosely than was foreseen or desired.

Eighty-four respondents answered questions asking them to name faculty members whom they could emulate professionally. Fifteen respondents (18 percent) said there was no one on the faculty with whom they identified professionally. Six of these respondents merely answered that they identified with no faculty member and gave no explanation. Two more respondents said they weren't well enough acquainted with any professor to identify with one. Three respondents stated that several of their professors had admirable professional and personal qualities; however, they interpreted the question strictly, and stated that they had no real desire to sacrifice their individuality by emulating anyone very closely.

Four respondents indicated a negative identification with their professors: that is, they cited characteristics possessed by professors which they intended to avoid emulating (Appendix II). The qualities named were as follows: (1) lack of discipline; (2) inflexibility; (3) disorganization; (4) being impersonal; (5) being "a dreamer;" (6) too much professionalism in one aspect of the discipline; and (7) working too hard. One respondent was non-specific, stating only that he would avoid being like the faculty he knew, either personally or professionally.

Among the sixty-nine respondents who indicated a degree of professional identification with their professors, most cited a combination of traits which they admired. Traits directly related to professionalism were most often cited, with the professor's mastery of the field being named most often as an admirable characteristic (23 percent of the total

number of responses). Teaching and research capabilities were cited an equal number of times, making a total of sixty responses (46 percent) which cited characteristics directly related to the substance of the field. Other responses dealt with more personal characteristics the respondents admired: personal and intellectual honesty, integrity and courage; concern for and interest in students and people in general; efficiency in organizing and discharging professional duties; approach to subject matter and life in general; and wide range of interests.

A total of 106 professors was named. Seventy of these (66 percent) were named only once; 28 percent were named two or three times. The remaining six percent of the professors were named four or more times.

Sixty-six respondents answered the question about personal identification with professors (77 percent); however, forty-five of these respondents stated that they did not identify personally with any professors. Of the remaining twenty-one respondents (32 percent of those answering), the majority cited personal qualities named previously: interest in life; concern for people; and dedication and integrity. Again, a few respondents cited negative identification: i.e., traits they hoped to avoid.

SUMMARY

Several conclusions can be reached based on the material presented in this chapter. The first conclusion is that males enjoy a decided advantage in the competition for consistent departmental support, especially males age thirty or younger.

A second conclusion is that while the average student has informal

contacts with two professors, that contact is quite likely to be superficial at best. Two-thirds of the respondents had no significant contact with any professor outside of class; yet only 20 percent of the respondents failed to name any professor with whom they interacted outside of class. This is a significant finding in light of the professor's role as primary socializer. If close informal interaction with professors is indeed crucial to professional socialization, it appears likely that large numbers of graduate students achieve incomplete professional socialization. If such interaction is in fact not crucial to professional socialization, the question of which factors have what effects on professional socialization remains an open one. Obviously, much further research is needed into the effects of the relationships between students and their professors, as well as the effects of other significant others on the process of professional socialization.

The percentages in Figure 5 show some further trends. Females are nearly three times less likely than males to have significant contact with professors. They are also nearly five times less likely than males to receive consistent support and have significant contact with professors; at the same time, they are 20 percent more likely to receive neither. While neither sex is very likely to have contact with professors in the absence of support, females are 26 percent less likely to do so than are males.

In summary, it appears that sex is an important factor in the granting of consistent departmental support. Furthermore, it appears that such support is a factor in the likelihood of the graduate student's having significant contact with his professors. The quality of such

FIGURE 5

PERCENTAGES OF RESPONDENTS WITH CONSISTENT DEPARTMENTAL SUPPORT
AND CONTACT WITH PROFESSORS BY SEX OF RESPONDENT

Respondent Characteristics	Females	Males
Consistent Support	56.2%	65.7%
Contact with Professors	12.5%	37.1%
Both Support and Contact	6.3%	28.6%
Neither Support Nor Contact	37.5%	30.0%
Inconsistent or No Support	43.8%	34.3%
No Significant Contact with Professors	87.5%	62.9%
Contact with Professors, No Support	6.3%	8.5%

contact, however, appears to be subject to great variation; there is reason to suspect that much of it is extremely superficial, and therefore of questionable value in professional socialization. It appears that non-academic statuses do influence a graduate student's likelihood of receiving consistent departmental support; it cannot be said, however, that consistent support necessarily leads to significant contact with professors.

CHAPTER V
SOCIALIZATION, PEER CONTACT, FAMILY ATTITUDES

SOCIALIZATION

The previous chapter detailed the relationship between non-academic statuses and consistent departmental support and the impact of both on access to professors. Professors are hypothesized to be the most important source of professional socialization, followed by peer contact and family attitudes toward graduate study. It was discovered that sex was the non-academic status most likely to affect the likelihood of a respondent's receiving consistent departmental support; age was more weakly related to support. These variables, therefore, also affect a respondent's likelihood of achieving professional socialization.

This chapter outlines relationships between professional socialization, significant peer contact, contact with professors, and family attitudes. The model predicts that respondents with significant peer contact and favorable family attitudes toward graduate study will be more likely to achieve professional socialization than the respondent lacking these characteristics.

For purposes of this study, professional socialization was defined as a combination of two factors: socialized attitudes and socialized behavior. Each of these was felt to be crucial to professional socialization as stated by Rosow:

". . . In any context, the fully socialized person internalizes the correct beliefs and displays the appropriate behavior." (Rosow, 1965:35)

Therefore, in categorizing a respondent as socialized, the author sought evidence of "correct beliefs" and "appropriate behavior." Those data were elicited by questions pertaining to types of professional activities performed by the respondent (and the frequency of performance), and

the respondent's estimate of the importance of performing those activities were high among the eighty-six respondents. While a few respondents (four) had participated in none of the activities due to a lack of longevity in the program, no respondent failed to answer. The activities are ranked below in descending order, by the number of respondents who reported participating. Following the ranking is the actual number of participants and the perceived importance of the activity. Table VI shows the evaluations of professional activities.

1. Attending Professional Meetings

Sixty-three respondents had attended at least one professional meeting; nearly half had attended two or more. This was the highest degree of participation for any of the activities, with 73 percent participating. The majority of respondents (58 percent) felt attending professional meetings to be generally important to their careers, and nearly 19 percent thought such attendance to be very important. The remaining respondents (23 percent) felt such meetings to be of little or no importance. The author found it helpful to dichotomize the responses into "important" and "not important" categories. In so doing, 77 percent of the respondents considered attending professional meetings important to their careers.

2. Commenting on Papers Written by Other Students

Forty-seven respondents had commented on papers written by other students at least once (nearly 55 percent); however, only eight reported having done it more than once. This activity had little professional importance as perceived

TABLE VI
PERCEIVED IMPORTANCE OF PROFESSIONAL BEHAVIORS

	Very Important	Generally Important	Not Very Important	Not at All Important	TOTAL
Publishing/Journals	46 (53.5%)	25 (29.0%)	12 (14.0%)	3 (3.5%)	86 (100%)
Attending Meetings	16 (18.6%)	50 (58.1%)	19 (22.1%)	1 (1.2%)	86 (100%)
Papers/Meetings	16 (18.6%)	40 (46.5%)	26 (30.2%)	4 (4.7%)	86 (100%)
Soliciting Advice	26 (30.2%)	41 (47.7%)	16 (18.6%)	3 (3.5%)	86 (100%)
Collaborating/Students	3 (3.5%)	19 (22.1%)	45 (52.3%)	19 (22.1%)	86 (100%)
Collaborating/Professors	12 (14.0%)	33 (38.3%)	30 (34.9%)	11 (12.8%)	86 (100%)
Book Reviews	5 (5.8%)	23 (26.7%)	42 (48.8%)	16 (18.6%)	86 (100%)
Comments/Professors	7 (8.1%)	21 (24.4%)	44 (51.2%)	14 (16.3%)	86 (100%)
Comments/Students	7 (8.1%)	19 (22.1%)	41 (47.7%)	19 (22.1%)	86 (100%)
Refereeing Publications	9 (10.6%)	24 (28.2%)	37 (43.5%)	15 (17.6%)	86 (100%)
Other	9 (31.0%)	9 (31.0%)	9 (31.0%)	2 (6.7%)	29 (100%)
TOTAL RESPONSES	156	304	321	107	888

by the respondents: only 30 percent rated it as important. Nearly 50 percent of the respondents thought it "not very important."

3. Soliciting Advice from a "Big Name" in Your Field

This activity and "commenting on a paper written by one of your professors" were tied in terms of the number of respondents who had participated in each. However, this activity was evaluated far more highly relative to its importance to one's career. Thirty percent of the respondents thought it "very important," and nearly 48 percent thought it "generally important."

4. Commenting on a Paper Written by One of Your Professors

Thirty-four respondents had participated in this activity (nearly 40 percent). However, it was rated as "not very important" by 51 percent of them, and an additional 16 percent felt the activity to be "not at all important."

5. Presenting Papers at Professional Meetings

Thirty-three respondents (38 percent) had participated in this activity, and 65 percent of the respondents rated it as "important."

6. Publishing Papers in Professional Journals

Only 27 respondents had participated in this activity (31 percent). It was, however, the most highly-rated activity in terms of perceived importance to one's career, with nearly 54 percent rating it "very important" and 29 percent rating it as "generally important." The majority

of respondents clearly considered "publishing" of paramount importance as compared to any of the other professional activities listed.

7. Collaborating on a Paper with Professors

Twenty-six respondents (30 percent) had collaborated on a paper with one or more professors. The perceived importance of this activity was interesting, because it was the only one where the respondents approximated a normal curve; it was clear that the importance of this activity was perceived very differently by different respondents.

8. Collaborating on a Paper with Students

Twenty-two respondents had collaborated on a paper with one or more of their fellow students (nearly 26 percent). However, nearly 26 percent rated it as being either "very important" or "generally important," and another 22 percent rated it as "not at all important." In effect, as perceived by the respondents, its importance was tied for last place with "commenting on papers written by students."

9. Activities Specified by Respondent

Only fifteen respondents named other activities they had performed (17 percent); interestingly enough, many of these respondents classified them as "not very important." Such activities, even when unspecified, were evaluated more highly by respondents who listed them but had not done them. Several respondents had published numerous technical papers, especially those who were career military officers. However, several

other respondents appeared to be well-published and at least four had six or more publications to their credit. Other activities mentioned included serving as editor of a professional magazine and organizing special seminars or conferences on specialties within the field. A few respondents apparently had already achieved some stature within their fields, as they had been issued invitations to lecture to professional groups and to chair symposia. A total of 29 respondents named activities and rated their importance, whether or not they had performed the activities they named: two respondents rated other activities as "not at all important," although neither had participated in the activity he named. Among the remaining 27 respondents, nine fell into each of the other categories. Of the nine who felt that other activities were "very important," only three had performed them. Of the nine who felt other activities to be "generally important," seven had performed them. Five of the nine respondents who rated other activities as "not very important" had performed them. The author suspected that modesty on the part of respondents who had performed other activities accounted for the lower evaluations of those activities, although it was noted that 60 percent of the total responses were in the two "important" categories.

10. Publishing Book Reviews

Only fourteen respondents had published book reviews. Furthermore, this activity was not highly evaluated by the respondents;

only 33 percent considered such publications as "important," and nearly 19 percent considered them "not at all important."

11. Refereeing Papers for Journal Publication

Eight respondents had refereed papers for publication in a journal (nine percent). There was a problem on this activity in that several respondents indicated that they did not understand what it involved. However, only one respondent refused to evaluate importance on the basis of lack of knowledge of the activity. It is probable that lack of knowledge operated on the majority opinion that this activity was "not very important." The total "not important" figure was nearly 61 percent of those who responded.

As stated previously, each of the respondents was classified on the basis of a minimal standard of professional activity and a positive evaluation of such activities. Thirty-seven respondents were classified as socialized (43 percent of the total); the remaining forty-nine (57 percent) were classified as unsocialized. Five of the 37 socialized respondents were female (31 percent of the total number of female respondents); 46 percent of the male respondents were socialized. It is interesting to note that all of the career military males were socialized, despite the fact that none of them had received consistent support. Of the 37 socialized respondents, only seven were in departments granting support to all respondents.

Other patterns can be seen when respondents are classified by age and sex vis-a-vis their professional socialization, although none of these patterns was of statistical significance (Table VII). Older males

TABLE VII
SOCIALIZATION BY AGE AND SEX OF RESPONDENT

	Young Females	Older Females	Young Males	Older Males	TOTAL
Socialized	22% (2)	43% (3)	33% (13)	63% (19)	43% (37)
Unsocialized	78% (7)	57% (4)	67% (27)	37% (11)	57% (49)
TOTAL	100% (9)	100% (7)	100% (40)	100% (30)	100% (86)

(those over thirty) were the group most likely to be socialized (63 percent), while young males were only half as likely to be socialized (33 percent). Young females (those age thirty or younger) were the group least likely to be socialized (22 percent), compared to 43 percent of the older females. In other words, older respondents of either sex were more likely to be socialized. It is interesting to note the difference between younger males and younger females in terms of socialization relative to consistent departmental support: young females were the least likely to receive such support and consequently the least likely (hypothetically and actually) to be socialized; young males were most likely to receive departmental support and should have been high in socialization, but in fact were nearly as unlikely as young females to remain unsocialized. If it could be assumed that there is a correlation between age and "maturity" (however that emotion-laden term might be defined), one might speculate that such scarce resources as funding for graduate students might well be distributed among the older students of both sexes, as they appear more likely to achieve socialization.

PEER CONTACT

Significant peer contact was hypothesized to be a positive influence on professional socialization. There are, of course, numerous other relationships between peer contact and other variables; these were not analyzed because they were extremely complex. The decision was made to concentrate on the relationship between peer contact and professional socialization. Peers were defined as fellow graduate students for the

purposes of this study, since it is in that context that students would interact on a regular basis and thus shape each other's experiences and perceptions.

Seventy-two respondents (84 percent) answered questions about peer contact; however, seven of those responding (10 percent) said that they had no real contacts with other graduate students. While length of time in the program seemed to be uncorrelated with quantity and quality of contact with professors, many respondents having little contact with other students cited one of three mitigating circumstances: (1) they were commuting to classes; (2) they were ABD; or (3) they had entered the program only recently. Another reason cited for having little contact with other students was deliberate isolation from peer contact; some respondents made it clear that they had no desire to associate with other students, and the language they used to express that point of view was occasionally inflammatory. The majority of respondents who answered the question (63 percent) named three or more graduate students with whom they had the most contact.

Sixty-five respondents (76 percent) answered the question regarding activities they engaged in with other students. Eight respondents gave non-specific answers (e.g., "fool around"). Five respondents (eight percent) cited educational activities: going to museums, concerts, plays, art exhibitions, etc. Twenty-five respondents (39 percent) cited social and recreational activities. Twenty-seven (42 percent) engaged in a combination of social and educational activities.

Sixty-two respondents answered question asking whether their families were included in their interaction with other graduate students.

The great majority (73 percent) indicated that there was family interaction with at least one other student. Many single students indicated frequent interaction with married students and their families, while others indicated that they did not interact with the families of other graduate students simply because they were single: e.g., "I feel like the 'odd man out' in most small get-togethers and consequently avoid them." One respondent referred specifically to "dull" student wives; two others made similar insinuations, stopping short of blunt statements.

Sixty-six respondents answered the question asking what topics they discussed with other graduate students. The great majority (91 percent) discussed most of the topics with at least one other graduate student. Those who did not have such discussions were for the most part the same respondents who had previously stated that they avoided contact with other graduate students. In retrospect, this question was of very limited utility, apparently because the choices of topic were too general to show such differentiation between the respondents' contacts as far as topics discussed: i.e., if a respondent named another graduate student at all, he also tended to discuss all topics with him. The only notable exception was "personal life," and the number of such exceptions was also limited.

The last two questions in this section dealt with the interaction between respondents and other graduate students relative to criticizing each others' work. Sixty-seven respondents (78 percent) answered the first question, which asked whether respondents asked their peers to give constructive criticism of their work. Fifty respondents (75 percent of those answering) said that they had received such criticisms

of their work from fellow students, while seventeen respondents (25 percent) said that they had never done so. Four of the seventeen gave answers that appeared to indicate that their previous failure to seek such criticism was a result of their not having become well enough acquainted with their peers: e.g., "I haven't yet."

Sixty-five respondents (76 percent) answered the next question which asked if their peers reciprocated by seeking constructive criticism from respondents. Of the previously mentioned seventeen respondents who had not asked for criticism, sixteen added that their peers did not seek criticism from them; the other respondent had been asked to criticize the work of one of his peers. Five respondents indicated that other students had asked for their criticism. However, the respondents seemed to allude to an implicit categorization of their peers in this respect: (1) students from whom the respondent solicited criticism, some of whom did not reciprocate by asking for his; and (2) students who asked the respondent for criticism where he did not reciprocate by asking for their criticism of his own work. In three of these cases, the lack of reciprocity was perhaps unrecognized as such by the respondent. In the other two cases, the respondents indicated that the students who had asked them for criticism were not significant others to them.

Among the other forty-four respondents who indicated reciprocation, there was total correspondence between the two parties. That is, the respondents criticize the work only of students who reciprocate by criticizing the work of the respondents. There was another interesting point here: there were, in four departments, a small cluster of two or

three graduate students who appeared to be significant others for several respondents. In one case, a group of two non-respondents was named by three different respondents from the same department. In each of the other three departments, a group of two non-respondents was named by two respondents. There were, however, eight cases in all departments where one respondent listed another respondent; in seven of these cases, the mention was reciprocal.

Each of the questions concerning contact with peers was considered in setting a minimum level of contact to be deemed significant. Certain of the questions were double-weighted (number of peers named, criticism of each other's work) because they were felt to be more likely to indicate a socializing context than others. Respondents were categorized as either having significant peer contact or lacking it.

The hypothesis was stated that graduate students having significant peer relationships would be more likely to be socialized than those having none, although the nature of the relationship between peers and socialization is not at all clear. It was also hypothesized that there might be an inverse relationship between significant contact with professors and such contact with peers, based on the assumption that the peer group could function as a surrogate source of socialization for those with no significant contacts with professors.

The first hypothesis appears inaccurate initially, in that there was a nearly equal percentage of socialized and unsocialized respondents citing significant peer contact. Seventy-six percent of the socialized students had significant peer contact, as compared to 78 percent for unsocialized students; a total of sixty-six respondents had significant

peer contact (77 percent of the total). However, when significant contact with peers is compared to such contact with professors, the result is as follows for the seventy respondents having significant contact with either group: 34 percent had significant contact with both; six percent had significant contact only with professors; and sixty percent had only significant peer contact. These figures are altered in significance when respondents are compared by socialization status. Among socialized respondents, 41 percent had contact only with peers; among unsocialized respondents, 55 percent were in that category.

The younger respondents are more likely to report significant peer contact regardless of their socialization status. Approximately two-thirds to three-fourths of the older females report significant contact with peers regardless of socialization status, while older males are least likely to report such contact (slightly over half). Table VIII shows these figures. Table VIII-A shows that peer contact had no impact on whether or not a student is socialized.

Perhaps the most important finding is that graduate students are far more likely to have significant contact with their peers than with their professors, although contact with professors appears to have a larger impact on socialization than contact with peers. But given that contact with professors is generally low, it would seem that the socializing influences of peers must be accorded some importance in the absence of significant contact with professors. However, with data presented, contact with peers makes no difference on socialization.

CONTACT WITH PROFESSORS

The degree of difference in significant contact with professors

TABLE VIII
SIGNIFICANT PEER CONTACT AS COMPARED TO SOCIALIZATION
BY AGE AND SEX OF RESPONDENT

	Young Females	Older Females	Young Males	Older Males	TOTAL
Total Socialized With Peer Contact	100% { 2 } { 2 }	67% { 3 } { 2 }	100% { 13 } { 13 }	58% { 19 } { 11 }	76% { 37 } { 28 }
Total Unsocialized With Peer Contact	86% { 7 } { 6 }	75% { 4 } { 3 }	81% { 27 } { 22 }	55% { 11 } { 6 }	76% { 49 } { 37 }
TOTAL	(9)	(7)	(40)	(30)	(86)

TABLE VIII-A
PERCENT SOCIALIZED BY PEER CONTACT

	With Peer Contact	Without Peer Contact	TOTAL
Socialized	43%	43%	43%
Unsocialized	57%	57%	57%
TOTAL	100% (65)	100% (21)	100% (86)

between socialized and unsocialized respondents was marked, although not statistically significant. Forty-three percent of the students with contact with professors were socialized, compared to only twenty-four percent of those with no contact with professors (Table IX).

Among socialized respondents, young males were most likely to have significant contact with their professors, as would be expected by the high degree of consistent departmental support received by young males. The problem remains, however, that the actual numbers of respondents in the affected categories are so small that they could be a function of chance: only seven socialized young males had significant contact with professors, while six unsocialized respondents had such contact. Furthermore, another six young males were socialized despite their lacking significant contact with professors, while 21 unsocialized males had no contact. Thus, contact with professors made a difference on the rate of socialization for young males (Table IX-A).

Only two young females had significant contact with professors, and neither was socialized. No older female had such contact regardless of socialization status. Older males were most likely to have significant contact with their professors, regardless of socialization status; they were also the group most likely to be socialized. Even among older males, contact with professors made a difference in rate of socialization: 69 percent of those with contact were socialized, compared to only 59 percent of those without contact.

The limitations of the model are evident at this point in that there is a great deal of socialization that cannot be explained relative to significant contact with professors. It appears that significant contact

TABLE IX
SIGNIFICANT CONTACT WITH PROFESSORS COMPARED TO SOCIALIZATION
BY AGE AND SEX OF RESPONDENT

	Young Females	Older Females	Young Males	Older Males	TOTAL
Total Socialized Having Contact With Professors	(2) 0	(3) 0	(13) 54%	(19) 47%	(37) 43%
Total Unsocialized Having Contact With Professors	(7) 29%	(4) 0	(27) 22%	(11) 36%	(49) 24%
TOTAL	(9)	(7)	(40)	(30)	(86)

TABLE IX-A

PERCENT SOCIALIZED BY CONTACT WITH PROFESSORS

	Contact with Professors	No Contact with Professors	TOTAL
Socialized	43%	24%	33%
Unsocialized	57%	76%	67%
TOTAL	100% (37)	100% (49)	100% (86)

with one's professors is neither sufficient nor necessary to achieve professional socialization, but it does contribute to it--especially for young males. That so few females report contact with professors may account for their generally lower rate of socialization. However, the figures are small enough that the possibility of chance cannot be ruled out. The figures are shown in Table IX-A.

FAMILY ATTITUDES

Positive family attitudes toward the respondent's graduate study were hypothesized to contribute toward the respondent's achievement of professional socialization. Such attitudes were believed to contribute because they would likely be translated into supportive behavior, if not active encouragement.

The first question in this section asked respondents to evaluate the attitudes of their significant others toward their being in graduate school. Perhaps the most noticeable aspect of this question was the perceived difference in acceptance by significant others between females and males. These differences are best seen by comparing the first two columns of Tables X, X-A, and X-B. Table X-B, which shows male respondents' perceptions, indicating that there were more "very favorable" responses in all categories than "somewhat favorable" responses. In other words, male respondents perceived (and perhaps received) more favorable attitudes toward their graduate work from all categories of significant others. This contrasts with Table X-A, which shows four categories of significant others (spouse, father, siblings, and in-laws) who apparently transmitted to female respondents less than whole-hearted

TABLE X
RESPONDENTS' ASSESSMENTS OF THE FEELINGS OF THEIR SIGNIFICANT OTHERS
TOWARD THEIR BEING IN GRADUATE SCHOOL

	Very Favorable	Somewhat Favorable	Not Too Favorable	Don't Know	Total Responses*	Not Applicable or No Answer
Yourself	56 (66%)	26 (31%)	3 (3%)	-	85 (100%)	1
Spouse	32 (51%)	24 (39%)	6 (10%)	-	62 (100%)	24
Father	37 (50%)	24 (32%)	5 (7%)	8 (11%)	74 (100%)	12
Mother	44 (56%)	18 (23%)	10 (12%)	7 (9%)	79 (100%)	7
Siblings	27 (42%)	19 (30%)	3 (5%)	15 (23%)	64 (100%)	22
In-laws	29 (45%)	18 (28%)	5 (8%)	12 (19%)	64 (100%)	22
Major Professor	51 (62%)	19 (23%)	-	12 (15%)	82 (100%)	4
Other Female Professors	17 (39%)	7 (16%)	-	20 (45%)	44 (100%)	42
Other Male Professors	36 (46%)	21 (27%)	-	21 (27%)	78 (100%)	8
Female Friends	31 (44%)	16 (23%)	2 (3%)	21 (30%)	70 (100%)	16
Male Friends	36 (47%)	18 (24%)	1 (1%)	21 (28%)	76 (100%)	10
TOTAL	396 (51%)	210 (27%)	35 (4%)	137 (18%)	778 (100%)	168

*Total responses less those that were not applicable; also include no response.

TABLE X-A
FEMALE RESPONDENTS' ASSESSMENTS OF THE FEELINGS OF THEIR SIGNIFICANT OTHERS
TOWARD THEIR BEING IN GRADUATE SCHOOL

	Very Favorable	Somewhat Favorable	Not Too Favorable	Don't Know	Total Responses	Not Applicable or No Answer
Yourself	11 (69%)	5 (31%)	-	-	16	-
Spouse	3 (33%)	5 (55%)	1 (11%)	-	9	7
Father	6 (43%)	7 (50%)	-	1 (7%)	14	2
Mother	8 (50%)	7 (44%)	1 (6%)	-	16	-
Siblings	3 (30%)	5 (50%)	-	2 (20%)	10	6
In-Laws	1 (11%)	7 (77%)	1 (11%)	-	9	7
Major Professor	8 (53%)	5 (33%)	-	2 (13%)	15	1
Other Female Professors	7 (50%)	4 (29%)	-	3 (21%)	14	2
Other Male Professors	6 (38%)	7 (44%)	-	3 (19%)	16	-
Female Friends	9 (60%)	5 (33%)	1 (7%)	-	15	1
Male Friends	7 (54%)	4 (31%)	-	2 (15%)	13	3
TOTAL	69 (47%)	61 (41%)	4 (3%)	13 (9%)	147	29

TABLE X-B

MALE RESPONDENTS' ASSESSMENT OF THE FEELINGS OF THEIR SIGNIFICANT OTHERS
TOWARD THEIR BEING IN GRADUATE SCHOOL

	Very Favorable	Somewhat Favorable	Not Too Favorable	Don't Know	Total Responses	Not Applicable or No Answer
Yourself	45 (65%)	21 (30%)	3 (4%)	-	69	1
Spouse	29 (55%)	19 (36%)	5 (9%)	-	53	17
Father	31 (52%)	17 (28%)	5 (8%)	7 (12%)	60	10
Mother	36 (57%)	11 (17%)	9 (14%)	7 (11%)	63	7
Siblings	24 (44%)	14 (26%)	3 (6%)	13 (24%)	54	16
In-laws	28 (51%)	11 (20%)	4 (7%)	12 (22%)	55	15
Major Professor	43 (64%)	14 (21%)	-	10 (15%)	67	3
Other Female Professors	10 (33%)	3 (10%)	-	17 (57%)	30	40
Other Male Professors	30 (48%)	14 (23%)	-	18 (29%)	62	8
Female Friends	22 (40%)	11 (20%)	1 (2%)	21 (38%)	55	15
Male Friends	29 (46%)	14 (22%)	1 (2%)	19 (30%)	63	7
TOTAL	327 (52%)	149 (23%)	31 (5%)	124 (20%)	631	139

support of graduate work. On the other hand, male respondents reported more unfavorable attitudes and uncertain attitudes than did female respondents. Both sexes expressed uncertainty as to the attitudes of siblings and professors other than major professors. Table X shows combined figures.

The second question in this section asked respondents to evaluate the degree of hindrance to their school work posed by the necessity to perform a minimal level of maintenance activity. As in the previous question, female respondents reported more interference from such activities than did male respondents. The only exception to this rule was the question regarding outside jobs; a nearly equal percentage of both sexes (18-19 percent) reported severe interference from this activity. Household tasks posed severe interference for 25 percent of the females and only three percent of the males. Social or family obligations caused severe interference for twenty percent of the female respondents and only eight percent of the male respondents.

Again, the first two columns of Tables XI-A and XI-B show the differences between the sexes in terms of perceived interference by maintenance activities; Table XI shows combined figures. The proportion of female respondents reporting severe interference was more than twice as large as the proportion of male respondents. Male respondents were more likely to characterize interference as moderate or non-significant. No respondent characterized child care as a severe interference with graduate work; however, this activity was reported as non-applicable by the majority of respondents (61 percent).

The last question in this section dealt with agreement between

TABLE XI
RESPONDENTS' PERCEPTIONS OF INTERFERENCE OF MAINTENANCE ACTIVITIES WITH SCHOOL WORK

	INTERFERENCE LEVEL					TOTAL
	Severe	Moderate	Not Significant	None	Not Applicable	
Household Tasks	6 (8%)	31 (40%)	23 (29%)	11 (14%)	7 (9%)	78 (100%)
Child Care	-	17 (22%)	12 (16%)	1 (1%)	47 (61%)	77 (100%)
Outside Jobs	14 (18%)	15 (19%)	9 (12%)	9 (12%)	30 (39%)	77 (100%)
Social or Family Obligations	8 (10%)	38 (48%)	20 (25%)	11 (14%)	2 (3%)	79 (100%)
TOTAL	28 (9%)	101 (32%)	64 (21%)	32 (10%)	86 (28%)	311 (100%)

TABLE XI-A
FEMALE RESPONDENTS' PERCEPTIONS OF INTERFERENCE OF MAINTENANCE ACTIVITIES WITH SCHOOL WORK

	INTERFERENCE LEVEL					TOTAL
	Severe	Moderate	Not Significant	None	Not Applicable	
Household Tasks	4 (25%)	5 (31%)	3 (19%)	4 (25%)	-	16 (100%)
Child Care	-	1 (6%)	1 (6%)	-	14 (88%)	16 (100%)
Outside Jobs	3 (19%)	4 (25%)	3 (19%)	1 (6%)	5 (31%)	16 (100%)
Social or Family Obligations	3 (20%)	8 (53%)	2 (13%)	2 (13%)	-	15 (99%)*
TOTAL	10 (16%)	18 (29%)	9 (14%)	7 (11%)	19 (30%)	63

*Inconsistencies due to rounding error

TABLE XI-B
MALE RESPONDENTS' PERCEPTIONS OF INTERFERENCE OF MAINTENANCE ACTIVITIES WITH SCHOOL WORK

	INTERFERENCE LEVEL					TOTAL
	Severe	Moderate	Not Significant	None	Not Applicable	
Household Tasks	2 (3%)	26 (42%)	20 (32%)	7 (11%)	7 (11%)	62 (99%)*
Child Care	-	16 (26%)	11 (18%)	1 (2%)	33 (54%)	61 (100%)
Outside Jobs	11 (18%)	11 (18%)	6 (10%)	8 (13%)	25 (41%)	61 (100%)
Social or Family Obligations	5 (8%)	30 (47%)	18 (28%)	9 (14%)	2 (3%)	64 (100%)
TOTAL	18 (7%)	83 (33%)	55 (22%)	25 (10%)	67 (27%)	248 (99%)*

*Inconsistencies due to rounding error

respondent and spouse as to equitability of the family division of labor (Table XII). Females were nearly three times more likely to report disagreement with their spouses on the family division of labor; unfortunately, the great majority of respondents of both sexes who reported disagreement failed to elaborate on the reasons. However, two trends seemed to appear with respect to this question. The first was that relatives or friends seemed to be at the root of disagreement between respondent and spouse. There were three cases where the respondents stated that the disagreement was within the marriage, but then went on to name relatives or friends as having been the sources of negative opinion on the family division of labor.

The second trend involved an apparent sense of guilt on the part of female respondents for having "inconvenienced" their husbands; two of the three female respondents who stated that such disagreements existed said as much. This was even more interesting in light of the perception of female respondents of less approval from significant others and more stress felt relative to maintenance activities.

The primary importance of this section centers on the sexual differential in terms of perceived approval by significant others, perceived hindrance to graduate work posed by maintenance activities, and family conflict caused by the division of labor. This section offers much evidence that married female respondents relate to traditional female roles as well as graduate work: they perceive less support in graduate work than their male peers and display some guilt over inconveniencing their husbands by voluntarily engaging in a lifestyle which demands that the husband share maintenance tasks and perhaps alter career plans temporarily.

TABLE XII

AGREEMENT BETWEEN RESPONDENT AND SPOUSE
ON EQUITABILITY OF FAMILY DIVISION OF LABOR

	Agreement	Disagreement	
Females	6 (67%)	3 (33%)	9 (100%)
Males	46 (88%)	6 (12%)	52 (100%)
TOTAL	52 (85%)	9 (15%)	61 (100%)

TABLE XIII
FAVORABLE FAMILY ATTITUDE AS COMPARED TO SOCIALIZATION
BY AGE AND SEX OF RESPONDENT

	Young Females	Older Females	Young Males	Older Males	TOTAL
Total Socialized With Favorable Family Attitudes	(2) 50%	(3) 33%	(13) 69%	(19) 58%	(37) 59%
Total Unsocialized With Favorable Family Attitudes	(7) 100%	(4) 75%	(27) 67%	(11) 45%	(49) 67%
TOTAL	(9)	(7)	(40)	(30)	(86)

TABLE XIII-A
PERCENT SOCIALIZED BY FAMILY ATTITUDE

	Favorable Family Attitude	Unfavorable Family Attitude	TOTAL
Socialized	40%	48%	43%
Unsocialized	60%	52%	57%
TOTAL	100% (55)	100% (31)	100% (86)

The second hypothesis regarding familial attitudes stated that respondents who reported favorable and supportive attitudes on the part of their families would be more likely to have achieved socialization than would respondents reporting less favorable attitudes. It was reasoned that a graduate student could be very seriously hindered in his work (and socialization) by a family which begrudged the long hours of study and other unusual requirements of graduate work.

The data do not appear to support this hypothesis. Fifty-five respondents (64 percent of the total) reported families who approved of their graduate work and were supportive of their efforts. Forty percent of the students whose families were supportive were socialized, compared to 43 percent of those whose families were not supportive. Family support made no difference on whether or not a student was socialized.

The figures in Tables XIII and XIII-A show the results of comparing family attitudes of socialized and unsocialized respondents by age and sex. Two patterns discussed earlier reappear; favorable family attitudes influence male socialization more than female socialization and more of a difference for older males than for younger males. Among females, those whose families had an unfavorable attitude were more likely to be socialized. This may be due to the differential sex-appropriate roles for men and women, and the degree to which approval by the family meant conforming to those roles. Among older males, socialized respondents are more likely to report supportive attitudes. Socialized females report the least amount of support from their families, with only one of the three older females in this category reporting favorably. Again,

however, the number of respondents is so small that chance cannot be discounted. In summary, the data with respect to socialization and positive family attitudes are not at all conclusive. The author suspects that improvements in future methodologies will clarify the relationships.

In summary, it was found that only contact with professors had an impact on professional socialization, with those with more contact being more likely to be socialized. Neither contact with peers nor favorable family attitudes had the anticipated affect on the aggregate. However, among older males, favorable family attitude toward graduate study was related to socialization; among young females, it was related to lack of socialization. This suggests that more intensive investigation of favorable family attitudes, beyond the usual examination of only the time demands, would be appropriate.

CHAPTER VI

CONCLUSIONS

The goal of this research was to learn the effects of non-academic statuses, consistent departmental support, significant contact with professors and peers, and family attitudes on the professional socialization of graduate students. The hypothesized model stated that all of these factors had an impact on professional socialization. The research sought to examine certain aspects of the graduate experience shared by all graduate students, and to determine how variations in the experiences of different graduate students had positive or negative impacts on the degree of professional socialization they achieved.

The model was based on one major underlying assumption, upon which all hypotheses were predicated. The first of these was that socialization is, as Rosow (1965) writes, made up of socialized attitudes and socialized behavior. Respondents were categorized as socialized or unsocialized on the basis of indicators of these two factors.

Perhaps the model can best be seen as being composed of two parts, with the division being made on the basis of the location of significant contact with professors, which was hypothesized to be pivotal in the socialization process. The first part consists of those variables hypothesized to affect the student's access to the professors, the primary source of professional socialization. The second part consists of those variables hypothesized to affect socialization itself, including significant contact with professors. There is, of course, considerable interplay among these variables and none of them can be said to operate on another to the exclusion of other factors. Many of these interrelationships were not examined because of the need to limit the study to a manageable size, as stated previously.

The first part of the model dealt with the hypothesized relationship between the non-academic statuses of sex, age, and marital status as they were predicted to affect the student's likelihood of receiving consistent departmental support. It was found that males and respondents age thirty or younger were more likely than others to receive consistent departmental support. Marital status was found to have little effect.

The hypothesis that consistent departmental support is helpful in establishing significant contact with professors is supported more strongly for males than for females. In any case, consistent departmental support does not guarantee significant contact with professors, although a student with such support is more likely to have significant contact with professors than one who lacks such support. Approximately fifty percent of the respondents received consistent departmental support, yet only a quarter of the respondents had both consistent departmental support and significant contact with their professors. Given the assumption that professors are the primary source of socialization, the discovery that the majority of graduate students do not achieve a significant level of contact with their professors is a startling one.

The second part of the model hypothesized that professional socialization is advanced by three favorable characteristics: significant contact with professors, significant contact with peers, and favorable family attitudes toward graduate study. Socialization was defined as the presence of both socialized attitudes and socialized behaviors.

Forty-three percent of the respondents were classified as socialized; thirty-one percent of the female respondents and forty-six of the male

respondents were so classified. Males over the age of thirty were most likely to be socialized, while the group least likely to be socialized was females age thirty or younger. Older respondents of both sexes were found to be more likely to be socialized than those thirty or younger. This was an interesting finding in that older respondents received less departmental support and less peer contact than younger respondents; on the other hand, older respondents had more contact with their professors and family support roughly equal to that of younger respondents.

Respondents with significant contact with their professors were more likely to be socialized than were respondents with no such contact. However, much of the variation in degree of socialization was not explained by contact with professors.

Peer contact, which was much more prevalent among the students sampled, had no impact on degree of socialization.

The effects of favorable family attitudes toward graduate work on socialization remain unclear. It was hypothesized that favorable family attitudes would have a positive effect on the respondent's likelihood of achieving professional socialization. There was no difference in degree of socialization by family attitudes. It was hypothesized that female respondents would report less favorable family attitudes toward their graduate work than would males; that hypothesis was supported, and it was also found that females reported that maintenance activities interfered with their studies more often than males. Female respondents were in fact less likely to achieve professional socialization than were males.

In summary, it was found that certain groups of respondents were

more likely than others to have characteristics hypothesized as favorable to the achievement of professional socialization: consistent departmental support, significant contact with professors and peers, and favorable family attitudes toward graduate work. Yet the presence of these ostensibly favorable characteristics did not necessarily lead to socialization. Only contact with professors contributed to professional socialization. The frequent lack of conformity to theoretically salient indicators among both socialized and unsocialized respondents would tend to suggest that there are numerous paths to professional socialization. The fact remains that the majority of socialized respondents lacked one or more of the theoretically necessary characteristics for achievement of socialization. There was a reciprocal finding with regard to unsocialized respondents in that while a majority of them also lacked one or more of the theoretically necessary characteristics for socialization, a minority of them did in fact possess all of those characteristics, and yet were clearly unsocialized. Both socialized and unsocialized respondents displayed every possible configuration and combination of characteristics examined for effect on socialization.

The original model is clearly inadequate in many respects, at least as a means of predicting professional socialization. While it appears that the student who receives consistent departmental support is more likely to have significant contact with his professors, the data do not appear to indicate that consistent departmental support, significant peer contact, or favorable family attitudes operate to increase the likelihood of his achieving professional socialization. The weaknesses of the model are made manifest by the fact that it explains the pattern

of professional socialization of fewer than a quarter of the socialized respondents. In addition, the complete range of characteristics present in both the socialized and unsocialized groups makes the construction of a more satisfactory model virtually impossible. There is simply too much unexplained variance to ascertain precise problem areas to be modified.

The model is directive, however, in illuminating certain trends and patterns in the data, especially with regard to certain types of graduate student experiences. It is instructive to know, for example, that females are less likely to receive consistent departmental support, less likely to have significant contact with their professors, less likely to receive family support in their academic endeavors. It is also instructive to know that older students are less likely to receive consistent departmental support, less likely to have significant peer contact, more likely to achieve professional socialization. In a sense, the very diversity of socialized (and unsocialized) respondents is instructive, in that it suggests that the factors which have a strong bearing on the achievement of professional socialization have not been defined in this study. All of these findings suggest potentially fruitful areas for future research into the factors surrounding professional socialization.

Perhaps the most significant finding is that the virtual isolation of the graduate student from his professors appears to be the rule rather than the exception; it was obvious that many respondents named professors with whom they had only the most superficial contact because there were many other professors with whom they had no contact at all. The data examined in this research do not strongly support Pease's (1967) argument

that "the socializer (professor) teaches, serves as a model, and invites participation" through informal interaction with the student. That position appears to be a valid one only for a minority of graduate students; for the majority, the professor serves as a model only at a distance and actively invites the participation of only a few. If Rosen and Bates (1967) are correct in their argument that the professor is of primary importance as a socializing agent, that socialization takes place in a context so subtle that it must be examined through a methodology far more complex and sophisticated than was possible in this study.

In conclusion, the author believes that a more complete understanding of professional socialization and the mechanisms through which it occurs is of crucial importance to those who seek to initiate newcomers into the values and behaviors of a profession. The subject is one which both deserves and demands much further research.

APPENDIX I

Department of Sociology and Anthropology
239 Waters Hall
Manhattan, Kansas 66506
Phone: 913 532-6865

October 25, 1974

Dear Doctoral Student:

The enclosed questionnaire is designed to elicit information on certain aspects of your experience as a doctoral student and will be analyzed as part of my master's degree requirements in sociology at Kansas State University. The data I seek concern your attitudes toward your progress in graduate school, your relationships with professors and other graduate students, and your perception of the effects of your graduate study on your family. The purpose of my study is to identify experiences and circumstances which may be related to success in graduate school.

You will find that some of the questions ask you to name your contacts among professors and graduate students. This is necessary if I am to trace the extent of your contact with a given individual throughout the series of questions. The information you give will be accorded the strictest confidentiality. Both you and any individuals you name will remain completely and totally anonymous. Only I will have access to the questionnaires. I personally will transcribe your answers, replacing all names by numerical codes for purposes of analysis. Data will be reported in aggregate form and in addition masked where necessary to prevent recognition of individuals. No requests for information other than that presented in the thesis itself will be honored.

I would very much appreciate receiving any comments you might have, either in clarifying your answers or in suggesting factors I may have overlooked. Those of you who are ABD should feel free to add any supplementary information that might reflect your situation more adequately. Comments and criticism on the study or the questionnaire will be most welcome.

Page 2
October 25, 1974

I will be very grateful to you for taking time from your busy schedule to complete the questionnaire as soon as possible and to return it in the enclosed stamped, self-addressed envelope. A synopsis will be made available to you upon completion of the study if you desire.

Sincerely,

Leslie Van Sickel
1524 Shunga Drive
Topeka, Kansas 66611

Enclosures



Department of Sociology and Anthropology
239 Waters Hall
Manhattan, Kansas 66506
Phone: 913 532-6865

November 20, 1974

Dear Doctoral Student:

Last month you received a questionnaire dealing with your attitudes toward graduate school, your relationships with professors and other graduate students, and the effects of your graduate study on your family. The response to date has been very gratifying, and, in many cases, far more expansive and enthusiastic than expected. However, I need your response to make the study more representative of doctoral students at K-State. In case you have misplaced the questionnaire, I am enclosing another for you with a stamped, self-addressed envelope for your convenience.

Your response is very important to me as it will reflect your individual educational experience. I realize that you are busy and would greatly appreciate your time and effort in answering the questions.

Sincerely,

Leslie Van Sickel
1524 Shunga Drive
Topeka, Kansas 66611

Enclosures

QUESTIONNAIRE

PERSONAL DATA

1. Sex Female ____ Male ____
2. Age ____
3. When did you first enter a graduate program? Year ____
 Have you received a Master's degree? Yes ____ No ____
 When did you enter your present Ph.D. program? Year ____
 When do you expect to finish? Year ____
4. Was your graduate study ever interrupted? Yes ____ No ____
 From ____ to ____
 For what reason? _____

5. Present marital status :
 ____ never married
 ____ engaged month ____ year ____
 ____ married month ____ year ____
 ____ separated month ____ year ____
 ____ divorced month ____ year ____
6. Your most recent occupation before entering graduate school _____
7. Spouse's occupation before your matriculation in graduate school

8. Spouse's present occupation _____
9. Do you have any children? Yes ____ No ____ If so, how many? ____
 Have any been born while you were in graduate school? Yes ____ No ____
 If so, how many? ____

PROFESSIONAL DATA

10. Do you have (or have you had as a graduate student) an assistantship
 (years) ____ fellowship (years) ____ neither (years) ____
 Source, if applicable:
 Departmental ____
 Other (please specify) ____
 Does it cover tuition? Yes ____ No ____
 Does it include a stipend for living expenses? Yes ____ No ____

11. How do you meet expenses not covered by an assistantship or fellowship? Check as many as apply.

☐ your own savings
☐ loan from what source _____
☐ aid from parents or other relatives
☐ spouse's job
☐ your job
☐ other (please specify) _____

12. Have you ever:
- | | how | | |
|--|-----|-----|------|
| | no | yes | many |
| a. published a paper in a professional journal? | | | |
| b. attended a professional meeting? | | | |
| c. presented a paper at a professional meeting? | | | |
| d. solicited advice from a "big name" in your field? | | | |
| e. collaborated with one or more of your fellow students on a paper which might be published or presented at a professional meeting? | | | |
| f. collaborated on such a paper with one or more of your professors? | | | |
| g. published a book review? | | | |
| h. given comments on a paper written by one of your professors? | | | |
| i. given comments on a paper written by one of your fellow students? | | | |
| j. refereed a paper submitted to a journal for publication? | | | |
| k. done other similar activities? | | | |
| (1) _____ | | | |
| (2) _____ | | | |
| (3) _____ | | | |

In your opinion, how important to your professional career is each of these activities?

- | | very
important | generally
important | not very
important | not at all
important |
|---|-------------------|------------------------|-----------------------|-------------------------|
| a. publishing in journals | | | | |
| b. attending professional meetings | | | | |
| c. presenting papers at professional meetings | | | | |
| d. consulting authorities in your field | | | | |
| e. writing papers with other students | | | | |
| f. writing papers with professors | | | | |
| g. publishing book reviews | | | | |

Question 12 (continued)

	very important	generally important	not very important	not at all important
h. commenting on papers written by your professors				
i. commenting on papers written by fellow students				
j. refereeing papers for journals				
k. other activities mentioned above, if any				
(1) _____				
(2) _____				
(3) _____				

13. Do you get as much feedback from your professors as you would like?

Yes _____ No _____

Is it _____ mostly helpful?

_____ mostly not helpful?

14. Status of dissertation: _____ topic not yet selected
 _____ topic being defined
 _____ in progress
 _____ in final stages

15. Generally, how do the following feel about your progress in graduate school?

	very pleased	pleased	acceptable	not very pleased	definitely displeased
Your professors					
You					

16. What would you like to be doing ten years from now? _____

COMMENTS:

PROFESSORS

17. Are there any professors with whom you have had contact outside of class? Yes ☐ No ☐
If so, who are the ones with whom you have had the most contact?

1. _____
2. _____
3. _____

How often do you have contact with each of them?

	Professor 1	Professor 2	Professor 3
a few times a year			
once or twice a month			
once a week			
once a day			
several times a day			

What do you discuss? (check as many as apply)

	Professor 1	Professor 2	Professor 3
my classwork			
my dissertation			
my assistantship work			
professor's work			
topics in the field			
problems in academic life (distractions, deadlines, conflicts)			
general conversation			

18. Have you met the families of any of your professors, other than at departmental functions? Yes ☐ No ☐
If so, whose? _____
Has any of your professors met your family? Yes ☐ No ☐
If so, who? _____
Do you occasionally spend leisure time with any of your professors? Yes ☐ No ☐
If so, with whom? _____
Do your families occasionally spend time together? Yes ☐ No ☐
With the families of which professors? _____
Do you feel free to discuss personal matters with any of your professors? Yes ☐ No ☐
If so, with whom? _____
Do any of them reciprocate? Yes ☐ No ☐ Who? _____
Who would you say initiated these relationships with professors?

	me	the professor	both equally
Professor _____			
Professor _____			
Professor _____			

19. Is there anyone on the faculty who is a good example of the type of professional you would like to be? Yes ___ No ___ If so, who?

1. _____
 2. _____
 3. _____

Has your knowledge of these persons influenced your idea of the type of professional you would like to be? In what ways?

Professor 1 _____

Professor 2 _____

Professor 3 _____

Has your knowledge of these persons influenced your idea of the type of personal life you would like to live? In what ways?

Professor 1 _____

Professor 2 _____

Professor 3 _____

COMMENTS:

GRADUATE STUDENTS

20. Who are the graduate students with whom you spend the most time outside of class (not necessarily in your own field)?

1. _____
 2. _____
 3. _____

What activities do you engage in?

With Student 1 _____

With Student 2 _____

With Student 3 _____

Are your families ever included?

Student 1: Yes ☐ No ☐

Student 2: Yes ☐ No ☐

Student 3: Yes ☐ No ☐

What do you generally discuss? (check as many as apply)

	Student 1	Student 2	Student 3
academic topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
graduate school life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personal life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
general conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you occasionally ask other students to make constructive criticisms of your work? If so, whom?

1. _____
2. _____
3. _____

Do they reciprocate?

Student 1: Yes ☐ No ☐

Student 2: Yes ☐ No ☐

Student 3: Yes ☐ No ☐

COMMENTS:

FAMILY LIFE

21. How do the following people feel about your being in graduate school?

	very favorable	somewhat favorable	not too favorable	don't know
yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in-laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
major professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other female professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other male professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
female friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
male friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Do you feel that your school work is hindered by the need to devote time to other activities?

	severely	somewhat	not significantly	not at all	not applicable
household tasks					
child care					
outside jobs					
social or family obligations					
other:					
(1) _____					
(2) _____					
(3) _____					

23. Do you and your spouse agree that the present family division of labor is equitable to both of you? Yes ____ No ____

Have relatives or friends expressed any opinions on the subject?
Please explain.

ANY FURTHER COMMENTS about your life while you have been a graduate student:

APPENDIX II

ANSWERS TO QUESTION 16 (What would you like to be doing ten years from now?)

Work in research lab.

Research or advising in area related to major but in same field. At this moment, academic position not appealing.

Teaching _____ in a college or university.

Rich and retired.

Writing.

Being in a non-academic field.

Teaching and doing research at a university of less than 30,000 in a town of less than 50,000.

Haven't thought about it.

Academic position,

Really don't want to plan that far--professionally at least--just want to be increasing my knowledge of people.

Hunting, fishing, and doing privately supported research.

Research.

Work as a _____ consultant and teach part-time.

Teaching in a small college or university, consulting with other departments on applied _____ problems, counselling students.

I don't know.

Teaching and doing research.

Teaching and research in an academic institution.

Would like to teach at graduate level after working in industry for awhile.

Directing a research lab.

United Nations official.

Teaching and conducting research at a land grant university in _____.

Teaching at secondary or above.

Teaching, writing, or editing.

Either teaching or working in a business of my own completely apart from academia.

Teaching at a university.

I would like to be tenured as a _____ professor at a four year college or university, and would like to have published several books and articles in my field of specialization.

Teaching in a private college; doing significant writing.

Applied research and/or teaching.

Either in an academic or applied position in my field.

I would like to be engaged in _____ research and serving as a consultant [to industry]. Also, I would like to be in a position to begin weighing the possibilities of starting a consulting firm . . .

Teaching and theoretical research at a major university.

Teaching and doing research at a university.

University teaching and research.

Instructor at a small university.

Teaching _____ in a college or university.

I will have retired by that time (from the Army) and hope to teach _____ and do some writing.

Don't know.

Teaching at the college level.

A continuation of teaching and _____ consultation, preferably in medical or mental health fields.

Associate Professor in _____ Department at _____ University.

Conducting research in area of _____. Possibly teaching in field of _____.

Working as professional _____.

Teaching in four year college or university.

Writing.

Teaching, publishing and also doing some things not related to academic such as sing in or direct a church choir, take piano lessons, play in a city symphony.

Teaching and writing . . . in a small midwestern college.

Teaching _____ in college.

Living in a monastery.

Teaching at a four-year liberal arts institute at a salary commensurate with my education and experience.

I would like to be teaching at a small university or larger liberal arts college.

Be retired [the respondent is 31].

Writing for a living.

Supervisory archivist.

I would like to be teaching--with tenure--at a small state college or university. I would like to write a book on _____ (which is in the planning stage now).

What I'm doing now--but for more money at a better school with brighter students.

Making a good living.

Teaching school.

Teaching and research at university level.

Teaching graduate seminars, undergraduate courses, scholarly research (in that order) at a state university.

_____ in combined research-clinical-teaching position.

Research and application of _____--academic position including teaching.

Teaching. I would like to work in industry for several years, then get an academic position.

I don't know.

Teaching at a state college.

Executive in a major _____ firm.

Teaching _____ in a college.

Same as what I am doing now with the exception of being in graduate school. I am employed full time in a professional occupation as a _____ at a research and consulting firm.

Either be a member of the government or professor in a university.

Teaching at a university with a graduate program.

Teaching in a good university in the area of my interests and writing the kind of things I want to write.

What I'm doing now--_____ professor.

Due to my age--retired.

Teaching school, preferably in a small community college.

Teaching _____.

Research and development in applied _____ in industry.

Teaching at the college or graduate level.

Having an academic position in a university along with doing research.

To work in industry.

An able government official in _____ (not in U.S.A.).

To be doing research and teaching at _____.

Be associate manager of our firm.

Teaching at least some graduate courses and writing articles on books and doing research.

Teaching at a university with a graduate program.

Teaching _____.

Teaching.

COMMENTS GIVEN AFTER SECTION ON PROFESSIONAL DATA (Questions 10-16)

I am an individual who left the university before finishing my dissertation. My career had advanced rapidly in spite of this, and I will probably never finish the degree. I feel the lack of a degree has hindered my prestige as a _____, but I am able to participate freely with other _____ in professional activities.

The way things look now, I probably will not teach: there are very few jobs available that pay a decent salary.

I've had six years full time experience teaching on the college level. I want very much to return to that field if the job market ever improves.

As enrollments shrink, it is apparent that professional opportunities in teaching will shrink with them. It may well be wise to seek my future elsewhere.

I am not very pleased with my progress because I can only participate in graduate studies on a part-time basis. I am an active duty Army officer, 17 years experience, and graduate school is an additional facet of my life. Naturally, it is important but it is not first priority.

It's hard to give the feelings of my professors.

I enjoy research, administration and teaching--but I am not personally ambitious. At least not all the time.

In my present capacity--GTA--there is too much emphasis on critical [work]. I hope in the future to be able to do more creative work.

I've had to drastically change my plans as a result of the teaching market becoming so tight. Consequently, my Ph.D. is going to be of considerably less practical value since in the business field it's going to be experience rather than the degree that counts.

I am presently a full time professional in the field of _____ and enjoy the work and the attendant life-style of a small town. I am afraid my ambitions have been overridden to a large degree by my preference for my life-style.

Since few colleges or universities place the teaching role of their faculty at the top, my future goals may not be realistic. I have no great love for publishing for publishing's sake.

I foresee a financial problem in the semesters to come. The only way to be relied on is to let my wife work, if it is permissible. (FOREIGN STUDENT)

High school teachers have little time to think about professional publications. As long as I stay on this level, I shall probably feel less enthusiasm for publishing than I do for classroom responsibilities. Indeed, I feel little impetus at present to even finish the dissertation.

Much of my future is determined, I suppose, upon whether I complete the Ph.D. I was not totally successful in my first prelim examination and will be taking the test for the second time this spring. Professors on my committee were quite vague in offering suggestions for the second attempt which adds to one's lack of confidence. If I am not successful, I shall probably try to enter another graduate program elsewhere (preferably one not quite so traditional!).

Would prefer a position with a balance between teaching and research at a medium size university without extreme publication pressures.

I am not anxious to get into the professional academic rat-race, but would like to teach.

ANSWERS TO QUESTION 19--2nd SECTION (Has your knowledge of these persons influenced your idea of the type of professional you would like to be?)

Attitude toward graduate students and approach to research problems.

His philosophy of science and his approach to his life and his profession. Enviably mathematician as well.

Activities, relation with other professionals, view of profession.

He has a wide variety of interests and can handle a wide variety of problems.

He's nice.

I would like to be as proficient a teacher as ____.

A true scholar carries his learning lightly, is willing to help students, does not belittle students--a scholar is a human man.

I admire ____'s industriousness, ____'s dedication and competence, ____'s kindness and disinterestedness, ____'s enthusiasm, ____'s bright cheer, and ____'s patience.

His enthusiasm is contagious.

Both are humane.

Both excellent teachers, though they do not encourage personal contact unrelated to academic affairs.

Highly knowledgeable about his subject, yet is well-rounded in other areas also--excellent classroom teacher.

Honesty and forthrightness.

Interest in the field.

Solid, knows field thoroughly, not flashy.

Taught me that if you are too honest and open, there is a chance you will make powerful enemies and lose your job unless you are in a powerful and prestigious position yourself. In other words, power politics is important in academic circles.

I intend to continue research after leaving.

He can relax and still be professional.

Research abilities.

Honest, scholarly, open-minded, easy to know and frank--by his ideas and values and concern.

Manner and style.

I hope that I can manage to see the larger world beyond any special interests better than _____ seems able to.

Very honest person with great concern for doing good scientific research and good teaching. Does his best to help students with problems.

Professional knowledge and humanitarian way.

Cool and rational.

Guiding student in every respect--including vision into the future, etc.

Very personable, knowledgeable, enthusiastic.

He knows a great deal about his subject.

And perhaps _____, although I don't know as much about her as a professional, since she has not taught many graduate courses, and I don't know her personally as well as _____, who is an extremely good friend.

His thorough knowledge, esteem for the profession and enthusiastic lecture.

He knows his field well, knows how to see it in the broader context of world history, philosophy, religion, sociology, etc.

This is difficult to determine. Having taught for _____ years, I have my own sense of what I am doing. But there are professors with whom I feel empathy and thus assume a complimentary vision of what all of us are doing.

Professional behavior; scholarship; willingness to help students.

He takes his work seriously, is dedicated as much to teaching as research, and has kept certain values by which he lives throughout.

Interest in people.

_____ has a way of getting students to work in his classes without putting on pressure. He is good-natured and a very likeable person. He is always willing to help with any problem.

Easy-going in personal relationships, with a relaxed attitude in professional concerns but accurate.

He has ability to be in the type of position that I would like to be in.

Well-balanced in skills and easy to work with.

Generally knowledgeable in all areas including specialty.

He is a man of great courage who stands up for students.

_____ is a dreamer--though very likeable. Does not stand up for students or self.

Broad interests and good grasp of quantitative techniques.

I like the way he works in his research lab with other workers and students.

Fairly well-known, knowledgeable in consulting and academic field--good communicator.

Very little, though clearly indicates a balance can be reached between effective teaching and competent research.

I would like to be as proficient a scholar as _____.

Her methods of and strong commitment to teaching; general ways of relating to others in the department.

Personality and personal growth through _____ is a key to communicating that _____ is life and not mere information.

His patience with students and his industry.

Progressive, ambitious, dynamic.

One of the finest classroom teachers I have ever observed.

_____ 's profound familiarity with the literature in the field at such a young age.

_____ is a very knowledgeable person. He is scholarly in many different fields.

Instructed in professional ideals.

Broad knowledge and willingness to and deal with inconsistencies.

By his scholarship, his reflective ability, his sophistication.

I hope I do not become as bitter as he has sometimes seemed, nor as glib as he sometimes is.

An enthusiastic instructor so that students become interested in his course and learn something from it.

He has impressed me with what it is like to be a dedicated researcher.

Strict and warmness.

He is articulate, demanding, knows his stuff.

He takes an interest in his students as well as his subject.

His admirable expertise in his field--mastery of scholarship and his own tastes and critical judgments.

Both have high professional standards. Both are open to student views and very giving of their time.

He knows how to make profitable criticism, is fair and gives the student a pat on the back when he needs it.

A teacher with high standards, who is also warm and friendly with graduate students.

_____ 's laxity and casual approach to his work which precludes aloofness and stilted images.

Demonstrated the means to success in academic circles.

_____ and _____ always show interest in students and are always willing to help. They are very interested in working with undergraduates.

He is a professional teacher with some human traits.

Knowledgeable, makes important contribution.

Wide area of knowledge.

To do what I do thoroughly and well.

Creative, full of energy, thirst for knowledge.

_____ is an example of inflexibility in research phasing a scientist's work out of interest.

He is interested in broad fields of general knowledge and not a specialist.

Type of interests, activities, view of profession.

Interests, treatment of topics of field.

He is very confident about his knowledge. At the same time, he does not look down on people who do not know certain things.

Putting together "theory" and "reality."

Personality--always bristling like a gentle grandpa.

Very enthusiastic, optimistic, and knowledgeable in field--fairly well-known.

All three are diligent workers, well-organized and up-to-date. Each is able to interact with other people on a human level.

His lively searching intellect and high integrity in all areas; his kindness and regard for others; also his teaching methods and ability as a lecturer.

A _____ teacher should first teach students to read the text carefully themselves rather than memorizing what the "authorities" have said about a work.

Friendly, casual teacher, stimulates students to learn not only by his knowledge of his field, but by his affability in class.

_____ provides an example of what a lack of discipline can do to a promising career.

Encouraged me to have a broad background.

A cool, well-organized presentation of his teaching in the class.

Organizational concepts and efficiency in use of one's time.

In seeing how this person relates to his students in an impersonable manner, I've learned to be more personable with the undergraduates I work with [sic].

Sound knowledge of subject, yet still human and down to earth.

He is personable, yet extremely competent. He is warm and friendly but still maintains his professional dignity.

He is a pleasant, mild-mannered scholar. He doesn't feel it necessary to "toot" his own horn. He has an excellent knowledge of his field.

In seeing how this person approaches problems in a disorganized way, I've learned the importance of planning.

Depth of knowledge; various perspectives; enthusiasm for scholarship.

He possesses many attractive traits, i.e., patience, tolerance, etc.

He is an excellent communicator, with excellent expertise in his field.
Also congenial spirit.

His exceptional breadth of knowledge in his field and does not waste
time in class presentations.

Ability to apply research-derived information, social responsibility.

General outlook on life.

To do what seems important to do--not what is fashionable.

Accessibility to students and his concern for them.

By observing his personal goals, background and relations with others
as well as being knowledgeable in the field.

_____ is an example of too much professionalism counteracting teaching
talents.

Intense, perceptive, understanding, knowledgeable.

Emphasis upon empirical and experimental standards.

Pursuing knowledge; all people treated with the same respect and dignity;
creative.

ANSWERS TO QUESTION 19--3rd SECTION (Has your knowledge of these persons influenced your idea of the type of personal life you would like to live?)

Recognizing the good in people rather than the bad; humility.

Confidence.

The ability to identify inequities that can be remedied and those that cannot be.

A good father and husband. Involved in many church and "people" activities.

He enjoys life and his science.

Place of professional activities in life.

Combines qualities of sincere person interested in people's welfare. Mixes family, religion, academics, etc.

His interest in population growth as related to his personal life: consistent. I admire him for that and have been influenced.

He encourages a good social relationship between graduate students and faculty outside the required times.

I've learned that if I want to live comfortably and within a stimulating environment, then don't take an academic position. This attitude toward academia is also based on my contacts with faculty members in general. In addition, my teaching experiences with the student population of today has contributed to that attitude.

Actually, there has been less influence in this than in the other [professional identification].

All of these men are very admirable. None of them is the kind of professional or personal human being I'd like to become.

I would not like to be like ____--cold and impersonal to students.

I hope to avoid what seems to me to be ____'s rather narrow-minded moral-religious values.

Generally these people care about others and as such give me support in doing the same.

She has other interests than academic and is a warm, concerned human being. I admire that.

I would spend a lot more time than he does in what I consider non-professional activities.

Serious, but common approach to life.

Casual approach to life.

My personal life has been chosen with respect to my own and my wife's preference.

This man is interested in life!

Tolerance of those who are not as well-informed and being genuinely modest about the amount of accumulated data, etc., and the knowledge that your education does not give you any extra station in life in real terms. I guess that I admire his humility more than anything.

Sincerity and honesty.

Simplicity and dedication.

High integrity; strong commitment to people and to work; creativity and individuality in all areas of life; relates to people with love and respect; brilliant, intellectual and hard-working but also fun, crazy and down to earth.

All three have demonstrated the personal and moral responsibility a teacher has to deal with students as human beings seeking to make sense of life--rather than as "students" who come to class to have their notebooks filled up with useless factual material which is a substitute for human interaction between students and faculty.

Only in the most general way, in that they have successful careers and a seemingly happy family life.

I hope I do not become so completely involved in what I consider to be _____'s conspicuous consumption.

High moral character, personal integrity.

_____ seems to be easy-going, well-organized and very handy at home. I would like to work on home projects when we get a home.

Not to devote so much time to professional duties.

Mixture of personal and professional is best.

General outlook on life.

To not let professional pressures, monetary ones interfere with living.

How he views people--family; his interest in Zen.

COMMENTS GIVEN AFTER SECTION ON PROFESSORS (Questions 17-19)

This portion does not fit my situation. As an infrequent student, I have not had the opportunity to develop these relationships or to form accurate evaluations.

I have my own way to justify myself to society.

Compared to the last university I was at, this one is extremely impersonal. I don't know anyone personally, and have sometimes received, instead of counsel on my work, the incentive to compete, with the professor as referee, not coach. Professors 1 and 3 are not like that, but others are. Previously (elsewhere) professors had a personal relationship, influence on my lifestyle as well as academic plans.

The professors in our department are notorious (among the graduate students) for keeping a very safe personal distance from students. While several of my professors are good teachers, there is not one who has encouraged any kind of personal contact not connected with classwork, dissertation, etc. Two professors, A and B, with whom I have become friends, have not been professors of mine, and even then I have contacts with A generally only in the halls. C's house is the only professor's home I have been in on a social basis. Our professors generally seem to think it is both proper and desirable to keep those barriers of professor/student in good repair.

On the whole, I find that I want to avoid being like the faculty I associate with, as far as personal life goes. And my enthusiasm for the profession has been rather damaged by my contact with the faculty.

_____ seemed to be the only professor who would allow himself to associate with the graduate students at that time.

As a full-time _____ who spends only a small amount of time in Manhattan, the answers to the above questions are only approximate. I spend the majority of my time with my family or job.

Not many of these faculty in _____ seem to be interested in personal relations.

I have assumed that you want only Kansas State professors. I in fact have more contact with professors from other schools.

Actually there is very little sub-professional contact in the _____ department. There should be more. There is a fair amount of office banter.

I'm certain that I do not approve of these questions. What is the point?

I feel that my personal values were established (and clearly so) prior to entering grad school. The influence has been primarily with respect to professional values and characteristics. Perhaps my situation is anomalous because of age and family status, but I found more in common with faculty than with the majority of fellow graduate students. Therefore the majority of personal relationships within academia were with faculty rather than students except for certain instances. This does not mean that all interpersonal relationships were restricted to academic setting, nor that all close relationships were with faculty. The best statement I can make is that good interpersonal relationships were established with both faculty and students--with little distinction as to academic status!

COMMENTS ON QUESTION 20 REGARDING GRADUATE STUDENTS

Students have nothing to do with my dissertation (They are unfamiliar with it).

I really don't spend an appreciable amount of time with any others [than the student named]. With others, I discuss prelims, class requirements and projects, but there seems little common ground of sharing-- which may result from competitive framework referred to above.

We actually only did this in one course in which we told each other what we thought about our respective oral reports.

Obviously such constructive criticisms are embedded in our conversation about academic topics, but we don't formally look over each other's paperwork.

I do not associate with graduate students. At our university and in my department, there is no organization for graduate students. Most of the graduate students I know are married, and I do not like to associate with married students. Graduate students' wives are somewhat dull and are absorbed only in the domesticity and child-rearing activities of women. I prefer single and "liberated" women as friends (among women).

Little contact with other grad students.

_____ was a graduate student in _____ with whom I took classes, worked in the library on research projects and socialized. _____ was a post-doctoral fellow in _____ who lived in our apartment complex and whose daughter played with our son. We (our families) socialized together at our apartment complex.

It is really impossible for me to list just 3 graduate students with whom I spent considerable time--over a five-year period friends would come and go, and a list that would do justice to your question would have to include 2 or 3 times the number you ask.

You must realize that since I have left KSU that this reflects events during the previous four years at that institution. These people indicated were my contemporaries.

COMMENTS GIVEN AFTER SECTION ON FAMILY LIFE (Questions 21-23)

I don't think they understand [in-laws].

Admired our arrangement. [School work hindered] by the need to live, not let life pass me by.

My department chairman and dean are enthusiastic [about division of labor].

My parents say I should do my "fair share."

None have expressed opinion concerning the family division of labor.

Some of my wife's friends think I am a loaf [sic]. But I bring home 2/3 of family income.

[Relatives and/or friends] have been surprised at housework I do and help with the care of our infant son.

I also feel the family obligations are a salvation from stagnation into academia. My teaching probably suffers more studying because of combination.

My spouse doesn't care much for his job, and I feel rather guilty about keeping him in it while I complete my studies. The arrangement is hoped to be reciprocal: he should do what he wants to next.

I am a teaching assistant only, which of course, is time-consuming, but it also usefully interacts with course work and is professionally satisfying.

Actually, academic work is the least difficult problem for most students.

More or less--we are still working it out [division of labor].

Most of my family doesn't know what graduate study involves. I never discuss my work or plans with family and this has placed a kind of breach between me and family members which I intend to maintain.

Some of our relatives think it's silly for me to be getting a degree which won't assuredly yield me a large income. They look at it purely as a job and money-making affair. They can't look at it in terms of personal growth, satisfaction and ambition if it's going to pay poorly. And, after all, jobs teaching _____ at the graduate level are increasingly more difficult to find. Most of my family or my husband's haven't gone on to college and in general don't understand what it's all about, if they can't see that you're getting a lucrative job as a result.

My parents felt graduate school took a toll on my health.

Most of my relatives and friends do not understand why I want to complete my graduate work especially under the unfavorable circumstances created by my having to commute from so far.

I was not married at the time, but I believe I can answer this question. Most of our married friends had only one partner in school and consequently the other partner carried the weight of most of the household duties. In cases where both partners were in school, the end result was usually either having one partner drop out or dissolving the marriage.

. . . I have no idea how my friends or relatives feel, nor do I care.

Both my family and that of my wife hold education in high regard.

Few explicit comments. My mother generally is more tradition-bound about specific male-female roles (she has never been employed since she married my father). My mother-in-law is more open-minded to my assuming housekeeping, child-care, and cooking tasks. She has worked as a grade school and junior high teacher for 40 years.

My mother thinks I should help my wife more than I do--but then she has no real knowledge of our division of labor.

Parents have commented that we keep the trailer looking neat, and that it is nice we both work on the household chores such as washing dishes, cleaning and cooking.

Re question 23. I made the mistake of letting my wife read this and now must change my answer to this question to "no."

They believe that we have an equitable arrangement.

My whole family (parents, aunts, uncles, cousins, by blood) is confused by the whole grad school trip. Friends and in-laws--very favorable.

We disagree constantly about who should do what and why!

COMMENTS GIVEN IN RESPONSE TO PROBE FOR ANY FURTHER COMMENTS AT END OF QUESTIONS

I enjoy the free time I have as a graduate student.

I am a foreign student and I look at things in a different perspective. If you have any further questions, I'll be glad to answer them for you. Just call me. Sorry for ignoring the first time.

Present position requires that I travel on some occasions, either domestically or foreign and occupational requirements demand concentrated work leaving sometimes little energy for graduate study. Requirements to study do not allow sufficient time to keep up on other reading related to professional occupation. Some classes poorly taught or material not relevant. Gap between theory and applied is very broad.

Family divided on what to say--consensus is that it may be all worthwhile if I make a million dollars in next 10 years. You have selected an abnormal sample by mailing me a questionnaire--I am not the typical grad student you are soliciting information from. I am already a professional in a given field, altering my direction in life.

A few thousand [comments] but have time only for one general statement. While in grad school you are trained to be an expensive type of machine. Too much emphasis on the technical parts and too little on the overall problem. You are being taught to concentrate on "things" you can measure and discount factors impossible to measure but which are even more important. You are supposed to be a student in one dimension--as they conceive it. Maybe it is the fact that I am a so-called international student that is the source of these impressions. Have been exposed to other educational systems, and other values.

I seriously doubt that this data is [sic] usable for your study. As a _____, I entered this career rather late, and have been limited in my graduate studies by the problems of keeping two children in college along with me. I am currently Assistant of _____ at State College of _____, and usually attend KSU only during the summer terms now that my residence requirements have been completed. Most of my contacts with KSU are currently related toward the completion of requirements, and my work schedule does not permit the development of typical (?) student relationships with either faculty or other students. Your questionnaire is good, although you might want to break down the data to include the G.I. Bill as an income source. Also, the term "big name" is perhaps too vague for effective evaluation. I also believe that a number of graduate students (not in continuous enrollment) may experience a little difficulty in outlining their relationships with other graduate students. Good luck on your thesis. I hope your other responses are more satisfactory.

What is ABD?

I was very discouraged with the way the police (about parking), fellow students, professors, etc., made it almost impossible for me to continue my education because of my short distance walking [respondent had been seriously ill].

Graduate school is very demanding of your time, and if you are single, it sometimes makes it difficult to do much dating. You must find someone very understanding or lasting relationships can be hard to come by.

There is an isolation from peers and other members of community, except those in fields related to study. There is a camaraderie developed in department; however, this does not seem to extend to other graduate students, except those met in academic-related functions (classes, research, etc.). Pressure to suspend personal wants and needs and instead follow needs of research and coursework is present in varying degrees. This may produce to some extent the isolation.

I am tired of going to school!

I have often wondered whether I have made the right choice in view of the current job situation. I have also noticed a great deal of "politics" in that if professors feel you are making adequate progress, you have no problems. (This is regardless of what you actually know.)

During the period I worked on my dissertation--had little contact with other graduate students inside or outside my department. My contacts with my major professor were my major contacts. Otherwise I worked in isolation.

Met nice people around here. Sometimes thought that it would be wasting time to go on for Ph.D. Don't see any difference between Masters and Ph.D. unless you are taking a teaching job. Only difference would be starting salary. Good luck on your research work!

Generally, a very enjoyable portion of my life. I received a great deal of personal satisfaction from graduate school. Graduate school and family life do not necessarily go hand-in-hand. However, if both man and wife agree on the value of the short-term sacrifices made (generally by family members at home) the experience to all is valuable and satisfaction can be realized by all when graduate studies are complete. I believe that the lives of those family members not in school (such as wife and small children) experience the greatest sacrifices during graduate studies.

Much more enjoyable after I married.

My responses to these questions indicate that I lead an insular existence. There are several reasons for this beyond my own personality, which is one phenomenon that neither seems relevant to this form nor discussable by me anyway. One relevant, discussable point is the job market for advanced degrees in _____. It is so bloody competitive that it

noticeably filters down to graduate students, driving them apart, whether they want it to or not. Further, it seems necessary for academics to engage in pettiness. That is so, I believe, because the stock in trade of the academic is his intellect, something continually threatened by all of the other academics. I have never met, not in the military, not in the corporate world, not in my private life, a group of people better able to play "my dog's bigger than your dog" than academics. Why, then, you will wonder, don't I enter another profession? First because I have worked too damn long and hard in this one to leave it simply because my dog is indeed smaller than someone else's. Further, I harbor the juvenile belief that if I ever get in a position to eliminate some of the pettiness, if only by being aloof from it, I shall do so. Further still, I remain in training for this profession because I love [it] -- that is, consider great gobs of it necessary for a minimally satisfying life. Finally, I should add that I greatly enjoy teaching. I like sharing what I know and teaching my students how to find out what others know and have known. I would be glad to respond to any further inquiries.

The responsibilities of both graduate work and teaching are often very frustrating, in that it is impossible to do either as well as you would like to without killing yourself. On the other hand, teaching is enjoyable and rewarding in various ways, and teaching and coursework together provide a stimulating interaction and help one to feel more a part of the profession. The paradox of the life of the "CTA" is, of course, that it is, at once, one of the most stimulating and frustrating of existences--with exciting challenges, constant pressures and occasional rewards. I would appreciate receiving the synopsis of the study.

There has been too little person-to-person contact. Professors tend to put in time at the office, as if they worked at a factory. Graduate school involves the student's professional psyche, and little care is taken to do more than educate him in a subject matter. If one is to receive a Doctor of Philosophy, the program should deal with the student's philosophical approach to his job.

It has been a long, hard grind--not much fun. The futility is that the job market is so bad--so what's it all for? Since I have been married, the strain is greater--I feel I have to spread myself very thin in order to get everything done. Also--graduate school is very isolating--friends and family don't really understand. I feel like a "curiosity" sometimes.

As commented earlier, I've been here (in U.S., particularly KSU and Manhattan) for only two months and most of my responses were based on (Professors and Graduate Students section) my stay here at KSU. This may somewhat be of interest to you. One thing which has greatly affected my life as a graduate student here is: adjustment to a totally new environment--new way of life, new faces, etc.

Of course there are some negative aspects to being a grad student which we all share. For example, the amount of time that graduate school requires and the low salary that most of us get. However, the rewards

of finishing grad school and getting the type of job I want far outweigh the inconvenience grad school now creates.

At present the job market for _____ professors is so poor (and promises to be so indefinitely)--as is the pay for academics generally--that I plan to leave KSU after taking prelims this spring and take a job that pays better doing something else related to my background (though I will look for teaching jobs).

Since I have only been here a short time, and still maintain friendships at the place where I formerly taught, most of my friends already have a Ph.D. Again, in relating this data [sic] , remember [I have] been here only 2 or 3 months. I expect contact with others, both students and teachers, will expand within the next years.

I entered graduate studies with the intention of becoming a scholar by thorough preparation. I do not associate very much with those I'd call friends because my politics usually turns them off. The one friend that I have cultivated here recently became involved with one of the other sex and this, combined with his work, has made him unfit for conversation beyond the most casual and inane topics. I think that my feeling of isolation as a scholar comes from the fact that our university is very reactionary, and professors and students aren't too integrated in real culture or real friendships. I putter along hoping to get a position in a more culturally enlightened area of the country.

I can say only that since I have left the campus environment, I have totally lost touch with the department, though while I was at school, I was generally pleased with faculty support, etc., etc.

My life as a grad student has been fairly easy. My husband has supplied most of the money and been very supportive of me. He's also very interested in my work. It would have been nicer to have gotten to be on closer terms with some of my professors from whom I've learned a great deal. But I've already elaborated on that situation.

Graduate school has been a very maturing experience for me. Probably the most valuable lesson I have learned is how to handle the B.S. involved with academic life.

These questions are somewhat after the fact for me, since I now have a full-time job out of the academic atmosphere, so that though I'm still working on my dissertation, I feel very removed from graduate school.

Because I live in _____ and drive to Manhattan once a week to attend classes, some of the questions are not totally applicable to me. I do not, for example, find it possible to attend such get-togethers as departmental picnics where out-of-class acquaintanceships might be made.

My relationship with all my professors was quite formal: i.e., I addressed them as "Dr." or "Professor." Their relationship with me was also formal, except they did express (in action) concern for me, my family, etc. When I was ill, they made exceptions, altered rules, etc., to accommodate my needs at the time.

Since I have been working full-time since _____, many of my responses may not be appropriate to your study. You might have included a section for those of us who completed our coursework but then sought employment before finishing the dissertation. The three of us who shared an office . . . would all agree--students should stay on campus and finish the degree, if at all possible. The hassle of finishing while working full-time is a tremendous strain, both on the individual and his family.

It's better than working!

I am not good food for data, since the Ph.D. work contributes a very minor part of my efforts.

Graduate student life for me has been primarily the fifteen months I spent on my M.A. I worked . . . during that time and had little time for a "social" relationships with my fellow graduate students. I might add that I was older . . . and certainly much divorced, politically and socially, from the student body in general.

I'm afraid that the value of this questionnaire may be marginal to you . . . I am scarcely representative of the average graduate student.

As an atypical graduate student, my responses may not be much help. I received the M.A. degree from another university and have only fifteen semester hours at K-State. Consequently, my circle of acquaintances there is rather small.

I hope you recognize that the period I am writing about was from _____ to _____. From my observation during recent trips to campus, things have changed significantly--and for the worse. What I think was the strongest feature of graduate work at KSU was the informal and loose relationships between students and faculty--a situation that, at least in the _____ department, has all but disappeared.

My original impulse was not to waste my time to answer this form at all. On reflection, that was a sound impulse. These questions are boring, thoughtless and irritating, or was that really the point? These certainly aren't the questions a _____ would ask if he were doing a serious inquiry into graduate student life. I trust this is an education or sociology project. P.S. For the price of a beer, I would be happy to discuss with you more meaningful approaches to graduate life.

Do not feel that the pay is equitable for the work performed. I perform a full research program, but do not receive subsistence wages.

Living in Kansas was depressing! Comment: 1) confidentiality is more often respected in the breach . . . I know that among colleagues, it is a tenuous notion that often fails when confronted by a juicy tidbit; 2) give [respondents] enough intelligence to select professors "A," "B," and "C" and to use those codes to consistently identify them throughout the survey; 3) Q.E.D. . . .

Transition to graduate school represented a major shift in my life and my wife's as well. Previous patterns of behavior were changed to conform to both financial and academic demands of graduate school. The structure of the community (in terms of social stratification) also demands some conceptual shifts in dealing with an altered environment along with altered needs. Basically, the education I received is, I believe, of excellent quality and on a par with that offered by any graduate department of _____ in the country. In addition, I found the faculty generally concerned about and interested in my welfare, as well as personally warm, friendly and open. By and large, I count graduate school as a positive experience. I would like to see a synopsis of your study when completed.

Ha! Come on over to _____ and we'll talk! It's often good, seldom what it could or even should be. It's degrading, depressing and oppressive--it's ridiculous and serves other than educational purposes--ex-sexist, but I love the subject [sic]. Good luck. Some of the items may be weird, but it's good--would be interested in it if you have the time to drop me a line or visit the department.

The difficulty doesn't lie in the work but in learning to live with the pressures, which are not always related to school work, i.e., having little or no free time means giving up many of the things which you enjoyed.

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INFLUENCE OF PROFESSORS, PEERS AND FAMILY
ON PROFESSIONAL SOCIALIZATION OF GRADUATE STUDENTS

by

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The hypotheses tested in this research are based primarily on three premises: (1) that the professor is the primary agent of professional socialization within the graduate school context; (2) that his socializing function is performed most effectively through informal interaction with graduate students; and (3) that graduate students who lack an appreciable degree of such informal interaction with a professor are likely to be incompletely socialized as regards their professional training. Two hundred doctoral students were mailed questionnaires; 86 students returned them.

Rosow (1965) states that complete socialization requires both socialized attitudes and behaviors. We know from Pease (1967) that graduate students participate in certain professional activities because their professors encourage such participation. Western and Anderson (1968) say that different types of learning take place in formal and informal settings and suggest that attitudinal types of socialization occur in informal context. In summary, the literature suggests that both socialized attitudes and behaviors are necessary for complete socialization; furthermore, both are effected, at least to a degree, through informal interaction with professors.

Given the importance of informal interaction with professors to the graduate student's professional socialization, the question of access to such interaction becomes of interest. Assuming that the professor has the prerogative of granting or withholding such access, it was hypothesized that professors base such decisions on those student statuses which are easily observed and widely assumed to be salient: age, sex, and marital status. Males were found to be more likely than

females to receive consistent support, and students aged thirty or younger were more likely to receive such support than older students.

Respondents were asked many questions about their contacts with their professors and peers. It was discovered that respondents had far more extensive contacts with their peers than with their professors; it appeared, in fact, that contact with professors was, for many respondents, extremely superficial and limited. The latter finding was quite significant in view of the theoretical assumption that professors are the primary purveyors of professional socialization.

The attitudes of family and friends were also examined on the hypothesis that supportive attitudes from these significant others would be conducive to professional socialization. The findings here were mixed at best, with unsocialized students showing more supportive families than socialized ones. Inadequate methodology was assumed to be the reason for this unexpected finding.

Respondents were classified as socialized or unsocialized on the basis of their participation in and evaluation of professional activities. Slightly over half of the respondents were categorized as unsocialized. It was hypothesized that students with consistent departmental support, significant contact with professors and peers, and supportive families would be more likely than others to be socialized. This hypothesis was supported tentatively; relationships between socialization and other variables were found to be unclear.